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O’ZBEKISTON GANCH O’YMAKORLIK SAN’TINI O’ZIGA XOS XUSUSIYATLARI

Annotatsiya: Ushbu mqolada o`zbekiston ganch o`ymakorligi san`atini o`ziga xos xususiyatlari va uning ahamiyati yurtimizda ganch o`ymakorligini rivojlanishi haqida so`z boradi.

Kalit so`zlar: ganch o`ymakorligi, san`at, bo`yoqlar, amaliy bezak san`ati

O‘zbekiston xalq amaliy san’atining ganchkorlik turi xam juda qadimgi tarixga ega. Ganchkorlik O‘zbekiston me’morchilik-bezak san’atining qadimiy turlaridan biridir. XX asrga kelib Xiva, Buxoro, Toshkent, Samarqand, Andijon, Namangan, Qo‘qon kabi shaharlari uning asosiy markazlari aylangan. Ganchkorlik san’ati xalq amaliy-bezak san’atining boshqa turlariga qaraganda, me’morchilik san’ati bilan uzviy bog‘liq. Chunki ganchkorlik azaldan saroy, masjid va madrasa binolari hamda badavlat shaharliklarning uy-joylarini bezab turgan. Dastlab, qurilishlarda mahalliy maktablarga xos an’analar bilan bog‘lanish kuchli bo‘lgan. Qadimgi ganch o’ymakorligi xajmiy bo’lib, 3ata3poli tasvirlar asosida ishlangan. Ularda ko’pincha odamlar, hayvonlar, qushlar ta’sviri ishlatilgan. Eramizning birinchi asrlaridayoq kishilar ganchni ajoyib xususiyatga ega ekanligini bilib, qol’ganlar, karvon saroy va boshqa joylarni bezay boshlaganlar.Vaqtlar o’tishi bilan naqqoshlik, yog’och va ganch o’ymakorligi yanada rivojlanadi. Murakkab 3ata3pol tasvirni aks ettiradigan naqshlar paydo bo’ldi.

Ganch o’ymakorligi ishlari uyning ichki namgarchilik tegmaydigan tashqi qismida ham qo’llanila boshlandi. XX asr boshlaridagi o’yma releyfi judda mayin bo’lgan uslub texnikasi paydo bo’ldi. Rangli ganchlar, bo’yoqlar, naqsh va tasvirlar qo’llanila boshlandi. O’zbekistonda o’ziga xos ganchkorlik maktablari vujudga kela boshladi. Bunga yaqqol misol Buxoro maktabi ganchkorligining texnik jarayoni birmuncha murakkab, ishlovlarning noyob uslublari va rang-barangligi bilan ajralib turadi. Samarqand ustalarining ishlash uslublari Buxoro ganchkorligiga yaqin bo‘lib, murakkab ganchning stalaktit uslubi orqali devorlar yuqori burchaklarini o‘yma naqshli panno bezatilishi bilan ajraladi.

Toshkent maktabida keng tarqalgan o‘simlik-islimiy kompozisiyalar farg‘onalik ustalarning ishlariga yaqin bo‘lib, ko‘pincha «o‘simlik zanjiri» turkumidagi naqshlarni tashkil etadi. Qo‘qon va Xiva ganchkor ustalarining ishlari murakkab orasta kiyofali xandasaviy naqshlari – girixlar bilan boy.

XX asrning yarmida ganchkorlik an’analari yo‘qolish arafasida bo‘lgan, lekin 1970-chi yillaridan boshlab Toshkent va O‘zbekistonning boshqa shaharlarida davlat ahamiyatiga ega ob’ektlarni, 4ata4pol, kafelarning qurilishida ganchkorlikdan unumli foydalanishga harakat qilindi. Shu bois 1990 yillarda Toshkentda yuqori darajali ganchkorlik maktabi rivoj olib («Usto» birlashmasi ustalari), ularning faolligida poytaxtning turli binolar inter’erlari bezatildi («Oq saroy» qarorgohi, Oliy majlis binosi, «Turkiston» konsert zali, Temuriylar tarixi Davlat muzeyi, «Navro‘z» nikoh o‘yi, poytaxt teatrlari, 4ata4politan stansiyalari va b.).

Hozirgi vaqtda ganchkorlik amaliy-bezak san’atining yetuk turi bo‘lib, uning O‘zbekistondagi me’morchilik inshootlari bezashda ahamiyati 4ata. Ganchkorlik ustalarining ijodiy namunalariga bo‘lgan talab Xalqaro miqyosida ekanligini ko‘rsatmoqda.

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DIVERSIFICATION OF PRODUCTION AS A CONDITION FOR THE DEVELOPMENT OF INDUSTRIAL ENTERPRISES

Annotation: This article discusses the development of a strategy for diversification of production of JSC "Uzmetkombinat". Analytical and graphical methods for calculating the working car fleet of the casting and rolling complex of this plant are proposed.
Keywords: Industry, metallurgy, diversification, strategy, casting and rolling complex (CRC), freight flows, transport infrastructure, cars, market, technologies.

As you know, in order to ensure the efficiency of industrial enterprises and the conduct of sustainable business in the long term, such a system is needed with the help of which it would be possible to implement an increase in the rate of development of economic entities. In this regard, the process of developing a development strategy acts as a modern development tool, an effective means of changes and adaptation of transformations, as well as increasing the competitiveness of an enterprise.

Consequently, the production diversification strategy is an important element of the organization of productive forces. Determining the directions of restructuring in the national economy, diversification serves as a tool for eliminating imbalances in reproduction, including the redistribution of resources.

Significant changes in the economic, social, scientific and technological conditions of industrial enterprises have radically changed the requirements for strategic planning. Fierce competition in the world economy, increased technological progress and a decline in economic growth have caused an expansion and change in production, for which the acquisition of modern technology, as well as the results of scientific research, has become insufficient. This largely explains the fact that diversification has become the most common form of capital concentration. As a result of diversification, enterprises turn into complex diversified complexes or conglomerates.

JSC "Uzmetkombinat" possesses a powerful production potential and if it is not used, deductions for depreciation will become a factor in the growth of the company's costs and reduce its competitiveness. Expanding the range and range of products or using an effective diversification strategy allows you to maintain the use of the enterprise's production capacity at a sufficiently high level and even relatively cheapen metal products, increase the income of the enterprise and the population, better use their potential, create a sales network. Diversification makes it possible to make fuller use of the market opportunities, take into account its changing conditions in terms of demand, and receive additional income by occupying profitable product niches in the market. Its advantages are manifested in the emergence of the ability of enterprises to quickly and efficiently adapt to market requirements, insure themselves against risks, increase the number of sources of income, make fuller use of labor potential, establish trouble-free production.

The main goal of diversification is to maximize profits by achieving competitiveness. However, the ways to achieve competitiveness and incentives for diversification have different specifics.

The metallurgical industry plays an important role in improving the country's macroeconomic performance. At the same time, the enterprises of the industry are increasingly faced with the question of determining the strategy of their development.

At present, the relevance of modern approaches to the development of directions of development for the future for domestic metallurgical enterprises operating in the developing world globalization processes is becoming increasingly important. These conditions are characterized by an unstable competitive environment. In this regard, it is necessary to develop such mechanisms that would help to ensure the effective use of existing competitive advantages and eliminate the factors of the industry's weaknesses.

Industrial transport is an essential element of the systems of transport services for production, playing a key role in the delivery of goods and in social production in general. Railway transport takes the leading place in the transport service of enterprises in most industries.

In accordance with the decree of the President of the Republic of Uzbekistan No. PP-4937 "On measures to implement the investment program of the Republic of Uzbekistan for 2021 - 2023" dated December 28, 2020. Joint Stock Company "Uzmetkombinat" is implementing a large investment project "Construction of a casting and rolling complex" [2].

When implementing this project in JSC "Uzmetkombinat" the following results are expected [2]:

- doubled production of products, as well as the production of over 1.0 million tons per year of hot-rolled sheet products, of which more than 100 thousand tons for export and 900 thousand tons for the needs of the economy, including the Tashkent Metallurgical Plant;
- development of related industries (construction, machine-building, electrical, car-building) and diversification of the production of import-substituting products (non-standard metal structures, seam pipes, various sheets, building materials);

- reduction in imports of products and outflow of foreign currency (in 2019, 395 thousand tons of hot-rolled steel sheets in coils were imported (an increase of 134% by 2018) in the amount of $ 245 million (an increase of 126% by 2018).

It should be noted that the average annual growth rate of imports of hot-rolled steel in the republic for 2017-2019. amounted to 33% [2].

Along with this, the expected production volumes at the JSC "Uzmetkombinat" necessitate the development of a technological process for the operation of the access road of the plant, taking into account the increased cargo flows. Considering that the commissioning of the casting and rolling complex (CRC) in 2021, the freight traffic at the plant will more than double, it is necessary today to identify "bottlenecks" in production and revise the transport infrastructure, to develop complex and organizational and technical measures.

The calculation of the working fleet of cars of the casting and rolling complex should be carried out on the basis of the adopted organization of transportation, a clear specialization of trains, assignment of cars to the main transportation and linking the operation of transport with the mode of operation of shops with the obligatory provision of the frequency of operation of transport during the day.

The working fleet of wagons is determined in the projects by the following analytical method: in technical projects - based on the calculation of the wagon turnover according to the enlarged time norms; in feasibility studies - on the basis of the recommended wagon turnover rate. The enlargement of the time norm is calculated taking into account the interoperative intervals.

In our opinion, the calculation of the number of cars can be determined by a graphical method, reflecting the place, time and sequence of operations for processing cars [3].

In this case, the working fleet of cars of the plant (N_p) is determined by the formula:

$$N_P = \sum N_i \qquad (1)$$

where: N_i - is a working fleet for each type of carriage (platforms, dump cars, gondola cars, etc..).

The working fleet of wagons (N_i)is calculated separately for each type of transportation, taking into account the type of cargo and the type of rolling stock according to the following formula:

$$N_i = \frac{N_c \cdot T_{об}}{24}, \qquad (2)$$

where: N_c - is estimated daily loading in wagons of a certain type, determined taking into account the daily coefficient of unevenness;

24 - number of hours in a day;

$T_{об}$ - time of complete revolution in hours, i.e. the duration of a full voyage from the start of loading a wagon to the start of its next loading.

At the same time, the total turnover of wagons in hours ($T_{об}$)is determined on the basis of the estimated (technological) time (T_p)for handling wagons at stations, at points of loading and unloading, staying along the route, taking into account interoperational downtime ($T_{пр}$) [3].

$$T_{об} = T_p + T_{пр}, \tag{3}$$

The estimated technological turnover of cars (T_p)is determined by the formula:

$$T_p = T_n + 2 \cdot T_{дв} + T_в, \tag{4}$$

where: T_n - duration of the processing of the train at the point of loading the wagons

$$T_n = t_n + 2 \cdot t_м + t_{cm}, \tag{5}$$

t_n - time for loading wagons, determined based on the data of the technological part of the project.

$t_м$ - the time for filing the cleaning of wagons, taking into account maneuvers, weighing and regulating the weight (during loading), is taken according to the daily schedule.

t_{ct} - time for the formation (disbandment) of wagons at the loading and unloading station, processing of the train and delays for waiting for the locomotive, when servicing several freight points with one locomotive, and the release of the freight front.

The time for processing the train, forming (disbanding) cars and waiting is taken according to the "Technological process of interaction of the station" Bekabad "of JSC" Uzbekiston Temir Yullari "and JSC "Uzbek Metallurgical Plant".

Here - $T_в$ - the estimated time for processing the train at the unloading point is determined similarly T_n.

$T_{дв}$ - the travel time from the loading station to the unloading station, taking into account stops at stations along the route, is assumed to be equal in both directions, and therefore in the formula this time is doubled. $T_{дв}$ determined in accordance with the daily schedule.

The time for interoperational downtime ($T_{пр}$)is determined by the organization of train traffic, the rhythm of feeds and the shift in the work of shops and is taken into account depending on the category of trains.

The total turnover of cars ($T_{об}$)is determined by the category of trains.

For specialized trains ("turntables") and shunting trains, the movement of which is envisaged on the basis of contact graphics, the full turnover, taking into account the rhythm requirement, is calculated in such a way that if the technological turnover (T_p)of the turntable provides within a day (three-shift work) the development of the estimated daily loading (N_c)for a given number of cars in the train (m):

$$T_{об} = \frac{24 \cdot m}{N_c} = \frac{24}{n}, \qquad (6)$$

where: $n = \frac{N_c}{m}$ is number of flights.

If, at the calculated technological turnover and net weight of the train, one turntable does not ensure the development of daily loading, then the required number of "turntables" is set, and then the full turnover is determined:

$$T_{об} = \frac{24 \cdot b}{n}, \qquad (7)$$

When determining the required number of trains in circulation, it should be borne in mind that in some cases, the technology of the main production requires the continuous presence of wagons under loading, under unloading or under both cargo operations.

It should be noted that if such a requirement exists, the minimum number of fixed trains must be at least two - with the obligatory presence of wagons under one cargo operation, and at least three with the obligatory presence of cars under both cargo operations.

It should be borne in mind that in some cases it is possible to reduce the number of fixed trains by separating the carry-over of wagons to be at the point of loading (unloading).

For example, the transportation of sawn-off pieces is carried out by two “turntables” of 10 cars each. According to the production technology conditions (sawn-off cuttings are loaded from the mill conveyor directly into the wagons), it is necessary to constantly be under the loading of empty wagons. In this case, in addition to the two trains in circulation, it is possible to secure an additional carry-over of wagons, for example: 3-5 units, which will be loaded during the absence of both trains. With each next run, these cars will be replaced with empty ones, and the loaded ones will be included in the next “turntable”.

The total turnover of wagons ($T_{об}$),following with modular (or transfer) trains should be determined taking into account the intervals in the train schedule.

To do this, directly determining the time for processing groups of cars at loading and unloading stations ($T_п$ and $T_в$) it is necessary to take into account the intervals between the arrival of the group train and the next departure of the train in the opposite direction. This time depends on how the processing time of a group of wagons, including maneuvers and a cargo operation at the point of loading (and unloading), fits into the interval between the arrival of wagons at the station with a groupage train and the return departure of the same or the next groupage train. If the processing of a group of cars at the station does not fit into this interval, then this group will wait for the next train in the opposite direction, i.e. during the set interval between trains. The interval between trains of the same direction is equal to the number of hours per day divided by the number of pairs of group trains and is 12 hours with two pairs of trains, 8 hours with three pairs and 6 hours with four.

To determine the total turnover ($T_{об}$)of wagons, it is necessary to summarize the values and, obtained taking into account the interiors, and the travel time on the hauls there and back (2) $T_п$ and $T_в$ round the resulting result to a value that is a multiple of the interval between group trains.

When transporting goods for workshops with incomplete daily work (2 shifts or less), it is recommended to take 24 hours for the turnover of groups of cars. The fleet of wagons for industrial transportation is supplemented by wagons used for the transportation of household goods. The number of wagons for economic transportation is accepted in the amount of 5% of the working fleet, but not less than 10 four-axle wagons.

When calculating the working fleet in the feasibility study, the turnover of factory cars is recommended to be taken for reconstructed metallurgical plants with a full cycle - 24 hours; for new, as well as for converting plants - 16 hours.

Currently, the formation of wagons for cargo objects in accordance with the established procedure at JSC "UMK" is carried out on the basis of the experience of the relevant personnel. Therefore, one of the urgent tasks is to improve the process of forming such trains based on the introduction of modern technologies.. The expected production volumes at UMK JSC necessitate a comprehensive calculation of the in-plant fleet of freight cars for the development of an increasing freight traffic after the launch of the timber processing complex CRC.

The revival of the dynamics of domestic demand will contribute to an increase in the share of manufacturing industries in the structure of industrial production. In general, a well-thought-out diversification strategy based on the effect of diversity is a promising way of developing modern large-scale production. At the same time, the diversification strategy is purely individual for each industrial enterprise, which is the result of a thorough analysis of both internal capabilities and market needs.

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PHRASES AND THEIR DERIVATIONAL PECULIARITIES

Abstract: The phrases play a key role in linguistics. They are the main part of the sentences. This article is devoted to demonstrate the phrases and their derivational peculiarities. Moreover, types of phrases and their disparities are informed in this research. Basic phrases are analyzed according to the root of them. Typically, the connection of the two independent words, and the derivation of them have been investigated. The outcomes of the research are given with justification.

Key words: phrase, derivation, types of phrase, noun phrase, adjective phrase, prepositional phrase, sentence.

As human beings live in the earth, they utilize the words, phrases, sentences. All of them are the parts of linguistics. They are analyzed, compared in this branch. On the top of that, in this article the phrases dominate the role. In order to implement the phrase, it should be mentioned what the phrase is about.

Word formation in general linguistics it is called derivation. Derivatology is now a separate field, both lexical and syntactic derivation being studied separately. The derivation phenomenon has both diachronic (historical) and synchronous (current) methods. We are interested in the current issue of synchronous construction. Because it's a diachronic word is an object of study in the history of language. In fact, derivation is also internal to word formation (such as clean, work, clear) the emergence of new lexemes by chance (bride, specialization, studied, someone).

“Grammatically interrelated to express different relationships between concepts a combination of two or more words is called a phrase” [1]

Words that express certain concepts in a phrase are syntactically related comes in, expresses a complex concept, and becomes a different part of speech: clever boy, wide house.

It is known that phrases are made up of two independent words which depend on each other. Therefore, they differ from the sentences. It is because that a sentence consists of more than one word. On the contrary, a phrase is a connection between two or more independent words that is semantically and grammatically subordinate to one another. While a sentence, in contrast, represents a complete thought. Phrases consist of two independent words, the first word is subordinate and the second word is dominant. For example, in a school hall combination, the word hall is dominant and the word school is subordinate to it.

In terms of syntactic valence theory, the second word also has a dominant position. They have an independent nation in speech. Both the word “school” and the word “hall” given above are deemed to be independent that do not depend on each other. However, even if they are transferred to speech, both the former and the latter acquire functional activity in a dependent state. The linguist Turniyozov says that" a phrase as a compound word" [4]. In fact, a phrase and a compound word have the same meaning. They are one nation.

Many people claim that there are widely similarities in Uzbek and English linguistics. When it comes phrases in Uzbek are similar to English. In English, a phrase includes in two or more words, just like in Uzbek. In English, noun phrase (beautiful flower), adjective phrase (dramatically clever), adverb phrase, (too quickly) prepositional phrase (in the morning), verb phrase (have lunch).

Auxiliary words are part of an independent word that is connected to it:

Saxiy kishi o‘z iltifoti bilan birovga qarz yoki yordam bermaydi. A generous person does not lend or help anyone <u>out of kindness</u>. [task 3, page – 18,3]

Out of kindness is an auxiliary word.

Noun phrase

The types of phrases are identified according to dominant word. For instance, spectacular city. The word "city" is dominant part of the phrase. It is a noun. The word "spectacular" does not play a main role. It helps to enhance the meaning of the phrase.

Endi avvalgidan battar qirg'in bo‘lishini sezgan bek va navkarlar Andijon qo‘rg‘oniga bekina boshladilar.(P.Qodirov). Now the beys and navkars, realizing that the massacre would be worse than before, began to hide in the Andijan fortress (P. Kadyrov). [task-2,3]

Kumush onasining yuragidagi o‘tni hozir sinamasdan ham his etdi. (A.Q.) [task-3,3]

Kumush felt the fire of his mother's heart without even trying it now. (A.Q.)

In the first of these examples, the Andijan citadel, and in the second, the mother's heart, are used, and the affixes -in and -i are active as the operator of the syntactic derivation of these compounds. In both cases, this operator serves for the formation of a derivative by organizing the syntactic connection of derivation operands. As mentioned, the operator is currently complex in structure: -ing + -i. In this case, a dubloperator is used. Hence, it differs from simple operators in that it has a dubloperator structure. However, there is no difference between simple and duplicator operators in terms of the functions they perform. In English, it is advisable to use the apostrophe "s" for these examples: Andijan's fortress, mother's heart.

Adjective phrase

In adjective phrase the dominant word should adjective. Usually dominant words come after the subordinate clause. In this case, adjective is written after the former word. For instance, extremely huge. Adverb + adjective formation is mostly used form in an adjective phrase, especially in English. The word "huge" is operant, and the word "extremely" is an operator. This operator is a derivation operant in both cases service for the formation of a derivative by establishing a syntactic link is doing. In quality management, the dominant word is the adjective, or subordinate clause will be in the form of an assistant. For example: more intelligent than the boy, bigger than the house.

Adverb phrase

In this phrase the dominant word is expressed with adverb. Basically, in English adverb + adverb formation is more utilized rather than other types of independent words. A good example of this is “too slowly”. In this phrase adverb increases the meaning of adverb. In terms of derivational view, the operant and operator words are typically based on the same independent words.

Verb phrase

In this mode of phrases the dominant word should be belong to verb. For example, take an apple, the word “take” is deemed to be dominant, as well as, operant. The latter word connected the main word.

l.Kitobxon bilan har qanday uchrashuv yozuvchining mas’uliyat hissini oshiradi. (As. M.). l Any meeting with the reader is the responsibility of the writer increases the feeling. (As. M.). [task-3, page-9,3]

“Increase the feeling” is considered to be verb phrase since the dominant word is expressed with verb. The syntactical connection of the phrase is common in derivational branch. The phrase serves an independent part in the whole sentences.

In conclusion, last surveys revealed that the phrases should be connected with the whole sentences. Moreover, the derivational meaning mainly expressed in logically and grammatically perception.

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SOCIO-ECONOMIC ANALYSIS OF THE CONCEPT OF «UNEMPLOYMENT»

Abstract: The article presents a socio-economic analysis of unemployment. Unemployment is one of the most important problems in all societies. Low unemployment is an important economic indicator.

Key words: economy, key indicators, unemployment, entrepreneurship, wages, migration

In the context of the transition to market relations and the development of crisis phenomena in the economy, not only the previously existing problems of employment of the population have aggravated, but also new ones have appeared, associated with changes in the needs of enterprises for labor, the status of the employee himself, the emergence of real and hidden unemployment, and the lack of proper accounting for these phenomena.

All this complicates the study of labor market problems, complicates the possibilities of effectively countering the growth of unemployment, maintaining employment, and ensuring social protection of citizens. The main sources of unemployment are not market proportions and conditions in the labor market; the labor market only reflects the currently existing proportions between the demand and supply of labor, but does not directly participate in their formation. These proportions depend on processes outside the labor market. The market only reveals them, shows unemployment, makes it visible to society. The general conclusion on the question of the causes of unemployment is that the very market form of organization of the economy inevitably gives rise to unemployment, because it inevitably presupposes: the ruin of some enterprises; capital accumulation in the context of technical and scientific progress; disproportionality in the dynamics of consumption, savings and investments; cyclical nature of production; imperfection of competition in the modern market as a whole, and above all in the labor market.

Achieving a high level of employment is one of the main goals of the state's macroeconomic policy. An economic system that creates an additional number of jobs sets the task of increasing the amount of the social product and thus to a greater extent to satisfy the material needs of the population. With an incomplete use of the available resources of the labor force, the system works without reaching the limits of its production capabilities. Unemployment also inflicts considerable damage on the vital interests of people, preventing them from applying their skills in the kind of activity in which a person can express themselves most, or depriving them of such an opportunity, because of which people endure serious psychological stress.

First of all, the employment policy developed by the state should be of a preventive nature and include a set of government regulation measures to prevent the growth of unemployment.

First, because its prevention in the beginning will be much less expensive than in the future.

Secondly, because the fight against unemployment can be quite effective. For example, government lending for additional jobs in the United States in 1977-78. was not throwing money down the drain. Despite the fact that wages were credited no more than 2%, and the absolute value of the loan did not exceed 100 thousand dollars, many corporations were able to create up to 50 new jobs.

From the above, we can conclude that the indicators of employment and unemployment are one of the key indicators of macroeconomics, which serve to assess the effectiveness and identify the main trends in the functioning and development of market relations in the context of the general state of the country's economy.

Unemployment is a socio-economic phenomenon in which part of the labor force (economically active population) is not employed in the production of goods and services. The unemployed, along with the employed, form the country's labor force. In real economic life, unemployment appears as an excess of labor supply over demand for it.

In Western economic literature, the causes of unemployment are studied primarily on the basis of a purely economic approach. At the same time, unemployment is viewed as a macroeconomic problem of insufficient full use of the total labor force. Often the reasons for unemployment are attributed to imbalances in the labor market or unfavorable changes in this market.

Economic science has repeatedly made attempts to find out the causes of unemployment. One of the first such attempts was undertaken by the French economist J. B. Say. He considered the labor market as a special case of the law of supply and demand.

The labor demand curve reflects the demand for labor from entrepreneurs. The labor supply curve reflects its size due to changes in the level of wages. If the level of wages is raised from point D to point C, this, on the one hand, will lead to a reduction in the demand for labor to the value of CA, i.e., to the dismissal of part of hired workers, on the other hand, this will lead to an increase in the supply of labor by the value of AB. Returning to the equilibrium point E will lead to the disappearance of unemployment: all demand for labor will be satisfied by its supply at a given price of labor at the level of point D. The conclusion from J. B. Say's law is quite clear and simple: the cause of unemployment is excessively high wages.

J. B. Say's labor market law has sparked controversy that has lasted for a century and a half. The idea of an automatic equilibrium of supply and demand in the labor market was criticized by the English economist, priest Thomas Malthus (1766 - 1834). In his opinion, both capital and population for a significant period of time can be surplus in relation to the demand for products. The reason for the fall in demand is the reduction in personal income, and the decrease in these incomes is caused by demographic reasons: the growth rate of the population exceeds the growth rate of production. Consequently, the cause of unemployment must be sought in the excessively rapid population growth. The modern experience of social development has shown, however, that in many highly developed countries there is an extremely low birth rate and even an absolute decline in the population, but there is unemployment. This means that the reasons for unemployment lie elsewhere.

Karl Marx gave a fundamentally different explanation of the causes of unemployment. In his opinion, the cause of unemployment is not the growth of wages, not the rapid growth of population, but the accumulation of capital in the conditions of the growth of the technical structure of industrial production. The variable capital advanced for the purchase of labor power grows at a slower rate than the constant capital advanced for the purchase of the means of production. Another reason is the bankruptcy of enterprises in market conditions. The factors that increase unemployment are crises and recessions, migration of the rural population to the city.

The removal of unemployment from the cyclical development of the economy became after Marx a stable tradition in economic theory. If the economy develops cyclically, when ups and downs replace each other, the consequence of this is the release of labor and the curtailment of production, an increase in the army of the unemployed.

Keynes' merit in the development of the theory of unemployment is that he presented a logical model of the mechanism that spins economic instability and its integral component - unemployment. Keynes noted that as the national economy grows in a developed market economy, the majority of the population does not consume all of its income, a certain part of it turns into savings. In order for them to turn into investments, it is necessary to have a certain level of the so-called effective demand, consumer and investment.

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THE IMPORTANCE OF NATIONAL, SPIRITUAL AND RELIGIOUS VALUES IN THE EDUCATIONAL PROCESS

Annotation: This article highlights the fact that the subject of national consciousness is the primary source in the educational process, its connection with the religious and spiritual world. A step towards the realization of national identity intended to be enriched with.

Key words: education, upbringing, nationality, religious values, "Idea of National Independence", "Etiquette", Oriental philosophy, "Education", Jadidism

The role of upbringing in the development of a person and his development as a mature person not only for society but also for his world is invaluable. Morality always reflects a person's identity. We connect the national principle with education. Because all the reactions that we show to the environment reflect nationalism, mentality. Therefore, education, which provides an invaluable service in the process of human formation, covers all aspects of upbringing.

A child who begins to become a part of society receives his primary education in pre-school education. The school, which plays a key role, is also an institution. This book is the source that enriches the spiritual world in this period. Fairy-tale books, which reflect the nationality of the Uzbek people, help the student of kindergarten education to respect and understand his original national values. Respect for adults, respect for peers, attitude to books, knowledge are successfully implemented in the first stage.

School period education is a comprehensive process. If we only connect education with learners, how can we see him as an exemplary and necessary person for society without upbringing! At this point, I praise the courageous words of our people for the moment: "Education is inseparable from upbringing, upbringing is inseparable from education." The thinking of the Eastern world and its boundless respect for its nuances and values are fully reflected in this idea. The state has developed all the necessary measures to ensure that all levels of students it supplies are great individuals in all respects. Let us recall once again the role of science in school reform and its expression in spiritual, national harmony. The "Idea of National Independence" included in the school science program in 2000, published during the political period of our first president, as well as the "Odobnoma" textbooks set in the program for 2002-2003 have become a national basis for training courageous, educated and educated patriots.

The spiritual world and national consciousness of the Uzbek people have a long history. Citing the Jadid movement as an example here is the most acceptable and correct choice. In order to realize the identity of the country, they began with the enrichment of national thinking, with a special emphasis on the concepts of national pride, the continuation of values, education, nationalism. In all the books created, education has been a priority. Education has been highlighted as an urgent stream. Religious values also played a primary role here. Current concepts such as respect for Islam, respect for the representatives of other religions, and honesty are inherited even today. In addition to the social changes in our country, the inclusion of the subject of "Religion" in the curriculum of higher education institutions shows how true the above ideas are. At the forefront of all disciplines, the national consciousness has ample opportunity for every student to feel and master the power of national education.

The stages of directing national values to education are quite high. They are also evident in national songs, poems, stories, hadiths and sermons.

As symbols of perfection, national symbols such as Tomaris, Shirak, Amir Temur, Jaloliddin Manguberdi, which are the representatives of pride, are in the sacred place of every educational institution. of course, it will be put into practice. Therefore, we will get the answer in the future in the same way to whom we absorb what.

National education is so important that the theme of the reform, which is still set for today, is integrated with upbringing and education. Execution of instructions given by the Ministry of Public Education chaired by President of the Republic of Uzbekistan Shavkat Mirziyoyev at a video conference on August 23 on the development of public education, improving the skills and prestige of teachers in society, raising the morale of the younger generation The draft resolution of the Cabinet of Ministers "On measures for the gradual introduction of the subject" Education "in general secondary education" was developed. According to the draft resolution, the subject "Education" will be gradually introduced in general secondary education from the 2020-2021 academic year in grades 1-9, and from 2021-2022 academic year in grades 10-11. is being held. It is clear from this that all educational decisions made today are interpreted as a path that is closely linked to centuries-old customs and values and leads to perfection.

The concepts of education, upbringing and nationality are intertwined.The idea that the educational process is carried out in the national curriculum on the basis of the method of "Learn, Teach" also implies that the younger generation will share education and upbringing on the basis of their knowledge to the people around them. If we interpret education from a religious point of view, the superiority of science over prayer is the study of education in the hadiths of Imam al-Bukhari, as well as in the works of Abu Bakr al-Razi's "Complex of Medical Knowledge", its role in human development. The focus is on being in the top ten.The close application of the two worlds (education and upbringing) in the national identity in the religious and secular analysis of Eastern knowledge has been passed down to us from generation to generation as a hereditary factor.

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THE IMPORTANCE OF ORGANIZATIONAL STRUCTURE IN SMALL BUSINESS MANAGEMENT

Abstract: Small business is one of the most important sectors of the national economy. At the same time, small businesses play an important role not only in the national economy, but also in the social sphere. The article considers the nature of the organizational structure of the activities of small businesses and makes recommendations.

Key words: Small business, economy, sustainable growth, small business, structure, retail, sales function, control, marketing, financial affairs, divisional structure.

From the first years of independence of Uzbekistan, great attention has been paid to the development of the legislative and legal framework, the organization of financial support, protection of the rights of entrepreneurs, training and retraining, development of market infrastructure for small businesses.

There is no best way to organize[1]. However, the organization's decision is based on direct principles that depend on many factors, including business size, market, product mix, competition, number of employees, goals, and available financial resources. Each small business entity must decide which organizational method is appropriate for their business. One of the organizational methods is the "Organizational Schedule" - a method of formal organization of business.[2]

[1] John Ivancevich, Thomas N. Duening Principles, Guidelines and Practices 2nd Edition. 2018 ISBN-13: 978-1592602827

[2] William M. Pride, Robert J. Hughes Introduction to Business Paperback – South-Western Cengage Learning (January 1, 2008), 2008. 625 p.

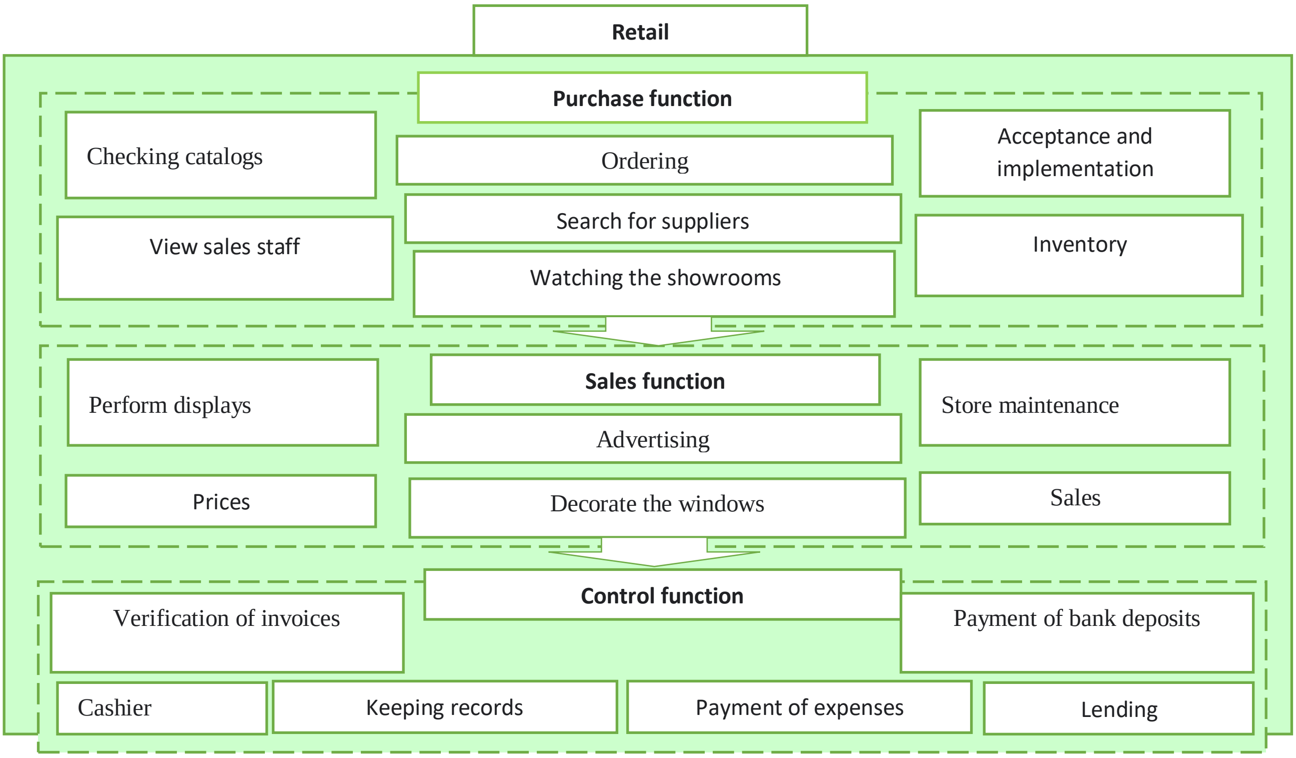

Figure 1. One-man small business organization model

Figure 1 shows the relationship and relative levels of the structure of the organization and its positions. This helps to organize the workplace along with setting the direction of management control for subordinates. Even a small one-person business can use some sort of organizational chart to see what functions need to be performed, which can help ensure that all the work needs to be done. In this regard, it is appropriate to cite the "Single-person small business organization model", which reflects a simple organizational structure for a single-person retail business.

The Organizational Table offers the following advantages:

effective communication of organizational, personnel and enterprise information;

allow management to make decisions about resources, lay the groundwork for change management, and provide timely information throughout the organization;

the ability to be transparent about what is going to happen in the business and to predict the future;

everyone in the organization is also divided with constant information about who manages what and who is accountable to whom.

Of course, there are some limitations in the "Organizational Schedule":

defined positions are stable and flexible, often becoming obsolete as organizations go through stages of change and growth.

does not help to understand what is happening in an informal organization;

due to outsourcing, information technology, strategic alliances, and the network economy, firms cannot cope with changing boundaries.

At the initial stage, a small enterprise may not choose a formal organizational structure. However, for an enterprise to be successful, the organization must also exist without a schedule. Many small businesses find organizational charts useful because they help the owner or manager track the growth and change of the organizational structure. However, the real problem is to create an organizational chart that reflects the real situation. Small businesses have a clear advantage by creating an organizational chart that reflects the real situation, as their size allows for more flexibility and management.

Knowledge of organizational structures is important for both a small business that is already operating and for the early stages of a small business. Organizations change every day, so small business owners need to be flexible to change the structure that the situation requires over time, perhaps using an emergency approach.

An unforeseen situational approach to the structure of existing organizations suggests that there is no one structure that is best suited for each organization. Rather, this approach goes against the “best” structure for the organization because it fits the needs of the situation at the time. With regard to changes in organizational structures and their impact on management, it should be noted that if a small business employs less than fifteen people, there may be no need to worry too much about its organizational structure.

However, if the business plan envisages hiring more than fifteen people, it makes sense to have an organizational structure, as this will benefit the company owner, employees, investors and lenders.

Typically, small business entities have the same functional, divisional, and matrix structures as other large enterprises, the functional structure constitutes the business or purpose-oriented business in the organization and is most easily recognized by single-function or goal-oriented departments.

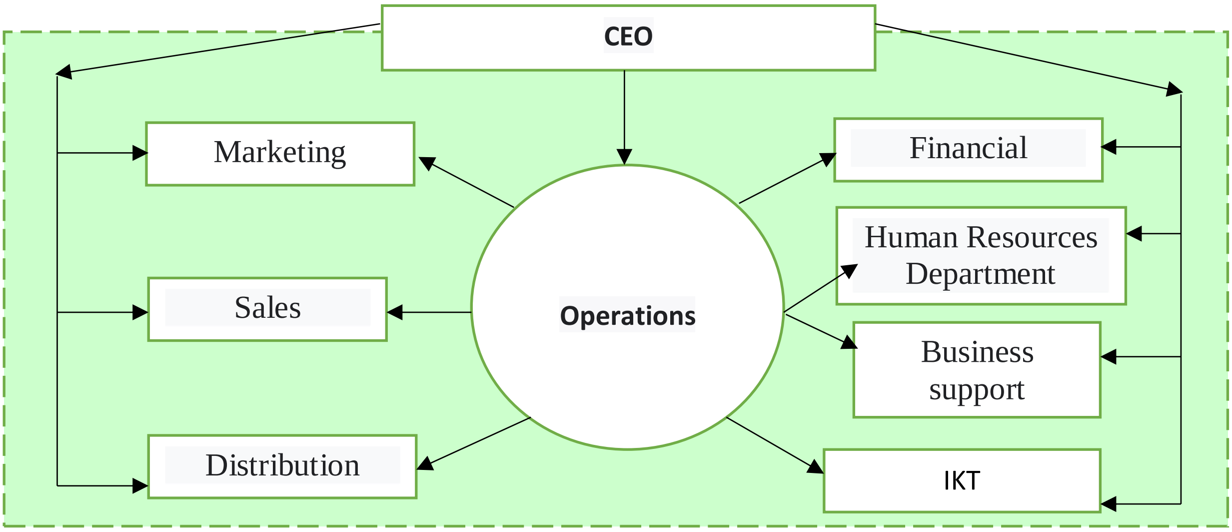

Figure 2 Management model of small business entities with a functional structure

The functional structure gives employees and their respective departments clear goals and their work objectives. People involved in accounting can focus on improving their knowledge and skills to do this job. Experience has shown that this structure works well for enterprises operating in a relatively stable environment. It should be noted that if the purpose and environment of the business requires coordination between departments and various conflicts arise, it can be observed that the functional structure leads to divisions between departments (Division structure).

The divisional structure can be thought of as a decentralized version of the functional structure. The organizational structure of a division is organized around the geographical, market or product and service groups of business activities. Each such subdivision includes a complete set of features. That is, each department has its own accounting activities, sales and marketing, engineering, manufacturing, and so on. Then each section will have its own functional section.

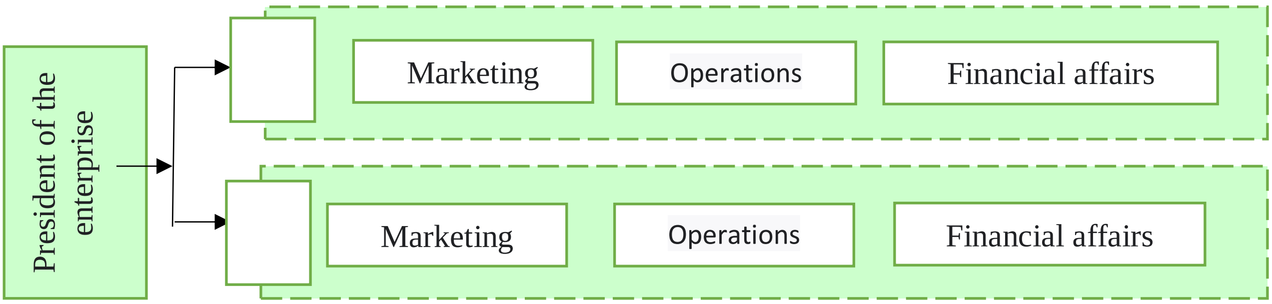

Figure 3 "Example of divisional structure" of small business entities

A small business entity in a division or divisional structure may perform well because it is focused on specific geographic areas, customers, or product manufacturing. This direction allows you to create a common culture that will increase the efficiency of the activity and help to better understand the high culture and the portfolio of the division. Of course, this structure also has some shortcomings.

However, the shortcomings are distributed through many companies with multiple business divisions, operations in multiple countries, and multiple lines. Based on the research, it was found that the effective use of the matrix structure was their only choice.

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THEORETICAL FUNDAMENTALS OF ORGANIZATION AND IMPROVEMENT OF THE PRODUCTION PROCESS IN SMALL BUSINESS ENTITIES

Abstract: Small business is one of the most important sector of economy. At the same time, it plays an important role not only in the national economy, but also in the social sphere. In this article we will discuss the theoretical foundations of the organization and improvement of the production process in small businesses and make recommendations.

Key words: Small business, organization of production, trade – brokerage, principle, service, improvement

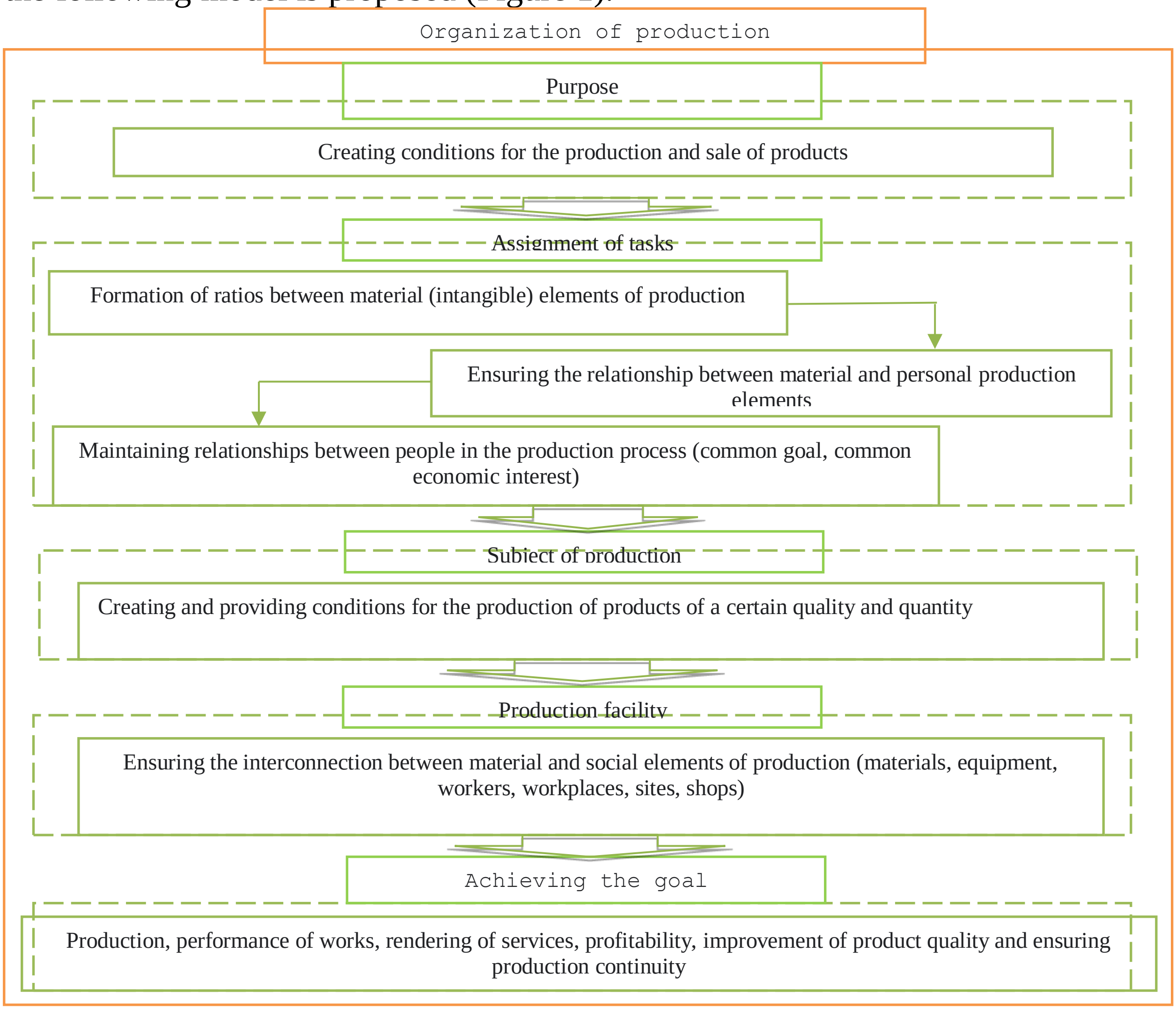
A market economy requires every producer to take a worthy place in the competition. We are talking about state assets in enterprises that require technical and technological renewal in real sectors of the economy, expanding the range of products and increasing their competitiveness. It is known that small businesses are constantly studying the demand in the market for the supply of various goods to the market, as well as to study the needs of consumers and competitive enterprises in order to make a profit.

In fact, all types of enterprises are achieving economic growth in all areas of the country as a result of attention to the independence and freedom of entities in the laws adopted by the state. Most importantly, the desire to achieve economic interest in the activities of enterprises is growing day by day.

The theoretical basis for the organization and improvement of the production process in small businesses, as the economy develops, it is of scientific importance to repeatedly study it scientifically, to develop conclusions and recommendations. In small business entities, the attitude towards an activity (work), more precisely, the economic relations of business people.

The organization of production is a way of existence of any production, production itself is one of the forms of manifestation in the material form of small business entities. As for the concept of "organization of production", it is a type of activity to create the necessary conditions for its emergence and duration. The task of organizing production, which derives directly from its essence, consists of the subject and objects

The peculiarities of the organization of small business are determined not only by its content and structure, but also by the construction of the production process in time and space, types of production, production structure of the enterprise and other organizational and economic factors. The organization of production in small businesses is aimed at creating conditions for the efficient use of all elements of production to achieve the greatest production results at the lowest cost, for which the following model is proposed (Figure 1).



1-Model of improved organization of production in small businesses

The formation of a system of organization of production in small businesses is the same as the formation of a system of organization of production of all types: on the basis of both structural and functional approach.

The development of small business has a positive impact on the development of various sectors of the country's economy. Including in production. This can be seen in the table below. (Table 1).

Key indicators of small business in January-September 2020[3]

	Unit of measurement	*2019 y*	*2020 y*	*(+;-)*
Number of small enterprises and micro-firms operating	**unity**	**323 014**	**391 300**	**68 286**
Newly established small enterprises and micro-firms	**unity**	**72 411**	**70 251**	**-2 160**
Small business shares*:*				
Gross domestic product	%	54,7	54,2	-0,5
Industry	%	27,2	25,3	-1,9
Agriculture, forestry and fisheries	%	98,1	97,8	-0,3
Investment	%	44,3	50,3	6,0
Construction	%	76,6	72,1	-4,5
Trade	%	85,0	81,4	-3,6
Services	%	53,5	52,4	-1,1
Shipping	%	54,3	52,3	-2,0
Cargo turnover	%	77,9	76,7	-1,2
Passenger transportation	%	91,2	94,3	3,1
Passenger turnover	%	95,1	96,4	1,3
Export	%	26,2	17,6	-8,6
Import	%	61,1	51,4	-9,7

According to the table, the growth rates of small businesses across industries fall in the service sector, i.e. passenger traffic and passenger turnover. It was observed that 94.3% of passenger traffic and 96.4% of passenger traffic. It can also be seen that investment in small business and private entrepreneurship also has a high share. The rest of the small business indicators listed in the table show no increase compared to 2019. Conversely, GDP fell by 0.5%, industry by 1.9%, and agriculture, forestry, and fisheries by 0.3%.

The basic principle of the organization of the production process is the principle of its differentiation, that is, the division into separate parts (redistribution, stages, operations). Based on this principle, the whole technology of conversion of raw materials into finished products, ie a series of separate manipulations with the object of labor, is carried out sequentially or simultaneously.

In our opinion, the formation of a system of organization of production in small businesses is the same as the formation of a system of organization of all types of production: it is expedient to implement it on the basis of both structural and functional approach. The following subsystems are distinguished in the formation on the basis of a structural approach: selection, installation of the necessary equipment, ensuring its rational use in terms of power and time; selection,

[3] Source: State Statistics Committee of the Republic of Uzbekistan Socio-economic situation of the Republic of Uzbekistan, 2020, Tashkent, 243 p.

installation of the necessary equipment, ensuring its rational use in terms of power and time; organization of labor facilities (selection of raw materials and ensuring the maximum production of suitable products); organization of labor (selection and placement of qualified personnel and the creation of conditions for their effective use in the production process).

The functional approach is implemented in the selection of the following subsystems: organization of production, including a subsystem of product quality assurance; production flows, services and production; organization of logistics; organization of economic processes, sales and social processes within production.

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THE DEVELOPMENT OF READING AND WRITING SKILLS IN THE TEACHING PROCESS OF ENGLISH

Abstract: This article proposes the implementation of active methodological strategies to obtain positive outcomes from students of the different English modules. The development of reading and writing skills in the English language plays an important role in the teaching process of this language and must rely on the use of methodological tools that allow the students' progress by associating their knowledge with the existing technological resources nowadays.

Keywords: teaching process, knowledge, methodological strategies, foreign language, learning, reading and writing skills.

There are a lot of teaching strategies to be applied in the classroom that result in hours of fun for learners such as crosswords, songs, and all types of didactic games. These activities provide students with knowledge in context in addition to the sense of recreation.

To reach the improvement of this process it is necessary that teachers apply the approaches that lead to the success of English learning by motivating students to participate in it.

Long ago, the fact that a person did not know a foreign language such as English was not an obstacle to make their dreams come true, because they could perform any role in any field without having studied this language.

However, since science is progressing every day in all the fields, this fact pushes individuals to prepare themselves as part of their moral obligation with their societies to be ready to face challenges. Therefore, to know English is an important factor that will be required and at the same time decisive to get a job.

It is important to mention that appropriate approaches to teach English efficiently have always existed throughout the time, but many teachers do not always apply them, causing lack of interest and demotivation for learning which definitely affect the teaching-learning process.

The methodological strategies to develop the students' skills of reading and writing are basic to obtain a continuous improvement of learning. This fact will allow students to become critical, analytical, and develop a systemic thinking to boost the quality of education.

In some countries, including Ecuador, the development of reading and writing in their mother tongue has not been efficient and shown a poor production which demonstrates that people have little interest on the development of these skills.

It is regrettable to read in the newspapers that only 10% of the population has the ability to write an article or text and in the classrooms just a few students prove to be competitive when reading and much fewer the ones who can perform as a good speaker in some speech or event.

Since the ability to read and write is limited in Spanish, it is logical to think that something similar likely happens in English because for some reasons the students do not like to work on reading nor writing tasks such as e-mails, formal or informal letters, summaries, short stories and articles.

Furthermore, a lot of students do not feel confident enough to participate in activities related to reading because they think they are exposed to the teasing from peers when they hear their pronunciation and notice their insecurity at the moment they are not able to answer questions.

It is important to mention that not all of them had opportunity to receive regularly English classes in high schools or the teachers who taught this subject were not specialized in this area. As a result of this, students do not have the same level or at least a basic one that lets them perform successfully in this subject when they start their studies at the university.

This is one of the main reasons that cause students to quit their English classes or fail their study modules. To change this situation, teachers must use effective strategies that involve motivation and interest for learning from students to help them develop reading and writing skills in the English language.

This research work focus on the idea that teachers must prepare their teaching portfolio with didactic material based on suitable strategies that enable students to an active participation in the classroom that generates a real sense of cognitive learning and critical thinking in this language.

Therefore reading and writing skills are the bases that define the guidelines to be able to coordinate ideas and interact efficiently in this language. Students at the Agrarian Institute show a series of problems when trying to use the English language because they do not handle a proper lexical so they cannot organize their ideas that allow them do good writings or work successfully on reading comprehension tasks, so their production is limited due to the scarce practice in the English laboratories and in the assignments that are sent to them to reinforce the learning process. This is shown during the teaching process of the modules and turns evident in the results of the midterm and final evaluations.

Since the technological resources offer a very high potential to learn foreign languages in a different and more effective way, it is worthy that teachers encourage their students to use this material that is free and available nowadays on the web and that definitely support the development of the language skills during their learning process.

Teachers' training must be assumed as a key part in their profession in this globalized world where all professionals have to be well-qualified to be competitive no matter what the professional fields are. This attitude should be internalized in each educator to generate and transmit their knowledge to students inside and outside the classroom.

Since the challenge of new educational approaches cannot be absent from these requirements, it is important to incorporate new tools of information, interactive resources, technologies and communication in the learning platform that is presented to students and try to use it as much as possible to get better results in this educational process.

Learning English as a foreign language requires having a lot of concentration and development of basic skills, as it is a language that has its own structures and rules that demands to maintain a discipline of study to acquire this knowledge.

On the Internet there is a wide variety of material that turns greatly useful for learners of foreign languages so English is not the exception, as a matter of fact, most of the material that is on the web can be used to reinforce and develop all the English skills and contribute with the teachers roles.

Teachers need to work harder with reading and writing activities that include general and specific information which may require students to develop their cognitive side and critical thinking through the applying of useful techniques and strategies that help students to get autonomy and perform naturally.

Students usually try to solve their problem by themselves by using technological tools, but sometimes they fail on this because they do not count on enough information about useful and at the same time safe websites that offer them the opportunity to learn English through wide types of exercises in an interactive way. On the other hand, it is a common fact that a lot of teachers do not offer the adequate support that students need for doing successful autonomous work.

Teachers must be aware of the updated technological tools and therefore use a variety of teaching methods about reading, writing and also the other skills and areas by considering English language as a whole that needs to be taught by integrating all its skills and components.

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MEDICAL USE OF RED PLANT BOTANICAL CLASSIFICATION AND MEDICINAL PROPERTIES

Annotation: Licorice species is a perennial herb of the family Fabaceae, 50-100 cm tall. Of the species of licorice grown in Central Asia, the following two types are used in medicine: Common licorice (licorice) - Solodka obiknovennaya Glycyrrhiza glabra L. and Ural licorice G - uralensis Fisch.

In modern medicine, the demand for drugs derived from natural sources is growing. Such a medicinal plant is widely used in medicine as an anemic plant, in diseases of the respiratory tract, as a expectorant, cough suppressant, anti-inflammatory drug.

Keywords: Extract of the respiratory tract, licorice root, inflammatory diseases, licorice plant, gilisirrizin.

Licorice is an ancient medicinal plant. Licorice root is used in folk medicine for the treatment of various diseases, especially burns and dry extracts of the root, and the juice is used as a expectorant, chest pain, shortness of breath, dry throat, whooping cough, diuretics, and mild constipation in chronic constipation. Abu Ali Ibn Sina treated the roots of this plant with inflammation of the kidneys, bladder and stomach, as well as isthmus and lung diseases. Glycyrrhizal root drugs are used to treat asthma, eczema, allergic dermatitis and other diseases, as well as for the treatment of gastric and duodenal ulcers and inflammatory diseases due to their anti-inflammatory and spasmodic effects of liquvirtin, licuroside and flacarbon. Licorice root powder, The concentrated and concentrated juice of the cut root is used in pharmaceutical practice in the preparation of hapdori, to improve the taste of liquid dosage forms and tea-extracts. Complex licorice powder used as a root powder exudate, extract of the chest elixir (Elexir pectoralis) used in respiratory diseases, cut root fragments are included in the expectorant and diuretic and laxative teas used in lung diseases. The root of the licorice plant is widely used in the food industry (beer, kvass, etc.) and in the textile, chemical and other sectors of the economy. Complex licorice powder used as a root powder exudate, extract of the chest elixir (Elexir pectoralis) used in respiratory diseases, cut root fragments are included in the expectorant and diuretic and laxative teas used in lung diseases. The root of the licorice plant is widely used in the food industry (beer, kvass, etc.) and in the textile, chemical and other sectors of the economy. Complex licorice powder used as a root powder exudate, extract of the chest elixir (Elexir pectoralis) used in respiratory diseases, cut root fragments are included in the expectorant and diuretic and laxative teas used in lung diseases. The root of the licorice plant is widely used in the food industry (beer, kvass, etc.) and in the textile, chemical and other sectors of the economy.

Licorice species are found in the deserts and semi-deserts of Central Asia, especially in Turkmenistan and Uzbekistan (along the Amudarya and Syrdarya rivers), Kazakhstan (along the Syrdarya and Ural rivers and Lake Balkhash), the Caucasus and the former Soviet Union in southern Europe and saline deserts in Siberia. grows on rivers and lakes, in crops as weeds, on sandy soils and slopes, and in tugai forests. Licorice stem consists of several, erect, unbranched or low-branched leaves, odd-feathered complex, 3-7 pairs of elliptical, elongated-ovate or pinnate, flat-edged leaves, arranged in series on the branches with a stem using a band.

Licorice root contains up to 24% saponin gilisyrizin compound, up to 20% sugar, around 4% up to 28 different flavonoids, coumarins, 6-34% starch, 2-4% bitter, pectin and other substances. The main biologically active substances of the root are glycyrrhizin compounds and flavonoids. From their combination are prepared various medicinal phytopreparations. Glycyrrhizin is 40 times sweeter than sugar. The expectorant effect of licorice phytopreparations is due to the glycyrrhizin in its root. Under its influence, the secretion of cells of the trachea, bronchi and mucous membranes increases. Increases the activity of ciliated epithelium. The sputum in the upper respiratory tract is diluted, facilitated, and the cough is softened and reduced. At the same time the root of anise and its extract have a spasmolytic effect, relaxing the smooth muscles in the walls of the bronchi. This effect is manifested by the effect of liquitoside on the flavonoids in the extract.

Another important pharmacological property of licorice root and extract is its anti-inflammatory effect. Such an effect was seen in the reduction and elimination of the inflammatory process caused by histamine, serotonin and bradykinin under experimental conditions. Such an anti-inflammatory effect of the plant is considered to be due to the fact that glycyrrhizin, which is formed as a result of metabolic hydrolysis of glycyrrhizinic acid, reduces inflammation like corticosteoids.

Thick extract of licorice root 20.7 g anise oil 0.34 g novshadil 1.38 g, 20.41 ml of 90% ethyl alcohol, up to 100 ml of water 20-40 drops 6-7 times a day. 3 parts crushed anise root and crushed zubturum leaf, 4 parts tincture of crushed whitewash, (1 g - 200 ml) 1 tablespoon in tracheitis bronchitis drink 2–3 times daily after meals. Dark extract of licorice root (Extractum Glyrrhizae spissum) is used in the preparation of pills.

The purpose of the work. Taking into account the above, to study the high efficacy of licorice plant in acute and chronic forms of respiratory diseases.

Conclusion. The presence of glycyrrhizin in licorice root is also explained by the fact that this substance is similar to steroid hormones in its properties, as well as the presence of flavonoids, essential oils and polysaccharides, ascorbic acid, resins.

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PECULIARITIES OF AMIR TEMUR'S DIPLOMACY

Annotation: This article describes some of the peculiarities of the diplomatic relations between Amir Temur and the countries of the West and the East on the basis of historical sources and literature.
Keywords: Amir Temur, Temurids, great statesman, Samarkand, great ruler, diplomat, economist, reformer, nobleman, patron of science and culture.

The image of Amir Temur and the Temurid dynasty, who made a great contribution to the economic, political and spiritual development of the peoples of Central Asia, and left a bright and unique mark on history with the establishment of a large centralized state, play an important role in the world.

The first President of our country IA Karimov said about this great man: , we have no right without definition and propaganda ”[1: 191]

Indeed, Amir Temur was famous in the East and West in the late fourteenth and early fifteenth centuries as a great statesman, a great ruler, a diplomat, an economist, a reformer, a noble man, a patron of science and culture.

After the independence of Uzbekistan, the person of Amir Temur again became a symbol of the Motherland and the nation.

In this regard, while Napoleon was a great commander and national hero for France, Peter I for Russia, Amir Temur was also a great historical figure who made a great contribution to the unification of Central Asia and the development of science and culture here. His greatness is that he glorified his country and his people before the whole world. The land of Turkestan was recognized by Spain, Italy, France, England, Russia, China and established diplomatic relations.

Diplomacy, by its very nature, is the art of resolving disputes peacefully. Because of this, it is radically different from wars, which are another method and means of foreign policy. In addition, diplomacy is the cheapest and safest way to win. An ancient Chinese source, Suntsji's (VI-V centuries BC) pamphlet, states in Chinese treatises, "It is better to defeat an enemy army than to fight a hundred times and win a hundred times" [2: 2].

Amir Temur did not use weapons in vain and did not shed blood. During his reign, Timur did everything by cooking on the basis of advice and setting reasonable measures. Timur says, "From this advice, I learned that 9 percent of state affairs are done by councils, events and consultations, and the rest by sword" [3:14]

The master knew that it was better to use action than to use force.

These events embody the various methods of Amir Temur's diplomacy. These methods were based on the requirements of the time, the characteristics of medieval diplomacy, as well as the personal qualities of Amir Temur.

As for the basic principles of Amir Temur's diplomacy, we clearly see that they are in full compliance with the principles of international law.

Amir Temur strictly adhered to the principle of inviolability of the ambassador and embassy, and demanded the same from his interlocutors. The slogan "No death to the ambassador" became his main theme.

Not only the lives of the ambassadors, but also their property, horses and equipment were considered inviolable. Clavijo, the ambassador of the King of Spain, has vivid examples of this. "If the ambassadors lost anything, the local authorities had to pay compensation," he wrote.

Another principle of Timur's diplomacy is the principle of keeping the agreement and the treaty, adhering to its terms.

Timur remained loyal to any ruler with whom he made an agreement or made peace. His covenant with Amir Hussein is a clear proof of this. Amir Temur realized that keeping the covenant was important not only for the country's foreign relations, but also for the internal order of the state: “Whichever king is slow to follow the tenets of religion, his state is constantly shaken and shaken. "Whichever king relied on the inviolable covenant and fidelity of the people, his property will always be prosperous, and his army will be large."

The next most important principle of Timur's diplomacy is the principle of politeness, courtesy and kindness to his interlocutor.

The principle of politeness in the lively conversations of the ambassadors with the messengers was expressed in the sweet and gentle, concise, but meaningful, precise, charming words of the ambassadors. That is why it is considered an adornment for ambassadors to be orators and orators.

Hence, the principle of politeness has long been a habit, especially in the East. This principle was reflected in Amir Temur's letters to King Henry III of Castile and King Charles VI of France, and in his conversations with ambassadors [4:65].

Sahibkiran sent letters to different parts of the world, inviting large and small sultans, rulers and deputies to communicate with them, covering the borders of Khorasan, Iran, the Caucasus - the whole of Asia Minor, from the heart and breadth of Europe to China - Mochin.

In the palace of Amir Temur, diplomatic rules were followed in accordance with the spirit and mood of the time.

The "Rules of Timur" strictly defined the rules of conduct in the royal palace, the order of sitting around the throne of ministers, emirs, clerics and other categories of people, as well as the reception of ambassadors.

When studying the diplomatic activity of Amir Temur, we can highlight a number of its peculiarities.

These aspects stem from the environment of this period, as well as the peculiarities of the personality of Amir Temur. In particular, it is safe to say that Amir Temur's ingenuity, resourcefulness, intelligence, composure, extensive knowledge, ability to see the field well and the ability to accurately assess the situation determine these aspects.

These aspects include:

Extensive coverage. In a very short time (1370-1405) Amir Temur communicated with states with a very wide spatial breadth. Trade and diplomatic relations were established with China in the East, and between 1389 and 1398, nine embassies were sent from Movaraunnahr to China, and from that time until 1395, ambassadors visited six times directly on behalf of Amir Temur. [4:68]

This tradition was continued during the reign of Shohruh and Ulugbek. From 1403 to 1449, 33 diplomatic missions were sent from Samarkand and 14 from Khorezm to China [2: 2].

During the nearly 100 years after the death of Amir Temur, a group of ambassadors came to China from Turkestan 107 times, including 22 times on behalf of Ulugbek Mirzo in 1415-1440 [5:50].

Between 1386 and 1405, there were 25 exchanges of embassies and letters with Sultan Barquq and his son Sultan Faraj, the ruler of the Egyptian Sultanate, which became a powerful state in Asia Minor in the 1980s, and their deputies in Syria.

The exchange of letters and embassies with another powerful power in the West, Sultan Boyazid of Turkey, about 10 times, the scale of repeated diplomatic relations with France, Britain, Spain, Genoa, Venice, Byzantium and other countries, cities and the Golden Horde. proves our point.

Another distinctive feature of Timur's diplomacy is his consistency.

During the reign of Timur, a perfect communication system was developed in the territories under his control, as a result of which it was possible to carry out regular embassy and courier activities. For example, in a very wide area, the message that needed to manage the balance of political forces, to monitor the political situation carefully and to assess it correctly - tricks and new information - flowed through this communication system. "I have commanded that a thousand speeding camels, a thousand horses, a runner, and a thousand high-speed infantry be appointed, and that different countries and frontiers know the intentions and intentions of the neighboring rulers and come to me to report any incidents." Let the remedy and the possibility be sought before it happens. ”[3: 139]

Clavijo's memoirs also testify to the existence of special people engaged in embassy dialogues and correspondence at the Amir Temur Palace, the presence of devons and certain reception ceremonies, as well as the thorough organization of Amir Temur's diplomacy.

Extreme caution is a characteristic of Timur's diplomacy. Foreign policy issues are highly secretive. Sometimes his army would go in one direction, and there would be times when he himself would go in the opposite direction. No one could understand his next thought. As Ibn Arabshah said, "His way to the mountain of action could not be found through the plains or the valleys."

Another distinctive feature of Timur's diplomacy is his initiative.

In the face of the democratic nature of ancient Greek diplomacy, the arrogance of Roman diplomacy, the cunning of medieval diplomacy, he was also distinguished by his initiative, intensity, and courage. This aspect was especially evident in Sahibkiran's conversations with the Egyptian sultans and his deputies, as well as with European countries.

In diplomacy, initiative is the biggest step towards peace, reconciliation. At this point, we are reminded of the following words, which are included in the rules of Timur and were used by Sahibkiran throughout his life: "I did not use a sword in any work, if it is possible to finish it with measures." In fact, that was his main motto and motto.

The above-mentioned evidence once again confirms that Amir Temur was a famous politician and a skilled diplomat.

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BOSHLANG`ICH TA`LIM JARAYONINI AXBOROTLASHTIRISH OMILLARI

Anotatsiya: kompyuterdan foydalanish boshlang'ich ta'limning yangi sifatini ta'minlamaydi, bu o'quv jarayonini axborotlashtirishga qaratilgan. Ta`lim jarayonida AKTdan keng foydalanish bugungi zamonaviy ta`limning muhim omili xisoblanadi.

Kalit so`zlar: ijtimoiylashuv, kompyuter, texnologik tayyorlash, didaktik

Boshlang'ich ta'lim uchun ijtimoiy buyurtmaning asosiy ijrochisi boshlang'ich maktab o'qituvchisidir. O'qituvchilarning katta qismi boshlang'ich ta'lim jarayonida kompyuter va uning asosida yaratilgan texnologiyalardan foydalanish pedagogik ishlarni osonlashtirishi mumkin, bu o'quvchilarning rivojlanishi va ijtimoiylashuvi uchun muhimdir, deb hisoblashadi. Shu bilan birga, amaliy tajribani o'rganish shuni ko'rsatdiki, boshlang'ich ta'limda axborot texnologiyalaridan foydalanish ommaviy hodisa emas. Sabablarga nafaqat hal qilinmagan tashkiliy va pedagogik muammolar, balki o'qituvchining standart tomonidan belgilangan vazifalarni hal qilishga, boshlang'ich sinflarda o'quv jarayonini axborotlashtirishga tayyor emasligi kiradi. Ma'lum bo'lishicha, kompyuterdan foydalanish boshlang'ich ta'limning yangi sifatini ta'minlamaydi, bu o'quv jarayonini axborotlashtirishga qaratilgan. Sababi, ta'lim jarayonini axborotlashtirish sharoitida boshlang'ich ta'limning maqsadlariga qanday erishish mumkinligi, boshlang'ich maktab o'quvchilarini mazmuni, vositalari, tashkil etish shakllari, o'qitish va tarbiyalash uslublari va uslublaridagi zaruriy o'zgarishlar to'g'risida, o'qituvchining ushbu o'zgarishlarni rejalashtirishga tayyorligini shakllantirishning o'ziga xos xususiyatlari to'g'risida aniq fikrlarning yetishmasligi. Shu bilan birga, novator o'qituvchilar kasbiy faoliyatida axborot texnologiyalaridan foydalanishning ayrim yo'nalishlarini muvaffaqiyatli amalga oshirishda tajriba to'pladilar. Sababi, ta'lim jarayonini axborotlashtirish sharoitida boshlang'ich ta'limning maqsadlariga qanday erishish mumkinligi, boshlang'ich maktab o'quvchilarini ta`lim mazmuni, vositalari, tashkil etish shakllari, o'qitish va tarbiyalash uslublari va uslublaridagi zaruriy o'zgarishlar to'g'risida, o'qituvchining ushbu o'zgarishlarni rejalashtirishga tayyorligini shakllantirishning o'ziga xos xususiyatlari asosiy omil b`oldi.

Shunday qilib, ko'p darajali ijtimoiy talab va boshlang'ich ta'limini rivojlantirish amaliyoti boshlang'ich maktabda o'quv jarayonini axborotlashtirishni har tomonlama o'rganish va amalga oshirishni taqozo etdi. Monografik va ilmiy-uslubiy adabiyotlarni tahlil qilish, axborotlashtirish muammolariga bag'ishlangan dissertatsiya tadqiqotlari natijalari muammoni o'rganishning navbatdagi darajasini aniqlashga imkon berdi. Pedagogika fani o'quvchining bir qator o'ziga xos ta'lim qobiliyatlari va shaxsiyat xususiyatlarini rivojlantirishga o'qitishning yangi vositalari va usullarining ijobiy ta'sirining dalillarini qo'lga kiritdi. Boshlang'ich maktab o'qituvchilarini kasbiy faoliyatda axborot texnologiyalaridan foydalanishga tayyorlashning mazmuni va texnologiyasini ishlab chiqildi.

Boshlang'ich ta'lim bosqichida axborot texnologiyalaridan foydalanish yosh o'quvchilarni texnologik tayyorlashning sifat jihatidan yangi holatiga olib keladi. O'qituvchilar faoliyatini "elektron vositalar" ta'sirida qayta tashkil etish integratsiya jarayonlari bilan birga olib boriladi. Axborot texnologiyalari vositalarini an'anaviy o'qitish vositalari bilan birlashtirish boshlang'ich sinf o'quvchilarining mehnat mashg'ulotlarini ma'lumot bilan birlashtirishga imkon beradi.

Boshlang'ich maktabda o'quv jarayonini axborotlashtirishni kompleks ravishda amalga oshirish nazariyasi va amaliyotidagi qiyinchiliklar ob'ektiv mavjud bo'lgan qarama-qarshiliklar bilan birga keladi:

- axborotlashtirishni rivojlantirishga davlat investitsiyalarining kutilayotgan natijalari va boshlang'ich ta'lim amaliyotidagi haqiqiy o'zgarishlar o'rtasida;
- boshlang'ich ta'limni axborotlashtirish zarurati va ushbu jarayonning nazariy jihatdan yetarli darajada ishlab chiqilmaganligi o'rtasida;
- boshlang'ich maktabdagi ta'lim jarayonining xususiyatlarini o'zgaruvchan boshlang'ich paradigmasi va mavjud ta'lim va tarbiya an'analariga muvofiq o'zgartirish zarurati o'rtasida;
- boshlang'ich sinf o'qituvchisining o'quv jarayonida zamonaviy axborot texnologiyalaridan keng foydalanishga tayyorligi va uni shakllantirishning didaktik va uslubiy ta'minotining yetarli emasligi o'rtasida;
- axborotlashtirish sharoitida o'zgarib turadigan ta'lim jarayoni natijalarini baholashda yangi yondashuvlarga ehtiyoj va ularni baholashning o'rnatilgan amaliyoti o'rtasida.

Aniqlangan qarama-qarshiliklarni bartaraf etish zarurati, boshlang'ich maktab o'quv jarayonini axborotlashtirishga kompleks yondashuvni nazariy asoslash, ishlab chiqish va o'quv amaliyotiga tatbiq etishni taqazo etadi. Boshlang'ich maktabda o'qituvchilarning axborot texnologiyalaridan samarali foydalanishga tayyorligini shakllantirish zarurati saqlanib qolmoqda.

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THE CREATION OF SIMULATION AND GAME MODELS IN PEDAGOGICAL PROCESS

Abstract: The business game simulates various aspects of human activity and social interaction. Play is also a method of effective teaching, since it removes the contradictions between the abstract nature of the academic subject and the real nature of professional activity.

Key words: simulation, methods, discussion, play methods aspects, business game, educational process, pedagogical problems.

Today, many pedagogical universities use business games in the practice of teaching students. The business game activates the educational process and, in comparison with the traditional form of practical training, has a number of advantages:

- ✓ it determines the interest of each of its participants in a deeper knowledge of the problem under study;
- ✓ gives them the opportunity to form and improve the professional skills of teachers, thanks to the need to solve pedagogical problems, modeled by the content of specific games;
- ✓ contributes to the formation of such personality traits: as discipline, responsibility, a sense of duty, the ability to interact with the team, provides a greater emotional involvement of students in the educational process.

Currently, business games are used in the educational process of advanced training institutes, at scientific and methodological conferences and in the educational process, both in higher and secondary specialized educational institutions, technical and humanitarian. The widespread use of business games has its positive and negative sides and, accordingly, its supporters and opponents. There are two opposite tendencies in its comprehension. The positive one confirms the possibilities of business games as a tool for shaping the personality of a specialist and enhancing the educational process. The negative one is associated with an insufficiently deep understanding of the essence of the business game, primarily as a pedagogical phenomenon, the main thing in which is not the external form, but complex psychological and pedagogical factors acting through it and thanks to it. It should also be noted that there is no generally accepted concept of a business game in both domestic and foreign scientific literature

Business games can be used for training, diagnosing the individual characteristics of their participants, organizing the decision-making process, and for research purposes. You can pay attention to the fact that this method synthesizes the advantages of experimental, analytical and expert methods.

Consider the advantages of business games over traditional teaching methods:

1. The goals of the game are more consistent with the practical needs of students. This form of organization of the educational process removes the contradiction between the abstract nature of the academic subject and the real nature of professional activity, the systemic nature of the knowledge used and their belonging to different disciplines.
2. The method allows you to combine a wide scope of problems and the depth of their comprehension.
3. The game form corresponds to the logic of activity, includes the moment of social interaction, prepares for professional communication.
4. The game component contributes to greater student involvement.
5. The business game is full of feedback, and more meaningful compared to that used in traditional methods.
6. In the game, attitudes of professional activity are formed, stereotypes are more easily overcome, self-esteem is corrected.
7. Traditional methods presuppose the dominance of the intellectual sphere, the whole personality appears in the game.
8. This method provokes the inclusion of reflexive processes, provides an opportunity for interpretation, comprehension of the results obtained [3].

Business games allow you to increase the scope of reality, visually represent the consequences of decisions made, provide an opportunity to test alternative solutions. The information that a person uses in reality is incomplete, inaccurate. In the game, although incomplete, but accurate information is provided to him, which increases confidence in the results obtained and stimulates the process of taking responsibility.

The basis for the development of a business game is the creation of simulation and game models, which must organically overlap each other, which determines the structure:

1. The simulation model reflects the selected fragment of reality, which can be called the prototype of the model or the object of imitation, setting the subject context of the professional activity of a specialist in the educational process.
2. The game model is actually a way of describing the work of the participants about the simulation model, which sets the social context of the professional activity of specialists.

Building a business game pursues pedagogical goals:

didactic:

- ✓ consolidation of the knowledge system in the field of design of ID;
- ✓ development of systemic skills for the design and methodological description of the game;
- ✓ exchange of experience in creating ID;

- ✓ improving the skills of making collective decisions;
- ✓ generation of creative thinking;
- ✓ development of a setting for the practical use of MD:
- ✓ fostering an individual style of behavior in the process of interacting with people;
- ✓ overcoming the psychological barrier in relation to the forms and methods of active learning.

The subject of the game is the subject of activity of the participants in the game, in a specific form replacing the subject of real professional activity.

A scenario is a basic element of a game procedure; it reflects the principles of problematicity, two-planarity, and joint activity. A scenario of a business game is understood as a description in a verbal or graphic form of subject content, expressed in the nature and sequence of actions of the players, as well as teachers playing the game. The scenario shows the overall sequence of the game, broken down into major stages, operations and steps, and presented in the form of a flowchart.

The roles and functions of the players should adequately reflect the "job picture" of the fragment of professional activity that is modeled in the game.

The rules of the game reflect the characteristics of real processes and phenomena that take place in the prototypes of the simulated reality. At the same time, the rules of the game should reflect the fact that both the models created in the game and the game itself are a simplification of reality.

The assessment system should provide, on the one hand, quality control of decisions made from the standpoint of the norms and requirements of professional activity, and on the other hand, it should facilitate the development of a game plan for educational activities.

As a conclusion, let's say that each business game has its own structure, in some cases the structure is different, but basically there are mandatory general stages, such as: simulation model, game model, game goals, scenario, distribution of roles, rules of the game and summing up. It can be noted that business games, in contrast to other traditional teaching methods, allow more fully reproduce the activities of players, identify difficulties and the reasons for their occurrence. Business games allow you to understand your mistakes and the mistakes of others, to listen to different opinions and advice from outside. We believe this is a very effective and rewarding activity for learners, students and employees today.

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THEORETICAL AND METHODOLOGICAL BASIS OF USING MULTIMEDIA TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Abstract: The requirements for a foreign language teacher in the field of using computer technologies are much higher than the requirements for teachers of other subject disciplines, since the language teaching software includes a very wide range of software tools and teaching materials focused on different levels, stages, aspects and profiles of learning. A modern teacher needs to be able to use computer technologies in all their diversity at the modern methodological level.

Key words: security problems, computer, network, Internet, development, information technologies, system.

A distinctive feature of the modern era is the accelerating pace of development of new information technologies every year. Society is entering the informatization phase.

An information society is a society in which socio-economic development depends primarily on the production, processing, storage, and dissemination of information among members of society.

The information society differs from the previous ones in that the main factor in it is not material, but ideal factors - knowledge and information. The distinctive features of such a society are:

- increasing the role of information in the life of society;
- an increase in the share of information communications, products and services in people’s lives;
- creation of a global information space.

Informatization of society means a set of interrelated political, socio-economic, scientific factors that provide free access to every member of society to any sources of information, except legally secret. The goal of informatization of society is to improve the quality of life of people by simultaneously increasing productivity and facilitating working conditions.

Since education is located between production and science, it must correspond to both the level of development of social production and the state of science. In the second half of the 20th century, production and science developed rapidly, while education evolved very slowly. As a result, very deep contradictions have matured between production and science, on the one hand, and education, on the other.

With the appearance in the education process of such a component as informatization, it became expedient to revise its tasks. The main ones are:

- improving the quality of training of specialists through the use of modern information technologies in the educational process;
- the use of active teaching methods and, as a result, an increase in the creative and intellectual components of educational activities;
- integration of various types of educational activities (educational, research, etc.);
- adaptation of information technologies of teaching to the individual characteristics of the student;
- ensuring continuity and consistency in learning;
- development of information technologies for distance learning;
- improving the software and methodological support of the educational process.

The most important task of informatization of the education sector should be to outstrip the informatization of other branches of human activity, since the knowledge and skills acquired in the process of education are the basis of all types of human activity.

Using computer tools, students:

- they enter new text information using the keyboard or use already prepared materials by scanning them or entering them into new files from floppy disks;
- get access to extensive information in their native and foreign languages, thanks to reference and information systems and networks, using machine translation systems, if necessary;
- prepare, edit and improve written works using programs such as "text editor", spellers and document templates;
- work with interactive programs for generating texts and systems for automatic text processing (abstracting annotations, etc.);
- systematize and supplement textual information with tables, graphs, diagrams and pictures.

Let us consider the main types of linguodidactic problems that can be solved with the help of a computer, that is, the linguo-methodological possibilities of using computer teaching aids in mastering aspects of the language, forming

When teaching grammar:

- the formation of receptive grammatical reading and listening skills;
- the formation of productive grammatical skills mainly in writing;
- control of the level of formation of grammatical skills based on test programs;
- providing reference and information support.

When teaching vocabulary:

- the formation of receptive lexical reading and listening skills;
- the formation of productive lexical skills mainly in writing;
- control of the level of formation of lexical skills based on test and game computer programs using visual clarity;
- expanding the passive and potential vocabularies of learners.

When teaching to read:

- the formation of skills in establishing sound-letter correspondences;
- teaching the technique of reading aloud;
- improving the skills of reading technique through the use of such techniques as varying the field of perception and the rate of presentation, changing the location of the text, etc .;
- consolidation of receptive lexical and grammatical reading skills;
- teaching various types of text analysis;
- the formation of the ability to independently overcome language difficulties;
- provision of reference and information support by providing linguistic or extra linguistic information (through the use of automatic dictionaries, electronic encyclopedias);

When teaching listening:

- the formation of phonetic listening skills;
- control of the correct understanding of the text heard.

When teaching speaking:

- the formation of phonetic speaking skills;
- organization of communication in pairs and small groups using role-based simulations.

When teaching translation:

- the formation of lexical and grammatical translation skills;
- control of the correctness of the translation;
- mastering the ability to edit translation texts using text editors and machine translation systems.

At present, when our society is entering the era of informatization, education must correspond to the level of developing social production every year.

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USING PROJECT METHODS IN TEACHING A FOREIGN LANGUAGE

Abstract: Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation and interconditionality. In our case principles are used to define strategy and tactics of teaching English language at all stages practically in each point of educational process.

Key words: project methodology, development, innovative technologies, educational process, students, foreign languages, teacher.

A method of projects, thus, is the set of educational and cognitive modes which allow solving this or that problem as a result of independent actions of children with obligatory presentation of results.

Let's result some examples how to achieve at once at the lesson with the help of project methods the several purposes - to expand children's vocabulary, to fix the investigated lexical and grammatical material, to create at the lesson an atmosphere of a holiday and to decorate a cabinet of foreign language with colorful works of children.

The work with the projects teacher can realize in groups and individually. It is necessary to note, that the method of projects helps children to seize such competences as: to be ready to work in collective, to accept the responsibility for a choice, to share the responsibility with members of the team, to analyze results of activity. [4]

The learning is the active process which is carried out through involving pupils in a various activities, thus making it active participant in reception of education. In this bilateral process it is possible to allocate the basic functions which are carried out by each the parts. The teacher carries out organizational, teaching and supervising functions. Functions of the pupil include acquaintance with a teaching material, the training which is necessary for formation of language skills and speaking skills, and application of investigated language in the solving of communicative problems

The project method is a way to achieve a didactic goal through a detailed development of a problem, which should end with a very real, tangible, practical

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[4] Irgashev M.U. Information Technology In The Process Of Learning A Foreign Language In A Non-Linguistic University//Economy And Society. № 6(73) -S.: 2020.

result. The basis of the project method is learning in the course of drawing up and executing projects, that is, some educational tasks that students solve in their imagination or in practice and have specific goals.

The method of debates. It allows forming also the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. Here the principle of formation of critical thinking in pupils is realized. Language, thus, is simultaneously both the purpose and means of teaching. The method of debates helps pupils not only to seize all four kinds of speech activity, but to means of a language situation on a background of a problem in social and cultural sphere to find out the reasons of the arisen situations and to try even to solve them. Interest to the independent decision of a problem is the stimulus, driving force of process of knowledge.

Thus, application of a method of discussion allows making active cognitive activity of pupils, their independence, forms culture of creative operative thinking, creates conditions for use of personal life experience and received before knowledge for mastering new. As discussion and the decision of problems occurs during controlled group dialogue at participants skill to operate in interests of group is developed, there is an interested respect for interlocutors and conducts to formation of collective. Application of this method in aggregate with a method of projects will allow generating thinking and owning not only the English language, but also the expert understanding in various problems, capable to be guided in quickly varying information streams.

Not less interesting technique of activation of cognitive activity trained is the technique of role game which also can to reflect a principle of problematical character at its certain organization and allows solving problem situations of a various degree of complexity. It can be used as independently, and in a context of a method of projects, is especial as the specific form of protection of the project. Trained apply the experience of the saved up knowledge, results of research during work above the project in realization of socially significant roles growing on the importance with passage of a cycle of occupations. Such modeling of situations of professional - business intercultural dialogue helps pupil to get used to various situations of the future activity which he can face in a real life. Problematical character of role game is realized through modeling of situations in which this or that problem can find the certain decision. Being in a role, pupil solves problem situations, evidently showing in full communicative competence the practical decision of a problem. Certainly, such way of protection should be adequate to a researched problem. Selection by that and problems for use of this or that method - a separate research problem. Here it is important, that communicative competence was formed in real acts of intercourse in which the English language is means of formation and a formulation of idea. Thus, pupil, being based on the skills generated with the help of a debatable method, it is capable to apply and develop these skills in concrete situations of dialogue, carrying out socially significant roles and skill to assert the position in problem situations.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems.

There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the student's level, or age, or to the material that is to be introduced or practiced. Not all games are appropriate for all students irrespective of their age. Different age groups require various topics, materials, and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspect of language have to relate to students' abilities and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the student's experience.

The methods submitted above are only less part of the whole list of various effective methods of teaching a foreign language. The teacher should remember that each of the submitted methods works more effectively if they are combined and applied together at every lesson. It is impossible to allocate the best and most effective of them, every teacher himself chooses for himself what method approaches for each concrete case better.

Games are often used as short warm-up activities or when there is some time left at the end of a lesson. Yet, as Lee observes, a game "should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do". Games ought to be at the heart of teaching foreign languages.

Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way. All authors referred to in this article agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote communicative competence, and generate fluency.

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XXI CENTURY - THE CENTURY OF INTELLECTUAL YOUTH

Abstract: Today's era of scientific, civilization achievements and effective use of innovations, there is an increasing need to improve the spirituality of a person through intellectual youth. One of the most pressing issues today is the scientific study of the dialectical connection between national development and the process of spiritual growth of the individual with innovative development. The reason why we call the XXI century the age of intellectual youth is that today the implementation of computer and Internet literacy has a strong impact on the deepening of people's spirituality. This article describes the methodological basis of raising the consciousness of intellectual youth of the XXI century, the impact of innovations on the spirituality and spiritual growth of the individual, the interrelationships and interdependencies. In today's globalized world, the intellectual youth movement, the environment, society as a whole, and innovative information and telecommunications tools have their own impact, and in this regard, the topic covered in this article was relevant.

Keywords: intellectual youth, education, method, innovation, innovative technology, innovative development, spirituality and enlightenment, spiritual potential.

It is well known that the upbringing of the younger generation has always existed has become important and topical. But in the 21st century in which we live, this issue is indeed is becoming a matter of life and death.

Shavkat Mirziyoyev.

Today, in our country, the door to all opportunities for the harmonious development of our youth is wide open. In our country, young people are gaining a special status as a separate social group. Because on the one hand, this layer is recognized as a subject with a high level of social maturity and political activity, on the other hand, it is also recognized as a subject of socio-innovative resource and social change.

In the formation of civil society, first of all, attention is paid to the development of the general culture in the society, to the enrichment of people's spiritual maturity and legal knowledge. Achieving a high level of legal knowledge, legal culture, legal awareness of citizens, including young people, should become a rule of law, respect for and observance of the law.

Society of Economic, political life of the modernization of the legal culture created the conditions for guaranteeing the rights of the people. In our country, the issue of educating young people as fully mature and well-rounded people, their education, growing up with intellectual potential has risen to the level of state policy. Education has been declared a priority of social development of the Republic of Uzbekistan. Radical and comprehensive reform of the education system of the country on the positive results achieved in the world. As a result of the high attention paid to the education of young people in our country, our young people are striving to contribute to the democratic process and the development of civil society. Today, in attracting young people to the democratization process, it is important to inform them about the ongoing reforms in this area, to ensure their active participation in these processes by increasing their political, socio-economic knowledge.

Their interest in the ongoing reforms in the field of legislation, the adoption of new laws, amendments and additions to the laws, the democratic process is endless. Giving them a sufficient understanding of this will help them to develop a sense of belonging to the Motherland. Recognizing the importance of youth organizations in the formation and development of civil society , it should be noted that it is expedient to encourage youth organizations in line with our national mentality, studying foreign experience in enhancing the status and role of youth organizations. As the president of our state said, “... I would like to emphasize that we pay great attention to increasing the prestige and influence of non-governmental and public organizations, which represent the interests of various social groups and are the main institutions of civil society in our country. To date, civil society institutions in Uzbekistan have a sufficient regulatory framework for more effective and successful implementation of the tasks assigned to them in the life of society.

More than half of the population of Uzbekistan is young , and the state youth policy has risen to the level of a priority in our country, and it is difficult to imagine the establishment of a free civil society in Uzbekistan without these young people and non-governmental organizations supporting them. Uzbekistan is making a worthy contribution to the process of joining the developed countries of the world and ensuring the effective protection of the rights, freedoms and legitimate interests of the younger generation, the realization of their intellectual and creative potential. The existence of large-scale public associations is one of the important qualitative characteristics of civil society. Through such social institutions, citizens have the opportunity to meet and protect their needs and interests in political, economic, social, cultural and other spheres of life, to solve common problems together. In turn, youth organizations are among the structures in civil society that protect the interests of young people , guide them and help them solve their problems.

Young people are a socio-demographic group of 16 to 30 years old, which differs in their social status, age, socio-psychological characteristics, that is, they are experiencing a period of full integration into the socio-economic and spiritual relations of society. The activities of young people in civil society are manifested in various forms: participation in public organizations, sports clubs, cultural centers, non-governmental organizations. It is known that the National Model of State Youth Policy has been developed in the Republic of Uzbekistan, and the Law “On the Foundations of State Youth Policy in the Republic of Uzbekistan” adopted on November 20, 1991 serves as the legal basis for this activity. This law reflects not only the goals and objectives of state youth policy, but also the issue of ensuring the direct participation of young people in this process. These include encouraging gifted boys and girls, supporting youth entrepreneurship, creating the necessary social services for them, providing social assistance to young families, social protection of minors, as well as certain categories of young people. Education of young people, promotion of healthy lifestyles among them, National Program for Personnel Training in Crime Prevention, Employment, "On Guarantees of Children's Rights", "On Education", "On Employment", "On Physical Culture and Sports", The adoption of a number of laws and programs, such as "On the prevention of juvenile delinquency and delinquency", "On guardianship and trusteeship" is important. From this point of view, young people as a socio-demographic group show a special interest in assessing today's political processes. Young people "have always been enthusiastic, innovative and fair, so they are a major force in democratizing and modernizing the country."

Every state, every nation sees in the image of the rising generation the great power that fulfills the age-old aspirations of this people. Now all our efforts are focused on educating such perfect people. The education of the younger generation is also important in the formation of a democratic state based on the rule of law and a free civil society based on national values.

Many countries have a system of youth legislation. Norms that apply to young people are found in all areas of law. There are principles for adopting special laws on youth . For example, the German Law on Youth Peace in 1976, the Opportunities for Youth in the United Kingdom in 1979, the Youth Law in Hungary in 1971, the Code on Children and Youth in Cuba in 1978, and others can be shown.

Today, work to improve the quality of education and youth is gaining momentum around the world. Taking into account these aspects, the government pays special attention to the formation of a goal-oriented system to increase the effectiveness of education of young people in our country. In particular, in order to ensure the integrated development of education, science and training in the years of independence, systematic measures have been developed to develop the education system in the country, increase their intellectual potential by providing young people with modern knowledge, create conditions for a worthy place in the international arena is being implemented. In particular, a number of normative and legal acts adopted this year are directly related to the development of the higher education system.

In particular, the "Action Strategy" on the five priority areas of development of the Republic of Uzbekistan for 2017-2021, adopted by the President of the Republic of Uzbekistan on April 20, 2017, the Presidential Decree "On measures to further develop the higher education system" of May 5, 2017. Resolution of the President of the Republic of Uzbekistan "On enrollment in higher education institutions of the Republic of Uzbekistan in the 2017/2018 academic year", Presidential Decree of August 9, 2017 "On the establishment of special correspondence departments in pedagogy in higher education institutions", Presidential Decree "On increasing the effectiveness of state youth policy Decree of the President of the Republic of Uzbekistan dated August 14, 2017 "On measures to organize the activities of the Institute for the Study of Youth Problems and Training of Prospective Personnel under the Academy of Public Administration under the President of the Republic of Uzbekistan" All normative legal acts adopted by the Presidential Decree "On measures to further expand the participation of industries and sectors of the economy in improving the quality of higher education" are aimed at training high-quality specialists who can meet the requirements of the labor market through radical reform of the higher education system. As a result, the main goal is to raise the development of our society to a new level, based on which the implementation of priorities is envisaged.

In particular, the system of youth legislation is characterized by the fact that it contains important norms that strengthen the rights and freedoms of young people. Improving the quality of life of every person in society, meeting their cultural needs, developing their creative abilities, paying attention to their moral and physical growth. It is important to organize wisely. The process of leisure depends on the environment in which a person lives, the activities he performs, his age, and his interests. At first glance, it seems that there is no free time in our fast-paced world. But in the lives of teenagers and young people, it is important to organize their leisure time effectively, wisely.

Obviously, parents are responsible to society for their child's moral and legal culture, because it is more difficult to bring up a child as a healthy, faithful, righteous child than to give birth to a child. Therefore, the creation of a healthy spiritual and moral environment in the family and its strengthening in the spirit of the national idea is a matter of national importance. After all, the changes that take place in social life, its successes and failures, negative consequences, complexities and contradictions are reflected in the family.

The system of family relations is very complex and has a much deeper meaning; between a couple, between parents and children, between brothers and sisters, and so on. The most important issue, which is the cornerstone of the system of family relations - it is the relationship between father and children.

Eastern parenting traditions see the father as the primary caregiver in child rearing, and especially in the upbringing of a son, because loving and humble mothers can pamper their children willingly. Uzbek folk traditions condemn child rearing.

In a family environment, parents have certainly tried not to waste their child’s free time. In today’s modern socio-economic changes, most parents are busy. They either don’t find the time or neglect to take their children’s free time to meaningful, fun, intellectual activities. After all, today's young people are the future professionals. The effective solution of social, economic and cultural problems of the transition period to a market economy in our country depends on mature personnel, today's young people who have mastered the deep knowledge and skills of their field. The diligent acquisition of knowledge and skills depends on how accurately and wisely you can use your free time. Of course, in his spare time, learning additional professions, learning a foreign language, computer secrets are the basic knowledge necessary for every age.

At the same time, more and more young people are wasting their free time. Another important issue that always worries us is the morals, behavior, in a word, the worldview of our youth. Today the times are changing rapidly. Young people are the ones who feel these changes the most. May the youth meet the requirements of their time. But at the same time, don’t forget your identity. May it always resonate in the hearts of those who call us who we are, what kind of great people we are, and encourage us to remain true to ourselves. How do we achieve this? Upbringing, upbringing and only at the expense of upbringing, said the President. Special attention should be paid to the efforts of young people to study, learn, be socially active, to restore our national values, so that they do not regret their past lives in old age. Adolescents and young people who make the most of their youth will certainly grow up to be mature and perfect people in every way. They are able to overcome any obstacles in the course of their lives. Therefore, the formation and upbringing of a culture of effective use of leisure time by young people should be one of the main tasks of parents, educational institutions, peer relations and the community.

The process of large-scale reforms currently underway in our country, that is, our noble goal of building a strong civil society and a democratic state based on the rule of law, is inconceivable without the participation of young people, who make up the bulk of the population. Indeed, as the head of our state emphasized, today only highly educated, modern-minded, intellectually developed and professionally trained young people can be the most important condition and guarantee of quality, rapid and innovative development, and they can ensure the great future of the country. Indeed, the issue of youth is one of the most important priorities of state policy in our country.

The strength and potential of any country is measured not only by production and economic stability, but also by the attention and care given to young people. Especially in today's rapidly changing world, it is important to unite the younger generation around good ideas and projects, to educate them in the spirit of respect for universal values and devotion to the Motherland.

At the 72nd session of the UN General Assembly, President Shavkat Mirziyoyev initiated the development of the Convention on the Rights of the Child, emphasizing its importance for the future of its owners. This was also mentioned at the international conference "Union of Five", which took place on February 24-25 this year at the Uzbek State University of World Languages. The event was organized in cooperation with the Association of English Teachers of Uzbekistan, the United Nations Office in Uzbekistan, the EU Delegation to Uzbekistan, as well as a number of state and public organizations, local businessmen.

It should be noted that this conference is the only youth event in Uzbekistan aimed at organizing a model of 5 world-class organizations, which involved more than 250 active young people selected from more than 1,500 young people from all over the country through an online survey. The event is called the "Union of Five" and is associated with five international and intergovernmental organizations: the United Nations, the European Union, the Shanghai Cooperation Organization, the Commonwealth of Independent States, the Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan. At the conference, a number of tasks were discussed, such as creating a simulation of these organizations among young people, getting acquainted with their main goals, priorities and programs, as well as in-depth study of world problems and their solution.

Delegates and moderators are attached to these organizations, and each organization has its own official language and priorities. In particular, the UN has 64 participants, 3 moderators, whose conference language is English. The main priority is to establish the International Convention on the Rights of the Child. The European Union consists of 60 participants and 3 moderators. Main priorities: Education projects for Central Asia to be implemented by EU countries in the field of education. The SCO has 44 participants and 3 moderators, whose official language is Russian. Objective: To develop sustainable economic and cultural development programs between the SCO member states. The CIS consists of 22 participants, 2 moderators, whose official language is Russian. The main goal is to establish economic ties between the CIS member states, promising plans in the field of tourism. The Legislative Chamber of the Oliy Majlis consisted of 53 participants and 5 moderators, and the conference was held in Uzbek. The main goal is to develop a draft law on "Formation of a society of volunteers and their position among government agencies and youth."

The main purpose of the conference was to discuss measures to establish the Convention on the Rights of the Child. It is clear from the conference that all conditions are being created for today's youth, and young people should use these opportunities wisely and constantly strive for the development of our country.

Thus, in the development of a society, when democratic principles are further improved from the bottom up, it rises to a certain level of value. Democracy, which is not reflected in the daily lives of members of society, cannot even become an integral part of our way of life. This is a long-term process. Liberalization and democratization of the political life of society is not a hasty process. If this condition is not done gradually on a regular basis, it can lead to a variety of dangerous, unpleasant consequences. That is why the head of our state considers this process as a natural state, emphasizing that the transition from one social system to another will inevitably take place on the basis of strong socio-political activity. Anashu naturalism is realized with some difficulty in the lives of the members of society, especially in the lives of young people whose consciousness and thinking have not yet been fully formed.

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SOCIAL NETWORKING SITES ORIENTED TO LANGUAGE LEARNING

Abstract: The new generation of peoples is defined by their reliance of media, their technological multitasking capabilities, and their propensity toward all things new. Virtual communication and connections are playing significant roles in people's interactions. Internet has penetrates all aspects of life, one of them is education. In the era of globalization and internationalization the Internet becomes a dominant tool for adapting to the new environment. There are many options opened now for learning and teaching languages.

Key words: technology, sites, Internet, process, information, science, computer, games, audio recording, teaching.

Internet - is a global system of interconnected computer networks that use the standard Internet protocol suite to serve several billion users worldwide. [5]

Social-networking sites - are increasingly attracting the attention of academic and industry researchers intrigued by their affordances and reach

Numerous courses for beginners and continuing learners are available. Vocabulary, grammar and review, as well as original, thematically-organized lessons such as Idioms, the Digital World, Politics, Sports or Travel, allow you to learn whatever, however and wherever you want.

The integrated review manager keeps track of individuals' progress and determines optimal intervals for presenting material for review. In the Babbel Community, learners can search for language-exchange partners and interact via the forum or chat. [6].

The language learning site is not complicated to operate, students can do every task without any problems. In the comparison to Livemocha learning site, Babbel has got better pictures that accompany vocabulary words and the vocabulary words are very up to date. [7]

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The usage of the given site in classroom would be useful and invaluable as it makes teachers work easier. When having a lesson dedicated to some theme it is convenient to use Babbel site materials during a class. A teacher just needs to give handouts to students and make them do the tasks accompanied with pronunciation of them on the site. Students may fill in the gaps in the sentences or make grammar exercises with tables and explanations on a white board.

The fact that Babbel is not free makes the only problem of the site so that not every student can afford the usage of the site at home. Only if the teacher subscribes to Babbel it is possible to use it in classroom arrangement together with the students.

There are two classes of member: ordinary member, and paying premium member. Grammar units and some of the multimedia functions, such as video units, voice recording, and podcasts, are available only to premium members. The site sells materials from its partners, such as grammar reference books from Collins.

All in all, the site is very similar, in a good way, to Livemocha. Both use a "freemium” model, offering both free and premium services, which is great for new users who want to get their language learning started before committing a monthly credit card charge.

The first sign that Busuu is a unique language website is during the sign-up process where the students are asked not only the usual name, age and gender like at other social networks, but they also need to list what languages they speak fluently and what languages they are looking to learn. The fact that the website needs to know their native tongue implies that they will be using their language fluency as part of the social interactions on the website.

Each language area is a page where course materials can be found to help a user to learn words, grammar and conversation in that foreign tongue. The vocabulary components walk the user through a simple series of words or phrases in the foreign language, with the translation in his native tongue at the bottom. Images are used as a way to help him integrate the learning of that word with visual cues from the world. In many cases each "slide" also displays a sentence at the bottom with an example of how someone could use that word or phrase in a sentence. On each slide, he will also hear the word spoken aloud. As for more advanced students they learn words and grammar on examples which more complicated so the language learning site may be used on different levels. There is an option on Busuu to print pdf file of grammar of the unit in order to learn the rules and sentences. These handouts can serve a great help to a teacher and students.

Once the work through all of the vocabulary words is finished, the student will move onto the dialog component. This section displays a full dialog between two people in the foreign language on the left side of the screen. When the student presses play, he can listen to the dialog and try to understand the conversation, which uses the vocabulary words and phrases just learned.

Once he has listened to and read the conversation, he can click the link at the bottom of the screen to translate the dialog. The conversation then appears on the right side, translated into his native language. This lets him see how well he understood the conversation.

Between the different steps of the student's own coursework, occasionally he will see a pop-up box requesting him help with correcting some writing posted by other Busuu users. This writing is actually other members trying to learn his native language through practice. This is his opportunity to correct any mistakes they have made and help them better understand the correct use of his native language. In this way, the community is a giant collaborative language learning center, where everyone is both a student and a teacher.

As we know one of the best ways to learn another language is through practice. The best form of practice is a dialog with someone that is very proficient in the language the students are trying to learn. Part of their coursework will include practice chatting with other people on the site.

At the end of each unit, the student will work through a review of the material just covered in the form of an interesting test. The test does an excellent job of reinforcing what is already learned through word matches, and test translations of both written and spoken words and phrases.

Students may read interesting, up to date and useful information developing reading skills. After reading they are to write a synthesis or a summary on what they think about the given text/article. This exercise makes students practise their writing skills.

Students practise communication skills on the site by recording their speech online. There are dialogs on the site. After having listened to the dialog they are to pronounce those phrases in green colour and send the recording to native speakers for feedback. Also there is opportunity to communicate with native speakers online

Italki, pronounced I-talk-I, is a language learning social network that connects students and language teachers. Here students can find language exchange partners, practise speaking a foreign language, ask questions, find free online language resources, and get help from an international community of language learners.

Social Learning - Language partners - search for people who are native speakers of the target language and practise through language exchange;

▪Q & A - ask language related questions and get answers from the community;

▪Groups - study together in groups. Discuss topics surrounding culture, language acquisition, topics of interest. Work together to get help from people studying the same language.

Podcasts and videos - listen to or watch videos about different cultural and linguistic aspects to improve language ability.

Resources - find other resources on the web, including flashcards, self-progressed lessons, news broadcasts, test preparation manuals, etc.

Paid Learning - Independent teachers/tutors - find qualified teachers. "The new feature connects teachers and students for paid teaching of foreign languages. Teachers create a profile and set their own rates," writes Ryan McLaughlin at CNet

Language teaching providers - online schools, podcast companies, materials developers, and any language teaching products and services will be available on the Italki Marketplace.

Social networking sites and blogs give an opportunity for learners to communicate with other learners and educators. SNS and blogs help people to motivate and engage people in educational process.

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FACTORS OF INFLUENCE ON IMPROVING THE QUALITY AND EFFICIENCY OF EDUCATION

Abstract: This article discusses the impact on improving the quality and effectiveness of education.

Key words: material, capital, labor resources, technology, consumers, pedagogical technology

Factors of direct influence directly affect the work of an educational institution and are also directly influenced by the activities of the institution. These factors include labor, suppliers, capital, laws, regulatory agencies, consumers and competitors. Indirect factors are understood as factors that may not have a direct immediate impact on the work of an educational institution, but, nevertheless, affect it. We are talking about such factors as the state of the economy, the information and communication process, socio-cultural and political changes, the influence of group interests and events that are significant for an educational institution in other countries. At the same time, environmental factors have a number of features: 1. The interconnectedness of environmental factors is the level of force with which a change in one factor affects other factors. Just as a change in any internal variable can affect others, a change in one environmental factor can cause a change in others. 2. The complexity of the external environment. The complexity of the external environment is understood as the number of factors to which the educational institution is obliged to respond, as well as the level of variability of each factor. The parameters of the complexity of environmental factors include: The mobility of the external environment is the speed with which changes occur in the environment of an educational institution. The environment of modern institutions is changing at an accelerating rate. Given the complexity of functioning in a highly mobile environment, an educational institution or its subdivisions must rely on more diverse information in order to make effective decisions about its internal variables. This makes decision making more difficult. Uncertainty of the external environment is a function of the amount of information that an educational institution has about a specific factor, as well as a function of confidence in this information. If there is little information or there are doubts about its accuracy, the environment becomes more uncertain than in a situation where there is adequate information and there are reasons to consider it highly reliable.

Traditionally, in the management of an organization, the factors of direct influence include: suppliers, material, capital, labor resources, government agencies, consumers and competitors.

Let us consider the specified list of factors in relation to an educational institution: Suppliers From the point of view of a systematic approach, an educational institution is a mechanism for transforming incoming elements into outgoing ones. The incoming element is a child, a student. An educational institution receives this element either as a result of home, family education, or as a result of training and development at a preschool educational institution. In each specific case, we are dealing with the result of work, and the quality of the input element can be completely different, which is due to both the genetic inheritance of the parents and the technology of development and education in the preschool period. In addition, suppliers include all organizations that provide an educational institution with everything necessary for its full functioning (literature, technology, training equipment, etc.).

Material is a concept that is used in production management. In our manual, under the material, we mean the number of children and students, on which the work of an educational institution directly depends.

For the successful functioning and development of an educational institution, financial capital is needed.

For the effective operation of an educational institution, for the implementation of tasks related to the achievement of the set goals and mission, it is necessary to provide it with highly qualified teaching staff.

Consumers of educational services, on the one hand, are internal consumers - students and their parents, on the other hand, external consumers - educational organizations and institutions, which enter school graduates to continue their education or work. The consumer is the ultimate arbiter when assessing the quality of educational services.

Focusing on the consumer, on meeting established and anticipated needs, ensures that the school maintains a leading position in the educational market and allows for consumer loyalty. In educational activities, the established needs are the requirements of educational standards that establish the minimum level and volume of educational content, and the requirements for the preparation of graduates that the school must provide to students. A number of regulatory documents establish requirements for ensuring the safety and health of students in the course of educational activities. Presumptive needs are opinions, requests and expectations, the social order of different class-professional groups to an educational institution, the need of students for the attention and realization of personal intellectual and creative potential. A school that focuses on perceived needs and periodically analyzes the quality requirements of internal and external consumers, in principle, should have in its arsenal a list of normatively fixed and correctly substantiated characteristics (graduate model, educational model, requirements for teacher training and activities, educational and curricula, etc.), as well as appropriate tools for assessing their implementation (criteria, indicators, scales, qualimetric methods, procedures and technologies). Competitors Competitors are the most important factor in the market economy, the influence of which cannot be disputed. Schools today are interested in completing classes to the maximum, and given the current demographic situation, this will cause competition among schools for children. The per capita funding policy will force schools to be competitive in the educational market.

Environmental factors of indirect impact usually do not affect the operation of educational institutions as noticeably as environmental factors of direct impact. Nevertheless, the head of the educational institution needs to take them into account. The indirect environment is usually more complex than the direct environment. Management is often forced to rely on assumptions about such an environment, based on incomplete information, in an attempt to predict the possible consequences for the institution. The main environmental factors of indirect impact include: technology, the state of the economy, socio-cultural and political factors, the development of information and communication technologies.

Technology is both an intrinsic variable and an extrinsic factor of great importance. All countries of the world are looking for ways to improve the effectiveness of training.

Pedagogical technology is such a construction of the teacher's activity, when all the actions included in it are presented in a certain sequence and integrity, and the implementation presupposes the achievement of the required result and has a predictable nature. Teaching technology, or educational technology, is the use of teaching methods in specific conditions, the system of using the developed rules, taking into account the time, place, specific subjects of education, the conditions of organization and the length of the pedagogical process.

With all the variety of modern pedagogical technologies, the increased role of information technologies in education should be noted. At present, a new education system is being formed in Russia, focused on entering the world information and educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process associated with making adjustments to the content of teaching technologies, which should be adequate to modern technical capabilities, and contribute to the child's harmonious entry into the information society. Computer technologies are designed to become not an additional component in teaching, but an integral part of a holistic educational process that significantly increases its effectiveness.

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УДК 338

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ROLE OF INFORMATION TECHNOLOGIES IN THE DIGITAL ECONOMY COMMUNITY

Abstract: The relevance of the research is based on the fact that information and communication technology is currently the foundation for knowledge economy development. We consider the main directions of organizational and economic development in the transition to post-industrial society. The role of information technology in digital economy development is revealed. We describe measures to increase the rate of economic growth and innovation development of the society on the basis of implementing information technology.
Keywords: innovations, knowledge economy, digital economy, information systems, information technology infrastructure, information and communication technology.

The transition to a post-industrial society has allowed information and communication technologies to become one of the main components of the development of the digital economy based on knowledge. The dynamic growth of the technical and economic characteristics of high-tech innovative products contributes to a significant increase in computing power and intellectual potential of products, a rapid change in outdated standards and technological platforms of information and communication systems and networks [1]. At the same time, the operation of ultra-high-speed networks, mobile devices and information systems is aimed at improving the quality of multimedia content and a wide range of services provided to the population.

At present, global innovation networks are acquiring a special role, which make it possible to manage all stages of the life cycle of new types of products and services provided. The intensification of demand for new and modified types of high-tech products and services is associated with both the accelerated development of information and communication technologies and their rapid obsolescence, which, as a result, leads to a reduction in the life cycle, and to the replacement of some technologies by others.

The proliferation of cloud technologies, the exponential growth of data volumes, significant changes in the architecture and methods of organizing computing systems, in our opinion, lead to a transformation of the business model and infrastructure solutions in most industries, to the emergence of breakthrough innovations in the process of developing a strategy for the development of an enterprise and the digital economy in general [2].

The special role of information and communication technologies in the formation of the digital economy is due to such global challenges facing the Russian economy as:

● a fundamentally new transformation of information and communication technologies (ICT) markets in the context of a change in the technological structure of the national economy (nanotechnology, genetic engineering, NBIC - the convergence of nano-bio-, information and cognitive technologies);

● creation of new composite materials, development of photonics and optoinformatics, robotics and artificial intelligence, "Internet of things";

● strengthening control over information on the Internet;

● the growth of cybercrime and the widening gap between the requirements for information, economic security and personal freedom of the individual;

● an increase in the number of freelance developers;

● a change in the capacity of information technology markets and a slowdown in digitalization of the structural components of the national economy in the event of a lag in the development of new information and communication technologies.

In this regard, it should be noted that at present, the potential for the future development of information and communication technologies is significantly increasing on the basis of: the transition to the knowledge economy, which is one of the key factors in the development of the digital economy; transfer of centers for the creation of information and communication technologies and the production of new types of products and services to the eastern and southern regions of the country; development of electronic state and socially significant services for the population; cooperation of innovative business entities with universities, fab labs, technoparks, business incubators, which makes possible the emergence of radically new types of products and services; development of e-business and the formation of new legislative and technological mechanisms for electronic transactions; optimization of costs in the development of infrastructure models of information technology [3].

The organizational and economic factor of strengthening the role of information and communication technologies in ensuring the effective functioning of the system of state and municipal government is currently one of the dominant conditions for the development of the digital economy in the country. In this case, a special role should be given to the development of the IT outsourcing market, mobile devices and applications in combination with the widespread use of social networking technologies and a developed cloud infrastructure used to solve complex analytical problems. Cloud solutions, big data, mobile and social technologies stimulate mutual development in these situations. In addition, user engagement on social media is increasing as mobile device usage increases. The content accumulated in them becomes an important source for analysis and information extraction using big data technologies.

Thanks to information and communication technologies, in our opinion, it becomes possible: improving the quality of life of people, providing a beneficial effect on social processes; changes in the nature and method of employment of the population; expanding the possibility of using information and communication technologies for environmental protection.

Scientific and technological studies carried out by a number of authors in the field of communication infrastructures indicate that the protection of computer data, software is implemented within the framework of new information systems on the basis of adherence to the principles of biometric identification, as well as through the implementation of content compatibility in heterogeneous networks, global identification information objects.

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MATHEMATICAL MODEL OF CIRCUITS SYSTEM OF RAILWAY AUTOMATION AND TELEMECHANICS

Abstract: The article provides information on effective relay contact schemes and their opening and closing condition. To compose the equations of independent circuits, the currents of the circuits are used. In the digraph, the scheme of rotation is marked by five directions.

Keywords: railway automatics and telemechanics, resistors, capacitors, diodes, transistors, transformers, chokes, electronic circuits, relays.

Modern modeling environments are not efficient enough for modeling relay-contact systems of railway automation and telemechanics (SRAT). At the same time, these tools are in a sense the pinnacle of modern development of numerical methods. They are widely used for modeling both radio engineering circuits and other dynamic systems.

The number of modern compressed units can reach several thousand. Modeling such complex systems taking into account transient processes leads to the need to compose systems of high-order nonlinear differential equations. The formation of such systems of differential equations presents significant difficulties with a large number of elements. This article proposes a modified version of the method for mathematical modeling of complex multi-element compressed-air units, originally developed for electrical circuits.

The proposed version of the method is based on the representation of elements in the form of multipoles with complex internal connections described by a special quasi-diagonal matrix - the matrix of codes. This variation of the method makes it possible to significantly simplify the process of forming systems of nonlinear differential equations describing the processes in the SRAT.

In SRAT, circuits of both direct and alternating current are used, therefore the modeling method should allow modeling such circuits taking into account the main characteristics of the elements included in the composition. Circuit elements can be resistors, capacitors, diodes, transistors, transformers, chokes, electronic circuits, relays.

Consider the simplest signaling circuit shown in Fig. 1 and consisting of only two relays with one pair of contacts for closing in each relay.

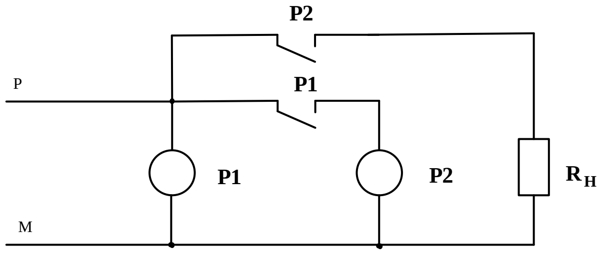

Fig.1. Relay contact schema

When power is applied, relay P1 is triggered and, with its own contact, supplies voltage to relay P2, which, in turn, closes the circuit to the load R_H with its contact.

For further analysis of such a circuit, an equivalent circuit is drawn up, shown in Fig. 2. The relay coil is replaced by a serial LR - circuit, taking into account the coil capacity. The relay contacts are replaced by a resistor, which changes its resistance depending on the current flowing through the relay coil. This takes into account the opening current of the rear contacts of the relay and the closing current of the front contacts, as well as the closing current of the rear contacts and the opening of the front contacts of the relay are unique for a particular type of relay.

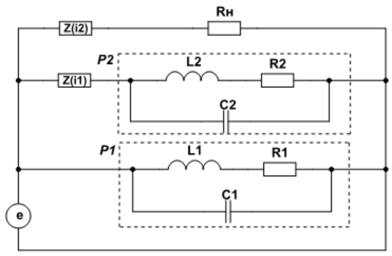

Fig.2. Schema of equivalent relay contact circuit

According to the equivalent circuit, a directed graph (digraph) of the circuit is compiled, shown in Fig. 3. The branches of the reference tree (in the figure they are marked with bold lines) of the digraph by numbers from 1 to 5 correspond to the following elements of the equivalent circuit:

1st branch: resistor R2,

2nd branch: capacitor C2,

3rd branch: resistor R1,

4th branch: capacitor C1,

3rd branch: resistor R_H.

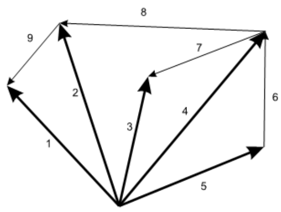

Рис.3. Chain digraph

The chords of the digraph numbered from 6 to 9 (in the figure are marked with thin lines) correspond to the elements:

6th: relay contacts P2,

7th: coil inductance of 1st relay L1,

8th: relay contacts P1,

9th: coil inductance of 1st relay L2 ,.

The number of chords in the digraph corresponds to the number of independent circuits in which the flowing currents will be hire, and in which the sum of the voltages across the elements is zero (Kirchhoff's second law). The number of branches of the reference tree of the digraph corresponds to the number of vertices, the sum of the currents in which obeys the first Kirchhoff's law.

To compose the equations of independent circuits, the currents of the circuits are used.

In the digraph, the pivot tree is marked with five thickened branches. The figure shows that the digraph has 5 vertices, 9 arcs, and 4 independent contours, which are formed by chords numbered 6, 7, 8, 9.

Below are presented in matrix form the equations of independent contours for the graph in Fig. 3.

$$\begin{pmatrix} 0\,0\,0 -1\,1\,1\,0\,0\,0 \\ 0\,0 -1\,1\,0\,0\,1\,0\,0 \\ 0 -1\,0\,1\,0\,0\,0\,1\,0 \\ -1\,1\,0\,0\,0\,0\,0\,0\,1 \end{pmatrix} \begin{pmatrix} u_1 \\ u_2 \\ u_3 \\ u_4 \\ u_5 \\ u_6 \\ u_7 \\ u_8 \\ u_9 \end{pmatrix} = 0 \qquad ((1)$$

The index in the stress notation (column vector) corresponds to the numbers of branches (5 elements u_1,…, u_5) and chords (4 elements u_6,…, u_9).

The number of lines in the matrix corresponds to the number of contours (chords), with the first line describing the connections in the first independent contour, which includes the sixth chord, the second line - the second contour and the 7th chord, etc. fourth line fourth contour - 9th chord. The number of columns corresponds to the total number of edges in the graph: the first column is the 1st edge,…, the fifth column is the 5th edge. The elements of the first five columns of the matrix (the numbers of these columns correspond to the branches of the reference tree are:

- zero if the corresponding chord is not incident of this branch;
- units, ate incidental and oriented according to the branch;
- minus one, incidental and oriented opposite to the branch.

The last four columns of this matrix represent the identity matrix and describe the chords of the digraph.

In folded form, the equations are written as follows:

$$CY = [C_b E_c] \begin{bmatrix} Y_b \\ Y_c \end{bmatrix} = 0 \qquad (2)$$

where C_b - is a matrix-block of branches, E_c - is a unit, Y_b - is a vector of branch voltages, Y_c - is also for chords.

The resulting four equations

((3)

$$\begin{cases} -u_4 + u_5 + u_6 = 0 \\ -u_3 + u_4 + u_7 = 0 \\ -u_2 + u_4 + u_8 = 0 \\ -u_1 + u_2 + u_9 = 0 \end{cases}$$

obtained by multiplying the matrix by the stress vector, express the second Kirchhoff's law for stresses in the circuits. The independence of the equations of independent contours follows from the fact that each equation contains the stress of only one chord. Similarly, you can make up the equations for the currents of nodes.

Graph theory methods can be used to derive nonlinear differential equations for voltages or currents, and the formalization of such an apparatus for systems formed by multipoles leads to very simple methods for calculating the coefficients of these equations. The possibility of expanding the method for a multi-contact electromagnetic relay by representing its model in the form of a matrix of codes is shown.

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TECHNICAL REQUIREMENTS FOR DOCUMENTS

Abstract: The article describes the technical requirements for automation devices. Requirements for electrical interlocking devices, mandatory instructions for all employees, schedule of interconnection of signals and routes and the content of technical documentation, connection of electrical wiring of station equipment and roads, instructions on technical documentation information is given.
Keywords: technical documentation and maintain signaling devices, signaling and communication, checking, schematic plans, cable networks.

Throughout its existence and functioning, railway transport works in close connection with other sectors of the national economy of the Republic of Uzbekistan. One of its main tasks is to meet the needs of the economy in providing timely freight and passenger traffic.

According to the requirements of the Rules of Technical Operation of the Republic of Uzbekistan:

Electrical interlocking devices must provide:

– mutual closure of arrows and traffic lights;

– control of the turnout incision with the simultaneous closing of the traffic light enclosing this route;

– control of the position of the switches and the occupation of tracks and switch sections on the control apparatus;

– the possibility of routing or separate control of arrows and traffic lights, the production of shunting movements according to the indications of shunting traffic lights, if necessary, the transfer of arrows to local control.

Electrical interlocking devices must not allow:

– opening the entrance traffic light when the route is set on a busy track;

– transfer of the arrow under the rolling stock;

– the opening of traffic lights corresponding to the given route, if the arrows are not put in the proper position;

Centralized switch actuators and contractors must:

– to ensure, at the extreme positions of the arrows, a snug fit of the pressed point to the frame rail and the movable core of the crosspiece to the guardrail;

– do not close the arrowheads.

The instruction on the content of technical documentation for signaling, centralization and blocking devices set out the rules for the content, requirements for drafting and making changes, as well as the procedure for agreeing and approving technical documentation for signaling, centralization and blocking devices. The requirements of this instruction are mandatory for employees who maintain technical documentation and maintain signaling devices

The use of atypical solutions by the design organization must be approved by the signaling and communication service of Uzbekistan Railways. This is a schematic plan of a station with signaling and a table of interdependence of arrows, signals and routes, which or a list of routes must be approved by the company's management in triplicate in the form of blueprints before the development of working drawings and its approval, schematic plans of crossings made on separate drawings, composition and volume of project documentation, etc. obligatory for employees of all design organizations designing signaling devices.

Technical documentation for all operating signaling devices must contain:

- a copy of a site — at an electromechanical site;
- a copy of the distance — in the group of technical documentation for the distance (control copy);
- a copy of the service — in the group of technical documentation of the road laboratory of automation and telemechanics.

In the distance, the engineer on duty to ensure the operation of automation, telemechanics and communication devices must have route plans for the stages and schematic plans of stations, as well as have access to other technical documentation for operating signaling devices. All copies of technical documentation must be in the form of blueprints. The place and procedure for storing a copy of the distance, spare diagrams and an archive of technical documentation shall be established by the head of the signaling and communication distance.

At the electromechanical section, at the centralization posts for station and railway devices, there should be the following documentation with authentic signatures or certified blueprints indicating the coordinating and approving persons: a schematic station plan with signaling, a table of interdependence of arrows, signals and routes or a list of routes with a table of inter dependencies of signal indications train station traffic lights, including repentance, two-line plan of the station and the tracks with the indication of the normal of the track circuits, the scheme of passing the traction current in accordance with the current instructions, the appearance of control devices and displays, electrical schematic and wiring diagrams of station devices and tracks, cable networks of switches, signals, supply and relay transformers, corresponding to the executive cable network, the executive cable plan of the station and the tracks with the laying routes and with the necessary cable ties relative to the main structures of the station (track), en power supply of signaling devices with indication of feeders, power distribution, power supply panels with reference to devices and with indication of fuse ratings, switching circuits of switches and isolated, sections with preservation of the use of signals, wiring diagrams of cable couplings, an album of relay blocks (for block systems, normal of maintained track circuits, instructions on how to use devices, other guidelines and reference materials necessary for the maintenance of signaling devices.

The signaling and communication service must have a copy of the technical documentation for operating signaling devices (except for wiring diagrams), typical design solutions, instructions and guidelines from the foreign university, track chain normal, reference books and other instructions and guidelines regarding technical documentation.

Verification of the conformity of the operating devices to the approved technical documentation. The team of technical documentation of the signaling center distance and its head carries out:

– periodic checks of the state of technical documentation at the sections and at least once every three years according to the schedule approved by the head of the signaling center distance, verifying a copy of the project documentation of the site with a copy of the signaling distance;

– providing production sites with approved project documentation, keeping records of its issuance;

– content in order and according to the inventory control copy of design documentation and archive of the signaling distance;

– timely updating of technical documentation, delivery of obsolete and replaced to the archive;

– checking the completeness and quality of design documentation for new construction and modernization of devices;

– control over the introduction of changes (corrections, exceptions, additions) in the design documentation in accordance with the requirements of this instruction when adjusting newly introduced devices;

– provision of assistance to senior electromechanics in checking the compliance of the current installation with the approved schemes;

– making changes to the design documentation and their approval in the management of signaling and communication.

When inspecting devices using technical documentation, personnel shall comply with the technical requirements. By constantly monitoring the devices, a list of devices and their operation is formed. By updating the technical documentation with new information, work efficiency will increase.

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THE EFFICIENCY OF UP TO DATE PEDAGOGICAL TECHNOLOGIES USAGE IN TEACHING ENGLISH

Abstract: The article emphasizes the relevance of the use of modern multimedia in teaching English in a changing social and cultural environment. Multilevel social demand and the practice of modern education require a comprehensive study of the English language in the educational process using ICT. An analysis of monographic and methodological literature, as well as the results of dissertation research, revealed some of the features of the current stage of using ICT in teaching English. A new approach to teaching English is the use of information and technology.

Key words: competence, pedagogical technology, educational resources, media education, information and communication technologies (ICT).

The concept of "pedagogical technology" appeared in the early 1960s. Technology - a set of techniques and methods for obtaining, processing and processing raw materials and materials. Educational technology is not just research into the use of teaching aids or computers; This is research with the aim of identifying the principles and developing techniques for optimizing the educational process by analyzing factors that increase educational efficiency, by designing and using techniques and materials, and also by evaluating the methods used. The main goal of teaching foreign languages is the formation and development of the communicative culture of schoolchildren, teaching the practical mastery of a foreign language. The task of the teacher is to create conditions for the practical mastery of the language for each student, to choose such teaching methods that would allow each student to show their activity, their creativity. Modern pedagogical technologies help to implement a personality-oriented approach to learning, provide individualization and differentiation of learning, taking into account the abilities of children, their level of training.

Information and Computer Technologies (ICT) One of the important directions in the education system at school is the development and implementation of pedagogical technologies that meet the requirements of the time. Nowadays, the rapid development of technology has led to the technization of modern society, which, by expanding human capabilities, entails changes in the system of life values and norms. The consequence of this transformation was the development of the Internet, which served as the beginning of a new evolutionary process called informatization.

Today, a characteristic feature of the development of modern society is the growing importance of information, which is becoming a comprehensive and integral resource. Working with information has become the main content of almost any kind of activity, including in the field of education. Intercultural communication and the widespread use of ICT in the educational process should become indispensable conditions for achieving the modern professional quality of training specialists with high spiritual, cultural, creative and search and social and social activity. which are reflected in the "National Program for Personnel Training" of the Republic of Uzbekistan. [3]0

Scientists - linguodidactists realized the need for a new approach to teaching the Russian language. The idea of introducing a competence-based approach in the learning process reflects the need to improve the effectiveness of the learning process, the quality of education through the use of modern methods and forms of education in the learning process, the formation and development of competence and taking into account the characteristics of personality development. One such approach is the use of multimedia and information and communication technologies next (ICT). The meaning of the term "technology" is still being clarified; this term is used in a rather broad context. In practice, there are also terms such as pedagogical technology, education technology, pedagogical or innovative technology [5].

In modern didactics, the term "pedagogical technology" is more common in many methodological works. The stages of development of the concept of "pedagogical technology" can be distinguished: the use of visual aids in the educational process (40s - mid 50s), programmed teaching (mid 50s - 60s) to pre-developed educational processes that ensure the achievement of clearly defined goals (until the 70s), to create computer and information technology training (from the early 80s).

Indeed, “new pedagogical technologies are coming into the practice of education.” The need for this is due to the changing requirements of society and the internal needs of the education system [1, p.15]. Today, students, as a rule, have some experience with various tools for processing multimedia data, transmission , storage and presentation of information in everyday life, and also show great interest in their use as a means of recreation.It is obvious that there should be such a model in the educational process that would ensure not only the formation of effective use of computer skills during preparation and processing of the necessary educational information, but also the development of personal qualities, values of the citizen of the information society [4].

The study of practical experience showed that the use of ICT in teaching English is not a mass phenomenon. Among the reasons there are not only organizational, pedagogical problems, but also the teacher's lack of readiness to solve problems associated with the computerization of the educational process. The reason, according to many researchers, is the lack of clear ideas on how ICT helps to achieve the planned results of teaching the Russian language, which should be changed in the content, forms of organization, methods and principles of teaching. [5]

However, scientists who studied linguistics, linguodidactics, experience in the successful implementation of certain types of information use and communication technologies: development and use of electronic educational resources, including distance learning in professional activities; in teaching English as a native language, Uzbek as a foreign language [1]

Analysis of monographic and methodological literature, the results of dissertation research revealed the next level of knowledge of the problem. Pedagogical sciences testify to the positive impact of modern multimedia technologies for the development of communication skills and the study of the English language in Uzbekistan.

There is a need for a deeper theoretical and methodological substantiation of the use of ICT in teaching English in the field of professional and business communication, based on the introduction of educational capabilities of modern multi-media, such as differentiated learning, and focused on the intellectual and personal development of students in the formation of key competencies, on education of the personality living in the information society.

Thus, of course, today a new approach to teaching English is the use of information and technology. As you know, in contrast to their usual means, methods and information production and processing is the use of electronic devices, especially computers.

Summing up, we note that the growth of media culture products in the process of teaching English and training highly qualified personnel on a systematic basis seems to be a promising direction of modernization and goal-setting of the content of vocational education in modern integrative conditions.

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THE ROLE OF GRAMMAR IN ENGLISH LANGUAGE LEARNING

Annotation:Explaining method and implementing interactive methods of teaching grammar in teaching process There is no doubt that English has become a universal language. Nowadays, English is used by at least one billion people around the world, either as a first or as a second language. Therefore, it is very much considerable to me to be a professional teacher who is aware of the modern methods of teaching English language as a foreign language. No one can ignore the need and the value of methods for teaching English as a foreign language or even as a second language. Students are different in their needs. Some students learn visually, others orally; others have shorter attention skills and all come from different backgrounds. To meet all their needs, it is necessary to use a wide range of methods. Some methods teacher may do with the help of different resources or create them by alone based at teaching experience. Teaching English as a Foreign Language is vital especially in the developing countries in which English is considered to be a foreign language.

Key words: foreign language, methods of teaching English, interactive methods, teaching experience, teaching, recent methods, taught grammar.

It is clear that people need better opportunities that they can only get with a good group of English. In other countries people who want to learn English have a great number of abilities to know this language. For teachers very important to listening good spoken English at your level of understanding will improve all aspects of your speaking, since we normally learn our first language by first listening and hearing it spoken by others. Recent years have seen a reawakening of interest in the role of grammar in English language teaching. Grammar is usually a necessary or desirable part of classroom language learning, especially in elementary level. In Bangladesh, teachers teach grammar based on the rules and typical examples where it is expected that students will memorize all these. On the other hand, developed countries do not follow this technique. They follow different creative techniques by entertaining and relaxing the learners while they are learning or practicing a linguistic structure, which eliminates students' negative attitude towards learning.

However, recent methods and theories of language teaching reveal that the traditional techniques of teaching grammar are ineffective. According to these methods and theories grammar should be taught inductively that demands grammar items to be presented creatively. There are many ways of teaching grammar creatively at elementary level like introducing the grammar through anecdote, describing pictures, playing songs etc. As part of my undergraduate degree in English, I had to do an internship where I worked as an elementary level language teacher in an English medium school. This gave me the opportunity to implement the language teaching theories and methods that I learned in class. When I applied different theories and teaching techniques in the classroom to teach grammar, I used authentic materials and taught grammar through real context that made the grammar points more understandable and easier. Then I realized the importance of presenting grammatical items creatively in front of students. Moreover, as I was a student of Bengali medium school and went through the typical ways of learning grammar where creative presentation of grammar did not take place, I can compare the style of teaching grammar between Bengali medium and English medium school. Furthermore, when I found an adult student of Bengali medium struggling with grammar while producing a single grammatically correct sentence, I once more realized the importance of grammar in language learning. All these motivated me to write this report on this topic.

English is a member of the Indo-European family of languages. The Indo-European languages include several major branches: Latin and the modern Romance languages French, Spanish), the Germanic languages (German, English), the Indo-Iranian languages (Hindi, Sanskrit), the Slavic languages (Polish, Czech), the Baltic languages (Latvian), the Celtic languages (Irish, Welsh) and Greek.

Considering these branches of the Indo-European languages, there are two of them which are worth focusing on the development of English: The Germanic and the Romance. English is a member of the Germanic group and it is further classified as a Low West Germanic language of the Indo – European family. There is evidence that this group began as a common language in the Elbe River about 3,000 years ago. This Common Germanic language split into three sub-groups:

1. East Germanic spoken in south-eastern Europe.
2. North Germanic spoken in northern Europe (Scandinavian languages).
3. West Germanic considered as the ancestor of modern German, Dutch, Frisian, Flemish and English.

As we can see the early history of English language is fatally tied up with the early history of the Germanic languages which further developed into other languages as German, English, Scandinavian languages, Dutch, also Yiddish and Afrikaans. As a consequence, English belongs to the subgroup of Germanic languages containing many common features inside of this language group, and many differences which set them apart from other Indo-European languages.

Old English (449-1066 Ad). The emergence of English language dates back to 449 AD which is the period of Old English (sometimes called Anglo-Saxon). The Celts families had been living in England and in 43 AD the Romans came. They left

England in 410 AD and the Germanic tribes, Angles, Saxons, Jutes and Frisians, came.[8]

By the arriving Anglo-Saxon, the language spoken in England was influenced by Celtic, but more evidently by Latin language. It is believed that the Germanic tribes had used Latin words on the continent of Europe before they invaded Britain.

According to Hladký, in Old English there was one characteristic feature - inflection. Like other Germanic languages, Old English was inflected, i.e. the words had endings indicating functions of those words in the sentence in order to understand the meaning of the utterances. Thus, word order was not very important comparing to Modern English, in which word order is crucial.[9]

The syntax of Old English was more flexible than Modern English. Although general word order was subject – verb – object, it varied more, mostly in the placing of the end of the sentence, typically a subordinate clause.

Middle English (1066-1500 Ad). David Crystal states that “a fundamental change in the structure of English took place during the 11th and 12th centuries – one without precedent in the history of the language, and without parallel thereafter”.[10]

He further points out that grammatical relationship in Old English was expressed chiefly by the use of inflections. In Middle English, they were expressed (as they are today) mainly by word order.

The year 1066 was the beginning of a new social and linguistic period in Britain. William the Conqueror, the Duke of Normandy, invaded and conquered England. The language introduced to Britain by the invader was French, or to be more specific, Norman French. It was a dialect of Old French known as Anglo-Norman.

The Normans were of Germanic origin (“Norman“came from “Norseman“– a man coming from the North) and Anglo-Norman was a French dialect with Germanic influence and Latin roots.

Early Modern English (1500-1800 Ad). After introducing the printing press in English in 1476 by William Caxton and becoming the East Midland dialect as the literature standard of English, there can be stated that a new period of the history of English language began. The period of the Early Modern English was affected by the printing revolution. According to Crystal, “the new invention (printing press) gave an unprecedented impetus to the formation of a standard language and the study of its properties“ (Crystal 2004:56).[11]

The thousands words were added to English as writers created new words by using Greek and Latin prefixes and affixes. Scholars dealt with such areas of language as grammar, vocabulary, writing system and style. First English dictionary was published by Henry Cockrum in 1623.

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The influence of Shakespeare and printed King James Bible had a very important impact on English language during the Renaissance.

Suggestopedia is a language teaching method developed by a Bulgarian psychiatrist-educator

Georgi Lozanov. This method of language teaching highly supports the use of audio-visual aids in teaching language. The most conspicuous characteristics of Suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music and the authoritative behavior of the teacher (Richards & Rodgers, 1986, p. 100). Usually, the classroom in Suggestopedia is arranged with different colorful posters so that there is a relaxing learning environment for the learners. The main purpose of this type of classroom arrangement is to remove the anxiety of the learners and ensure a friendly and comfortable classroom setting. It is generally believed if the learners are free of anxiety and are comfortable, it becomes easier for them to learn a new language. Besides, different smooth music are used in the classroom to make the learners relaxed and more attentive in the learning process. The classroom setting is arranged in a way so that it creates an image of target language settings.

The challenge for the teacher is to create a classroom environment which is bright and cheerful. This was accomplished in the classroom we visited where the walls were decorated with scenes from the country where the target language is spoken.

These conditions are not always possible. However, the teacher should try to provide as positive an environment as possiblestudents to notice how the concept works from these examples[12]. No explanation of the concept is given beforehand, and the expectation is that students learn to recognize the rules of grammar in a more natural way during their own reading and writing. The main goal of the inductive teaching method is the retention of grammar concepts, with teachers using techniques that are known to work cognitively and make an impression on students' contextual memory.

After the lesson, students are expected to practice what they have just been shown in a mechanical way, through worksheets and exercises. This type of teaching, though common, has many people—including teachers—rethinking such methods, as more post-secondary level students are revealing sub-par literacy skills in adulthood. As one former teacher states, deductive teaching methods drive many students away from writing because of the tediousness of rote learning and teacher-centered approaches.

Interactive Teaching. Another method of teaching grammar is to incorporate interactivity into lessons. Using games to teach grammar not only engages students but also helps them to remember what they've learned. This method allows teachers to tailor their lessons to the different learning styles of students. For instance, each student can be given a large flashcard with a word on it, and the students must physically arrange themselves into a proper sentence.

[12] https://cyberleninka.ru/article/n/eefective-methods-in-teaching-grammar-4

Over the years, many methods have been developed for teaching grammar and have been built upon, abandoned, or combined, all with the same goal in mind—teaching students how to communicate effectively and understand how to use the English language. Regardless of how grammar is taught, a well-rounded understanding of English grammar is the most important factor in improving the literacy of students

Teaching students' grammar rules without giving the students an opportunity to use these rules will not help them use English in real life. Language teachers and language learners in many non-native countries are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

Native English speakers learn grammar rules from hearing and listening from the real situations.[13] In many English classrooms, teachers often set aside a particular time slot that is dedicated to the study of grammar. Such periods often focus on different points of grammar, such as tense, active and passive voice, or reported speech.

Grammar is something that runs through just about every aspect of language. Even the simplest sentences have grammar. Our curriculum may require us to teach stand-alone grammar lessons, and it's important to introduce various grammar points and topics so that the students have a richer understanding of the mechanisms of language. In English classes we often include music of English feature. These highlight the structure of grammar and stress patterns of the key everyday expressions that are presented.

For conclusion, I want to argue that it will be worth to teach grammar by interesting interactive grammar activities, which are designed for pre-grammar, while-grammar and post-grammar stages. In pre-grammar stage, we can use declarative approach to explain all features of certain grammar function with helping interactive methods. In while-grammar stage, we can gain and fix of new grammatical combination and in post-grammar stage, students are led to follow grammar accuracy in speaking with using some interactive methods.

Grammar operates at the sentence level and governs the syntax or word orders that are permissible in the language. It also works at the sub sentence level to govern such things as number and person agreement between subject and verb in a sentence. To grammar learning, some students may have a more analytical learning style than others, but if one hope to use English language accurately and fluently, it is necessary for him to receive grammar rules instruction. Grammar is not different from anything else, it is likely that students will learn at different rates.

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FEATURES OF AFFIXATION IN MODERN ENGLISH

Abstract: This article based on detailed study of affixation, which play important role in word formation. According to this general aim the following particular tasks are put forward: 1. to classify affixes.2. to classify the affixes according to its structure and semantics. In addition this article is determined by the necessity the study of affixation which form a large layer of word – building process. And studying the productive ways of affixes in Modern English.

Key words: word formation, part of speech, morpheme, paradigm, synchironic and diachronic treatment, lexical meaning , grammatical meaning

Word – building is one of the main ways of enriching vocabulary. Affixation is one of the most productive ways of word building throughout the history of English. The main function of affixation in Modern English is to form one part of speech from another; the secondary function is to change the lexical meaning of the same part of speech. As we are future teacher must know the rules of word – formation. It will help us to teach our students. Besides if we know affixes we can easily form new words while we are writing or speaking. If we describe a word as an autonomous unit of language in which a particular meaning is associated with a particular sound complex and which is capable of a particular grammatical employment and able to form a sentence by itself we have the possibility to distinguish it from the other fundamental language unit, namely, the morpheme. A morpheme is also an association of a given meaning with a given sound pattern. But unlike a word it is not autonomous. Morphemes occur in speech only as constituent parts of words, not independently, although a word may consist of a single morpheme. Nor are they divisible into smaller meaningful units. That is why the morpheme may be defined as the minimum meaningful language unit. The term morpheme is derived from Gr morphe 'form'+ eme. Linguists to denote the smallest unit or the minimum distinctive feature have adopted the Greek suffix – eme. (Cf. phoneme, sememe). The morpheme is the smallest meaningful unit of form. A form in these cases is a recurring discrete unit of speech. A form is said to be free if it may stand alone without changing its meaning; if not, it is a bound form, so called because it is always bound to something else. For example, if we compare the words sportive and elegant and their parts, we see that sport, sportive, elegant may occur alone as utterances, whereas eleg – – ive, – ant are bound forms because they never occur alone. A word is, by L. Bloomfield's definition, a minimum free form. A morpheme is said to be either bound or free. This statement' should be taken with caution. It means that some morphemes are capable of forming words without adding other morphemes: that is, they are homonymous to free forms. According to the role they play in constructing words, morphemes are subdivided into roots and affixes. The latter are further subdivided, according to their position, into prefixes, suffixes and infixes, and according to their function and meaning, into derivational and functional affixes, the latter also called endings or outer formatives. When a derivational or functional affix is stripped from the word, what remains is a stem (or a stem base). The stem expresses the lexical and the part of speech meaning.[1] For the word hearty and for the paradigm heart (Sing.) – hearts (Pl.)[2] the stem may be represented as heart– This stem is a single morpheme, it contains nothing but the root, so it is a simple stem. It is also a free stem because it is homonymous to the word heart. A stem may also be defined as the part of the word that remains unchanged throughout its paradigm. The stem of the paradigm hearty – heartier – (the) heartiest is hearty– It is a free stem, but as it consists of a root morpheme and an affix, it is not simple but derived. Thus, a stem containing one or more affixes is a derived stem. If after deducing the affix the remaining stem is not homonymous to a separate word of the same root, we call it a bound stem. Thus, in the word cordial 'proceeding as if from the heart', the adjective-forming suffix can be separated on the analogy with such words as bronchia/, radial, social. The remaining stem, however, cannot form a separate' word by itself: it is bound. In cordially and cordiality, on the other hand, the stems are free.

Bound stems are especially characteristic of loan words. The point may be illustrated by the following French borrowings: arrogance, charity, courage, coward, distort, involve, notion, legible and tolerable, to give but a few.[3] After the suffixes of these words are taken away the remaining elements are: arrog-, char-, cour-, cow-, – tort, – voIve, nat-, leg-, toler-, which do not coincide with any semantically related independent words. Roots-are main morphemic vehicles of a given idea in a given language at a given stage of its development. A root may be also regarded as the ultimate constituent element which remains after the removal of all functional and derivational affixes and does not admit any further analysis. It is the common element of words within a word-family. Thus, – heart – is the common root of the following series of words: heart, hearten, dishearten, heartily, heartless, hearty, heartiness, sweetheart, heart-broken, kind-hearted, whole-heartedly, etc. In some of these, as, for example, in hearten, there is only one root; in others the root – heart is combined with some other root, thus forming a compound like sweetheart.

It will at once be noticed that the root in English is very often homonymous with the word. This fact is of fundamental importance as it is one of the most specific features of the English language arising from its general grammatical system on the one hand, and from its phonemic system on the other. The influence of the analytical structure of the language is obvious. The second point, however, calls for some explanation. Actually the usual phonemic shape most favoured in English is one single stressed syllable: bear, find, jump, land, man, sing, etc. This does not give much space for a second morpheme to add classifying Lexico-grammatical meaning to the lexical meaning already present in the root-stem, so the Lexico-grammatical meaning must be signaled by distribution. In the phrases a morning's drive, a morning's ride, a morning's walk the words drive, ride and walk receive the Lexico-grammatical meaning of. a noun not due to the structure of their stems, but because they are preceded by a noun in the Possessive case. An English word does not necessarily contain formatives indicating to what part of speech it belongs. This holds true even with respect to inflexible parts of speech, i.e. nouns, verbs, adjectives. Not all roots are free forms, but productive roots, i.e. roots capable of producing new words, usually are. The semantic realization of an English word is therefore very specific. Its dependence on distribution is further enhanced by the widespread occurrence of homonymy both among root morphemes and affixes. Note how many words in the following statement might be ambiguous if taken in isolation: A change of work is as good as a rest. The above treatment of the root is purely synchronic, as we have taken into consideration only the facts of present-day English. But the same problem of the morpheme serving as the main signal of a given lexical meaning is studied in etymology, i.e. in that branch of linguistics which deals with the origin and development of words tracing them back to their earliest determinable source. When approached thus historically or diachronically the word heart will be classified as Common Germanic. One will look for cognates, i.e. words descended from a common ancestor. The cognates of heart are the Latin cor, whence cordial 'hearty', 'sincere', and so cordially and cordiality; also the Greek kardia, whence English cardiac condition. The cognates outside the English vocabulary are the Russian сердце, the German Herzt the Spanish corazon and some other words. To emphasize the difference between the synchronic and the diachronic treatment, we shall call the common element of cognate words in different languages not their root but their radical element. An interesting example of historical treatment may be found in Potter's book.1 Potter shows that the same radical element s-d is to be recognized in the English monosyllables sit, seat, soot and nest. The radical element is s-d, the vowels may be different. Potter distinguishes five grades: (1) – sed – as in Latin sedere, whence the English sedentary 'requiring much sitting', 'physically inactive' (sedentary work, sedentary person) and sediment 'the part that settles to the bottom of a liquid'. From sedare, sedat (the causative of sedere) the English vocabulary has sedate 'quiet', 'calm' and its derivatives: sedately, sedateness, sedative; supersede is 'to sit above', hence 'to replace'. This meaning developed, as Potter explains, at the time when seats at schools were assigned by quality of work, so if a pupil surpassed another he superseded him. The verb sit belongs to this group also, being developed from Common Germanic setjan. (2) The variant – – sod – is represented by the Past Tense sat, (3) [-se:d] – is observed in Mode seat<old Norse sǽti<; Common Germanic sǽt. (4) [-so:d-l as in English soot with its Northern pronunciation [su:t]<OE and ON sot 'that which sits or settles in the chimney'. (5) From the vanishing grade E-sad-1 combined with the adverb ni-'down' which is cognate with the German nieder, the Indo-European noun ni-sd-os 'place where the bird sits down' is formed, whence

both the English nest and the Russian гнездо. The Latin cognate is nidus, which is used in English as a scientific term 'place in which insects deposit eggs'; nidiflcation means 'nest building'. These two types of approach, synchronic and diachronic, give rise to two different principles of arranging morphologically related words into groups. In the first case series of words with a common root morpheme in which derivatives are opposable to their unsuffixed and unprefixed bases, are combined cf. heart, hearty, etc..The second grouping results in families of historically cognate words, cf. heart, cor (Lat), etc. Unlike roots, affixes are always bound forms. The difference between suffixes and prefixes, it will be remembered, is not confined to their respective position, suffixes being «fixed after» and prefixes «fixed before» the stem. It also concerns their function and meaning. A suffix is a derivational morpheme following the stem and forming a new derivative in a different part of speech or a different word class, cf. – en, – y, – less in hearten, hearty, heartless. When both the underlying and the resultant forms belong to the same part of speech, the suffix serves to differentiate between Lexico-grammatical classes by rendering some very general lexico-grammatical meaning. For instance, both – ify and – er are verb suffixes, but the first characterizes causative verbs, such as horrify, purify, whereas the second is mostly typical of frequentative verbs: flicker, shimmer, twitter and the like. If we realize that suffixes render the most general semantic component of the word's lexical meaning by marking the general class of phenomena to which the referent of the word belongs, the reason why suffixes are as a rule semantically fused with the stem stands explained. A prefix is a derivational morpheme standing before the root and modifying meaning, cf. to hearten – to dishearten. It is only with verbs and statives that a prefix may serve to distinguish one part of speech from another, like in earth n–unearth v, sleep n – asleep (stative).

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ADVERTISING ACTIVITIES IN THE CONTEXT OF MODERN TOURISM DEVELOPMENT

Annotation: The article looks at the concept of advertising acts on a person and the ways to improve its role, which makes research topic relevant.

The scientific article gives scientific definitions to such categories as "advertising" and its types by various scholars and authors. In addition, the article groups advertising programs, summarizes and comprehensively, analyzes the theoretical and scientific approaches to improving their effectiveness.

Having done an extensive analysis of the research materials, the author makes a conclusion about the urgency strengthening measures for social protection of the population in order to avoid further economic recession.

Keywords: Advertising, advertiser, potential customers, favorable environment, product, service, personal cooperation, promote products, gradual creation, long-term goal.

Advertising is a type of communication in the field of marketing between a client and an advertiser with the aim of distributing paid information and attracting new people (potential customers) to a product or service. In other words, this is information that is disseminated in a wide range of people by different methods in order to attract attention, a way to promote products without personal cooperation with potential customers.

The most effective option is advertising created by specialists from special agencies who have the appropriate education and experience. The long-term goal of advertising is the gradual creation of a name, increasing awareness, brand awareness. At the moment, we are surrounded by quite a few large companies, which have become known not due to some kind of innovation or quality, but due to good marketing. Advertising acts on a person first physically, on the organs of his perception, and then subconsciously, as if pushing him to purchase this service.

Before the popularity of the Internet, television advertising was in great demand and was a form of interpersonal communication, thanks to the so-called “presence effect”. In other words, it creates the feeling that you are actually in contact with the advertiser. Therefore, for this reason, advertising on television is so expensive. The media can include: television, radio, print media (newspapers, publications). Recently, they have been classified as media and video bloggers, but they do not fall into this category of domestic articles.

The main format of advertising on the network is small videos of a different nature, which should convey data to people in a short time period and help increase sales. It is quite inexpensive, but its audience is huge.

For advertising to be successful, action is required from users. For example, registration, following a link, downloading an application.

The most popular online advertising right now is targeted advertising. Its advantage lies in the fact that it is shown only to the target audience, based on information from social networks, search queries.

In recent years, the development trends of the tourism industry are observed all over the world. The interest in the development of the tourism industry is due not only to the rapid development of the industry, but also to the successful development of tourism, which has a significant impact on almost all major sectors of the economy. The task of travel agencies and the entire network is to organize a comprehensive service to tourists. Services in tourism vary: transportation, accommodation, meals, excursions, entertainment and personal services, and more.

It is well known that the tourism industry is growing rapidly and is constantly evolving. The success of a business depends in many ways on a well-thought-out advertising policy, a well-developed plan. Nowadays, advertising is a constant companion to people and plays an important role in the life of human society as a factor that has a great impact on it every day. This role is not limited by the media or even limited market activity. The importance of advertising in their fields is of great importance in economic and social life. Its importance is both educational and aesthetic.

In a modern market economy, the main purpose of advertising is to deliver goods from production to the population, in order to encourage the purchase of certain goods (services), taking into account the socio-demographic characteristics of certain groups of consumers, forming a demand for them. A distinctive feature of the advertising market is its dynamics. With the emergence of a network of international advertising agencies, the boundaries of this market are constantly expanding, international experience is exchanged, industrial concerns are transformed into international halo concerns, international relations are developed. New opportunities for advertising are opening up in connection with the internationalization of the media industry. Satellite and cable television, computer networks are international, new newspapers, magazines, radio and well-known TV channels of a number of countries - all this creates a favorable environment for advertising clients in the media and the selection of appropriate advertising media creating favorable conditions for. Thus, in modern conditions, advertising is becoming transnational, and advertising companies are becoming international. Advertising should be the best guarantee of the quality of goods and services. False, questionable advertising leads to the destruction of the product.

In the market of tourist services, a product is a set of services, the customer is given the right to use. This complex is a product of a travel agency with a special tour of the company that creates it, and the company organizes it from intermediate products - traffic organization, catering, accommodation, excursion programs and modern tourism can not be imagined without advertising. After all, it is the most effective tool in the efforts of the tourist enterprise to inform customers, change their behavior, attract attention to the services offered, create a positive image of the enterprise itself and demonstrate its social significance.

Therefore, effective advertising is the most important in achieving the goals of marketing strategy in general and communication strategy in particular, and World practice shows that the tourism industry is one of the largest advertisers. The experience of foreign travel companies shows that, on average, 5-6% of the income from their activities is spent on the promotion of tourist trips.

As one of the main means of marketing communications in the field of tourism, the specificity of advertising is determined by both the specific features of advertising, and the characteristics of this industry and its product - a tourist product.

1. Impersonal character. The communication signal comes to the potential customer not personally from the company employee, but through various types of intermediaries (media, brochures, catalogs, posters and other advertising media).

2. One-sided attention. Advertising actually has only one direction: from the advertiser to the addressee (object of influence). Feedback signals occur only in the form of the final behavior of the prospect.

3. Uncertainty in determining the effect. This feature is a logical continuation of the previous one. Feedback in advertising activities is probable and uncertain. The fact of purchasing a tourist product often depends on factors that are not directly related to advertising, are subjective and can not be formalized in practice.

4. Mass character. Tourism advertising assumes a special responsibility for the accuracy, truthfulness and precision of the information transmitted through it.

5. Saturation of information. Unlike traditional goods, tourism services that do not have a tangible form, constant quality, need to prioritize the development of advertising functions such as information content and promotion.

6. Appearance and persuasion. It has been proven that the specificity of tourist services does not require the use of visual aids, which provide a more complete presentation of objects of tourist interest.

Advertising, which works within the marketing concept, is a powerful means of influencing the consumer. However, its role and importance cannot be absolutely exaggerated.

When you address the use of advertising in the practice of marketing activities, you should always keep in mind that it is a very powerful tool for influencing consumers. One of the main requirements for advertising is the fact that. Unfortunately, the “golden” rule of business - “don’t promise the customer something you can’t do” is being violated by many tourism businesses. Often, this happens unconsciously when they try to engage the customer in any way and manner with the best of intentions. Subsequently, the firm is unable to deliver on its promises, which negatively affects the overall image of the company and the customer’s satisfaction with their work.

It should therefore be used with care and caution without violating established ethical rules and norms. To prevent the negative effects of advertising on consumers, the International Chamber of Commerce (ICC) has developed codes that define the norms and rules of advertising practice, protect the interests of consumers and limit the activities of advertisers to certain social and ethical circles came out and put it into practice.

Every person has a different attitude to advertising. In some, it leads to hostility and hatred, others pass it by the eyes and ears, and someone treats her very positively, or, in addition, chooses her as their own profession. In this article, we tried to explain in detail what advertising is needed for in order to reduce the negative in relation to this necessary phenomenon.

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TO QUESTIONS OF METHODOLOGY FOR DETERMINING THE ESSENCE AND TASKS OF TAX BUDGETING

Abstract. The article discusses the issues of methodology for determining the essence and objectives of tax budgeting, in accordance with which the directions are identified in which the state can actively influence the process of supporting healthy competition in the economy. Considerable attention is paid to the formation of a modern and effective system of the organization's tax budget.

Key words: taxes, tax budgeting, tax budget, strategic and tactical goals of the organization's tax budget management process.

In the science of financial management, a situation has traditionally developed in which insufficient attention is paid by both Western and domestic scientists-economists to issues of corporate tax management. There is no deep theoretical study of the conceptual issues of tax management, its periodization, it is not considered as an integral specific part of financial management of organizations. However, tax management has a direct impact on the formation of financial resources, the value of organizations, therefore, it is required to generalize the accumulated fragmentary theoretical knowledge and practical experience on tax management at the level of organizations.

The practice of recent years has revealed the objective need to develop new process approaches to tax management, including tax optimization within the framework of managing financial resources and cash flows of economic entities. As it was noted in detail and in a timely manner in the Decree of the President of the Republic of Uzbekistan No.UP-5468 dated June 29, 2018 "On the concept of improving the tax policy of the Republic of Uzbekistan": improving the investment attractiveness of the country.

The need to study this topic is confirmed by the strategic course of the ongoing economic reforms aimed at the dynamic development of all forms of entrepreneurship and sustainable economic growth, as well as the current tax reform in the Republic of Uzbekistan, which in the future provides for a significant reduction in the tax burden.

It can be concluded that there is a need for a rational and efficient organization of accounting and planning of tax costs of organizations. In this case, we are talking about a scientifically grounded and practically expedient system of tax management (in particular, its main component - tax planning), capable to some extent to smooth out the risks arising in connection with the taxation of the economic activities of organizations. An effective tax management system in organizations can act as a link between the various stages and complexes of general economic management of organizations, both tactical and strategic.

Tax management has a profound impact on investment policy at the macro and micro economic levels. To stimulate the investment activities of organizations, in addition to changing the investment climate at the macro level, it is necessary to radically restructure the management system of national organizations, including in the field of tax management.

In optimization of tax relations and corporate tax management, budgeting is of particular importance, during which the amount of tax payments in the planning period is predicted. Without tax budgeting, it is difficult to achieve the reality and efficiency of overall enterprise budgeting.

Tax budgeting is the resulting part of corporate tax planning, regulation and control, as well as a combined way of optimizing tax flows by a business entity. Tax budgeting is based on the choice of optimal solutions in the field of tax revenues and expenditures in order to maximize tax profit with the subsequent decision-making on its effective investment (use). The ultimate goal of tax budgeting is to ensure the long-term financial stability of the organization. The results of corporate tax budgeting should be reflected in the tax budget developed by the organization.

The results of tax optimization are recorded in the tax budget of the organization. The model of such a tax budget, its structure and options for possible management decisions are presented in Figure 3.

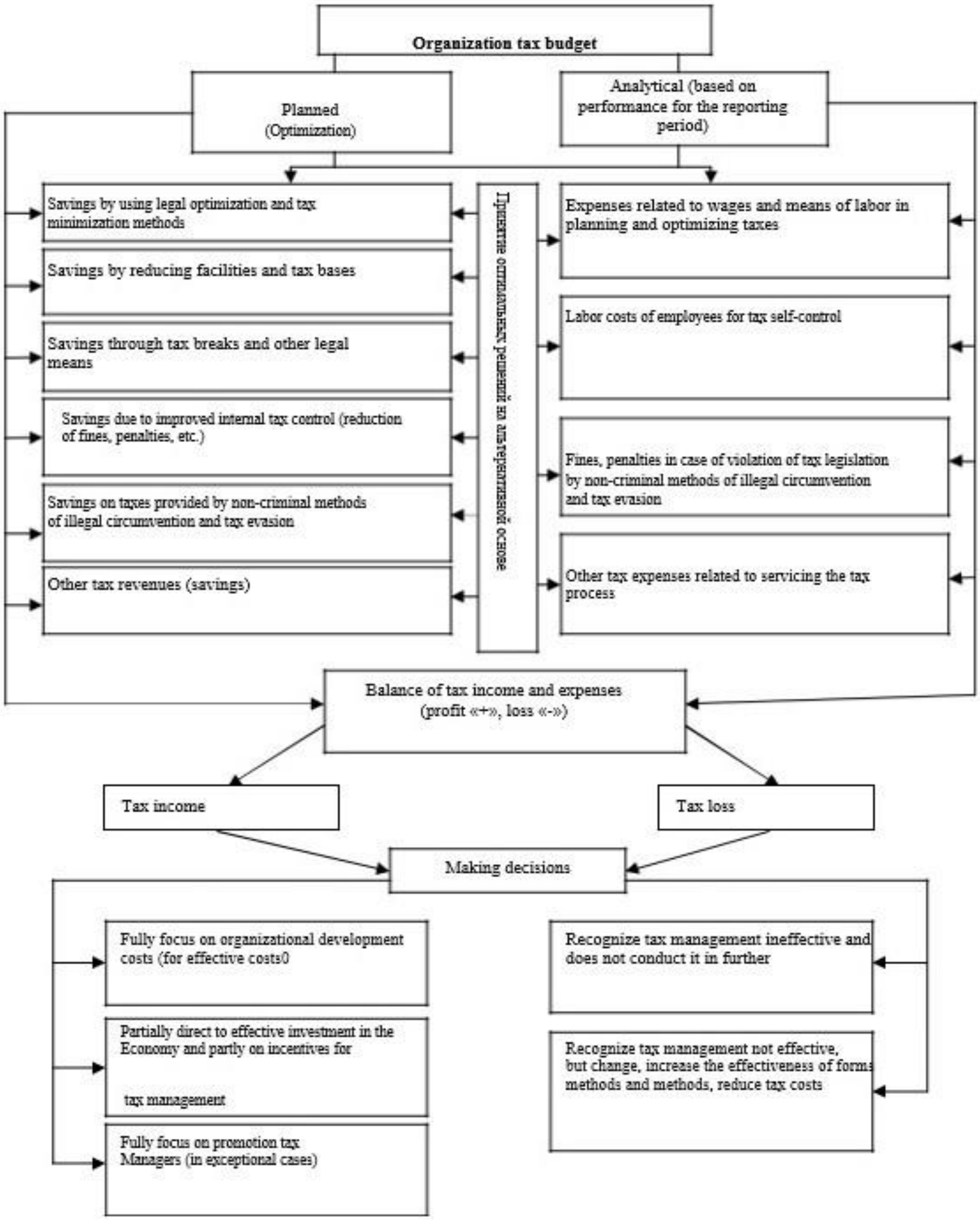

Figure 3. Tax budget of the organization

All possible tax revenues and expenses of the organization are reflected in the tax budget, the overall tax result of management is determined tax flows and adequate decisions are outlined on the continuation of tax optimization measures or on the consideration of other options. An organization needs a tax budget to optimize taxes and form a tax payment calendar, further optimize the company's financial parameters (flows) and effectively manage them. An analytical tax budget is no less important than a planned (optimized) budget. It is necessary to analyze and monitor compliance with the planned parameters of the planned tax budget, identify errors, miscalculations, bottlenecks and eliminate them.

Formation of the corporate tax budget is a rather laborious process that depends on many economic, financial and tax parameters, as well as on the nature and aggressiveness of the organization's tax policy. A large array of planned, reporting and operational information is needed on all economic and financial activities, contracts concluded, the planned volume of tax charges and tax payments in general and by type of taxes, with tax-forming parameters and the expected debt of the organization to the budget (including restructured debt). Nevertheless, well-designed tax budgeting will bring an organization a significant financial effect.

Таким образом, налоговый бюджет организации представляет собой оптимизированный на альтернативной основе результирующий свод налоговых доходов (экономии на налогах) и расходов организации (затрат, связанных с организацией налогового менеджмента, налоговым планированием, оптимизацией и самоконтролем), нацеленный на получение максимально возможного объема налоговой прибыли и эффективное ее использование.

The corporate tax budget should be drawn up as needed - once a month, quarterly, annually, possibly over the medium term - and reviewed by tax managers. This document is not a reporting document and is intended for internal use of the internal company management, since it carries the trade secret of the organization.

In the process of tax budgeting, enterprises can draw up separate budgets for each of the taxes paid or budgets for tax groups (for example, a separate budget for taxes attributable to costs, a separate budget for indirect taxes, etc.). For large companies of the holding type, it is advisable to draw up tax budgets for each structure and the general tax budget for the entire consolidated group as a whole. The decision on the formation of the tax budget is made taking into account the specifics of the activity and the size of the enterprise.

Corporate tax budgeting is closely related to budgeting, which includes budgeting for taxes, tax payments and tax arrears.

1. Budgeting tax accrual. To calculate the amount of tax accrual in the planning period, use the following initial data:

-planned indicators for calculating the taxable base (area, number of employees, personnel costs, value added, taxable profit, etc.);

-tax legislation (its amendments concerning objects of taxation, the procedure for calculating the tax base, tax rates, the procedure and terms for paying taxes, tax benefits);

- other data (restructuring agreements, restructuring debt repayment schedules, restructuring schedules, payment of penalties and fines, etc.).

The calculation of the accrued taxes in general is made according to the formula (1):

$$Нн = (НБр — НБН)СН — ЛН, \quad (1)$$

Where, НН — accrued tax;

НБр — calculated taxable base;

НБн — taxable base, not taxable;

Сн — tax rate;

Лн — tax benefits.

2. 2. Budgeting tax payments. After determining tax charges, tax payments are calculated to draw up schedules for settlements with the budget and form a budget for the organization's cash flow.

Tax payments are calculated using the formula (2): Нв=Нн–Ан+Вр+Аб,(2)

Where Нв — tax payments;

Нн — accrued taxes;

Ан — tax advances previously paid;

Вр — payments in accordance with the repayment schedules of restructured debt, penalties and fines;

Аб — tax advances for future periods.

3. Budgeting tax debt is carried out to compile a forecast balance of cash flow according to the following formula (3):

З=Зн+Нн—Зр—Нв, (3)

where З — tax arrears at the end of the period;

Нн — taxes accrued;

Зр — restructured debt;

Нв — tax payments;

Зн — tax arrears at the beginning of the period.

The parameters of budgeting tax liabilities obtained as a result of calculations are of independent importance and are used to plan tax revenues (savings on taxes) of an organization as part of its tax budget.

Tax optimization methods using tax accounting methods in the organization's tax policy. The tax policy of the organization is formed by the head of the enterprise based on the provisions of tax accounting. The tax policy of an organization is a selected set of methods for conducting tax accounting through primary observation, cost measurement, current grouping and final generalization of the facts of economic and financial activities based on the application of the principles of tax accounting.

Methods for maintaining tax accounting include methods of grouping and assessing the facts of economic and financial life, writing off the value of assets, determining tax accounting for product sales, income and expenses, methods of organizing workflow, inventory, accounting system, information processing and other appropriate methods, methods and techniques.

When forming the tax policy of an organization on a specific issue of tax accounting, one of several options is selected that are allowed by legislative and regulatory acts that are part of the regulatory system of taxation in the Republic of Uzbekistan. The multivariance of accounting for the performance indicators of a business entity allows the use of tax policy for tax optimization purposes. From the point of view of tax optimization, it is important to pay attention to the following: the establishment of boundaries between fixed and circulating assets taken into account; selection of a method for evaluating inventories and calculating the actual cost of material resources written off to production; method of calculating depreciation on fixed assets; method of grouping costs and their inclusion in the cost of goods sold, works, services; method of determining the proceeds from the sale of products (goods, works, services).

The tax policy of the organization, being the main regulator of the process of organizing tax management, contains the above methods for optimizing the tax portfolio of an enterprise by fixing various options for reflecting business transactions in the tax accounting in the short term.

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MAYKL MORPURGO IJODIDA TABIAT MAVZUSI

Annotatsiya: Mazkur maqola taniqli ingliz bolalar adibi Maykl Morpurgo asarlarida tabiat mavzusi yoritib berilgan. Ona-tabiat mazkur yozuvchi romanlarida muhim o'rin tutadi va asarlar g'oyasini yoritishda asosiy vazifani bajaradi.

Kalit so'zlar: ona-tabiat, roman, hayvon, tarbiya

Badiiy ijodning bolalar hamda o'smirlarga bag'ishlangan bo'limi bolalar adabiyotidir. Bunda topishmoq, tez aytish, rivoyat, afsona, ertak, masal va hikoya kabilarning aksariyati bevosita bolalarga mo'ljallab yaratilgan, ularni bolalar tomonidan sevib o'qiladigan asarlar deyish mumkin. Har bir yozilgan asar yosh kitobxonning yoshi, tasavvuriga mos keladigan ham hayotiy, ham xayoliy manzaralarni bolalarga tushunarli til va obrazlar orqali jonlantirish bolalar adabiyotida muhim bosqichlaridan biri sanaladi.

Jahon adabiyotida, jumladan zamonaviy ingliz bolalar adabiyotining taniqli namoyondalaridan biri, tabiatan sehrli hikoya qilish qobiliyatiga ega Maykl Morpurgo kitobari bolalarning ko'pincha ijtimoiy masalalarni hal qilishga qaratilgan. Hozirda oramizda yashayotgan Maykl Morpurgo bolalar uchun yozilgan hikoya, qissalari va 100 dan ortiq asarlari chop etilgan bo'lib, ulardan bir nechta asarlari sahnalashtirilgan hamda bolalar uchun filmlar olingan. Bundan tashqari, u opera uchun yaratgan senariylari va libretlari bilan ham taniqlidir.

Maykl Morpurgoni adib sifatida elga tanitgan asari "Jangovor ot" *(War Horse,* 1982), 1982 yilda Vitbred(Whitbread Children's Award) bolalar kitobi mukofotiga sazovor bo'lgan hamda sahna va ekranda ulkan yutuqqa erishgan. 1985 yilda yaratilgan "Nega kitlar keldi" *(Why the Whales Came*) asari asosida film olindi va filmning bosh rolini Helen Mirren ijro etgan. "Bulutli o'rmonlar quroli" (*King of the Cloud Forests,* 1988) nomli asari Cercle D'Or Prix Sorciere(France) g'olibi. "Mening do'stim Volter"*(My Friend Walter*, 1988) asari xuddi televideniya uchun yaratilgandek. 1995 yilda chop etilgan *"Zanzibarning halokati"(Wreck of the Zanzibar, 1995)* kitobi Vitbred (Whitbread) bolalar kitobi mukofotiga sazovor bo'ldi. "Kapalak sher" (Butterfly Lion, 1996) muallif o'zining maktab-internatdagi baxtsiz voqealaridan foydalangan va Afrika butazoridan yetim qolgan sher bolasini qutqargan yosh bolaning hikoyasi bo'lib, bu kitob 1996 yilda Nestle Smarties (Oltin mukofot)kitob mukofotiga sazovor bo'ldi.

"Private Peaceful" (2003) birinchi jahon urushi davrida ikkita aka-uka Charli va Tommoning hikoyalarini bayon qiladi. bu kitob 2005 yilda Red House bolalar kitobi mukofotini va "Yilning eng yaxshi ko'k kitobi" mukofotini qo'lga kiritdi va 2004 yilda Whitbread bolalar kitobi mukofotiga saralangan.

2003 yilda Maykl Morpurgo uchinchi bolalar laureati bilan taqdirlandi.U dastlab shoir Ted Hughes bilan birga ishladi va bolalar adabiyotini asl shaklini/qolipini tuzishda o’z hissasini qo’shdi. Laureatlar bolalar adabiyotiga qo‘shgan hissasi va bolalar hayotida kitoblarni o’rni katta ahamiyatga ega ekanligini yoritib bergani uchun mukofotlandi. Morpurgo "adabiyot savodxonlikdan oldin keladi" deb qat’iy ishonadi va barcha bolalarni "... o‘qiyotgan sirli zavqni kashf etishni va qayta kashf etishni va o‘z yozuvlarida o‘zlarining ovozlarini topishni boshlashlarini istaydi ..."(‘literature comes before literacy’….’…to discover and rediscover the secret pleasure that is reading, and to begin to find their voice in their own writing’)

2006 yilda M.Morpurgo adabiyotga qo’shgan xizmatlari uchun OBE mukofotiga sazovor bo‘ldi. Keyingi nashrlari orasida “Yarim odam” (Half Man 2014), “Qordagi qor” (Snow in the Snow, 2016) va Flamingolik bola (Flamingo Boy, 2018) asarlari o’rin olgan.

Maykl Morpurgo yuzdan ortiq kitoblarning muallifi, yoshlarning bugungi kundagi sevimli yozuvchisi. U ko‘pchilik yozuvchilardan farqli o‘laroq, kamdan-kam hollarda zamonaviy oilaviy muammolarni, masalan, ajralish, ota-onalarning etim qolish yoki shaharning ijtimoiy muammolarini aks ettiradi. Buning o‘rniga, u ko‘plab kitoblari tarixiy va qishloq sharoitlarini tasvirlaydi va u o‘zining iste’dodidan abadiy qadriyatlarni o‘rganish uchun sehrli hikoyalar aytib berish uchun foydalanadi. Professor Jan Ueb ta’kidlaganidek: of the everyday’(*Inis*, Winter, 2005).) "stotsizm, jasorat, ishonch ... insonparvarlik munosabati va bir-birlarini tinglash ... [Bu qadriyatlar] axloqiy donolikni o‘z ichiga oladi, bu har kungi zaruriyatdan ustundir" (‘stoicism, courage, trust... an humanitarian approach and listening to each other ... [These values] contain an ethical wisdom which transcends the immediacy

Morpurgo yaratgan barkamol va ishonchli bolalar obrazlari orqali, bugungi kunda yosh kutubxon uning asarlarida qadriyatlarning zamonaviy jamiyat uchun ham dolzarbligiham zarurligini osongina anglab olishlari mumkin

Morpurgo ijodidagi umumiy mavzular tabiat va atrof-muhit muammolari, jamoat va o‘zaro bog‘liqlik, keksalar va yoshlar o‘rtasidagi munosabatlarni o‘z ichiga oladi. U tez-tez urush va tabiiy ofatlar kabi inqiroz davrida odamlar birlashib, bir-biriga yordam berishlarini tasvirlaydi. Masalan, "Zanzibarning halokati" (1995) asarida, Skilli orollaridagi kichik bir jamoa omon qolish uchun olib borgan sayyi-harakatlari tasvirlangan. Bunda jamoaning omon qolishi uchun Laura va uning ukasi o‘z oilasi va jamoalariga qanday yordam berganliklar haqida so’zlanadi.

Morpurgo bolalarni ona tabiat bilan chambarchas bog‘liq ekanligini anglagan holda ularnu ona tabiatdan ilhomlashtirish/ruhlantirish, o‘z navbatida ularni atrof-muhit uchun mas’uliyatni o‘z zimmalariga olishga undaydigan adibdir.Bu uning dehqonchilik xayriya faoliyatining asosiy qismidir va o‘zi ta’kidlaganidek, bu kabi g‘oyalar uning romanlarida tez-tez o‘z ifodasini topgan.

“Odatda keksa odam (nima uchun bilmayman) oddiy, tabiatga yaqin, tabiat bilan uyg‘unlikda yashaydi, tabiatdan olgandan ko‘ra ko‘proq narsani qaytarib beradi va uni himoya qilganday atrofdagi muhitni himoya qiladi. Bu menga oddiy tuyuladi”-deydi adib. (Ekolog, 2006 yil fevral).

Morpurgoning 1999 yilda FSC (O‘rmonni boshqarish bo‘yicha kengash) tomonidan qayta nashr etilgan “Kensuke qirolligi”(*Kensuke’s Kingdom)* kitobida ota-onasining yaxtasidan tushib, orolda omon qolgan va sirli Kensuke orolidada qanday qilib omon qolishni o‘rgangan Maykl ismli yosh bola haqida hikoya qilinadi. Ota-onasining yaxtasidan Tinch okeaniga sayoxat qilishga chiqqan Maykl ertasi kuni ertalab u o‘zini orolda ko‘radi. O‘sha erda yolg‘iz yashovchi yaponiyalik odamniuchratib qoladi va u bilan yashay boshlaydi. Ularning munosabatlari yaqishlashib boradi. Natijada Maykl tabiat bilan yonma-yonyashash turmush tarzini boshdan kechiradi. Oxir oqibat Maykl uyiga qaytishi kerak bo‘lsadi, Kensuke birga orolda qoladi.Sarhlovchi Rechel Redford, ayniqsa, "o‘rmonning g‘azablangan yovvoyi odamidan sezgir ota-figuraga qadar bo‘lgan Kensukening metamorfoziga" qoyil qoladi (Reviewer Rachel Redford particularly admires ‘the metamorphosis of Kensuke from an angry wild man of the forest to a sensitive father-figure’ (*The Observer*, 22 July 2001)Ushbu kitob 2000 yilda "Bolalar kitobi" mukofotiga sazovor bo‘ldi.

Shunday qilib, “Kensuke qirolligi” o‘zining ona tabiat haqidagi hikoyasini dono keksa odam va yosh bola o‘rtasidagi ta’sirchan munosabatlar haqidagi hikoyani birlashtiradi. Morpurgoning ko‘plab romanlarida keksa va yoshlar o‘rtasidagi alohida, samimiy munosabatlar mavjud: “*Why the Whales Came*”(1985), “Billy the old pensioner in Billy the Kid (2000), the grandmother in the Amazing Story of Adolphus Tips” (2005). “Granny May in The Wreck of the Zanzibar” Ushbu asarlarda keksa yoshdagi belgilar ko‘pincha bolalarga nisbatan sezgirlikni his qiladilar va ularga nisbatan hamdardlik qiladilar, chunki ularning munosabatlari ota-ona va bola o‘rtasida mavjud bo‘lgan muqarrar ziddiyatga duchor bo‘lmaydi.

Morpurgo ijodidagi qadriyatlar va zamonaviy jamiyat o‘rtasidagi o‘zaro bog‘liqlik munosabatlar turli yo‘llar bilan ko‘rsatib berilgan. Uning ko‘plab romanlarida qadimiy afsonalar va rivoyatlar qayta ishlangan: masalan, “*Arthur, High King of Britain*” (1994),”*Robin of Sherwood*”(1996), and ”*The Orchard Book of Aesop’s Fables*”(2004). Morpurgo buning sabablarini quyidagicha tushuntiradi: "Hikoyalar qanchalik ajoyib bo‘lsa ham, ularning jozibadorligi ko‘p qirrali bo‘lsa ham, aytilmaguncha shunchaki o‘ladi. Har bir ertakchi ularni yangi auditoriyadan bahramand bo‘lishlari uchun qayta talqin qilishi kerak. Ota-bobolar xuddi shu narsani oilaviy hikoyalar bilan bog‘lab aytishi, xuddi qadimgi ertaklarsiz bo‘lgani kabi, biz ham aqliy, ham hissiy jihatdan qayta ishlaymiz. (The Guardian, 2006 yil 14-yanvar)

Shunday qilib, Morpurgo uchun bobo va buvisi ertakdoshlari kelajak avlodga hissiy va madaniy bog‘lanishni ta’minlaydilar, bu orqali qadriyatlar, e’tiqod va tajribalar keyingi avlod tomonidan berilib, yangi hayotga ega bo‘ladi. SHaxs va individual voqealar nafaqat o‘zlari uchun, balki o‘zaro bog‘liqlikning keng doirasi sifatida qimmatli ekanligi ko‘rsatilgan.

Morpurgo mazmunli va qiziqarli hivoyalaryozishni davom ettirmoqda. Keyingi yillarda kichik yoshdagi bolalar uchun turli xil hayvonlar haqidagi hikoyalar chop qilingan: *Animal Tales:”Three Stories in One*”(2008),”*Wild at Heart: Animal Stories*”(2008) and “*This Morning I Met a Whale*”(2008).Uning ba’zi katta yoshdagi bolalar uchun romanlarida hayvonlar, xususan, “*Kaspar*”(2008), dunyo bo‘ylab sayohat qilib, “Titanik”ning cho‘kishidan omon qolgan mushuk va “*Born to Run*”(2007), tozi itning hikoyasi itning bir egasidan ikkinchisiga o‘tishi va travmatik jarohatlarni o‘z ichiga olgan bir qator sarguzashtlardan omon qolishi bilan Qora Go‘zallikni eslatadi. U boshidan kechirgan barcha azob-uqubatlariga qaramay, it doimo mehribon insonlarni uchratadi va "Run to run" odamlar va hayvonlar o‘rtasidagi munosabatlarni achchiq tasvirlaydi, shu bilan birga tozi itlar poygasi axloqi to‘g‘risida ham yetarlicha ma’lumotlar berib o’tilgan. Morpurgo,

Xulosa o‘rnida shuni ta’kidlash mumkinki, Maykl Morpurgo qariyb barcha asarlaridagi yorqin tasvirlari orqali o‘quvchi ota-ona va bola o‘rtasida munosabat, qadriyatlar, qadr-qimmat, ona tabiatni sevish va uni avaylab asrash umuman olganda har doimgidek, noziklik va mohironalik bilan ijtimoiy va axloqiy masalalarni yoritib beradi

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INTERACTION OF THE STRUCTURE OF INDIVIDUAL PROTEINS AND THE STRUCTURE OF MULTIMOLECULAR PROTEINS, ISOFUNCTIONAL PROTEINS

Annotation: The article provides general description, properties and structure of proteins and information on the interaction of the structure of multi-molecular proteins, isofunctional proteins.

Keywords: Protein, keratin, peptide, monomer, collagen, fibrillar, RNA, structural proteins, isofunctional proteins.

Skin, hair, nails, fur, and horns contain structural proteins that are involved in the formation of connective tissue. In particular, connective tissue, connective, and bone proteins have a simpler structure than globular proteins. The keratin protein polypeptide chain is a −-spiral, rope-like, or three-stranded cable, each fiber consisting of a-helix. Another structural protein, − keratin, is in a partially fibrillar form, with a polypeptide chain conformation b − structure and layered. Connective tissue proteins such as collagen and elastin are the main structural proteins. The polypeptide chain of collagen protein has a three-band helical structure. Fibrillar proteins have three different levels of structure.

1. Primary structure.
2. Secondary structure: polypeptides have partial a-spiral and b-conformation.
3. The triangular conformation of fibrillar proteins tends to perform the specific biological function of proteins.

Proteins dissociate subunits in a molecule when exposed to various chemical and physical factors (organic solvents, diuretics, detergents, changes in pH, high concentrations of neutral salts, mercaptoethylene, etc.). For most proteins, when this process is reversed and the dissociating agent is released, the subunits of the protein molecule combine to return to their previous state and regain their biological activity. This phenomenon is called self-assembly of protein molecules.

An example is the tobacco mosaic virus protein, which accumulates spontaneously without environmental influences. It consists of one molecule of RNA and 2130 protein subunits. These subunits are wrapped around the RNA chain. Detergents break down RNA and protein subunits. If the detergent is removed, the separated RNA and the protein subunit combine to completely restore the quaternary structure of the protein, and all its physical properties and biological functions return to normal.

Variations in the function of different organ proteins, changes in organ protein composition in ontogeny and disease. The protein content of each organ depends on the function it performs. For example, muscles contain proteins that are involved in contraction. Liver proteins, on the other hand, are adapted to perform its function. The liver contains special enzymes involved in the metabolism of proteins, amino acids, fats, carbohydrates and the detoxification of various toxins. Structural proteins perform a basic function.

The protein content of a healthy adult is relatively constant, but the amount of some proteins may vary depending on physiological activity, food composition and diet, cyclical changes (biorhythms). During the development of the organism, especially in the very early stages (from the zygote to the formation of differentiated organs with specialized functions), the protein content changes significantly. The differences in the structure and function of specialized cells are based on their chemical composition, first of all, differences in the composition of proteins. For example, erythrocytes contain hemoglobin, which carries oxygen to the blood, muscle cells contain contractile actin and myosin proteins, rhodopsin protein, which is able to capture photons in retinal cells, and so on. Most proteins are present in all or almost all cells, but can be present in varying amounts.

During disease, the protein content of the tissues changes. These conditions are called proteinopathies. There are two types of proteinopathies - hereditary and acquired proteinopathies.

Hereditary proteinopathies are the result of primary damage to the body’s genetic apparatus. In any case, no protein is formed at all, or a "wrong" protein is synthesized with a different structure. An example of this is sickle cell anemia (a type of hemoglobinopathy) in which hemoglobin A is replaced by HbS, which is less able to carry oxygen. In many cases, even a single protein synthesis failure can be fatal or lead to serious illness. For example, children born homozygous for HbS die of anemia in infancy. During the individual development of the organism (ontogeny), the protein content changes. During embryogenesis, most enzymes in the liver are completely absent, and all enzymes begin to be synthesized in the liver after childbirth. The newly formed enzymes depend on the first intake of breast milk. The formation of enzymes that do not exist before occurs during the normal period of consumption of breast milk. During ontogeny, the isoenzyme spectrum of enzymes changes. For example, two of the five phosphofructokinase isoenzymes are found in the liver embryo (adults have five isoenzymes). Thus, individual development (ontogeny) is characterized by changes in enzyme forms. Protein content varies in different diseases. An example of this is the change in blood plasma proteins. Therefore, testing of serum proteins in clinical biochemistry is of great diagnostic importance. Acquired marital proteinopathies appear to persist with any disease, but only in cases that have been adequately expressed in clinical practice. In acquired proteinopathies, the primary structure of proteins does not change, the amount of protein or its distribution in the tissues changes, or the protein is not formed due to changes in cellular conditions. This can lead to severe anemia.

Determining the amount of a protein in body tissues and fluids is the most convenient and most accurate way to diagnose most diseases, especially in hereditary proteinopathies. For example, the presence of HbS in erythrocytes indicates that the patient has sickle cell anemia, not any other form of anemia.

Biologically active peptides. Biologically active peptides are divided into four groups according to their effect:

1. Peptides with hormonal activity (vasopressin, oxytocin, adrenocorticotropic, glucagon, calcitonin, melanin-stimulating hormone, releasing factor, etc.).

2. Peptides involved in digestion (gastrin, secretin, etc.).

3. Vasoactive peptides.

4. Neuropeptides.

Angiotensin, bradykinin, and callidins enter vasoactive peptides and affect vascular tone. Angiotensin is formed from angiotensinogen by renin.

Isofunctional proteins. A protein that performs a specific function in a living cell can be in several forms, called isofunctional proteins or isooxyls. For example, several forms of hemoglobin have been found in human erythrocytes: the predominant forms in adult humans are HbA (96% of all hemoglobin), HbF, and HbA2 (about 2% each). Hemoglobin is a tetramer composed of different sets of protomers: a, b, g: HbA - 2 a 2b, HbF - 2 a 2g, HbA2 - 2 a 2d. A common feature of all hemoglobin is the presence of 2a protomers. Different protomers are similar in primary structure, and protomers are very similar in terms of secondary and tertiary structures. All forms of hemoglobin perform the same function - binding oxygen and delivering it to tissue cells, but these forms of hemoglobin differ to some extent in their functional properties. For example, HbF is closer to oxygen than HbA and can release oxygen from HbA:

$$HbA\ .O_2 + HbF \rightarrow HbA + HbF\ .O_2$$

HbF is characteristic of the period of human embryonic development (fetal hemoglobin); in the last weeks of pregnancy and the first weeks after birth, it gradually changes to HbA. Fetal blood does not mix with maternal blood; provides oxygen to the fetus through the diffusion of oxygen from the mother's blood vessels to the fetal blood vessels in the placenta. The closer proximity of fetal hemoglobin to oxygen allows diffusion to occur when the difference in oxygen concentrations between the maternal and fetal vessels is small. Myoglobin is less closely related to hemoglobin: Unlike hemoglobin, which is very similar to protomers but circulates in the blood and delivers oxygen to the tissues from the lungs (or placenta), myoglobin is immobile in the muscles and in the delivery of oxygen from hemoglobin to mitochondria, as well as in the formation of oxygen reserves in muscles isofunctional proteins are generally a family of proteins that perform a homogeneous function, but it may be physiologically important for some members of this family to have smaller individual features. The many molecular forms of a protein found in the same species are called isooxyls; Proteins (homologous proteins) of organisms belonging to different biological species that perform the same functions in them are not included in the list of isooxyls. For example, human hemoglobin and rabbit hemoglobin are not isooxyls, although they perform the same function.

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THE METHODS OF DEVELOPING MODERN TECHNOLOGY SKILLS AMONG GENERAL SECONDARY SCHOOL PUPILS

Annotation: In this article described and given information about the training sessions of a technology science teacher in general secondary schools as well as the peculiarities of the methods of training pupils in the formation of modern technological skills.

Keywords: technology training, belt extension, rail extension, worm gear, gear extension, hub mechanism, friction reducer.

In general secondary educational schools, the main part of the lessons on Technology education is practical training. Therefore, the organization and conduct of practical training requires a great deal of responsibility from every technology education teacher. This is due to the fact that the practical training includes the use of various equipment, training in work operations and workmanship. This requires teachers and pupils to work carefully and sparingly. Because, if these requirements are not followed, the pupil may be injured or waste materials or disable tools.

It is important that, to demonstrate in practical training, the use of methods of formation of work skills. In particular, demonstration is provided in technology education through demonstration, which allows for effective organization of the learning process. Because the content of technology education is related to technical processes and objects. Each lesson makes extensive use of objects, processes, their models and conditional descriptions as a guide. For example, in teaching technology operations, the teacher distributes material handling tools to pupils and introduces them how to the design of these tools. In this case, the tool serves as a distribution material. In addition to the tools, pupils can also be shown their models. For this purpose, models of drills, cutters, calipers, micrometers and other cutting and measuring instruments are widely used. It is also sufficient to use hand-made models in teaching mechanical elements.

To the list of standard teaching instructions, manuals and teaching aids for schools, consists: models of belt, rail, helical and gear transmissions, cam mechanism, friction reducers. Each school has a set of different woods, different plywood, tin, wires, grade metals, that is, they must have collections. These collections can also be made with the power of pupils.

The feature of the demonstration method is that it often serves not only as an illustration of teaching materials, but also as a source of knowledge in itself, and in many cases as a way of shaping skills and competencies. For example, electric motors and other appliances, tools and other such kind of equipments serve as a source of illustration and training at the same time. The third feature stems from the role of imaging (technological card and others). The teacher uses diagrams to help pupils acquire graphic knowledge and skills.

One of the most effective ways to increase the effectiveness of the use of visual aids is to show movies, videos, slides. For example, learning using posters to explain injection and pressure treatment may not give pupils a complete picture of the appropriate equipment and technology.

Not all schools have access to travel around foundry, metallurgical production. And in this way, different types of videos or movies are taken as a possible way.

It is advisable to show short (10-15 minutes) films or some excerpts in the technology science classes in the workshop. The demonstration should be accompanied by a teacher’s explanation and conversation.

The following should be observed when showing the film:

1. Explain (direct to comprehension) before showing the film. If the film deals with more difficult issues, and if there are small details in the shots, pupils should be prepared to watch an educational film, such as a film about the structure of metals and their alloys.

2. Show a piece from the film with an explanation (conversation) of the content of the film and educational material. The 10-minute film begins with a piece demonstration, followed by training using a poster or model.

3. The demonstration would be accompanied by explanations. The explanatory text read by the facilitator or narrator in the film may not always be appropriate for a particular class or audience, so there is a need to comment on the film.

The formation of skills and competencies in technology education plays a very important role in the teaching of technology education. This work is mainly done through basic instruction and exercise techniques. The current methodology of formation of labor skills and abilities in pupils plays a very important role in technology lessons.

In it, the learning process is organized on the basis of the teacher’s demonstration of technological methods and pupils’ imitation of it.

The study of best practices shows the need to consider the following conditions for the formation of skills and competencies in technology science classes:

1) accuracy of the inspection, its purpose and methods of performance;

2) pupils have the necessary knowledge;

3) conformity of teaching methods to the characteristics of the formed skills and competencies;

4) adapting the method of instruction to specific conditions;

5) adequate amount of exercise;

6) timely and objective assessment of pupils performance;

7) active participation of pupils.

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MANAGEMENT OF QUALITY OF RIVER WATERS OF ARAL SEA BASIN

Abstract: The problems of the Aral Sea desiccation and the considerable deterioration of the ecology in the Aral Sea basin and in other regions of Central Asia have now acquired global importance. An estimation of ecological condition of the Aral Sea basin has been made by using the methods of system analysis, budget, statistics, and cartography.

Keyword: Quality of river waters, Aral Sea basin, index of water contamination (IWC), hydroecological zoning of territories.

Introduction the independence of Central Asia Republics and the transition to a market economy, which has been accompanied by a breakage of the links between the CIS countries, and the general background of a regress in the economy of the area, have made the economical use and protection of water resources and introduction of new technologies even more important.

A new approach is required using new technologies. In this, given the limited capacities in the region it is necessary to select priorities that provide a short-term effect and to use the experience, finance and technologies of reputable international organizations and companies to develop an integrated utilization of inter- republican water resources, giving an improvement of river water quality and the provision of good quality drinking water.

1. Introduction

The independence of Central Asia Republics and the transition to a market economy, which has been accompanied by a breakage of the links between the CIS countries, and the general background of a regress in the economy of the area, have made the economical use and protection of water resources and introduction of new technologies even more important.

A new approach is required using new technologies. In this, given the limited capacities in the region it is necessary to select priorities that provide a short-term effect and to use the experience, finance and technologies of reputable international organizations and companies to develop an integrated utilization of inter- republican water resources, giving an improvement of river water quality and the provision of good quality drinking water.

2. Existing knowledge on use and protection of water resources

The main problems of the region are low quality of drinking water and the ineffectiveness of purification facilities in cities, settlements and rural areas. Up to 20-30 years ago there was no serious drinking water supply problem as surface and ground water was not contaminated with toxic substances and ponds, wells, surface water could be utilized using primitive purification devices. A growth in river water mineralization levels and contamination has led to the degradation of near-river and near canal fresh water lenses.

Wells used by the rural population are contaminated by agrochemical-pesticides, nitrates, oil products with those in industrial zones being contaminated by toxic metals and organic components in addition.

Water resource monitoring is carried out by sector:

Uzhydromet (Uzbek Meteorology Agency) monitors regularly water quality in water courses and reservoirs;

Minzdrav (Ministry of Health, Sanitary & Epidemiology Service) monitors quality of drinking water;

Goscomgeologia (State Committee on Geology) monitors quality of underground mineral and fresh drinking water, and Minzelvodhoz (Ministry of Agriculture and Water Management) is responsible for water allocation in river basins and water intake in canals for irrigation purposes. It also monitors quantities of collector-drainage water. Water quality and river discharges monitoring are carried out in the most effective way by Uzgydromet which has a modern analytical and methodological basis [2].

The total Aral Sea basin water resources are estimated by experts to be about 120- 125 km3, whilst the total current annual runoff collected according to calculations is about 33 -35 km3, i.e. about 30% of water resources. Between 21-22 km^3 of collector runoff is included within the Amu Darya basin, including the Karakum canal with its Murgab and Tejen irrigation areas.

A further 13 – 14 km^3 is collected in the Syr Darya basin which has mean mineralization levels varying from 1.7 to 6.0 g/l.(Table1).

Table 1.

Characteristics of collector-drainage water in irrigated regions of the Aral Sea basin in 2016.

Region	Irrigated area (OOOs ha)	Length of collector network (km)	Annual flow (km3)	Salinity (g/L)	Predominant ions (*)	Salt flow (10^x1 tonne)
Amu Dar'ya basin						
Vakhsh	180	1,600	2,67	1,8	Sulfate/chloride Mg,Na,K	4,8
Surkhan-Sherebad	275	73,000	0,95	2,4	Sulfate/chloride Mg,K,Na	2,3
Chardjou	193	5,500	2,31	3,5	Chloride/sulfate K,Mg,Na	8,1
Tuyamuyun	485	13,000	4,71	4,2	Chloride/sulfate K,Mg,Na	19,7
Takhiatash	469	16,746	2,35	4,0	Chloride/sulfate K,Mg,Na	9,4
Karshi	435	5,200	1,22	7,7	Chloride/sulfate Mg,Na	9,4
Bukhara	317	7,190	1,47	4,2	Chloride/sulfate Mg,Na	6,2
Murgab	347	8,300	1,20	10,5	Sulfate/chloride Mg,Na	12,6
Tedzhen	280	4,600	0,44	14.2	Sulfate/chloride Mg,Na	6,3
Syr Dar'ya basin						
Fergana	1,300	24,800	7,47	2,2	Chloride/sulfate K,Mg,Na	16,4
Hungry steppe	480	16,000	2,58	2,7	Chloride/sulfate Mg,K,Na	7,0
Tashkent	375	8,000	1,20	1,7	Chloride/sulfate Mg,K,Na	2,0
Arys-Turkistan	185	1,530	0,05	6,0	Chloride/sulfate K,Mg,Na	0,3
Kzyl-Orda	252	4,300	0,20	4,2	Chloride/sulfate Mg,Na	0,8

(*) Predominant ions are those that exceed 10% equivalent when the sum of all ions iIs assumed to be 100%.

3. Objective and scope

To achieve the necessary condition of optimal and harmonious development of the technical and economical level of Central Asian Countries necessary permanent data on the quality of water resources, which can be used for water are required so that future information about natural water quality have main practical significance for economic developing. The acceptable chemical content levels for the different uses of drinking, municipal use, agriculture, technical etc;

Results of the research of the hydrochemical laboratory of Institute of Water Problems at Academy of Science (from 2005 to 2012 yy.) Focused on solving the hydrochemical problems of this region. This included the design of systems for the prevention, limitation and removing of contamination of river waters upon which I want to concentrate in this paper and not the research that is being carried out into the examination of river waters. It is these investigations into solving hydrochemical problems [3]. (table 1)

4. Results

On the basis of an analysis of the "Bank of hydrochemical dates" (which included details of river water quality since 1990) interactive estimating of the modern contamination levels of rive waters were conducted using five classes of quality: good quality, satisfactory quality, bad quality, dangerous quality and highly dangerous quality.

The contamination level of river water quality was calculated using the method of index of water contamination (IWC). At the present time , the level of contamination of surface water is estimated using the IC method (index of contamination) from Institute of Hydrochemistry. This index included six ingredients which exceeded a maximum admitted concentration (MAC), considering oxygen content. But, in this form that index note chaff for practical demands.

From this reason was suggesting considering of all ingredient, which high than MAC, introduce coefficients K1 and K2. When Index of Contamination exchange from 0 to 1 – water in good quality, 1-3 – satisfactory, 3-5 - bad, 5 - 10 – dangerous and more than 10 - very dangerous.

Results of investigation permitted to make map of "Distraction of river waters of Uzbekistan on quality of drinking water ". Conducted analyze of dates about area and population with different water quality. 8% of area of country have quality of "good water" , where living 10% of population, " satisfactory" quality area is 15%, where living 16% of population.

Area with "bad " quality 41%, and population when living 50% and end cantor " dangerous" quality of water 35% of area, where living

more than 24% of population of Uzbekistan. As this, points solving of drinking water quality very actual for territory of Uzbekistan.

Investigation results showed " dangerous " water had not only in territory of low Amudarya, also in low Zeravshan, where situation with water contamination one of hard.

Calculation showed IC in Syrhendarya river - 2,8; Kashkadarya - 4,0; Zeravshan – 5.3; and Amydarya – 5,4 this number proved our conclusions.

For example we can give detal investigation result's Zeravshan. Average year mineralization of river before Samapkand 0,3 g/l, after flow of into the high mineralization drainage water's increased to 0,5 g/l. In the part of river from Khatirchi to Navoi mineralization increased reason is waste waters from industry plants Kattakurgan and Navoi city, mineralization of river after flow of into the river water's from " Navoiazot" - 1,6 g/l.

Quality of water changing essentially line of rive is water composition in exit in the mountain is sulphate-hydrocarbonate – magnezuim - calcium, at lower part is sulphate -magnesium – calcium – natreum composition.

From contamination chemicals pesticides have higher level than MAG. Maximum concentration of alfa hyxochoran (GHCG) had Khatirchi network station (6, 2 MAC).

From higher metals chromium and zinc (ZN) had higher concentration. Higher concentration of these metals had collectors Siab and Chaganak. Also, in water of Zeravshan contented curium, which very dangerous for man's health.

Contamination level of river waters with organic elements estimated by BPK5 (biochemical use of oxygen during five days). This index higher then MAC 1,1 - 1,2 only in three networks. Water of Zeravshan contaminated with phenol also, concentration which higher than 3 - 7 MAC. Maximum concentration was river Amankutansay IC of river water had - 5.3.

Chemical composition of Amudarya water in the flat area is composed under the influence of collector waters coming into the from irrigated areas of Surhandarya, Sherabad, Kashkadarya (through Southern

collector), Zeravshan (through the Main Bukhara collector) river basin areas as well as from irrigated area of Turkmenistan left bank irrigation area (Chardjou oasis) Due to this the Amudarya water mineralization levels in midstream and especially in downstream areas are elevated up to 1,2 – 1,3 g/l. Water contamination is caused by nitrate nitrogen, oil products, phenol, copper, pesticide, etc., the content exceeding MAC.

5. Conclusion

For the conservation and improvement of surface water quality in the Aral Sea basin there is a need to introduce integrate water safe measures:

- the organization of monitoring network responsible for water quality , with the study of charges for negative processes;
- the installation of a water safe zone and shelf line in water objects and the measurement of pollution and exhaustion to support sanitary conditions;
- to decrease the flow of collector-drainage water from rives irrigation fields by the application of progress possible of irrigation with using less volume of irrigation water, and more, full using these waters in place their forming (with estimate method of kvazidesalition and methods of kvazidesalition and methods of hydroelectric);
- to extend in practice water rotation systems of product water – supply, and wider counts ruction for treatment disaffection and render harmless of waste water;
- to introduce precept of payment off using of water resources, this will be stimulation for increase natural capacity of products uses will be try intriduce water save technology, for economy of water;

- necessary introduce methods of economy stimulation for organizations-users, liberation from taxes for treatment installation now shocked live test;

- it is necessary to initiate serious research ad practical work on utilization and purification of these waters as the present time they impact on the environment causing contamination of river (and drinking) water, saltinization of pastures, creation of salty sewage lakes, etc. The problem is related with solution of problem of preservation of drying of the Aral Sea as well.

For best execute all problems for hydrochemical of basin of Aral Sea and ecology his basin necessary indicate efforts of specialists, hero in republic of Central Asia , and foregone specialists.

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STATE OF THE RAW ORE RESOURCE AND TECHNOLOGICAL PACKAGE FOR POTASSIUM FERTILIZER PRODUCTION IN UZBEKISTAN

Abstract: The article shows the indicators of the production of potash fertilizers at potash enterprises and industries in Uzbekistan Tyubegatan deposit. The assortment and changes in its structure, as well as changes in product quality in terms of nutrient content (K_2O) in potash fertilizers, useful component (KCl) in potassium chloride, dust content and particle size distribution are considered. The factors that had the greatest impact on the growth of potash fertilizers production, improving their quality, increasing supplies of potassium chloride to the external market.

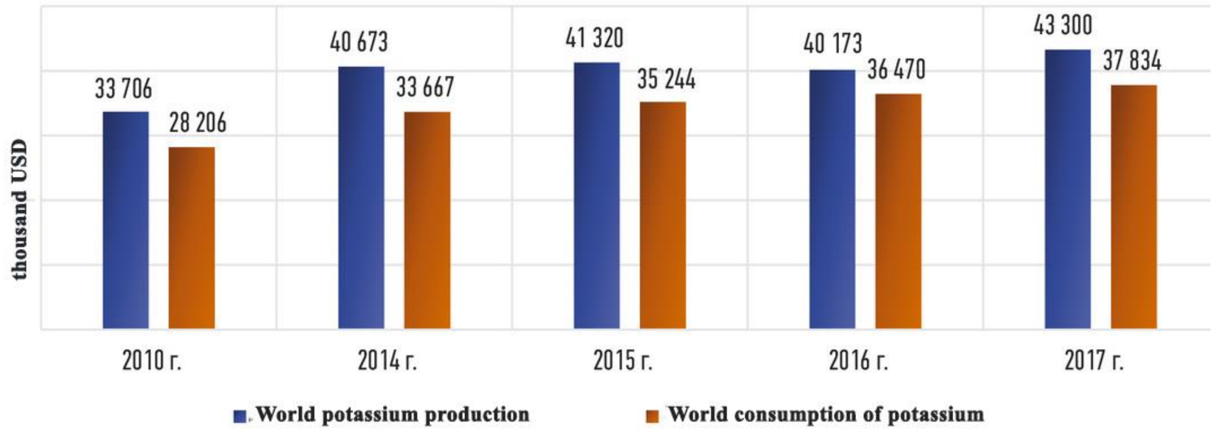
Key words: Potash fertilizers, production of potash salts, assortment, potash enterprises, potassium chloride, development dynamics, growth factors, export supplies.

Uzbekistan is both an exporter and an importer of mineral fertilizers. Therefore, both the provision of agriculture with mineral fertilizers and the possibility of increasing the export of mineral fertilizers to the world market depend on the situation in the world market. From this perspective, it is of interest to review the trends in the global mineral fertilizers market in comparison with the review of the mineral fertilizers market in Uzbekistan.

Population growth and reduction of acreage in the world leads to an increase in demand for mineral fertilizers, which is one of the leading factors in the growth of prices for these products.

Currently, the world's largest producers of mineral fertilizers are China, which occupies more than 25% of the global market, India (about 13%), the USA (about 10%) and Russia (about 8%). In recent years, the US share of the global fertilizer market has been gradually decreasing. The world market for mineral fertilizers includes three main segments of nitrogen, phosphate and potash fertilizers. The share of nitrogen fertilizers is about 59%, phosphorus - 24% and potash - 17% of the world market.

Production and consumption indicators in the potash fertilizers market



Source: World Bank data

From 2010 to 2017, the balance of production and consumption in the potash fertilizers market showed a slight prevalence towards production, which, in turn, implies its saturation. The dynamics of the production of mineral fertilizers based on potash compounds was provided by the growth of production in Canada, the average annual indicators of which amounted to about 27% of the total world production. Canada is followed by Russia and Belarus, whose shares average about 16% of each of these countries. The share of China is about 13% and 8% - Germany. In general, there are no significant shifts in the context of countries. Consumer demand for mineral fertilizers of potash compounds over the same period showed an upward trend. Total demand from China, Brazil and the United States combined accounted for more than 50% of total global demand. The rest of the countries are also showing a stable growth trend.

The potash fertilizer plant was built on the basis of the Tyubegatan potash salt deposit, which is located in the Kashkadarya region on the border with Turkmenistan. The total commercial reserves of the deposit amount to 400.2 million tons of ore with a potassium chloride content of 36.8%. The most promising part of the deposit with reserves of 200 million tons of ore is located on the territory of Uzbekistan [4]. Until now, potash fertilizers were not produced in Uzbekistan and were imported mainly from Russia in the amount of about 50 thousand tons annually. According to the calculations of the specialists of Uzkhimprom State Joint-Stock Company, the new plant will not only provide for the internal needs of Uzbekistan in potassium fertilizers, but also export them to the countries of Central Asia and China. Earlier it was reported that in 2010-2013 SJSC "Uzkhimprom" plans to build the second stage of the Dekhkanabad potash fertilizer plant worth about $ 250 million and a design capacity of 400 thousand tons of potassium chloride per year. The Tyubegatan potash deposit is one of the largest in Central Asia. The Tyubegatan field is located near the city of Dehkanabad, Kashkadarya region, which is located in the southwestern part of the Republic of Uzbekistan. Location: NN 38 ° 00 -28 ° 12, VD 66 ° 15- 66 ° 30. The raw ore base of the processing complex in Dehkanabad with a capacity of 200 thousand tons of agricultural KCl per year.

The Tyubegatan potassium salt deposit is presented in the form of sylvinite occurrence, has a high content and insignificant admixture, and is one of the world's rare deposits with valuable potash resources. Thermal dissolution or flotation is usually used in the production of KCl based on ores. Thermal dissolution is based on the difference in the solubility of KCl and NaCl at different temperatures, while K and Na are separated. The positive main side of this method: high frequency of production, good physical characteristics, tail salts without reagent content, by-product - edible salt, high adaptability to raw ores; Negative side: complicated technological process, high energy consumption, serious equipment corrosion, high requirements for materials, significant processing costs. Flotation is based on the difference in the hydrophobicity of KCl and NaCl, when K and Na are separated under the action of a collecting reagent.

The positive main side of this method: short technological process, affordable operation, production at normal temperature, low energy consumption, compared to thermal dissolution, less corrosion of equipment, low requirements for materials, low processing cost [1]. Negative side: low product quality, required consumption of reagents. This method is suitable for the production of agricultural KC1.

Enrichment of sylvinite is a relatively developed technology in the world, but due to the difference in different properties of ore in deposits, there is a big difference for different deposits in terms of technological indicators of sylvinite enrichment. The Tyubegatan deposit in the Republic of Uzbekistan has a high content of K and Na, a good ore property, easily distinguishable.

The ore is usually dark pink and orange sylvinite, sometimes there are inclusions of carnal lite, does not contain sulfate potassium and sulfate magnesium, contains a little anhydrite and carbonate clay, the average water content is 0.3% [2]. The technological package for this project is presented by Joint-stock company “All-Union Scientific Research Institute of Halurgy”, which consists of 3 parts:

First part:

- Description of the technological scheme for flotation processing of potash ore when grinding it to a size of -1 + 0 mm; - Qualitative and quantitative scheme of flotation processing of potash ore at the DZKU when grinding it to a size of -1 + 0 mm;

Second part:

- Recommendation on the choice of the main technological equipment; - Required (working / reserve) amount of equipment;

Data of technical conditions for reagents and equipment used at potash flotation plants.

The third part:

- Carrying out laboratory tests comparing the technological properties of reagents (sludge depressor, amine for flotation KCl, foaming agent, apolar reagent, flocculant) produced in China and reagents used at potash flotation factories in Russia when preparing reagent solutions using water with increased salinity;

Correction of the qualitative and quantitative scheme of flotation processing of potash ore when grinding it to a particle size of -1 + 0 mm and subject to the use of reagents produced in the PRC and the preparation of reagent solutions using water with increased mineralization;

- Issuance of technological material and technological water balances of production and heat balance of drying finished products;

Issuance of these technical specifications for reagents used at potash flotation factories in Russia and reagents made in China, used at DZKU (CITIC has already provided CJSC All-Union Scientific Research Institute of Halurgy with reagent samples for comparative tests);

- Adopted the final technological package for the construction project of the DZKU processing complex in the Republic of Uzbekistan.

The following composition of crude ore is used:

KC1 -31.93%;

NaCl -61.37%;

MgCl -0.51%;

$CaS0_4$ -l, 25%;

water -1.69%.

The annual consumption of sylvinite is about 700 thousand tons.

The capacity of the flotation potash plant for the initial (raw) ore is 2121 tons/day.

The size of the raw ore is 0-50 mm.

The finished product is small potassium chloride (GOST 4568-95 "Potassium chloride").

The content of K2O in finished products (in kind) is at least 60% (95% KC1); humidity not more than 1% (in kind).

According to the experience of potash flotation factories in Russia, the water consumption for flushing equipment is 1.79 m3 / hour, the value of mechanical losses is taken as 3-4% [3].

The used circulating mother liquor with a temperature of 31 ° C and the content of KC1-12%, the amount of salts 31.9%.

The scheme includes: crushing and screening, grinding and classification, desliming, flotation, leaching and dehydration of concentrate, drying and cooling, dewatering of tailings.

This technological package has been developed in the production practice of Russian flotation factories, taking into account the properties of raw ores supplied to the PC DZKU. It features advanced technology and reliable raw data. The key content of the technological package is coarse-grained flotation. The fraction of incoming materials is -1 mm, which allows to significantly reduce the loss of KC1 in the sludge and ensure its removal in the finished product. At the same time, an increase in the fraction of ores creates great convenience for completing subsequent separations (filtration, drying, packaging and transportation, etc.) and contributes to the improvement of product characteristics.

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PROBLEMS AND PROSPECTS FOR THE DEVELOPMENT OF DISTANCE LEARNING

Annotation: The relevance of the problems and prospects for the development of distance learning in education lies in the fact that the results of social progress, previously concentrated in the field of technology, are now concentrated in the information sphere. The era of computer science has arrived.

Key words: video lecture, language, computer science, communicative step, technology, specialists.

At the moment, the stage of its development can be described as telecommunication. This is the area of communication, information and knowledge. Proceeding from the fact that professional knowledge is aging very quickly over time, it is necessary to constantly improve it. Previously, this problem was solved through the well-known to many advanced training courses, to which people were sent a few years after the completion of the basic training of the specialty. Today, distance learning makes it possible to implement a truly massive and, what is important, continuous self-learning without interrupting work, universal exchange of information, regardless of time and space barriers. It is this system that can most adequately and flexibly respond to the needs of society and ensure the implementation of the constitutional right to education of every citizen of the country.

Educational technologies are a complex of didactic methods and techniques used to transfer educational information from its source to the consumer and depend on the form of its presentation. [14]

A feature of educational technologies is the outstripping nature of their development in relation to technical means. The point is that the introduction of a computer into education leads to a revision of all components of the learning process. In the interactive environment "learner - computer - teacher", great attention should be paid to the activation of imaginative thinking through the use of technologies that activate the right hemispheric, synthetic thinking. This means that the presentation of educational material should reproduce the teacher's thought in

[14] Nosirova M.K. Formation of foreign language communicative competence of students in the framework of modular program. International scientific journal. Economy and society. № 6(73) -s.: 2020.

the form of images. In other words, the main point in educational technologies of distance learning is visualization of thought, information, knowledge.

The educational technologies best suited for use in distance learning include:

a) video lectures;
b) multimedia lectures and laboratory workshops;
c) electronic multimedia textbooks;
d) computer training and testing systems;
e) simulation models and computer simulators;
f) consultations and tests using telecommunication means;
g) video conferencing.

One of the main signs of this time is the high dynamics of the labor market. The mobility of modern social transformations and technologies determines the relevance of the problem of the need for continuous training, even for high-level specialists.

The main component of continuous and open education is distance learning, which opens up opportunities for meeting the intellectual needs of a specialist in modern society. As another form of education, distance learning meets the requirements and needs of each individual person in obtaining high-quality, necessary and convenient education.

One of the most difficult components of the technological process of learning in distance learning mode is mastering the skills of working with new multimedia resources that provide the transfer of educational information. With the introduction of distance learning technologies into the practice of the university, the problem arises of regular and timely improvement of the qualifications of the teaching staff, to have the opportunity to constantly improve their professional skills in this area, preferential conditions should be created for the normative base for replenishing the teaching load when developing educational modules for distance learning. Experimental activities, in connection with the introduction of distance learning in education, should allow the development of a unified methodology and technology of educational and methodological complexes for students using this teaching technology, create a system of technical and methodological support for the university, and master the learning environment of the appropriate software. The specificity of assessing the quality of teaching materials for students at the university should be that, on the one hand, they should have high educational opportunities, and on the other, be technically correct, technologically advanced and safe.

The introduction of distance learning technologies made it possible to determine the important features of modern open distance learning, which include:

a) high motivation for cognition, education and self-realization of the adult population;
b) an adult has experience that can be used both in teaching him and in teaching his colleagues;
c) an adult learns to solve his own important professional problems;

d) an adult is focused on the immediate application of learning outcomes, because he owns an important dominant in the learning process;

e) an adult has many objective limitations in his studies (financial, professional, temporary, social);

f) an adult is always interested not so much in quantitative as in qualitative characteristics of knowledge;

g) the learning process is always involvement, partnership in learning activities;

h) an adult has a number of stereotypes regarding the forms of his education.

At the same time, it should be borne in mind that higher education is, in principle, an expensive thing, and therefore not publicly available, then the first thing the promotion and promotion of distance learning should go through services with a lower cost, but not low quality. Such as advanced training (especially for specialties aimed at IT), seminars and online trainings. These services can be roughly categorized into what we have called interactive distance education. Potential consumers of such services are heads of organizations (as the most solvent part of the population) and middle managers. That is, we have a large group of potential customers available.

Competitors for distance education are consulting organizations that provide training in the form of conventional training and consultation. But distance learning can benefit from lower fees as there is no need to prepare printed and other consumables, and there is a replacement for electronic counterparts. These materials have a constant cost due to their one-time production. [15]

The very innovative idea of distance education, along with the underlying advantages dictated by the requirements of the modern century, will make it possible to create a positive image of the use of distance learning and expand its use by the population for training in selected specialties in the universities.

We can unambiguously state the relevance of this type of education in today's constantly changing world for most categories of the population.

The experience of domestic and foreign specialists in the implementation of open forms of education confirms that the future of the educational sphere will largely depend on breaking the prevailing stereotypes, reliance on pedagogical and technological innovations. The constant search for the optimal solution to pressing problems, creativity in the broadest sense of the word are the key to progress.

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THE PHENOMENON OF JUSTICE IN YOUTH EDUCATION AND ITS CHARACTERISTICS

Abstract: In the paper is given the analysis of the place and meaning of phenomena of justice in the eolication of harmonious developed generation.
Keywords: Justice, law, democracy, man, worldview, faith, reason, spiritual factor

It is an important condition for the formation of the principle of justice in the minds of the harmoniously developed generation growing up in our country, the establishment of a democratic state governed by the rule of law, the creation of a humane civil society.

“Justice” is a broad concept that can be interpreted in different ways. In the history of mankind, moral and legal norms have been considered as a criterion of justice. This, in turn, testifies to the fact that the criteria of justice have a positive impact on the development of society, human development, the rule of law in a particular country.

Justice is evident in the way society treats a particular person. Man's place in society, his dignity is a criterion of justice. About this our first president I. A. Karimov says: “The word“ justice ”has accompanied man for thousands of years, for centuries people have fought for justice, made unprecedented sacrifices.

In particular, the justice of a leader who has taken on such a heavy responsibility as leading the country is invaluable today. The people can endure hunger and poverty, but they cannot endure injustice. ” Justice is connected with the faith of this man. Man is demanding of himself and others only when he is a true believer. The concept of justice has a broader meaning, which is more in line with the concept of truth. The end of justice is truth. We can give enough examples of this. Mankind has been created and the concept of justice has existed. Its main difference from good and evil and good and evil is that justice itself does not mean any value, but determines the ratio between values, has the status of evaluating them. Therefore, it has the property of regulating society, which embodies both moral and legal requirements. In a sense, it can also be called a measure of quantity in the realm of ethics. It is the scales that measure reward by demand. Where there is justice, there is no room for social oppression.

“Justice and injustice are concepts that are multifaceted and have a very deep meaning. Each epoch has left its mark on these notions, each social group, each ruler has tried to subjugate these notions to his own interests, or more precisely, to give them meaning and content based on his own interests. The problem of justice is directly related to the development of society, the activities of the state, the way of life of every citizen, it can not be ignored. Justice and injustice always go hand in hand. At the same time, interests, aspirations, needs collide, and consciousness, understanding, worldview, belief, and intellect serve as the cornerstone. ”

The social characteristic of the concept of justice is that it existed even in the primitive stage of human society.

The criterionate nature of justice is immediately apparent, especially in law. This is evidenced by the fact that the Ministry of Justice is even called the Ministry of Justice, and the judicial bodies that impose penalties for crimes are called just courts. But it is not correct to interpret justice as a mere legal concept. It is, as mentioned above, a comprehensive ethical concept. It includes not only the relationship between citizens, but also the relationship of citizens with society, the criterion of relationships. It is no coincidence that the ideal of a just king has lived among the people for thousands of years.

Mark Tulius Cicero: “A state where citizens are enslaved to the law is the strongest, freest state. Abu Nasr al-Farabi said, "Justice is a measure that protects the rights of citizens and is a symbol of improving the well-being of the people."

Our people, which for almost a century and a half have experienced injustice, national discrimination, the trampling of national pride, the forced acceptance of foreign will, have now gained independence and begun to build a just civil society. Justice today is becoming a concept that represents the essence of our independent, future great state. "It was our duty to restore the historical justice that affected the fate of our country, to fully open the closed pages of the recent past of our people and nation, to learn from this history, to form a conscious view of our present and future, to perpetuate the memory of innocent victims." Our first president Implementing I.Karimov's wise words, the Alley of Martyrs was established in memory of the real children of our people, who were executed during the years of repression and disappeared without a trace. We are witnessing the great educational value of our people, the consciousness of our growing children, the belief in historical justice and the determination of human qualities, the expansion of their spiritual world - A democratic, legal state and a just civil society are being built in Uzbekistan. Such a society is based on the principles of humanity and guarantees the rights and freedoms of citizens regardless of nationality, social status, religion. Of course, the role of the harmoniously developed generation in it will grow significantly. Awareness of the rights, duties and responsibilities of the younger generation is an important condition for the restoration and further development of justice. In this regard, the political, economic and social development in our country.

It can be seen that the reforms in these areas are aimed at ensuring the implementation of the rules of justice:

- First, the people have the opportunity to exercise state power, both directly and through their representatives, the legal equality of all citizens before the law and the rule of law, the formation of multi-party system in practice as a necessary and legal component of true democracy.

- Second, to ensure the protection of the rights of property owners through the state, the right to work, rest, annual paid leave, receive qualified medical treatment, the right to social protection in case of unemployment.

- Thirdly, the establishment of the rules of freedom of thought, conscience and religion, the implementation of the rules of social justice, the guaranteed rights of those in need of social protection.

The criteria of justice in the above areas are a guarantee of the development and prosperity of our country. The pursuit of justice is the most important feature of the spiritual world of our people. The idea of justice must permeate the entire system of economic and social relations. To do this, we believe that the inculcation of this idea in the minds and hearts of a harmoniously developed generation is a spiritual factor in moving from a strong state to a strong society.

The young generation, brought up on the criteria of justice, has become a solid foundation of the rule of law and civil society, an important pillar of building a democratic society.

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MYSTICISM-SPIRITUCL-MORAL UPBRINGING

Abstract: In givenarticle considered role and significancl of way of mysticism in upbringing the youth.

Key words: Mysticism, moral, upbringing, humanity, idea.

Unless the heart is prosperous, the country will not be prosperous. What is pleasing to the heart is the science of spiritual and moral education. Sufism has emerged as a series of ideas that call for the spiritual purification of mankind, and its representatives have been making a worthy contribution to the moral maturity of mankind for centuries. There is a need for good morals all over the world. Sufism educates a person to be kind and cheerful. It corrects the nafs, enlightens the soul, leads to good morals. The word mysticism is interpreted differently. Abdul Qahir al-Baghdadi gave about a thousand descriptions of reliable mystical literature, and the famous mystic Shaykh Ahmad Zarruk, may God bless him and grant him peace, gave about two thousand. All mystics themselves consider this diversity to be a sign of goodness:

1. Sufism is to keep the heart pure, free from innate weakness and bad morals, and to overcome animal and sensual feelings.

2. Sufism is a life philosophy that develops the nafs morally, and it becomes a reality through a certain practical method. It leads to the creation of enlightenment through pleasure and intellect.

3. To renounce the pleasures of mysticism.

Today, people of different nationalities in all regions of the world are studying mysticism, its teachings and manners. In this article, we will highlight the importance of studying mysticism in the development of moral qualities based on our national traditions and religious values, free from foreign ideas and ideologies propagated by the media, as globalization rapidly enters our lives.

"The word morality is a plural of the word behavior, which means the behavior that is formed in a person." From time immemorial, there has been disagreement in answering the question of whether morality is created in addition to man in his creation, or whether man learns morality later. Some of them said that morality, good or bad, is created when man is created, and morality cannot be acquired later. Another group of ethicists, on the other hand, is born without any virtues or defects. It is said that any quality in him appears after birth. Muslim moral scholars say that Allah creates a servant by adding moral ability to him. It is said that in the process of birth and growth, a person develops or loses this or that morality as a result of upbringing, environment and habits. The issue of etiquette plays a very important role in mysticism. This is because the role of etiquette is important in making love to Allah. An obscene person cannot learn anything from the sheikhs. A rude person cannot improve his relationship with others. One of the rules of Sufism says, "There is no leech until you are polite to the Truth and the People."

Sufis, that is, Sufis, should be an example to others in three things: rest, step, and cabbage. That is, to refrain from unnecessary, inappropriate talk is rest; not to step in vain - step by step; doing useful deeds, that is, doing deeds that will benefit the Hereafter, is cabbage.

In mysticism, on the basis of the Qur'an and the Sunnah, the etiquette of everything and every person is defined as to whom and in what manner. Mysticism also shows the origins of obscenity and measures to get rid of that obscenity.

Mysticism explains morality, what it is, what morality is good, what evil is, and what is considered evil. The Sufis say: If you want the people to treat you the way you want to be treated, you have to treat them that way.

Sufism has gained and continues to gain attention with one of the main categories of morality, which through diligence encourages a person to work honestly, to engage in a profession, to earn honest food in return for his activities. Sufism is a great legacy from the prophets. Every prophet purified his heart with the remembrance of Allah, obeyed His commands with all his heart, and considered it his duty to earn a living by honest labor. In particular, Adam was a farmer, Idris was a blacksmith, Moses and Muhammad were shepherds, and later Muhammad was a merchant. Sufi sheikhs, who have continued these traditions with dignity, have been faithful to the Sunnah inherited from our Prophet (saas) in their practical activities. Among them: Khoja Ali Romitani - weaver, Khoja Muhammad Babayi Samosi-gardener, Sayyid Kulol-kulol, Khoja Bahauddin Naqshbandi - painter, weaver and cattle-breeder, Khoja Ubaydullah Ahror-cattle-breeder and trader Yusuf Hamadoni - farming and handicrafts, Ahmad (Yassik) they made their living through crafts such as weaving a strainer from a stick, making spoons and spoons from wood. The widows, the poor, the orphans, the captives, the blind, the strangers, the poor, the seekers of knowledge, donated their salaries to the sciences. Patients were frequently informed of their condition and treated with kindness.

When the work done with the utterance is the same, when the language is the same, the result is the same. Hundreds, thousands, millions of people follow them because they follow the words of the mystical sheikhs. Shaykh al-Mashayikh, scholar Rabbani, Qutbi asr, Sahib Karomat Awliya, high authority, piri murshid, scholar of the time Hazrat Yusuf was born in 1048 in Hamadan. His lineage goes back to Imam A'zam (699-767). Hazrat Abdulkhaliq Gijduvani in his books "Maqsad as solikin" described the photos and biographies of the piri murshids Yusuf Hamadoni. You envy this perfect man. When you see the generosity of Yusuf Hamadani, when you see his greed, when you see his smile, when you see his humility, when you see his arrogance, when you see his knowledge, when you see his ignorance, when you see his treatment of the king, when you see his cruelty, the fanaticism in you when you see the Pandu exhortations that are the same for the clergy, when you see that the man is running a ketmon and earning honest food, your laziness, your lack of eating, your lack of sleep, your lack of sleep, your ignorance, your lack of speech, your indifference, your indifference to different nationalities, your localism, your nationalism, in short, your innumerable guilt, are reflected in the mirror. Hazrat Hamadani used to rebuke and repent the wicked, the wicked, the arrogant, the deceitful, the oppressor, the oppressor of the people, the bribe-taker, the heretic, the corrupt, the corrupt, the unjust bloodthirsty, and ordered them to repent and leave these vices. If they did not abandon these vices, they would be expelled from their conversations. Hazrat had never insulted anyone in his life, not even taken the insulting words “curse”, “unfortunate”, “dog” on his tongue at all.

Hamadani's manners and deeds were in accordance with the Sunnah, and he was a follower of the Prophet (peace and blessings of Allaah be upon him).

The founder of the Yassaviya sect, the great saint, the great poet, philosopher, scholar Ahmad Yassavi was born in the village of Sayram. According to some sources, this breed lived to be 130 years old. He was educated by Sharif Arslonbobo, Said Vaqqos, Shahobiddin Isfinjobi, Hamadoni and other teachers. His work "Devoni Hikmat" has survived to our time. “Wisdom is a word. In the verses of the Qur'an, it is used in the sense of the sermons of our Prophet showing the right path. Dictionaries, on the other hand, have a special word for custom and morality; It is defined as a religious-mystical word that expresses a person's knowledge of the truth and good deeds.

"Ahmad Yassavi," says Professor Najmiddin Kamilov, "sang the wisdom of the Qur'an, the content of the hadiths, and the ideas of Sufism." He associated honesty, justice, honesty, and integrity with enlightenment, love, solitude, and forgiveness. He was the first to spread the ideas of Sufism among the Turks and sharply criticized many evils, such as lust and selfishness. In his wisdom, Ahmad Yassavi describes the categories of morality such as humanity, honesty, diligence, humility, kindness, and said that bad behavior should be avoided. Hazrat Bahauddin Naqshband was born in the Orifon of Bukhara Sharif in 718 AH - 1318 AD and died there in 791 AH - 1391 AD. His real name was Sharif and his father's name was Muhammad Jalaliddin. Hazrat Bahauddin's teachings "Dil ba yoru dast ba kor", which is based on finding an honest bite with one's own hands and being in the memory of Allah, are known throughout the Muslim world. In the teachings of Amir Temur it is said: "I followed the Pandu advice of the great Sheikh Bahauddin Naqshband, 'Eat less, sleep less, speak less' - this is what I would say to the arch state, to all officials:' Eat less - you will live rich without hunger, sleep less - you will achieve perfection. Talk less - you will be wiser. "

In his royal works, such as "Hayrat ul-abror", "Lison ut-tayr", "Nasayim ul muhabbat", Hazrat A. Navoi, who had a demanding attitude to everything in the social and enlightenment life, revealed the moral rules of the sect with the help of uniquely beautiful artistic images. The great thinker emphasized that the weapon of overcoming lust is love, and that "pure intention, pure heart, pure eye" is in the people of love. Sufism as a spiritual discipline is the main spiritual path in the formation of a person as a perfect human being. Unfortunately, today there are those who do not understand the importance of consistent reforms aimed at restoring the religion of our government, enlightening our people, treating them with indifference, trying to satisfy their personal interests and gain glory from their religious and humane nature. Such people, who do not realize that their actions threaten not only the development of the state and society, but also religious peace, are extremely dangerous for today and tomorrow.

It is also the duty of each of us to protect the minds of our children from various alien ideas.

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ROLE OF INVESTMENT IN IMPROVING ECONOMIC RESULTS

Abstract: This article discusses the importance of investment in developing economic indicators. Investments play a crucial role in maintaining and increasing the economic potential of the country. Investments have a positive effect on the activities of enterprises, lead to an increase in the gross national product and increase the country's activity in foreign markets.

Key words: Economy, investments, gross domestic product, foreign trade, economic indicators

An investment is a financial investment with the aim of generating income in the future. Investment activity is part of the economy. A distinctive feature of investments is non-return. That is, if the investment project collapses, the investor will be left with nothing. Investments can be: Cash. Entrepreneurship objects. Liabilities with a monetary value. Investments can be made to obtain a positive commercial effect. All financial resources, from the point of view of monetary theory, can go to savings or consumption. Ordinary consumption leads to the withdrawal of money from circulation, which destabilizes commodity-money relations. Investment in the economy, on the other hand, stimulates the flow of funds from savings. Investments can be made directly or indirectly.

The essence of investment activity is to preserve the value of money. Under the influence of natural market processes, money and financial instruments gradually lose their value, so they are invested in entrepreneurial activities or projects. Investments can be financial and real. Financial represent indirect investments made through investments in stock instruments, taking out loans and leasing relationships. Real investments are aimed at the direct purchase of real capital - equipment, structures, land, or at their modernization, reconstruction, construction. Investments can be speculative, in which case the income from them is formed by fluctuations in the price of the underlying asset. Investing is often confused with speculation. Investments are long-term in nature, usually for more than 1 year. Shorter investments are considered speculation. However, transactions conducted on stock exchanges are not speculation. There are situations when the transaction is long-term, but it has features of speculative relations, since the parties benefit from price changes in a certain period.

Macroeconomics assumes that the joint efforts of state economic policy, the work of the real sector and the behavior of households will lead to economic growth and development. Economic growth is understood as the effectiveness of the results of managing the national economy. It is measured in aggregate terms such as gross income, national income, net income, and so on. Growth is achieved by strengthening production capacity, using innovative technologies to reduce costs and create competitive products. Thanks to economic growth, capital accumulates in the economy, which can be directed to solving the socio-economic needs of society. The cash and financial assets reserve is used for qualitative transformations in the economy. This applies not only to the use of the latest achievements of science and technology in production, but also to improving the quality of education, medicine, culture, science, and strengthening human potential.

Economic development is expressed in changes in social relations. There is an improvement in the quality of life of the population, its level rises, self-respect is achieved and personal freedom is observed. Measuring economic development is difficult. For a long time, the indicator of gross domestic product per capita was used for this. However, it describes a quantitative rather than a qualitative result. It is believed that developed countries have the highest level of human potential. There is a lower level of corruption, production is highly efficient and attractive for investment activities. Developing countries are on the path of economic growth. They show higher GDP growth rates, but in terms of the quality of human capital they are significantly inferior to developed countries. Countries with economies in transition are on the way to the formation of production, therefore, the measurement of economic development is carried out in relation to meeting basic human needs. The role of investments in economic development In macroeconomics, investments perform the following functions: Ensuring expanded reproduction of fixed assets Replenishment of working capital. Redistribution of capital between sectors of the economy. Transfer of capital between its owners. With the help of investments, first of all, transformations are carried out at the level of the real sector. A policy of expanded reproduction is being pursued, scientific and technological progress is accelerating, and the introduction of its achievements into the daily work of enterprises. Further, there is a structural restructuring of the production pattern, for this new resource bases are created, real estate is being built.

Expansion of production contributes to the growth of employment, which means the welfare of the population. This situation has a positive effect on budget revenues. With a competent economic policy of the state, the funds received are sent to the education system, providing quality medicine. It also becomes possible to protect and preserve nature. The positive dynamics of the volume of investments leads to the strengthening of the position of the national economy in the international arena. With the help of financial investments, the country's economy is stabilized, its competitiveness is growing, the ratio of exports and imports is changing. The higher the total income of the country, the more funds are invested in the development of human capital. Most entrepreneurs now know that it is human capital that is the basis of competitive advantage in the long term. Therefore, the basis of economic development is investment in economic growth with the subsequent targeted use of excess capital in the scientific, cultural life of society.

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ANALYSIS OF THE DESIGN FEATURES OF COMPUTER TESTS IN THE MOODLE DISTANCE LEARNING SYSTEM

Abstract: Many organizations with a branch structure are transferring training departments to a distance form. The main problem that most often one has to face when introducing distance learning is the very implementation of the system. To go from the decision to launch this project to the start of its full-fledged work - you need a qualified IT specialist. But not every organization can afford to have it on staff. This problem is solved very simply - you need to hire a specialist for the period of the system launch.

Keywords: distance learning, individual learners, Web technology, foreign language, language learning, knowledge.

Computer testing is a tool that allows a teacher to objectively test the knowledge of a large number of students with a minimum investment of time.

A well-planned testing schedule is a good incentive that encourages students to work systematically throughout the semester.

Computer tests are well received by students. The advantage of computer testing is the automatic verification of the results and the elimination of the influence of the human factor.[16]

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Computer tests are well received by students. The advantage of computer testing is the automatic verification of the results and the elimination of the influence of the human factor. [17]

The Test element is most often used, in comparison with other elements of the distance learning course, to control the knowledge of students.

The Moodle learning management system provides a wide range of possibilities for building tests of various kinds:

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[17] Matkarimova G. Pronunciation training is based on methodological principles. International scientific journal. Economy and society. № 6(73) -s.: 2020.

- configurable number of test attempts;
- configurable time delays between attempts;
- choice of assessment method (in case of several attempts): highest / lowest score, first / last attempt;
- mixing both the questions themselves in the test and the answer options;
- training mode: the student will be able to answer the question several times in one attempt. It is possible to award penalty points for each wrong answer;
- customizable view of the results: what (your answer, points, comments, all answers, general comment to the entire test) and when (immediately after the attempt, later, but before the test is closed, after the test is closed) the student will be able to see ;
- customizable comments for the entire test, depending on the score received;
- custom comments for each answer option;
- custom comment for each question;
- test design based on a random selection of questions from categories.

The distance learning system expands the capabilities of the traditional form of education and can become a new and progressive stage in its development. This stage carries with it completely new methods and principles of teaching and is able to completely change the main paradigms, while not rejecting the old proven ways of teaching.

In traditional forms of education, any test of a student's knowledge is carried out solely in order to help him identify gaps in his education and adequately assess his level of knowledge. However, when we start to consider distance learning as a method of training qualified specialists equivalent to traditional education, then the eternal problem of control of knowledge and skills for the education system can arise in the distance education system. After all, the recognition outside the educational institution of the diplomas and certificates issued to them primarily depends on how much real knowledge their owner has. Moreover, the very form of distance learning significantly complicates the full control of knowledge, due to the diversity in space, and sometimes in time of the student and the teacher.

Advantages of the knowledge control system in the distance learning system:

1. Objectivity. The factor of subjective approach on the part of the examiner is excluded. The results are processed through a computer;
2. Democracy. All examinees are on an equal footing;
3. Mass character and short duration. The ability to test knowledge of a larger number of examinees within a certain period of time..

With the use of knowledge control in the distance learning system, as well as in the traditional form of education, many issues are associated.

Such a system is sometimes used by teachers, where a student, in order for him to be credited with a course, needs to attend a certain number of lectures and workshops or work out laboratory work. This approach would be the easiest to implement. But the disadvantage of this approach is obvious: it is the lack of a guarantee that the student really gets the knowledge he needs from the classes he attends.

Another approach is based on the identification of the student's competence in the studied subject, i.e. what matters is not how many classes the student attended, but how well he understands the material and knows how to use it. It is this approach to knowledge control that is most often used in the distance education system.

Using the second approach is more progressive. However, the competency-based approach introduces many new questions. For example, how to check competence? There are three possible approaches, corresponding to the search for answers to questions:

a) What do you know? Here competence is the presence of only theoretical knowledge;

b) what can you do? Here, competence is, first of all, the ability to apply one's knowledge in practice;

c) what have you already done? Here, competence is knowledge and skills that have already been tested in specific works;

Of course, in practice, a complex is usually used that combines the features of all the above approaches, but it is more convenient to consider separately the possible methods of carrying out the process of identifying competence with these approaches, as well as the problems associated with them.

The first approach, i.e. verification of theoretical knowledge, allows the use of various methods. Typically, multiple choice is used (choosing the correct answer from several options), easily automated, but applicable only in a narrow range of testing tasks, as well as a detailed answer that requires the participation of an expert to assess the correctness, but is suitable for any task. To obtain objective results with a remote examination, it is nevertheless required that the answers are given in real time;

The second approach, i.e. test of practical skills in relation to distance learning usually faces the problem of modeling. In real training, practical skills are often worked out and tested directly (i.e. physically), and if this is impossible, it is usually modeled on various kinds of stands, simulators, and laboratory installations. In distance learning, for some of them, it would be quite possible to use a system when the student demonstrates practical skills while at home, but under the visual control of the teacher, if this does not require any special material or technical means. Otherwise, you will have to create software models that the student will manage.

The third approach, i.e. the performance of any large work by the student is complex, since it demonstrates knowledge and skills. Here the main problem is the lack of guarantee that the work was performed by this particular person, if the progress of the work itself is not controlled, but only its results are provided.

In all three approaches, and especially in the last one, an important point is the need to present to the student not standard tasks for which there are ready-made answers, but complex research tasks that require the demonstration of all knowledge and skills from the area being tested. Of course, such assignments can be a problem for teachers, since both the development and testing of such tests is much more time-consuming task than writing multiple choice tests.

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O'ZBEKISTONDA MUSIQA PEDAGOGIKASINING ENG QADIMGI DAVRLARDAN XVI ASRGACHA DAVRDAGI RIVOJLANISHI

Annotatsiya: mazkur maqolada O'zbekistonda musiqa pedagogikasining eng qadimgi davrlardan XVI asrgacha davrdagi rivojlanishi, shuningdek, mazkur davrlarda eng qadimgi yodgorliklarda tarbiyaga oid fikrlar, Markaziy Osiyoning qadimiy musiqa madaniyati va ta'lim-tarbiyasi xususida ma'lumotlar berilgan.

Tayanch iboralar: musiqa, madaniyat, tarix, pedagogkia, adabiyot, san'at, estetika, musiqiy ta'lim, tarbiya.

Ma'lumki, uzoq va boy tarixga ega bo'o'lgan Markaziy Osiyo xalqlari o'zining ta'lim-tarbiyaga oid ulkan merosini yaratib, takomillashtirib, insoniyatning yuzlab avlodlarini insonparvarlik, ilmparvarlik, mehr-oqibat, mehnatsevarlik, do'stlik, saxovat kabi umuminsoniy fazilatlari ruhida tarbiyalab kelgan, xalqimiz yaratgan ma'rifiy fikr sarchashmalari qadim-qadimlarga borib taqaladi. O'zbek xalqi tarixan ta'lim-tarbiya sohasida o'ziga xos dorilfunun yaratgan. Hatto hozirgi o'zbek xalqi yashab turgan zaminda zardushtiylik dini keng yoyilgan davrda ham pedagogik mafkura hukm surgan. Bu zardushtiylik dinining muqaddas kitobi «Avesto»ning bizgacha yetib kelgan ayrim sahifalarida o'z ifodasini topgan.

Biroq islomgacha davr tarbiyashunosligi, fan va madaniyati tarixini yoritish imkoni chegaralangan. Chunki, dastlab Iskandar boshchiligidagi yunon-Makedon qo'shinlari, so'ngra Qutayba ibn Muslim rahbarligidagi arab istilochilari olib borgan talonchiliklar, vayronagarchiliklar tufayli o'sha davrga tegishli deyarli barcha asarlar, manbalar yo'qotib yuborilgan. Lekin islom va islomdan keyingi mavjud pedagogik qarashlarni, milliy ta'lim-tarbiyaga oid an'analarni, qadriyatlarni, xalq pedagogikasini ilmiy o'rganish, puxta taxlil qilish va hayotga tadbiq etish bugungi kunning muhim va dolzarb muammosidir.

Istiqlolga erishganimizga qadar biz tarbiya ishlarimizga Yevropa pedagogikasini asos qilib oldik va o'rgandik. Endigi vazifa Sharq pedagogikasi bilan G'arb pedagogikasining eng ilg'or an'analarini o'rganishga e'tiborni qaratishdan iboratdir. Chunki ilmu-fan avval Sharqda taraqqiy etgan. Buyuk olmon olimi Xerler: «Sharq Yevropaning muallimidir» -deganda haq edi.[18].

Demak, pedagogika tarixi ijtimoiy fandir. U tarixiy pedagogika xodisalariga davr talabi asosida yondoshadi, tarbiya nazariyasi va amaliyotini turli bosqichlarda

[18] N.Narziyeva, Sh.Hayitova "PEDAGOGIKA TARIXI VA G'OYALARI" (O'quv uslubiy qo'llanma). Samarqand-2014. 5-bet.

xilma-xil bo‘lganligini ochib beradi, ilg‘or qarashlarning taraqqiyot yo‘lini ko‘rsatib beradi.

Musiqa pedagogika tarixi fani quyidagi fanlar, ya’ni, pedagogika, psixologiya, madaniyat tarixi, o‘zbek cholg‘uchilik sanat tarixi (umuman o‘zbek musiqa tarixi), O‘zbekiston tarixi, jahon xalqlari tarixi, falsafa, etnografiya, arxeologiya, ahloqshunoslik va boshqa bir qator fanlar bilan uzviy aloqadadir.

Biz o‘zbek musiqa pedagogikasini o‘rganish va tahlil qilishda: qadimgi yozuvlar, bitiklar, qo‘lyozma yodgorliklari, sharq mutafakkirlarining ilmiy – ma’naviy me’rosi, xalq og‘zaki ijodi, muqaddas kitoblar, pandnomalarga oid asarlariga asoslanamiz.

Eng qadimgi yodgorliklarda tarbiyaga oid fikrlar

Hozirgi o‘zbek xalqining ajdodlari bundan bir necha ming yillar oldin yashagan bo‘lib, ular yuksak va o‘ziga xos madaniyatni vujudga keltirishda juda katta va mashaqqatli yo‘lni bosib o‘tgan. Dastlabki tosh qurollaridan tirikchilik uchun foydalanish, ancha takomillashgan mehnat qurollarini yasash, urug‘chilik davriga kelib, xo‘jalik hayoti va madaniy taraqqiyotda erishilgan yutuqlarni o‘z ichiga olgan davrgacha bo‘lgan tariximiz ota-bobolarimizning boy qadimiy madaniyatga ega bo‘lganligidan dalolat beradi.

Eng qadimgi tarbiya haqidagi yodgorliklar bizgacha bevosita yetib kelmagan. Turkiy va forsiyzabon xalqlarning hayot kechirish san’ati, donolik majmuasi sifatida yuzaga kelib, borliqqa amaliy munosabatda bo‘lishning namunasi tarzida e’tirof etilgan ma’naviy madaniyat yodgorliklari qadimgi grek tarixchisi Gerodotning “Tarix”, Strabonning “Geografiya” hamda Mahmud Qoshg‘ariyning “Devonu lug‘atit-turk” kabi asarlari, shuningdek, O‘rxun-Yenisey bitiklari kabi adabiy-tarixiy manbalarda saqlangan va ular orqali bizgacha yetib kelgan. Ushbu yodgorliklar mohiyatini o‘rganish insonning shakllanishida moddiy va ma’naviy madaniyat qay darajada katta rol o‘ynaganligidan dalolat beradi. Xususan, tarbiya insonning aqliy va axloqiy jihatdan tarkib topa borishiga ta’sir etgan bo‘lsa, insonning shakllana borishi ham o‘z navbatida kishilik jamiyatining qaror topa borishiga yordam bergan. Xullas, tafakkur yurita olish qobiliyatiga ega bo‘lgan inson kamolotining ta’minlanish jarayoni hamda jamiyatning ijtimoiy taraqqiyoti o‘zaro uzviy aloqada shakllangan. Mazkur tarixiy jarayon mohiyatini bilish bizga inson tafakkurining juda uzoq davr va murakkab sharoitlarda shakllana borganligidan dalolat beradi.

Ma’lumki, kishilik jamiyatining vujudga kelishi jarayonida inson ham biologik jihatdan, ham ijtimoiy jihatdan takomillashib borgan. Dastlabki diniy e’tiqodlar, eng oddiy ixtirolarning takomillashib borishi kabi holatlar inson ongining ham shakllanib borishiga turtki bo‘ldi. Bu jarayon minglab yillarni o‘z ichiga olgan bo‘lib, ana shu davrda inson ongi shakllanishining asosi sifatida qabul qilingan xulq-odob qoidalari, ijtimoiy talablar yuzaga kelgan. Ushbu talablar muayyan davrda yaratilgan yodgorliklarining asosiy mazmuni va mohiyatini tashkil etadi.

Eng qadimgi madaniy boyliklarimizni o‘rganishda quyidagi uch guruhga ajratilgan manbalarga tayanamiz:

- ✓ Arxeologik qazilmalar natijasida topilgan ko‘rgazmali ashyolar.
- ✓ Xalq og‘zaki ijodi materiallari hamda yozma manbalar.
- ✓ Buyuk adiblar, allomalarning ijodiy merosi.

Markaziy Osiyoning qadimiy musiqa madaniyati

O‘rta Osiyo xalqlari hayotida tarixiy chegaralanish bosqichi taxminan bizning eramizgacha bo‘lgan birinchi ming yillikdan boshlanadi. Bular o‘troq dehqonlar (sug‘diylar, baqtriyaliklar, xorazmiylar) hamda ko‘chmanchi (saklar, massagetlar va boshqa) qabilalar edi. Ular haqidagi ma’lumotlar Avyestoda ham uchraydi. Xalq poetik va musiqa san’atining boshlanishi o‘sha davrlarga borib taqaladi. Xalq poetik va musiqa san’ati dastlab sinkretik holatda bo‘lgani to‘g‘risida “Avesto” kitobi va boshqa qadimgi yozma yodgorliklardan turmushi, ularning urf-odatlari, to‘y-tomoshalarining elementlaridan guvohlik beradi. "Avesto"ning o‘zi aslida ijro vositasida og‘zaki tarqalib, faqat kyeyinchalik kitob shakliga keltirilgan arkonlar majmuasidir. Uning oyatlari va ayniqsa, madhiyalar qismini tashkil etuvchi - xatlar (bunda so‘z oxiridagi "t" harfi juda yumshoq talaffuz etilib, so‘nggi davrlarda "goh" shakliga aylanganligi ham ehtimoldan xoli emas: - yakgoh, dugoh, syegoh va h.k.) maxsus kuy tizimini tashkil etuvchi ohanglarda yoqimli ovoz bilan tarannum etilgan, dyeb topilmoqda. "Avesto"da "sruna" dyeb ataluvchi "sirli eshitish" tushunchasi bo‘lgan ekan. Tinglash, quloq orqali vujudga ozuqa olishni zardushtiylar muqaddas tuyg‘u hisoblaganlar. Dini islomda esa eshituvchilik (some’) hissi Allohning sifatlaridan biri.

Qizig‘i shundaki, zardushtiylar faqat unli tovushlar go‘zalligidan emas, balki olov hovri (kuyi), hattoki jimlikni eshitib lazzatlanishga odatlangan ekanlar. Musiqa badiiyat, san’at sifatida tom ma‘noda ijro etish va uni eshitishdan boshlanadi. Sozanda kuyning yaratuvchisi bo‘lsa, eshituvchi uning qabul qiluvchisidir. Xalqimizda "Sozandaga chinakam baho beruvchi, uning ustozi va talabgori - eshituvchi" dyegan gap bor. Bunda tushunib eshituvchi - xos shinavanda ko‘zda tutiladi, albatta. Ularning hammasi qo‘shimcha dalil sifatida ko‘zlayotgan fikrimizning isbotiga xizmat etishi mumkin.

Mumtoz musiqamizning "zamzama", "tarona" (eski shakli "taronik" – ―taronacha, "buxorcha", "farg‘onacha"ga o‘xshagan uslub tushunchasi), "suvora"

("asp ros") kabi iboralarining ildizlari ham "Avesto" davrining urf-odatlariga borib taqaladi Zikr etilgan eski musiqiy belgilar, keyingi davrlar mafkurasiga binoan yangicha ma’no va mazmunlar bilan to‘ldirilgan, albatta, qanday bo‘lmasin bu ramzlar zamonlar osha bizgacha moziydan yetib kelgan sadolarga aloqador so‘zlardir. Buni arxyeologiya, etnografiya va boshqa fanlar bergan ma’lumotlar ham tasdiqlaydi. Sinfsiz jamiyat sharoitida O‘rta Osiyoda musiqa asboblarining asosi, ya‘ni, urib chalinadigan, puflab chalinadigan va torli sozlar turlari vujudga kelgan edi[19].

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[19] O‘zbek musiqasi tarixi. Tuzuvchilar: T.E.Solomonova, T.B.qofurbekov. Toshkent: O‘qituvchi, 1981. - 131 b.

Urug‘chilik jamiyatining yemirilishi va sinfiy jamiyatga o‘tish, Baqtriya, Sug‘diyona va Xorazmda davlatlarning paydo bo‘lishi, ahmoniylarning harbiy-ma‘muriy jihatdan birlashuvlari, Alyeksandr Makyedonskiy davlati, Gryek-baqtriya podsholigining vujudga kyelishi eramizdan oldingi VII asrdan to eramizning IV asrgacha bo‘lgan juda katta tarixiy davrni o‘z ichiga oladi. Bu davr epik xaraktyerli mifologik qahramonlik ustun bo‘lgan qadimgi og‘zaki musiqali poetik ijodning yuzaga kelishi bilan mashhurdir. Qahramonlik afsonalari, epik qo‘shiqlar O‘rta Osiyo xalqlarining o‘z mustaqilliklari uchun olib borgan mardonavor kurashlarining bo‘yoqdor tasvirlari bilan to‘la. O‘z xalqining ozodligi yo‘lida jonini qurbon qilgan cho‘pon Shiroqning mislsiz jasorati, vatanga bo‘lgan muhabbati to‘g‘risida hikoya qiluvchi Sak afsonalaridan parchalar bizning kunlarimizgacha saqlanib kelgan.

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DISCOURSE ANALYSIS IN ENGLISH LANGUAGE TEACHING

Annotation: This paper's focus will be devoted to written texts in order to afford an understanding of how natural written discourse looks and sounds. By taking the scope of this paper into account, discussing written texts normally includes the consideration of cohesion, coherence and text patterns. Thus, each aspect will be discussed in the followings.

Keywords: cohesion relations, discourse analysis, English language teaching, written texts.

Discourse analysis in terms of both spoken and written language is believed to be helpful for both linguists and language teachers. It is simply "the study of language in use" (Gee & Handford, 2013). Written texts are considered an important aspect that needs to be analysed. Doing so means that writers gain the ability to make their writing more cohesive and easier to read. Cohesion, coherence, clause relations and text patterns are all parts of written texts. This paper, therefore, aims to shed some light on the analysis of written texts. The paper consists of three parts. In the first part, the literature regarding the meaning of texts and discourse analysis is briefly reviewed. An illustration of cohesion and coherence is presented. After this, grammatical and lexical devices and text patterns that help written texts to be understood are presented and discussed. The rationale for choosing to analyse written texts is addressed. The second part provides an analysis of several written texts, with a focus on the cohesion devices and text patterns discussed in the first part. The third part offers some suggestions and an evaluation of one of the written texts analysed in the second part, and suggests how to apply the analysed discourse in the classroom in such a way as to help teach written texts.

Reasons for choosing written discourse analysis Written texts need to be properly connected and linked. Cohesion is the most important property of writing quality. The author agrees with Witte and Faigley (1981) who state that, "if cohesion is better understood, it can be better taught". Nonetheless, cohesion is not employed in the English language teaching (EFL) classrooms with which the author is familiar. Hence, teachers ought to teach learners how to utilise cohesive devices (references, substitution, ellipsis and conjunctions) and lexical ties (repetition, synonyms, antonyms and superordinates) both explicitly and implicitly (Basturkmen, 2002). Most classroom exercises are not designed to teach cohesion but they do demand that students form cohesive ties (Witte & Faigley, 1981). It has been argued that teaching often concentrates on conjunctions rather than on any other cohesive device, such as lexical cohesion (Liu, 2000). Some studies that have been conducted regarding the use of conjunctions in written texts have revealed that non-native learners tend to use them more than they should. Basturkmen (2002) examined the writing of two non-native advanced learners with a focus on the use of conjunctions. She found that both students misused conjunctions. Therefore, the author would argue that this dilemma could be resolved by teaching this aspect in the classroom. Neglecting this issue will result in more fragmented texts. Similar to cohesion devices, Basturkmen (2002) recommends that English language teachers should make their students aware of typical clause relations and macro text patterns in English. Needless to say, that problem solution is the most common pattern. It is important to ensure that "questions spell out the relationship between sentences" (Hoey 2001). Moreover, the dialogue ought to be properly connected and meaningful.

It is believed that the main purpose of language teaching for students is the understanding of the communicative value of linguistic items in a discourse (Nattinger & DeCarrico, 2001; Candlin & Hyland, 2014). It has been argued that cohesion is an indispensable part of written texts. Therefore, the reader's knowledge, the writer's aim and the information delivered should all be considered and taken into account. Witte and Faigley (1981) argue that clause and sentence structure are taught out of their discourse and out of context. By the same token, Cook (1989) states that cohesion is almost mistreated in language teaching. He argues that students' difficulties arise from their difficulties with cohesion. This negligence has resulted in cohesive problems for students. Cook (1989) stresses that this mistreatment is due to a lack of awareness and, although it has been considered recently, this issue has not been given much prominence in language pedagogy. In addition to cohesion devices, clause relations and text patterns should also be analysed.

Although not everything that discourse analysis describes can be employed in language teaching, teachers should have the ability to "create authentic materials and activities for the classroom" (McCarthy, 1991:147). To do so, teachers should teach learners how to make use of the cohesive devices and text patterns they encounter in written discourse. By doing so, learners can identify references, synonyms and antonyms in reading texts and can then make use of the devices. Moreover, task-based language teaching activities are one of the teaching methods that can be employed to teach text patterns. In a context that the author is familiar with, students always struggle with lexical cohesion and text patterns. A course book entitled "Intermediate Vocabulary" has been employed to teach novice undergraduate students. The book is split into topics that are familiar to students. Each topic has several passages that include new vocabularies. Students are asked to read these passages, which contain gaps, and discover new lexical items from a group of words given above each passage. However, these exercises do not give any clue as to how to make use of the context (the passage) that they are reading. According to the author's experience, students, due to a lack of knowledge, totally neglect the context, which can be very informative. Teachers can teach students how to analyse written discourse using cohesion devices and problem solution macro patterns to help them thoroughly understand the passage. The fourth passage, which was presented and analysed above, is an example of how one of the cohesive devices can be taught. Moreover, the same text can also teach a problem solution macro pattern. One of the implications of this is that “conformity to the pattern when writing is likely to make organising and reading the text easier”. Hoey (2001) believes that a problem solution pattern (SPRE) can be presented in “a short fabricated text”. Therefore, a problem solution macro pattern is proposed below to show how it can be taught in the classroom. To do so, a task-based language-teaching (TBLT) lesson can be divided into six phases. The rationale behind choosing a TBLT lesson is because it focuses on the meaning, the real world process of language use and on communicative outcomes. These features of TBLT seem suitable for teaching students the relationship between the language and the context in which it is used (Ellis, 2003). The task can be a combination of reading and writing practice through discourse analysis.

Due to its natural occurrence, written discourse analysis is a supportive function when it comes to teaching languages. The goal of most learners of English is to gain the ability to use the language either in spoken or written form; therefore, applying written discourse analysis lessons in the classroom is very helpful. By doing so, learners will have the ability to make their writing coherent and readable. Moreover, the analysis of text patterns will help students in terms of both writing and reading in the ELT context. To conclude, although written discourse analysis has some shortcomings, as mentioned above, its merits and valuable outcomes are very appealing.

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ORGANIZATION OF A BUSINESS GAME AS AN INTERACTIVE METHOD OF TEACHING STUDENTS IN HIGHER EDUCATION

Abstract: This article offers specific and specific options for solving the problem of using active and interactive teaching methods in the process of teaching specific disciplines at a university. In fact, we continue the process of finding the best teaching methods and techniques, moving from the particular to the general. As a rule, in line with the traditional educational paradigm, students find themselves in a regime of rigidly structured educational content and methods of organizing educational activities.

Key words: business game, educational process, professional interests, needs and skills, development, participants.

According to Ya.A. Komensky, the teacher must think about how to make the student fit for education first. A teacher, before educating a student with his instructions, must first awaken in the student the desire for education, make the student at least fit for education.

According to B.G. Ananyev, play takes a leading place in the social formation of a person as a subject of cognition and activity. In artificially recreated conditions, a person plays different life and work situations, which is necessary for his development, changes in social positions, roles in society, the formation of professional interests, needs and skills [1].

Ya.S. Ginzburg and N.M. Koryak identified the main distinctive features of game activity and their reflection in social and psychological processes taking place in the game [5, p. 69]:

1. Conditionality of the game: its participants are fully aware that they are acting within the framework of a conventional reality, which has its own laws. The conventionality of the game gives rise not only to the two- plan nature of activity (its splitting into the actual game activity and the activity related to the game), but also the two-plane nature of the relationships that arise in the game: on the one hand, relations within the framework of playing roles, and on the other, relations that have developed outside the game, in Everyday life.

2. The game removes such an important limitation of freedom of activity as material and partly moral responsibility for a mistake. Each participant in the game gets an objective opportunity to experiment with his own behavior, to explore alternative solutions.

The technology of conducting educational business games is characterized by the following positions:

- mastering by students the experience of activity, similar to reality;
- lesson is built in the logic of the activity, which has a practical orientation;
- students' independence in problem solving;
- creating potential opportunities for transferring knowledge and experience of activities from a learning situation to a real one;
- creation of a learning environment that immediately responds to the student's action.

As a rule, it is customary to distinguish the following types of business games:

- *simulation*;
- *management*;
- *research,* related research work, where through the game form studied techniques of con indiscrete areas;
- *organizational and active* . Participants in these games simulate the previously unknown content of activities on a specific topic;
- *training games.* These are exercises that reinforce certain skills;
- *projective games*, in which a personal project is drawn up , an algorithm for any actions, an activity plan, and the proposed project is protected.

Business games are characterized by:

- the vitality and typicality of the situations considered during the game;
- regular repetition of the tasks and procedures that make up the essence of the game;
- conflict and hidden reserves. As you know, the absence of conflict excludes the very formulation of the problem, and the lack of reserves does not allow solving the situation;
- lack of complete information, i.e. making a decision in conditions of uncertainty, in a situation of risk, counteraction ;
- the impact of earlier decisions on changing the situation in subsequent moments;
- characters: participants and presenters;
- visibility of the consequences of the decisions made;
- rules and regulations of the game.

In the course of organizing and conducting business games, it is necessary to proceed from the basic psychological and pedagogical principles [4]:

1. The principle of game modeling of the content and forms of professional activity. The implementation of this principle is a necessary condition for the educational game, since it carries educational functions;

2. The principle of simulation of specific conditions and dynamics of production, as well as the activities and relationships of people employed in it. In

other words, the simulation of two realities: production processes and specialists;

3. The principle of problematic content of a business educational game. A business game serves as a didactic tool for the development of creative (theoretical and practical) professional thinking, which is expressed in the ability to analyze production situations, formulate, solve and prove new (for students) professional tasks;

4.The principle of joint activities. In a business game, this principle requires implementation through the involvement of several participants in the cognitive activity. It requires the developer to select and characterize roles, determine their powers, interests and means of activity. At the same time, the most typical types of professional interaction of “officials” are identified and modeled;

5. The principle of dialogical communication. In this principle is a necessary condition for achieving educational goals. Only dialogue, discussion with the maximum participation of all the players can generate truly creative work. Comprehensive number of selectivity discussion of educational material by students to achieve an integrated submission of professionally significant processes and activities;

6. The principle of two-dimensionality. The essence of the two-plan nature of the educational game lies in the fact that “serious” activities for the development of personality occur in “frivolous” game conditions. Achievement of conditional (play) goals with the help of conditional (play) actions should become for each participant a means of achieving real personal goals (goals of training and education).

A business game is effective only if the teacher has sufficient knowledge of the problem that is reflected in the game. A necessary condition for the effectiveness of a business game is the teacher’s organizational skills.

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CHARACTERISTICS OF ROMANTIC EPICS IN THE UZBEK PEOPLE'S EPIC

Annotation: This article discusses the role and peculiarities of romantic epics in the Uzbek folk epic. However, in such cases Ergash Jumanbulbul oglu, Fozil Yuldosh oglu, Muhammadqul Jomrot oglu Polkan, Islam Nazar oglu, Kholyor Abdukarim oglu , Nurmon Abduvoy ogli, Mardonaqul baxshi poet, etc.
Keywords: folklore, epics, epics, romantic epics, plot.

It is a well-known fact in folklore that great epic works idealized by the heroic past of the people are called folk epics. Accordingly, works consisting of depictions of events in which the life of a people has not found an ideal artistic expression, which cannot be its heroic past, are not considered to be folk epics. Hence, a work that can be a folk epic should be evaluated on the basis of two important criteria. These are:

a) the relevance of the events of the work to the heroic past of the people;

b) an artistic depiction of these events on an epic ideal level.

The Uzbek folk epic differs from the epics of the peoples of the world by its multi-layered nature. This indicates that the Uzbek folk epic has gone through long stages of historical development. Each layer of the epic, on the other hand, corresponds to certain stages of the artistic thinking of the people who created it. If the heroic epic appeared as an epic sign of the emergence of the Uzbek people as an independent ethnos on the stage of history, the romantic epics were created as a result of high idealization of the people's life and dreams in a developed feudal society. The Uzbek folk epic has been regularly recorded since the 1920s. Ergash Jumanbulbul oglu, Fozil Yuldosh oglu, Muhammadqul Jomrot oglu Polkan, Islam Nazar oglu, Kholyor Abdukarim oglu, Nurmon Abduvoy are involved in such cases. son, Mardonaqul bakhshi, Abdullah bakhshi and many other famous bakhshis are of great service. If the plot of romantic epics is analyzed from the point of view of the source, the following two cases can be observed. The first case is romantic epics sung on the basis of pure oral tradition. These include epics from the "Gorogly" and "Rustamkhan" series. This series of epics also contains mythological and fairy-tale epics. Although these motifs are to some extent involved in the development of the plot of the epic, but in general the plot of the epic is characterized by the specificity of the pure epic. These include epics from the "Gorogly" and "Rustamkhan" series. This series of epics also contains mythological and fairy-tale epics. Although these motifs are to some extent involved in the development of the plot of the epic, but in general the plot of the epic is characterized by the specificity of the pure epic. These include epics from the "Gorogly" and "Rustamkhan" series. This series of epics also contains mythological and fairy-tale epics. Although these motifs are to some extent involved in the development of the plot of the epic, but in general the plot of the epic is characterized by the specificity of the pure epic.

The second case is romantic epics based solely on the plot of the fairy tale. These include such epics as "Sweet and Sugar", "Orzigul", "Tahir and Zuhra", "Zevarkhan". Uzbek folk romantic epics appeared as great epic works, expressing the lofty ideals of our ancestors living in the conditions of medieval feudal society about a free and prosperous country, peaceful and prosperous life, loyal love and lasting friendship, courage and bravery. The higher ideal is always higher than real life. Therefore, the plot of romantic epics is never interpreted in connection with a specific historical event or the name of a person. They are interpreted in connection with the activities of the ideal events, images. It is from this that the leading feature of romantic epics stands out. Most of the romantic epics are based on the plot of folk tales. For example, epics such as "Khurshidoy", "Zevarkhan", "Tohir and Zuhra" are a good example of this. The process of enriching romantic epics at the expense of the plot of folk tales is still going on. From the above it is clear that the romantic epics went through a period of active development based on the plot of folk tales, myths and legends during the period of rapid development of the folk epic. It was during this period that romantic epics became a defining feature of Uzbek folk epics. romantic epics went through a period of active development based on the plot of folk tales, myths and legends during the period of rapid development of folk epics. It was during this period that romantic epics became a defining feature of Uzbek folk epics. romantic epics went through a period of active development based on the plot of folk tales, myths and legends during the period of rapid development of folk epics. It was during this period that romantic epics became a defining feature of Uzbek folk epics.

The plot of Uzbek folk romantic epics also consists of motives, the peculiarity of the plot of this type of epics is, first of all, in the application of the law of artistic conditionality in the interaction of motives of action or speech motives. Such conditionality, in essence, has the same typological character as the artistic conditionality contained in folk legends and fairy tales. For example, Sultan Khan, the king of the Aktash country, was childless, and his wife, Hurayim, who had been taken from an ordinary working-class family, became pregnant. At this time, Sultan Khan marched to the residence of Hurayim. My sister gave birth to a son. He will be called Rustam. Hurayim will rule the country with justice for fourteen years. This is when Sultankhan's older wives send a slanderous letter with the help of a maston old woman. Enraged by this news, the Sultan ordered Hurayim to be hanged. This is where the story begins. If a slanderous letter had not been sent, if the king had not sentenced his wife to death, the story would not have taken place. It turns out that for the dynamics of the plot of the epic, the participation of "slander" and the death of an innocent person is necessary. From the above considerations, we conclude that the plot movement in romantic epics occurs only through the laws of artistic conditionality peculiar to fairy tales. To do this, it must be the opposite of the condition set at the beginning of the work. For example, in the epic "Orzigul" instead of the birth of a boy, a girl is born, a girl is replaced by a boy. Or slander, if the condition is met correctly, due to provocative interference, the course of events had to continue in a different direction. These examples show that the plot of romantic epics, the plot, development and solution are in the nature of the plot of folk tales. This suggests that in the emergence of romantic epics, folk narrators relied on the aesthetic principles of the fairy tale genre in their reflection of reality within the epic ideal.

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EMERGENT TRANSITION FROM FACE-TO-FACE TO ONLINE LEARNING

Abstract: Many universities have been forced to transit from face-to-face to online learning (e-learning) as a result of the coronavirus pandemic (COVID-19). Various challenges hinder disadvantaged students from realizing the full potential of e-learning. This study draws on a two-year postdoctoral qualitative research project conducted at university to explore students' experiences of the transition from face-to-face to e-learning. Twenty-six students completing a curriculum studies program were purposively and conveniently sampled to generate data using reflective activity, Zoom group meetings and a What's App one-on-one semi-structured interview. Findings articulate the digital divide as a hindrance to students realizing the full potential of e-learning, yet lecturers still want students to submit assessment tasks and engage with course activities on the Moodle learning management system.

Keywords: face-to-face to online learning, full potential of e-learning, one-on-one semi-structured interview, to realize e-learning.

Since the beginning of higher education, from the time of colonization to the era of decolonization, almost all universities have been dependent on face-to-face learning (Cuban, 1986; Mgqwashu', 2017). Jansen (2004) argues that face-to-face learning is believed be traditional and excludes students' experiences, because it occurs in the presence of a lecturer depositing knowledge for students in a demarcated classroom, using traditional methods (lecturer-centered) and traditional resources like textbooks, chats, chalkboards and others. However, these demarcated physical classrooms are not accessible in the case of challenges ranging from student protests to pandemic outbreaks. Face-to-face learning provides real-time contact with resources and others, takes place within a specified contact time, and provides prompt feedback to students (Black and Wiliam, 2006; Waghid, 2018). That said, e-learning is education that takes place over the Internet is alternatively called online learning, and it is an umbrella term for any learning that takes place across distance and not in a face-to-face platform (Anderson, 2016; Mpungose, 2020a). Furthermore, Choudhury and Pattnaik (2020) affirm that, e-learning definition evolves with the evolution of Web from Web. Thus, "the world was introduced to Internet-based learning with Web 0, which was a read-only site. This suggests that students have freedom to access course information/content anytime and anywhere, irrespective of challenges such as the pandemic outbreak—provided they have access to hardware and software resources.

Nevertheless, there are compelling conditions that can make students choose online over face-to-face learning; this may include violent student protest, pandemic diseases like COVID-19 in the context of this study, and others. According the World Health Organization-WHO (2020), COVID-19 is a new strain of viruses discovered in 2019, which cause illnesses ranging from the common cold to more severe diseases that can lead to death. They are transmitted between animals and people. Common symptoms of infection include respiratory symptoms, fever, cough, and shortness of breath. As at 31 March 2020, statistics stay at 33 106 deaths globally and in Africa is currently 60 deaths. In other words, this pandemic poses a threat to the face-to-face learning context globally, including in our country.

In addition, the digital divide—the gap between those who have and do not have access to computers and the Internet—seems to be a huge factor limiting the feasibility of e-learning in university context (Van Deursen and van Dijk, 2019; Warschauer, 2002). These latter studies further assert that issues such as socio-economic factors, race, social class, gender, age, geographical area and educational background determine the level of the digital divide in a university context. Research shows that various programmes and policies have been developed and implemented to remedy this challenge; hence, universities provide students with free laptops and Wi-Fi (wireless network commonly allows technological devices to interface with internet) access inside the university and residences (Rodrigues et al., 2019; Schofield, 2007). The rapidly evolving technological landscape in the 21st century has meant that university lecturers "have been forced to adapt their teaching approaches without a clear roadmap for attending to students' various needs" (Kop and Hill, 2008, p. 2). As a result, connectives is the promising initial lens through which to conceptualize learning in this digital age, because of its varying attributes from face-to-face to e-learning. Thus, Siemens and Downes (2009) see learning as the process of crossing boundaries by creating connections or relationships between human and non-human nodes through the setting of an interconnected network. Connectives learning draws much from available Internet and technological resources to make an effective network that will maximize learning. As a result, connectivity seeks university lecturers to consider the possibilities of Internet access and other technological resources for effective learning, so that each individual student may gather and share information irrespective of challenges (the digital divide) faced (Bell, 2011; Kop and Hill, 2008). In other words, for effective e-learning to occur even if students are at home, access to the Internet and technological resources should be made available so that they may make connections amongst themselves and the lecturers, irrespective of hindrances faced. Review of research done by Damşa et al. (2015) on quality in Norwegian Higher Education, outlines dichotomous aspect of F2F learning and e-learning. Consequently, in the past two decades universities have begun to integrate modern physical resources into the curriculum for effective learning (Khoza, 2019a; Mpungose', 2019a). This suggests that students should be provided with relevant technological devices, which may include but are not limited to netbooks, iPods, webcams, laptops and desktop computers, mobile phones and others. These kinds of new technology have made life easier for students, because they would find notes and all course information stored electronically and easily accessible (Amory, 2010; Waghid, 2018). Moreover, a recent review conducted by Manca (2020) on the integration of social media sites into learning, revealed that both Twitter and Facebook are the most used social media sites in higher education, compared to Instagram, WhatsApp, Pinterest, Snapchat and others. In addition, social media sites content is easily accessible because it is compatible with both computers and mobile devices, and this makes life easier for students (Clement, 2020; Dlamini and Nkambule, 2019).

However, I sought to use an inductive process to recapture the remaining codes, which were not deductively analyzed during the prior analysis, to form categories. After using these processes as a guide, categories were focused and sharpened to form three themes, as indicated in the findings section Two research questions were unpacked, namely: what are students' experiences of the transition from face-to-face to e-learning and why their experiences are in particular ways when learning online. The first question gave answers to the first objective of the study, which is to understand students' experiences of the transition from face-to-face to e-learning, and the second question addresses the second study's objective, which is to find reasons that informs students' experiences. This is elaborated in findings and discussion section in order to propose alternatives that can assist or allow students, particularly disadvantaged students, to realize or enjoy benefits of e-learning. Similarly, Student 17 said, "This shutdown will affect me because I am staying in remote areas away from campus and do not have funds to access Wi-Fi hotspot spaces like community libraries … and there are no funds provided for to support us…" While the shutdown demands all lectures to be online and universities are also demanded to put measures in place for effective e-learning, but failure to provide all necessary resources to students can bring more frustration in the process. Evidently, Student 11 shared the same sentiment with other international students "I will be suffering to find the transport to go and come back from home … Shutting down face-to-face lectures causes chaos since I do not have necessary equipment for learning".

Most students did not have laptops, even though these were provided free of charge by the university (many had been sold for personal benefit). They preferred to use mobile phones with free network data bandwidth for communicating amongst themselves. In other words, the use of modern physical resources provides an easy way to ensure e-learning, because it provides access to recorded lectures and electronic resources like videos, but it needs good planning (Keengwe et al., 2008; Mpungose', 2019a). In other words, the use (ideological resources) of any available physical resources is not a problem to students (digital natives) in a digital age—the problem is the affordability and availability of those physical resources for e-learning. In addition, free monthly Wi-Fi data bandwidth should be provided to students so that they may access e-learning, since this seems to be the main challenge to achieving e-learning in the Asian context. It is also imperative that university-wide teaching and learning pedagogy, instructional designers and e-learning policy consider the potential benefits and challenges when encouraging the use of e-learning. Within the Asian context, there is a critical need for increased investment in upgrading resources, both in universities and at community level, because of the digital divide. While there is still a need for further research, this article emphasizes the both practical and theoretical alternative pathways that can be used to enable university students to realize the full potential of e-learning.

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DIAGNOSTICS AND TREATMENT OF ACUTE INTESTINAL INFECTIONS CHILDREN

Resume: Clinical and laboratory analysis of acute intestinal infections was carried out in 67 children from 0 to 3 months of age, hospitalized in the infectious intestinal department of the AOIB in Andijan. Clinical features of the course of some etiological forms of infectious diarrhea in children in the first months of life were revealed.

Key words: diarrhea, childhood growth, intestinal infection.

Introduction. Acute intestinal infections (AII) in terms of incidence and severity of clinical manifestations in children are one of the most urgent problems of practical public health. In children of early age, OCs often occur with syndromes of toxicosis and excision, which is a particular problem in connection with the emergence of conditions that threaten the life of the child. According to the WHO, about 1 billion cases of AII are registered annually in the world, of which about 5 million result in deaths [2]. According to the literary sources of recent years of foreign [3] and domestic [2] researchers, viruses are the first most important cause of OCD in children of early age with the leading role of rotaviruses. While the features of the course of viral diarrhea in children of the first months of life are not fully covered, the study of the clinical features of the most commonly occurring AIIs in these patients was considered relevant.

Purpose of the study. To study modern methods of studying intestinal infections in children before the first year of life.

Materials and methods of research. We examined 67 sick children aged 0 to 3 months hospitalized in the infectious-intestinal department of the ARChH of the city of Andijan.

The etiological diagnosis of OCD in the examined children was established in the laboratory of the clinical hospital by traditional methods of bacteriological studies of feces for pathogenic, conditionally pathogenic flora, ELISA for the detection of rotavirus antigen in feces and parallel testing of PCR stool samples for viruses and enteropathogenic microorganisms.

Results and its discussion. The use of the most informative method of PCR diagnostics of feces has determined the significant role of rotaviruses in AII in children of the first months of life, both in the form of mono- and mixed infections.

Pathogens AII in children in the first months of life were often viruses. The prevailing role of rotaviruses in the etiology of AII was noted, including in mixed forms. As a monoinfection in the examined patients, rotavirus diarrhea was more common (32.8%) than rotavirus diarrhea (7.5%), and bacterial (25.4%) AII.

Using the PCR method for the diagnosis of faeces, the children tested by us also found a significantly high incidence of rotavirus in mixed virus-viral and viral-bacterial infectious diarrhea (p <0.05).

Carried out etiological interpretation of AII in children of the first three months of life allowed to assess the clinical features of the course of infectious diarrhea in this age group.

There were no significant differences in the sex composition of the children surveyed. Breastfeeding groups were mostly children with viral diarrhea, while in viral-bacterial AII, nutrition was artificial in 62.5% of patients.

Assessing in the observation groups in children the manifestation of AII, we note a number of differences. In all etiological groups of AII, in addition to norovirus infection, the onset of the disease in children of the first three months of life was both acute and gradual. With rotavirus, including its combined form of viral-bacterial and bacterial AII in the first day of the disease, an increase in body temperature and the appearance of liquid rapidity stool were noted at 75.0, respectively; 68.8 and 73.5% of children. Vomiting in these patients joined the next day or was absent. Children with viral-and-viral AII became ill with the appearance of vomiting and diarrhea, the latter gradually prevailing in the dynamics of the disease, but they did not notice a rise in body temperature in these patients. Acute illness developed in children of the first three months of life with norovirus infection than rotavirus. In patients with norovirus infection and fever, and vomiting, and a change in frequency, the consistency of the stool appeared on the first day of the disease.

In the examined children in the clinic of the disease, such supporting symptoms of AII as fever, vomiting and loose stools in the frequency of occurrence in each etiologic group and their duration were different (Table 3).

In children with rotavirus infection, the body temperature did not rise above the low-grade digits, but the duration of the reaction was the longest and amounted to 2.95 ± 0.47 days. In the group of children with norovirus infection, body temperature often increased to febrile numbers, but with a shorter duration of fever (2.0 ± 0.95 days). Intoxication in patients of all observed groups was manifested by a decrease in appetite and lethargy. This syndrome was less often observed in children with rotavirus infection than in patients with acute intestinal infections, the cause of which was enteropathogenic bacteria (in 52.9%) or their combination with viruses.

With rotavirus infection, vomiting was found in only 22.7% of those surveyed, and with norovirus infection, this symptom was observed in 60% of children. The dependence of the frequency of emesis on the etiological group of subjects was reliably noted (p <0.05).

Thus, in patients with rotavirus, norovirus and viral-bacterial intestinal infection, in the clinic of diseases of which vomiting was recorded, the symptom was noted for its abundance and repetition up to 3-4 times a day. In 15% of patients with mixed viral infection, vomiting was repeated multiple times (6 or more times). In the group of children with bacterial intestinal infections, the frequency of vomiting did not exceed 2 times a day and was uninvested. The duration of vomiting was highest in children with norovirus infection 1,2 ± 0,49 days compared with the same index for rotavirus AII (0.41 ± 0.18 days).

According to the literature data [1-3], viral intestinal infections are characterized by watery diarrhea. According to our results, typical for viruses, osmolar diarrhea in children of the first three months of life was found in each etiological group of AII in a small percentage of cases. With rotavirus and combined viral-viral diarrhea, the share of watery stools was only 18.2 and 14.3%, which is higher than in other compared groups.

The stools of the children of these groups were often of a different consistency: liquid feces, undigested, with a moistening zone on the diaper and an admixture of mucus, sometimes greens. Multiplicity of stool in 59% of patients with rotavirus infection and in 43% of patients with viral-diarrhea exceeded 10 times a day. In the group of patients with norovirus infection, watery diarrhea was not recorded, liquid stool was observed more than 10 times a day in only 1 child.

The dependence of the toxicity of the digestive tract in the examined children on the types of pathogens of the AII and their combination ($p < 0.05$) was revealed. According to clinical data, taking into account the results of the coprological examination, the disease manifested itself in the gastroenteritis variant in 36.4% of the examined patients with rotavirus infection and in 42.9% of the combined viral-viral AII.

The gastroenterocolitis variant of rotavirus infection was noted in 45.5% of cases. In children with norovirus infection, the gastroentero-coli clinical form of the disease was predominantly recorded, while in gastric ulcer infections, gastroenterocolitis was not observed as often, but in 17.7% of cases. Bacterial and combined viral-bacterial diarrhea in 41.2 and 43.8% of children, respectively, occurred in the form of enterocolitis.

With rotavirus gastroenteritis in children, signs of secondary lactase deficiency developed quite often (in 45.5%). This secondary syndrome of malabsorption was noted in 58.8% of children with bacterial AII.

In the patients examined, meteorism was frequently observed, which was manifested by rumbling along the bowel and bloating. The duration of this clinical symptom in children with combined viral-viral diarrhea is greatest, the average value was 6.0 ± 0.65 days, while in patients with rotavirus diarrhea the duration of flatulence was no more than 3.95 ± 0.47 days, with norovirus - 4.0 ± 1.05 days, and for bacterial intestinal infection - no more than 3.59 ± 0.49 days.

Catarrhal phenomena from the upper respiratory tract, such as hyperemia of the throat, uninvolved mucous discharge from the nose, preceded by diarrhea, were registered in 41% of children with rotavirus infection. In the compared the catarrhal syndrome was more often observed in children with norovirus infection and with the greatest duration.

Against the background of an increase in stool size, vomiting, regurgitation and intoxication, the development of dehydration syndrome was noted with rotavirus infection in 18% of cases, which is somewhat less frequent than with noroviral AII. In groups of children with viral diarrhea, unlike AII caused by bacterial pathogens, an exacerosis of the second degree was diagnosed twice as often.

Estimation of the severity of intestinal infection in the acute period in children aged 0 to 3 months was carried out taking into account the severity and duration of general infectious, local symptoms of the disease, the presence and severity of the syndrome of exsicosis. There was no dependence of the frequency of registration of severe forms of AII in children of the first months of life from the etiologic structure of pathogens.

Conclusions. In children of the first three months of life, the viruses predominate in the etiological structure of acute intestinal infections, with the leading role being played by rotaviruses.

For rotavirus infection and its assAIIated viral-bacterial variant is characterized by a gradual onset of the disease with a rise in body temperature to subfebrile digits and the appearance of a liquid stool with an admixture of water, mucus, sometimes greens. Catarrhal syndrome with rotavirus diarrhea in children of the first months of life is found in less than half of patients, not often in the clinic of the disease there is vomiting, which during the day is repeated.

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CHARACTERISTICS AND PROSPECTS OF DEVELOPMENT OF ELECTRONIC TRADE IN THE AGE OF DIGITAL ECONOMY

Abstract: Consistent measures are being taken to develop the digital economy in Uzbekistan, and e-commerce systems are gradually being introduced in government agencies and other organizations for the exchange of electronic documents and services for individuals and legal entities. swelling. One of the most sought after items in e-commerce is the sale of information products that are compatible with these services. We believe that the further development of e-commerce in the digital economy will contribute to the development of our country in the field of e-business.

Key words: B2B; electronic commerce; UNCITRAL

In order to further develop science in our country, to bring up our youth with deep knowledge, high spirituality and culture, to continue the work we have begun to form a competitive economy and to raise it to a new, modern level, 2020 - Science, Enlightenment and The Year of Digital Economy. In order to achieve development, we need to acquire digital knowledge and modern information technologies. This allows you to take the shortest path possible. After all, today in the world, information technology is penetrating deep into all areas. Recently, consistent measures have been taken to develop the digital economy, and e-commerce systems for the exchange of electronic documents and services for individuals and legal entities have been gradually introduced in government agencies and other organizations.

The word "digitization" is actually a new term that refers to the involvement of IT solutions in the process of innovative management and office work, resulting in the use of information technology in all systems, from the Internet to e-government. .

The main source of the digital segment of the economy is the growth of the e-commerce sector. In developed countries, this figure is more than 70% of GDP, and includes public administration, consulting and information services, finance, wholesale and retail trade, as well as services (communal, personal and social). The higher the diversification and dynamics of the economy, the greater the unique information flow inside and outside the country, and the more significant the information traffic within national economies. As a result, the digital economy is growing rapidly in markets with large numbers of participants and IT services.

In particular, it creates endless conveniences for industries that are actively working with the Internet, such as transport, trade, logistics and so on. According to some researchers, the share of the electronic segment in them is close to 10% of GDP, providing employment for 4% of the population (1). Most importantly, these figures are growing steadily. Clearly, the effectiveness of the digital economy is affected not only by the coverage of information technology and the availability of infrastructure, but also by standard economic criteria such as the business environment, human capital and successful management tools. Consequently, economic development is based on them, which means that these criteria continue to play an important role in the development of the digital economy.

As for the advantages of the digital economy, modern technologies and platforms have helped businesses and individuals reduce costs by minimizing personal contact with customers, partners, and government agencies, as well as making interaction faster and easier. The result is a network-based, digital or electronic economy.

The main stages in the development of e-commerce in the digital economy are:

• implementation of the concepts of e-government and digital city through the integration of information and public administration and municipal services;

• mass production of new technological generation (such as unmanned vehicles, etc.);

• Implement ideas for building "smart" and environmentally friendly homes using unique decorative and building materials;

• Promoting alternative forms of employment through outsourcing, self-employment, etc .;

• includes the stages of creating professional networks that serve to search for freelancers to perform specific tasks.

Digital technology is dramatically changing more than 50 percent of the economy. This view is based on the fact that information technology and digital platforms can dramatically change business models, eliminating their efficiency intermediaries and optimizing processes.

The World Bank estimates that a 10 percent increase in high-speed Internet users could increase annual GDP from 0.4 percent to 1.4 percent. The growth of the digital economy's share of the country's GDP by about 20 percent a year is also seen as an important indicator.

In 2010, the Boston Consulting Group estimated the digitalization scale at $ 2.3 trillion (4.1 percent of GDP) for a group of 20 countries. If this trend continues, in 10-15 years the share of such an economy in world GDP will approach 30-40 percent.

In developing economies, the IT sector employs about 1% of the population, creating relatively few jobs compared to others. However, the rise of IT will create jobs in other areas where new technologies are being adopted.

What are the results of the development of e-commerce for our society:

First, the development of e-commerce will have a positive impact on the structure of the labor market in Uzbekistan. The industrialization of high information technology will create thousands of new jobs.

Second, the simultaneous stabilization of the Uzbek economy, increased competitiveness of goods and services and the development of e-commerce will increase our export potential.

Third, e-commerce will improve the living standards of the population and develop areas such as marketing and management.

Looking back at the history of e-commerce, on January 30, 1997, the UN General Assembly adopted the Law on Electronic Commerce, drafted by the UN Commission on International Trade Law. This law was supplemented by Article 5b, adopted by the Commission at its thirty-first session in 1998, which referred to paragraph 2 of General Assembly Resolution 51/162 of 16 December 1996, in which the Assembly referred to all States. it is recommended that appropriate consideration be given when adopting or revising its own laws.

This was the first step in the development of international law in the field of e-commerce regulation. This document is of an advisory nature and is intended primarily for use by States as a basis for the development of national legislation. This international document has created a legal basis for activities in the field of e-commerce, has led to the emergence of key concepts such as electronic document, electronic document management, electronic signature, electronic document author, information system. He recognized the legal force of the documents and defined the conditions for the electronic form electronic signature as a means of confirming the authenticity and integrity of the electronic document in the preparation and adoption of a model law on e-commerce. The United Nations Commission on International Trade Law (UNCITRAL) believes that the model law will serve as an effective tool for states to update their laws, provided that they are submitted to the executive and parliaments. (2)

Legal basis for regulating e-commerce In fact, the Internet does not apply to public relations. Technically, the Internet is a set of networked computers used to store and transmit information. However, legal relationships can arise in the process of using the Internet. The peculiarity of such legal relations is that they are mainly extritritorial in nature. It would be ineffective for the state to unilaterally apply the legal norms governing such relations without taking into account the experience of international practice and the legislation of other countries.

Currently, e-commerce is one of the key factors in economic growth and international trade growth in the B2B marketing market. In CIS countries, the compound “b2b” appeared relatively recently - not before 2000 and means “from business to business”. The B2B market is the b2b market, a market sector in which these enterprises cooperate in the production process and in the purchase of goods or services. Here sales are done en masse at the enterprise level. Interactions with the mass consumer are not allowed. Entities in the B2b market are those who interact with business leaders, b2b marketing professionals, and commercial directors of other businesses.

The e-commerce economic B2B model includes (3):

• Activities of suppliers of services, means of production, as well as goods for the production of other goods (consumables, spare parts for equipment, raw materials and goods for further processing) to manufacturing enterprises.

• B2B e-commerce (e-commerce) - the activity of selling goods or services between companies using the method of trading via the Internet. (e-commerce systems, online management and administration systems, e-commerce systems are understood by B2B tools).

• Transfer of business to Integrator companies - supply and purchase of various goods and services from suppliers and the formation of offers to consumers, creating them for specific needs and added value for the end consumer (based on the supplied portfolio solutions) supply of any goods and services for companies, complex solutions).)

• B2B cleaning - supply of materials for companies engaged in cleaning services

• B2B catering - the supply of alcohol and other products to companies that provide outdoor catering services and event management services.

In short, the rapid penetration of the Internet into all spheres of our society today is having a profound effect on the spheres that depend on it. One such area is e-business. The faster our country enters the field of e-business, the faster it will enter the world market.

For the normal functioning and development of e-commerce in our country, it is proposed to introduce a normative definition of the mechanism of transactions using the Internet and the legalization of appropriate methods of mutual settlements.

To do this, you need to create the following legal issues:

1) recognition of legal force in electronic format for the performed operations;

2) determination of the procedure for making electronic payments;

3) creation of normative conditions for electronic document circulation: electronic document with authenticity and authenticity using electronic digital signature means;

4) establishment of a legal regime for posting information on the Internet;

5) addressing information security issues, determining the order of use of crypto protection.

The implementation of such work is primarily the responsibility of programmers. First and foremost, programmers have the task of informing businesses about the industry and explaining how profitable it can be. One of the most sought after items in e-commerce is the sale of information products that are compatible with these services. We believe that the further development of e-commerce in the digital economy will contribute to the development of our country in the field of e-business.

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УДК 330

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INVESTMENT AS A MEANS OF DEVELOPMENT AND STRENGTHENING OF ENTERPRISE PRODUCTION CAPACITY

Annotation: This article highlights the role and importance of investment as a tool to develop and strengthen the production capacity of the enterprise.

Keywords: Investment, innovation, industry, competitiveness, entrepreneurship, real investment, financial investment

Given that today almost every specialist and business entity understands that the future development of Uzbekistan and the world economy depends mainly on investment, today the wider attraction of investments in the economy of the republic, in particular, foreign investments in their country. It is not difficult to understand that it has become an important basis for the transfer.

We will achieve rapid development of our economy only through the active attraction of investments, the launch of new production facilities. Our esteemed President Sh. As M. Mirziyoyev noted: “We have achieved significant results in 2019 - the Year of Active Investment and Social Development. Along with the positive results in all areas, the volume of investments has increased significantly. In particular, foreign direct investment amounted to $ 4.2 billion, an increase of $ 3.1 billion or 3.7 times compared to 2018 - I want to draw your attention to this figure. The share of investments in GDP reached 37% "[20]

If we do not start solving these tasks from today, if we do not mobilize all our forces and capabilities in this direction, it will be difficult to achieve the desired goal. Investment is one of the most important factors in modernizing and diversifying the economy, ensuring its rapid development and competitiveness, and further enhancing the country's position and prestige in the world community.

That is why today every country pays great attention to ensuring the stability of its economy, the wide use of innovation opportunities in improving the welfare of the population. The implementation of innovation projects is directly related to investment. This will attract investment to the economy. Therefore, the country pays great attention to ensuring the effective participation of investments in the implementation of innovation policy, as a result of which the volume of investments in the national economy, the number of projects based on modern and advanced technologies, as well as , ensuring high GDP growth at high rates. In a short period of time, Uzbekistan has made significant progress in implementing investment funds.

[20] O’zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyev 2020 yil 24 yanvar kuni Oliy Majlisning Senati va Qonunchilik palatasiga murojaatnomasi 2020 yil 25 yanvar // Xalq so’zi.

How crucial it is to attract foreign investment to boost the country's economy, build and reconstruct new enterprises equipped with modern machinery and technology. This will, first of all, provide an opportunity to address the most important social problems, such as employment, increase in wages and incomes.

Structural changes in the economy require a new approach to investment. This approach is based on the following rules:

- intensification of the investment process, directing investment resources to priority areas of economic development;
- Full involvement of enterprises, organizations, public funds in the investment process and its use in solving socio-economic problems of the republic;
- Creating a favorable investment climate for the inflow of foreign capital.

The development of investment activities requires a scientific analysis of various factors. This analysis allows you to choose the most appropriate method of funding and determine the investment policy that suits each region in the future. In order to achieve economic growth, it is important not only to increase the volume of investment, but also to choose the right direction and structure. In order to invest, it is necessary to choose the types of production and enterprises that can quickly pay for themselves and provide high economic and technological efficiency.

In a mature society with developed market relations, investment activities are carried out in the following areas:

- by citizens, non-state enterprises, business associations, collective and partnership farms and organizations, non-governmental enterprises and institutions established on the basis of collective ownership;
- by administrative and management divisions, organizations and state enterprises and institutions of the state;
- Foreign citizens, private firms, associations, companies and legal entities, as well as other foreign countries and international financial institutions
- Due to the privatization of state property, it is carried out at the expense of sources across the country, through the funds of various property owners, the share of newly established funds, foreign investment. Of course, the investment policy of each country plays a decisive role in this regard.

The stability of the country's economy, the conversion of the national currency, the development of foreign economic relations, the satisfaction of the needs of the population through production, etc. play an important role in the organization of investment sources.

Since the years of independence, our country has been on the path of transition to a market economy. Investment policy is very important in this direction. Because investments stimulate structural changes in the economy, technical and technological innovations, the implementation of reconstruction of enterprises, increase the country's export and import potential. In this regard, the Government of Uzbekistan is pursuing its structural investment policy. Structural investment policies are made up of interconnected, regional, sectoral, and enterprise investment policies. Territorial investment policy is a set of measures taken in the region, which allows you to effectively use the investment, taking into account the interests of the population, the region and the investor. Sectoral investment policy is the development of the country's economy, the export of industrial products, the development of import-substituting production, investment support for scientific and technological progress. The state structural investment policy pursues the following tasks in order to create and develop new industries, to ensure a high level of demand for consumer goods and jobs in a short period of time:

- gradual elimination of obsolete productions;
- support of local productions;
- Ensuring and strengthening the environmental and economic security of the country;
- harmonize the development of efficient, competitive industries, market infrastructure, services and intellectual activities;
- increase employment and economic activity of the population, etc.

To date, the country has a favorable investment climate. Great practical work is being done by our government in this regard.

On June 21, 2018, a video conference chaired by the President of the Republic of Uzbekistan Shavkat Mirziyoyev was held to analyze the status of implementation of investment projects in the sectors and regions, the results of attracting and developing foreign direct investment. was held. Some issues were clarified at the meeting:

As a result of the improvement of the investment climate in our country, direct investments are actively flowing into sectors of the economy and regions. In particular, in the first five months of 2018, 776 new joint ventures and foreign companies were registered. This is 496 more than in the same period last year. It is also planned to implement 377 regional and 148 sectoral projects with foreign investment this year. The head of state stressed the importance of facilitating the implementation of projects. The President of the Republic of Uzbekistan Islam Karimov signed a decree on June 20, 2018 on “Acceleration of investment and infrastructure projects. The resolution "On additional measures for its implementation" is aimed at this goal. According to the decree, from now on no fees will be charged for the examination of pre-project and project documents for infrastructure projects, which will be implemented on the basis of decisions of the President and the Cabinet of Ministers. In addition, the requirement to prepare financial and economic reports on projects financed by loans from international financial institutions or single-stage projects has been abolished. Any delay in the implementation of investment and infrastructure projects included in the list of approved for the current year It was noted that the project needs to be accelerated. Specific tasks have been set to finance the construction of affordable housing, drinking water and other social facilities in rural and urban areas, as well as their timely commissioning.

The involvement of tangible and intangible benefits and rights to them in economic and other activities in the form of investment, in my opinion, in the manufacturing and non-manufacturing sectors, indicates the use of assets created in return for investment. Whichever country pursues an active investment policy has achieved sustainable growth of its economy.

Investments are made in different forms and are grouped based on their specific characteristics for analysis, planning

Investors make capital investments with their own funds or borrowed funds. Legal entities and individuals, or their associations, government agencies and foreign legal entities and individuals can be investors.

With this in mind, I would like to make the following suggestions:

- Further improvement of the investment climate in our country:
- privatization, modernization of production;
- technical re-equipment and reconstruction;
- Wide attraction of foreign direct foreign investment in the implementation of programs to create new jobs in the regions of the country with overwork, etc.

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PROSPECTS FOR THE DEVELOPMENT OF SOLAR STREET LIGHTS

Annotation: Solar street lights have the advantages of energy saving, environmental protection, safety, non-electrical, easy installation and automatic control. Clean energy has been developed as a long-term strategy in the world, so the demand for solar panels in the future is huge. Nowadays, more and more people are aware of sunny street lights because they can often be seen on the outside streets. Solar street lights are installed even in rural areas. Therefore, solar street lights are inevitable for the construction of urban and rural lighting. Solar street lights are becoming a new development trend and leading the new development of the lighting industry.

Introduction: A hundred years ago, the use of electric lights was still a luxury. Today, we consider the use of electric lights to be the norm, but at that time only the rich could afford it. After the 19th century, most households used candle or oil lamps, but as industrialization deepened, people needed better and more powerful light sources to light their workshops, so steam lamps became increasingly popular. Although it emits some unpleasant odors and is often at risk of fire and explosion, it will soon be used to illuminate streets, city squares and theaters. got rid of the traditional street lights and replaced them with solar street lights. As a new green energy product, solar street lights have many advantages such as simple installation, environmental protection and energy saving and so on. The history of the development of street lights is a history of entrepreneurship striving for light. Street lights appeared in the 15th century. The purpose of the street lights was to illuminate London’s dark nights in the winter. The London market has ordered the suspension of street lights outdoors. In 1417, the mayor of London ordered all families to hang street lights outside at night in the winter. Although the lighting is dim, this is the first step to connecting the lights to the street. These are our first kerosene street lights. (Figure 1)

Our kerosene street lights: (Figure 1)

The invention of the generator opened up new prospects for the future. People have finally learned how to convert electricity into light energy. The advent of electric lights has also contributed to the all-round and widespread use of electricity.

The arc lamp was first widely used in 1843. At that time, every spring generator needed a generator, so the cost was relatively high. After the invention of the differential arc lamp, street lights gradually gained popularity in cities.Differential arc lamp was first applied to the street of the Kaiser Gallery in Berlin, later it became Linden Road, which started to illuminate the arc lights in Germany. Soon, railway stations, commercial establishments, factories, and seaports also began to use arc lamps. In 1888, Berlin's famous "Linden Quote Street" was also illuminated by 108 electric lights. Because the arc lamp was so large and bright, it was unsuitable for home use, so many inventors used incandescent lamps to make it easier to control themselves. incandescent lamps. There is no air in an incandescent lamp and it emits light as current flows through the filament. The first incandescent lamp that could be used was created in 1854 by a German expat in New York, but it was not promoted. Incandescent lamps were widely introduced to the market only after Thomas Alva Edison used carbonized bamboo fibers to make yarn. At the Paris Exhibition in 1881, the Ediso 39 lighting system caused a great deal of controversy. With the development of time, city roads became interconnected and If street lights are installed on both sides of the road, it can affect the standing of telephone poles and the beauty of the city. lib comes. That’s why Beijing was the first to start using high-rise street lights.

With the advent of the 21st century, people began to pay attention to global environmental problems, and the production of eco-friendly and energy-saving products was relevant, so new light sources were born. LED is one of them. Its longevity, energy saving and sustainable advantages have led to its widespread use in the street lighting industry. The application, in addition to generating solar energy, street lights can generate electricity directly from natural light sources, as well as in combination with new light sources such as LED, it is more powerful .In terms of street lighting development, the street lights currently in use are brighter, more beautiful and more environmentally friendly. It is inseparable from the wisdom and skin of the former. I think that in the future, street lights will also take a new step and develop towards common sense. We, NOMO, are able to produce as high quality sunlight as possible.

Conclusions and Recommendations: Solar street lights have the advantages of energy saving, environmental protection, safety, non-electrical, easy installation and automatic control. The main types of solar street lights are: solar garden lights, solar street lights, solar lawn lights, solar landscape lights, and solar signal lights.

As land resources dwindle, basic energy prices are rising, there is a risk of security and pollution in various places, international traditional energy prices continue to rise, domestic energy supply is tight and energy replacement is the most important part of the national energy strategy. security has risen to a higher level. As an infinitely renewable energy source, it is a common trend for the city to produce and gradually replace traditional energy sources for daily life. Solar lighting should emerge as a popularization of solar water heaters. Now it has become one of the most important ways to use solar energy and is attracting more and more attention from the energy and lighting industry.

(Figure 2)

Solar street lights use solar energy as energy, use battery panels to charge solar energy during the day, and to charge a light source at night. Safe, energy-saving and pollution-free, energy-saving and maintenance-intensive, promising, green and environmental protection, whether it is a small courtyard, a noble residence, or a farm, construction playgrounds, villas, gardens, roads and farms all have broad market prospects.

Therefore, the development of solar street lights is optimistic, and the market prospects are very broad. And it is getting better and better with the development of the times. The growth potential of solar street lights is endless.

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THE ROLE OF THE PEDAGOGICAL SYSTEM AND PEDAGOGICAL TECHNOLOGIES IN THE TRAINING OF FUTURE PROFESSIONALS

Abstract: This article discusses the role of the pedagogical system and pedagogical technologies in the training of future professionals.

Key words: pedagogy, pedagogical technologies, methods, methodology, personnel

The pedagogical system of the university, being the basis of the educational process of training a specialist at the university, systematically reflects the purpose, content, principles, forms, methods and means of activity of the management, teaching, scientific and administrative staff of the university in organizing and conducting educational, methodological, educational and scientific work, monitoring and assessment of the level of preparedness of students and cadets.

In [5], based on the analysis of pedagogical concepts, the following conclusions were made. First, that the pedagogical system is a target system of education and upbringing, where specific pedagogical tasks are solved. Secondly, the pedagogical system is based on the goal, content, forms, methods and means of activity (organizational, educational, methodological, educational), which determine certain actions of teachers and students to master the methods and means of future professional activity. Thirdly, the pedagogical system is a "system-process" in which the formation of the personality of a future specialist with given qualities is carried out.

The main elements of the pedagogical system are:

teaching staff - management and teaching staff;

students - students and cadets of the university;

the purpose of training a specialist and the requirements for the level of his training;

the content of education, as a certain number of tasks of training, upbringing and development of a future specialist;

principles, forms, methods and means of teaching and educating students and cadets, monitoring and assessing their preparedness.

Let us consider the essence of the main structural elements of the pedagogical system and the principles of their interaction in the process of teaching and educating students.

Educators are the subjects of the system, whose functions include planning, organizing, maintaining, monitoring, evaluating educational, methodological, scientific and educational work and ensuring the educational process. Responsibility, duties and rights of officials of the management and teaching staff are determined by the current legislation of the Russian Federation, orders of the Minister of Defense of the Russian Federation and regulatory documents approved by the head of the university. The level of professionalism of teachers is a decisive condition for the quality and effectiveness of the educational process and, accordingly, the effectiveness of the pedagogical system.

Students are an object of the system. Students, in accordance with professional educational programs within the framework of the pedagogical system, master the knowledge, skills and abilities of future professional activities, acquire and develop the necessary personal qualities. The educational activity of students in the course of the educational process is as close as possible to the conditions of the professional activity of a specialist.

The purpose of training a specialist and the requirements for the level of his preparedness determine the main quantitative and qualitative indicators and criteria in accordance with which the educational process should be organized and by which its results should be assessed. The specified element of the pedagogical system is system-forming and predetermines the content of education, tasks, forms, methods and means of educational, methodological and scientific work of the university, faculty, department and teacher. Clarification by trainers and students of the goal of training a specialist and the requirements for the level of his preparedness makes the educational process focused on specific results, active and intensive, and the educational activity is creative in nature. This allows you to avoid stereotypes and stereotypes in teaching and fully implement the principle of scientific character and perspective in the training of a specialist.

The content of education forms the basis of professional educational programs, in accordance with which the tasks of educational, methodological and scientific work of the university, faculty, department are formed, the logic and interrelationships of academic disciplines are determined, the forms and means of educational activities are selected. At the same time, the content of education for students is determined in accordance with the qualification requirements. The content should be structured in such a way that it reflects the achieved level of science in this field of activity and serves as the basis for the theoretical, practical and psychological preparation of the student for future professional activities.

The principles, forms, methods and means of teaching and educating students, monitoring, assessing their progress and preparedness form a "tool" for training a specialist of a specific profile, specialty (specialization) and qualifications, and in unity with the forms and methods of activity of the management and teaching staff in planning and the organization of the educational process - pedagogical technology.

The result of the functioning of each pedagogical system for training a specialist at a university is the level of knowledge, skills, abilities, and the formation of personality traits of the students.

The level of knowledge, skills and abilities of students should be characterized by a minimum number of indicators, criteria and at the same time meet the requirements of sufficient objectivity. Otherwise, the control and assessment of the results of teaching and upbringing, the educational activities of teachers and students becomes cumbersome, laborious, and most importantly, not understandable for students, which does not allow them to timely regulate the process of self-education.

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USING INTERACTIVE METHODS IN TEACHING GRAMMAR

Annotation: After independence of the Republic of Uzbekistan all spheres of life has been developed swiftly. Teaching grammar methods has also enhanced interests of researches and common people in a great extant. The translation, being one of the most important means of interlingua communication, is indispensable in the process of integration to the world community at all levels. In global life people always have interests to other communities' worldview. The deep penetration to cultural heritage of any country cannot exist without clear understanding of works of literature.

Key words: grammar, level, official level, knowledge of English, classrooms, pedagogy study, students.

English level A1 is the first level of English in the Common European Framework of Reference (CEFR), a definition of different language levels written by the Council of Europe. In everyday speech, this level would be called “beginner”, and indeed, that is the official level descriptor in the CEFR, also used by EF SET. In practice it is possible to be at a pre-A1 level of English. A student who is just beginning to learn English, or who has no prior knowledge of English, is at a pre-A1 level.

An A1 level of English would be sufficient for very simple interactions, for example as a tourist in an English-speaking country. An A1 level would not be sufficient for other academic or professional purposes.

According to the official CEFR guidelines, someone at the A1 level in English:

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

"The task of science is shaping our future directions of tomorrow, the laws of nature, the show the way it is. Science must be the means, by force, driving forward the development of societies."[21]

Formation of the young specialist takes place in university classrooms, and time-consuming process of training based on the methods of teaching effectiveness

[21] Jie, X. (2008) Error theories and second language acquisition [Electronic version]. USChina foreign language, 6 (1).

that ultimately determines the skill level of the future specialist. The fruitfulness of the joint activity of the teacher and the student depends on the correct problem solving:

a) Setting teaching objectives, and the consequent motivation for the student

b) The accomplishment of certain materials' contents

c) The control of knowledge.

Teachers should support their students when they want to resolve everyday problems that refers to learning languages, especially on learning grammar. There are several models of pedagogy study:

1) Passive — student acts as the "object" of study (listening and watching)

2) Active — student acts "subject" of learning (independent work, creative tasks)

3) Interactive — inter (mutual), act (act). The learning process is carried out in a continuous, active cooperation of all students. Students and teachers are equal subjects of study.[22]

Teaching students' grammar rules without giving the students an opportunity to use these rules will not help them use English in real life. Language teachers and language learners in many non-native countries are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

Native English speakers learn grammar rules from hearing and listening from the real situations.[23] In many English classrooms, teachers often set aside a particular time slot that is dedicated to the study of grammar. Such periods often focus on different points of grammar, such as tense, active and passive voice, or reported speech.

Grammar is something that runs through just about every aspect of language. Even the simplest sentences have grammar. Our curriculum may require us to teach stand-alone grammar lessons, and it's important to introduce various grammar points and topics so that the students have a richer understanding of the mechanisms of language. In English classes we often include music of English feature. These highlight the structure of grammar and stress patterns of the key everyday expressions that are presented. As learners are keen to learn these high frequency expressions, it is well worth making sure that they know exactly how to use them with the correct of using grammar. For example, if we deal to Present Simple and Present Continuous the Beatles' songs are available:

Here comes the Sun
Here comes the Sun
And I say

[22] [Электронный ресурс]. Режим доступа: https: //www.educationworld.com/a_lesson/lesson/lesson33/ (дата обращения: 02.07.2018).

[23] [Электронный ресурс]. Режим доступа: https://www.inklyo.com/methods-of-teaching-grammar/ (дата обращения: 02.07.2018).

It’s alright
Little darling.
I feel that ice is slowly melting
Little darling.

To check the learners how to understand these two tenses we can use interactive ask-answer methods such as: Here comes the Sun. Who comes here? Where does the Sun come from? In addition, I say it is all right. What do I say? I feel that ice is slowly melting. What is slowly melting? How is ice melting? What is ice doing? Testing your grammar for learners of Intermediate and Upper-Intermediate levels will be fruitful, in which a text is given to put the events into chronological order. What happened first? What happened last?

As I am interested teaching grammar to young learners I usually use the text-book “Developing Grammar in Context” by Mark Nettle and Diana Hopkins in which exercises have been added the activities of interaction as: brainstorming, cluster, games such kind of feeling jar, how to place the order of adjectives, ready-made picture, case-studies and others. These activities focused on how grammatical concepts can be practiced with fun in the classroom.

For conclusion, I want to argue that it will be worth to teach grammar by interesting interactive grammar activities, which are designed for pre-grammar, while-grammar and post-grammar stages. In pre-grammar stage, we can use declarative approach to explain all features of certain grammar function with helping interactive methods. In while-grammar stage, we can gain and fix of new grammatical combination and in post-grammar stage, students are led to follow grammar accuracy in speaking with using some interactive methods.

Explaining method and implementing interactive methods of teaching grammar in teaching process There is no doubt that English has become a universal language. Nowadays, English is used by at least one billion people around the world, either as a first or as a second language. Therefore, it is very much considerable to me to be a professional teacher who is aware of the modern methods of teaching English language as a foreign language. No one can ignore the need and the value of methods for teaching English as a foreign language or even as a second language. Students are different in their needs. Some students learn visually, others orally; others have shorter attention skills and all come from different backgrounds. To meet all their needs, it is necessary to use a wide range of methods. Some methods teacher may do with the help of different resources or create them by alone based at teaching experience. Teaching English as a Foreign Language is vital especially in the developing countries in which English is considered to be a foreign language. It is clear that people need better opportunities that they can only get with a good group of English. In other countries people who want to learn English have a great number of abilities to know this language. For teachers very important to listening good spoken English at your level of understanding will improve all aspects of your speaking, since we normally learn our first language by first listening and hearing it spoken by others. If you can understand English-language movies and programs, then listen to news and documentary programs, whose presenters tend to speak well.

For easier work, practice listening to English instructional CDs, mp3s or computer software, at home or at a school language auditory. You can also find English-language radio, TV and instructional materials on the Internet. In the modern world we have much more opportunities to rich a language. Modern Methods of Teaching Listening Skills Effective, modern methods of teaching listening skills get everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, understandable activities that focus more on the learning process than on the final product. Whether you are working with a large group of students or a small one, 13 you can use any of the following examples to develop your own methods for teaching students how to listen, write, read and speak well. There are many methods of teaching languages. Contribute insights that may be absorbed into the generally accepted mix. Methods for teaching English and grammar Uses of modern technology in classroom teaching is very useful for learners. There are a lot of capacities to make a teaching process easy and productive. Nobody can deny that technology has improved education. Educators have also dramatically adjusted their teaching methods in response to new technology over the years. Many schools now carefully consider cost and application when debating how to best use new technology. Most of the lessons are classical. As the result pupils who finish school cannot understand oral speech or have another problems with foreign language. But it can help to the teacher to improve the level of pupils and develop their knowledge It’s Teacher-Centered Technology. Gadgets that are used strictly by teachers are designed to enhance presentations, help with book keeping or assist with outside communications. Projection devices have become more affordable and now are nearly standard in many classrooms. Interactive whiteboards, although still expensive, provide an instant interface between the classroom and cyberspace, allowing teachers to transform lectures into real-time multimedia presentations. They say 3, sometimes it is difficult to teachers to learn how to use new technologies at lessons, but it should try and after some time it will be interesting for both teachers and children. Although providing laptops for every student in the classroom is still cost-prohibitive for most school districts, wireless mobile labs can be used in group projects. These devices connect directly to the school's Internet access, and the signal is relayed to laptops that can be distributed to students. Individual word processors are now also becoming more affordable as well as smaller, hand-held devices such as personal digital assistants that can be hot-synced to the teacher's technical tools for instance we can say it’s their useful computer. Which platform educational decision-makers choose, the future remains unpredictable, and today's good buy may end up on tomorrow's junk heap of outdated technology. Method you use for teaching listening keeps a few key instructional tips in mind that will help both you and your students to improve the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes. Three, help students navigate their communication skills by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small. Methods of teaching reading at English lessons in this diploma 15 work presented some of the well-known modern methods of teaching English language. Method of using Audio Segments You can also teach listening skills through audio segments of radio programs, online material, instructional lectures and other audio messages. You should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own way. First, tell students to prepare for listening by considering anything that they will want to learn from the plot of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Then repeat this activity but instruct students to not take notes until the end of the audio segment. You can use shorter or longer audio segments, and you can choose more easy or more harder material for this type of exercise. This method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skills of the Reading Approach. New material is presented in the form of a dialogue. Based on the principle that language learning is habit formation, the method fosters dependence on mimicry, memorization of set phrases and overlearning. Structures are sequenced and taught one at a time. Structural patterns are taught using repetitive drills. Little or no grammatical explanations are provided; grammar is taught inductively. Skills are sequenced: Listening, speaking, reading and writing are developed in order. Vocabulary is strictly limited and learned in context. Teaching points are determined by contrastive analysis between Level 1 and Level 2. There is abundant use of language laboratories, tapes and visual aids There is an extended pre-reading period at the beginning of the course. Great importance is given to precise native-like pronunciation. Use of the mother tongue by the teacher is permitted, but discouraged among and by the students. Successful responses are reinforced; great care is taken to prevent learner errors. There is a tendency to focus on manipulation of the target language and to disregard content and meaning. Hints for Using Audio-lingual Drills in Teaching 1. The teacher must be careful to ensure that all of the utterances which students will make are actually within the practiced pattern. For example, the use of the verb “have” should not 16 suddenly switch to “have” as a main verb. 2.Drills should be conducted 2. Introducing Modern Teaching Methods and Techniques into the Language Courses of a Technical University 4. Use hand motions, signal cards, notes, etc. to cue response. You are a choir director. 5. Use normal English stress, intonation, and juncture patterns conscientiously. 6. Material should always be meaningful. If the content words are not known, teach their meanings. 7. Intersperse short periods of audio-segment (about 10 minutes) with very brief alternative activities to avoid difficulties and boredom. 8. Introduce the audio-segment in this way: a. Focus (by writing on the board, for example) b. Exemplify (by speaking model sentences) c. Explain (if a simple grammatical explanation is needed) d. Drill 9. Don’t stand in one place; move about the room standing next to as many different students as possible to spot check their production. Thus you will know who to give more practice to during individual drilling. 10. Use the «backward buildup» technique for long and/or difficult patterns. - tomorrow - in the cafeteria tomorrow - will be eating in the cafeteria tomorrow - Those boys will be eating in the cafeteria tomorrow. 11. Arrange to present drills in the order of increasing complexity of student response. The question is: How much internal organization or decision making must the student do in order to make a response in this drill. Thus: imitation first, single-slot substitution next, then free response last. Using this method in some countries: 4 This method is often used by teachers of primary school teachers and universities. Unfortunately, in the secondary and high school, this method is rarely used. The method is very well developed perception and understanding of a foreign language at the listening. Students can through listening material apply the acquired skills in life. Audio-lingual method The typical structure of a chapter employing the Audio-Lingual-Method usually standardized as follows: 1. First item was a dialog in the foreign language to be memorized by the student. The teacher would go over it the day before. 2. There were then some 4 Halliwell, Susan. Teaching English in primary classroom,1992 17 questions in the foreign language about the dialog to be answered by the students in the target language 3. Often a brief introduction to the grammar of the chapter was next, including the verb(-s) and conjugations. 4. The mainstay of the chapter was «pattern practice», which were drills expecting «automatic» responses from the student(s) as a noun, verb conjugation, or agreeing adjective was to be inserted in the blank in the text or during the teacher's pause. The teacher could have the student use the book or not use it, relative to how homework was assigned. Depending on time, the class could respond as a chorus, or the teacher could pick individuals to respond. It was really a sort of «memorization». 5. There was a vocabulary list, sometimes with translations to the mother tongue. 6. The chapter usually ended with a short reading exercise. However, elements of the method still survive in many textbooks. Method of using Video Materials Another helpful resource for teaching listening skills are video materials, including short sketches, news programs, documentary films, interview materials, and dramatic and comedic material. There are plenty of ideas to use when trying to teach English with the help of videos. For the young learners also appropriate use educational cartoons which can relax child and teach something new or repeat previous theme in a kid's way. As with audio materials, select the size and length of the video materials based on the skill level of your students. With your students, first watch the segment without any sound or without translation by yourself and discuss it together. Tell the students to identify what they think will be the content of the story that they watch. Then, watch the video material again, this time with sound, allowing students to take notes if helpful for their skill level. After the completion of the video materials, you can have students write a brief summary of the material, or you can take time to discuss as a group how the video material compares with the students' expectations.

CONCLUSION

The value of grammar teaching is important in English language teaching field. Grammar is the base of English language. It is not acquired naturally, but learning, it needs be instructed. Grammar operates at the sentence level and governs the syntax or word orders that are permissible in the language. It also works at the sub sentence level to govern such things as number and person agreement between subject and verb in a sentence. To grammar learning, some students may have a more analytical learning style than others, but if one hope to use English language accurately and fluently, it is necessary for him to receive grammar rules instruction. Grammar is not different from anything else, it is likely that students will learn at different rates.

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THE EFFECTIVENESS OF TEACHING ENGLISH BY USING SPEAKING

Annotation: Students usually get difficulties in learning English subject. Especially for speaking section. Teaching speaking is not as simple as people think. They should have any more practice and should enlarge their knowledge to deliver speaking materials especially at senior high school grade Based on the explanation above, the aim of this research is to know what method used in teaching speaking applied by English teachers at tenth grade, and how the method is used in teaching speaking.

Key words: grammar exercises, linguistic peculiarities, methodologists, teacher's supervision, students' skills.

Language is an essential tool used in communication among people apart from using gestures. For hundred years, English has been a medium of communication using worldwide.

Most of students said that English is one of the most difficult subjects, especially in school. Students usually get trouble to remember the vocabulary which had been stated by the teacher at school. Students usually forget the material which had been given by the teacher after they come into their home because they do not ever learn again about the material which had been given by the teacher at school.

Method is a way to deliver the materials from the teacher to the students. The English teachers should know the way how to deliver the materials well to the students.

Teaching speaking is a task for the expert. English teacher should have supervised practice to deliver the speaking materials. English teacher had to focused on speaking study and already had the supervised practice to achieve knowledge and skill because teaching speaking is not as simple as people think.

Listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Students can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Students are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

When listening to foreign language students should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the students can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing students' skills in the content of the material suggested for listening and comprehension; conditions in which the material is presented.

Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by students. Students need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical.

There are two forms of speaking: monologue and dialogue. Since each form has its peculiarities we should speak of teaching monologue and teaching dialogue separately.

In teaching monologue we can easily distinguish three stages according to the levels which constitute the ability to speak: (1) the statement level; (2) the utterance level; (3) the discourse level.

1. No speech is possible until students learn how to make up sentences in the foreign language and how to make statements. To develop students' skills in making statements the following procedure may be suggested:

Students are given sentence patterns to assimilate in connection with situations.

Students make statements of their own in connection with the situations suggested by the teacher.

Give it a name.

Teacher: We write with it.

Student: It is a pen.

When students are able to make statements in the foreign language within grammar and vocabulary they have assimilated their speech may be more complicated. They should learn to combine statements of various sentence patterns in a logical sequence.

2. Students are taught how to use different sentence patterns in an utterance about an object, a subject offered. First they are to follow a model, and then they do it without any help.

3.Free speech is possible provided students have acquired habits and skills in making statements and in combining them in a logical sequence. At this level students are asked to speak on a picture, a set of pictures, a film-strip, a film, comment on a text they have read or heard, make up a story of their own; of course, this being done within the language material students have assimilated. To help students to speak the teacher supplies them with “what to speak about”. The devices used for the purpose are: visual aids which can stimulate the pupil's speaking through visual perception of the subject to be spoken about, including a text read;

audio aids which can stimulate the pupil's speaking through auditory perception of a stimulus; audio-visual aids when students can see and hear what to speak about.

In teaching monologue instruct students how to make statements first, then how to combine various sentences in one utterance and, finally, how to speak on a suggested topic.

A dialogue consists of a series of lead-response units. The significant feature of a lead-response unit is that the response part may, and usually does, serve in its own turn as a fresh inducement leading to further verbal exchanges. A response unit is a unit of speech between two pauses. It may consist of more than one sentence. Students “receive” the dialogue by ear first. They listen to the dialogue recorded or reproduced by the teacher. The teacher helps students in comprehension of the dialogue using a picture or pictures to illustrate its contents. They listen to the dialogue a second time and then read it silently for better understanding, paying attention to the intonation. They may listen to the dialogue and read it again, if necessary.

a) Students enact the pattern dialogue. We may distinguish three kinds of reproduction:

b) Students make up dialogues of their own. They are given a picture or a verbal situation to talk about. This is possible provided students have a stock of patterns, a certain number of phrases for starting a conversation, joining in, etc. They should use those lead-response units they have learned in connection with the situation suggested for a conversation.

In teaching dialogue use pattern dialogues; make sure that your students go through the three stages from receptive through reproductive to creative, supply them with the subject to talk about.

In teaching speaking the problem is what form of speech to begin with, and what should be the relationship between monologue and dialogue. Some methodologists give preference to dialogic speech in teaching beginners, and they suggest that students learn first how to ask and answer questions which is mostly characteristic of a dialogue, and how to make up a short dialogue following a model.

As to the relationship between monologue and dialogue, it should vary from stage to stage in teaching speaking. Not all the students can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting.

Speech is a process of communication by means of language. Oral exercises are quite indispensable to developing speech. However, they only prepare students for speaking and cannot be considered to be “speech” as some teachers are apt to think and who are often satisfied with oral exercises which students perform following the model; they seldom use stimuli for developing students’ speaking in the target language.

In conclusion, it should be said that prepared and unprepared speech must be developed simultaneously from the very beginning. The relationship between prepared and unprepared speech should very depending on the stage of learning the language.

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MONEY AS A CATEGORY OF COMMODITY PRODUCTION

Abstract: This article deals with money as a category of commercial products.

Key words: money, product, goods, money goods, need

The turnover of goods in the modern world is completely impossible without financial support. Money is the universal equivalent that has also become a commodity. This is a special commodity through which people exchange goods. Money arose as a result of the growth in the volume of commodity production. Initially, the need for individual products was satisfied through a simple exchange, when the individual exchanged one product for another. Such an exchange was of an accidental nature, originating in primitive society. With the emergence of the social division of labor, a more accurate form of measuring the value of the products exchanged was required. The exchange now takes an expanded form, i.e. one product changes to a large number of other products. With the development of commodity production, the direct exchange of one commodity for another gradually disappears. A special kind of product takes its place.

A product that can be exchanged for any other product. A commodity that begins to play the role of a universal equivalent. At different times, in different countries and localities, cattle, fur, salt acted as a universal equivalent. Over time, the role of the universal equivalent was assigned to one product. This is how the monetary form of value appeared. Various metals began to play the role of money: gold, silver. For the most part, this property of noble metals is associated with the homogeneity of the substance, divisibility, preservation, insignificant volume and weight, and high cost. The emergence of money leads to the further development of the social division of labor and forms of commodity exchange. All goods are equated with money, and money has the ability to directly exchange for all goods and thus satisfy any need of their owner.

Individual goods are able to satisfy only a single need, for example, food, clothing, shelter, etc. Marxists also say that money is a tool for the exploitation of man by man. This thesis is based on the fact that the development of the monetary economy enhances the social element and power over people. They are concentrated in the hands of the oligarchs, personifying their strength. In its development, money has passed the stage of full and incomplete money.

High-value money is real money, which is the money commodity itself, which has its own value. In this case, a distinction is made between the intrinsic value of money, which is determined by the cost of their production, and the nominal (or nominal) value of money, which is indicated on them. If we take a gold coin, then it acts as full-value money, since its nominal value, which is fixed on it in the form of an inscription, and its own value, determined by the cost of its production, almost correspond to each other. As you know, it is high-grade money that is called as the beginning of the evolution of money and monetary circulation (salt, grain, fur, cattle, metals).

As a result of the development of commodity-money relations, coins made of precious metals (gold and silver) began to act as money. In different historical periods existed as bimetallism - a state of the monetary system, in which both gold and silver coins circulate at the same time; and monometallism - coins of only one of these precious metals act as means of payment. The choice of gold is not accidental, since this metal has special qualities: a) safety; b) portability; c) divisibility; d) uniformity; e) the high cost of a small amount. Defective money is a substitute for high-grade money, the intrinsic value of which is extremely insignificant and does not correspond to par. These are paper money; billon money; credit money. For example, the cost of producing a US $ 100 bill is about 4 cents (data from the late 1990s), i.e. they are incomparable with its face value. It turns out that the state legally endows the national monetary unit with a certain monetary status. Thus, we can conclude that high-grade money freely serves the circulation of goods and services due to its own value, both on the territory of a single country and in the world, and defective money circulates in the economy according to the official purpose and according to the apt expression of Karl Marx , put on "national uniforms" and began to apply only within each country. Thus, money is a commodity that is the universal equivalent for all commodities. Their essence is expressed in the functions that they perform in social production. In the classical version, five main functions of money are distinguished: a measure of value; means of circulation; treasure education means; means of payment; world money. Money as a measure of value. The cost of any product is expressed in money. Thus, goods acquire a price. Price is the monetary expression of value. In order to express the value of goods in money, you do not need to have them on hand. This is possible because there is a certain ratio between the value of gold and a given commodity. This ratio is based on the socially necessary labor expended on their production. In fact, since the value of commodities is expressed in terms of certain proportions of exchange, there are frequent cases of mismatch between price and value. It arises mainly under the influence of the ratio of supply and demand, the state of production and the market. There are frequent cases when the price is acquired by goods that have no value. For example, plots of land, forests, water bodies, to which human labor is not applied. Therefore, they have no value either. That is, the existence of prices that do not express value is possible. In this case, the price expresses, as it were, the deep-seated contradictions that arise in the commodity economy. The prices of commodities are expressed in terms of a certain amount of gold. This amount must be accurately measured. Hence the need for a unit of measurement of money. Set by the state, it is called the price scale. For example, in pre-revolutionary Russia, the monetary unit was the ruble, equivalent to 0.7742 g of pure gold. These days, the ruble reveals its scale through its relationship with foreign freely convertible currencies. Money as a medium of circulation. It is impossible to imagine a modern economy without money. The exchange of goods made with their help is called the circulation of goods. Moreover, the money itself also participates in the circulation process. The goods and money are successively transferred from the hands of the seller to the hands of the buyer and vice versa, being in opposite directions of movement. Money acts as an intermediary in the process of circulation of goods. Therefore, in the process of buying and selling, cash must be present. The bifurcation of the commodity into commodity and money indicates the development of contradictions in the market economy. In market conditions, exchange presupposes a comprehensive connection between commodity producers and a complex interweaving of the entire mass of transactions. It becomes possible to separate the sale from the purchase. This means that either the seller or the buyer has the ability to delay payments. Mass sales without putting money into circulation contribute to a delay in the sale of goods, generate a lack of investment, a shortage of money in circulation, thereby provoking the possibility of crises. It is known from the practice of money circulation that as a result of continuous circulation, coins are erased, losing part of their mass. Their nominal value and actual content differ. This is how defective money appears. The state, using this fact, has established the production of defective value signs. Money as a means of accumulation or as a means of creating treasures. Money tends to turn into treasures. This happens when they are withdrawn from circulation. They can be stored in any quantity.

Individuals keep money, because market volatility leads to the spontaneous development of commodity production. This, in turn, requires the availability of a certain reserve from the commodity producer. In addition, the very power of money forces them to concentrate in huge quantities. Only high-grade money can exist as treasures: gold and silver coins. And also the money material itself in its directly natural form: ingots, jewelry. As a treasure, money spontaneously regulates money circulation. It happens as follows. In crisis situations or during a period of reduced production, reduced trade turnover, money intensively accumulates, part of the gold turns into treasures, exacerbating an already difficult situation.

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FEATURES OF THE CLINIC, EARLY DIAGNOSTICS AND TONZILLITIS

Summary: The study examined the features of the clinical picture, methods of modern diagnosis and prevention of tonsillitis caused by S. pyogenes. The ubiquity, severity of the disease, and high frequency of adverse outcomes highlight the relevance of diseases caused by S. pyogenes. At the same time, it is necessary to increase the vigilance of practitioners in making a diagnosis in order to make a timely correct choice of therapy and prevent complications from streptococcal infections.

Key words: Streptococcus pyogenes, tonsillitis, invasive streptococcal infections, antibacterial therapy.

Relevance of the topic. Among the bacterial pathogens of pharyngeal diseases, the most close attention is paid to beta-hemolytic streptococci of group A [2,5]. According to experts of the World Health Organization, more than 100 million cases of primary SI (group A) are registered annually in the countries of the world, and the prevalence of rheumatic heart diseases varies widely — from 1 to 22 cases per 1000 children [1]. According to available data, more than 616 million people worldwide report streptococcal infections as tonsillopharyngitis every year. pyoderma in 111 million cases and in the form of severe invasive infections in 660 thousand cases. In addition, the level of post-infectious complications of streptococcal infection is high. Thus, about 15.5 million people get rheumatic fever, and more than 0.5 thousand people get acute glomerulonephritis [3].

In the absence of licensed vaccines, current public health strategies for S. pyogenes disease focus on measures to minimize transmission and protect people at risk of invasive severe forms of the disease [4].

Objective: to study the clinical features of tonsillitis caused by beta-hemolytic streptococcus group A, to develop algorithms for their early diagnosis and prevention.

Materials and methods: A prospective study of 335 patients aged 10 to 50 years with a diagnosis of "acute tonsillitis", hospitalized in the angina department of the infectious diseases hospital of the Andijan region and the clinic of the Research Institute of Epidemiology, Microbiology and Infectious Diseases. The clinical and laboratory data of the patients were analyzed. A rapid test (immunochromatographic method "StreptotestR" France) was also performed to determine the beta-hemolytic streptococcus of group A.

Results of the study: The examined patients were hospitalized during the acute period of the disease (1st day of the disease (32), on 2-4 days of the disease (160), cases of late hospitalization 5-6 days 39 of patients from the onset of the disease). Patients (51) had contact with a patient with scarlet fever, angina in the family, at school, etc. According to the nature of the local process, catarrhal angina was mainly diagnosed-37 patients, follicular angina-198 patients, lacunar angina – 69 patients. Fibrinous necrotic angina was diagnosed in 1 patient. Of the 335 samples of nasopharyngeal mucus, S. pyogenes was identified in 135 patients, of which S. pyogenes was isolated by culture from 53 patients and by immunochromatography from 72 patients.

The clinical picture of streptococcal angina in all patients was characterized by an acute onset with an increase in body temperature to 39-40 ° C and was accompanied by chills. At the same time with fever, most patients also noted the phenomena of general infectious intoxication syndrome of varying severity. At the same time, all patients had pain, increased swallowing, and hoarseness of voice in 89 (66%) patients. An increase in the cervical lymph nodes, painful on palpation, was registered in the vast majority of patients. Other organs and systems were also involved in the pathological process: on the part of the cardiovascular system, only one had an arrhythmia. On the part of the respiratory system, auscultation was observed in 44 patients with hard breathing, 23 patients with dry wheezing, and 5 patients with wet wheezing. 91 patients had a non-smooth course, which was caused by concomitant diseases in 39 cases, and complications in 84 cases. The most frequent complication – otitis media-was observed in 13 patients. Acute laryngitis was observed in 12 patients, acute sinusitis in 9 patients, and 3 patients with laryngeal edema.

The analysis of peripheral blood in the acute period of the disease revealed leukocytosis, relative neutrophillosis, ESR in 4 patients did not exceed 9 mm / h, 17 patients-exceeded 10 mm / h, in 114 patients – from 10 to 20 mm/h.

Discussion and conclusions.

1. The characteristic clinical and laboratory feature of current streptococcal tonsillitis patients was acute onset of the disease (hyperthermia, intoxication, the defeat of the tonsils and cervical lymph nodes), as well as the definition of leukocytosis only most patients, with a simultaneous increase of erythrocyte sedimentation rate with 10-20 mm/h.

2. Under a combination of clinical and laboratory data have developed a standard case definition of acute tonsillitis, contributed to speedy recovery of patients based on its early diagnosis.

3. Since most cases of invasive disease occur sporadically, preventive measures may include: timely detection and isolation of the patient, improvement of sanitary and hygienic living conditions, identification of risk groups, antibiotic prevention and treatment.

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COMPONENTS OF THE CONTENT OF TEACHING FOREIGN LANGUAGE COMMUNICATION OF STUDENTS OF AN AGRARIAN UNIVERSITY

Abstract: The goal of communication acts as a fundamental factor, since it is it that determines the choice of strategy and tactics by communicants and can be achieved by consistently solving communication problems. If we talk about the linguistic design of an utterance, then here the majority of scientists recognize the importance of intentions or communicative intentions.

Key words: communication, foreign language, specialists, assessment, methods, linguistic, practical training.

Teaching students of an agrarian university today involves the preparation of high-level specialists not only in a professional sense, but also in a foreign language as a means of communication in various fields of activity. In this regard, we can say that teaching students real communication in a foreign language at the initial stage is the most important part of the practical training of future specialists. In view of this circumstance, he feels the need to share thoughts, feelings, consult, empathize, etc., in other words, to interact. The channel through which interaction with other people is carried out is communication. In other words, communication takes place only when a person, as a subject of communication, through some language comes into contact with another person, while perceiving him as an equal, he is ready to exchange various kinds of information, namely, their thoughts, opinions, views, skills and abilities. One of the possible ways to represent the process of oral communication is, according to some modern scholars, a systematized catalog of communicative intentions and their standard implementations.

Problem-based learning is one of the main methods that a computer science and information technology teacher uses to form research skills in students.

No less important for real communication is the motive for activity. This concept is directly related to the concepts of "goal" and "intention". The factor that is relevant for our research, which stimulates the process of foreign language speech communication, should be considered the motivation for mastering a foreign language. From the point of view of psychology, a motive is what explains the nature of a given speech action. Whereas the communicative intention expresses what communicative goal the speaker pursues when planning this or that form of influence on the listener. In addition, for the optimal organization of speech-thinking activity, it is necessary to identify the types of motivation. External motives are not related to the content of the educational material. Here we are talking about the motive of duty, duty (broad social motives), the motive of assessment, personal well-being (narrowly social motives), lack of desire to learn (negative motives). Internal motives, on the contrary, are associated with the content of the educational material. These are motives of cognitive activity, interest in the content of learning (cognitive motives), motives for mastering general methods of action, identifying causal relationships in the studied educational material (educational and cognitive motives), interest in the process of learning a foreign language is based on internal motives that come from the very foreign language activities. At the same time, the key and decisive parameters are those that are inherent in this particular subject: personal experience, interests and inclinations, emotions and feelings, worldview, status in the team. This allows students to be truly motivated. Since teaching foreign language communication occurs through communication, which is a purely personal process in which the exchange of ideas, interests, thoughts is carried out, in communicative learning, taking into account the personal properties of students is of paramount importance. The experience of working with students of agrarian universities shows that there are three such features. These are:

1. real life circumstances;
2. the interest of the communicants in the content of the conversation;
3. the need to conduct a conversation in a foreign language - otherwise information cannot be obtained.

One of the main features of the situation is its dynamism, since it can change along with speech actions and depending on them. The situation always implies the relationship of the communicators, which are the basis of the situation and, at the same time, the source that awakens the personal need for purposeful communicative activity. The next component of the training content is the “topic”. This concept is directly related to the concept of “situation”. Taking into account the fact that the situation acts as the basis for the selection and organization of speech material for teaching foreign language communication to students of an agrarian university, it is necessary to correctly understand the connection between this category and the category “topic”. Very often, the "theme" is presented as a kind of starting point that needs to be broken down into different situations. Thus, we can conclude that the choice of the standard is largely determined by extra linguistic factors. In the mind of the speaker, there is an idea of how to say in a given situation - this is a certain idea of the norm (speech behavior in various situations). The concept of “norm” is interpreted in linguistic research ambiguously, many provisions are controversial and contradictory. The linguistic norm is the result of a collective understanding of the language, but is based on the private, individual use of linguistic means in the process of speech activity of each native speaker separately. Hence there is a possibility of a conflict between "spontaneous use" and "linguistic norm". If the spontaneous use of linguistic means of various speakers of a given language is characterized by identity, they speak of a linguistic norm that has developed in a natural way. This characteristic indicates that the system of assessing the norm is closely related to various social factors, including the social and value attitudes of this linguistic community. As the next category, which seems to be necessary to consider within the framework of our research from the point of view of the variability of linguistic means during its implementation, this is “genre”. Despite the fact that the term "genre" is widely used in modern linguistic sciences, there is no generally accepted definition of genre.

Genres are distinguished within the scope of language use. Despite the fact that the fact of the functioning of genres in all spheres of oral communication is recognized by most researchers, many aspects of this particular problem remain to this day not fully resolved. The formation of the ability to vary linguistic means in the implementation of a certain genre implies, in our opinion, the obligatory possession of knowledge of the context models that determine the functioning of certain genres. In addition, it is necessary to have knowledge about the logical-compositional structure of the genre, which reflects the dynamics of the development of the text (a number of communicative tasks solved in it, aimed at achieving a communicative goal and represented by communicative intentions).

In accordance with our tasks, in the learning process, special attention should be paid to the acquisition of the ability to vary language means in the implementation of a specific communicative intention. The features of the components of the training content established above allow us to talk about the formation of the skills necessary for the formation of the ability to choose and implement speech behavior adequate to all aspects of foreign language communication in students at an agrarian university.

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PEDAGOGIK MULOQOT JARAYONIDA ZIDDIYATLAR VA PSIXOLOGIK TO‘SIQLAR BILAN BOG‘LIQ MUAMMOLAR

Annotatsiya: Ushbu maqola mualliflari pedagogik muloqot jarayonida hamda muomala jarayonidagi ziddiyatlar va psixologik to‘siqlar bilan bog‘liq bo‘lgan muammolarni keng yoritib tahlil qilib o‘tgan

Kalit so’zlar: o‘zaro kommunikativlik, emosional birlik, pedagogik muloqot, idrok, idrok, muomala texnikasi, rollarni niqoblardan ajratish

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CONFLICTS IN THE PROCESS OF PEDAGOGICAL COMMUNICATION AND PROBLEMS WITH PSYCHOLOGICAL BARRIERS

Annotation: the authors of this article have extensively analyzed the problems associated with conflicts and psychological barriers in the process of pedagogical communication as well as in the process of treatment

Keywords: mutual communicativity, emotional unity, pedagogical communication, perception, perception, handling techniques, separation of roles from masks

O‘zbekiston respublikasining birinchi prezidentimiz I.A.Karimov o‘zining «Yuksak ma’naviyat – engilmas kuch» nomli asarida «... dunyodagi zo‘ravon va tajovuzkor kuchlar qaysi bir xalq yoki mamlakatni o‘ziga tobe qilib, bo‘ysundirmoqchi, uning boyliklarini egallamoqchi bo‘lsa, avvallambor, uni qurolsizlantirishga, ya’ni eng buyuk boyligi bo‘lmish milliy qadriyatlari, tarixi va ma’naviyatidan judo qilishga urinadi», - deb bildirgan fikrlari katta ahamiyat kasb etadi.[24]

Muloqotga doir olib borilgan izlanishlar shuni ko‘rsatadiki, pedagogik muloqot jarayonida muloqotga kirishuvchilarning o‘zaro o‘z-o‘zini namoyon qilishi, pedagog va o‘quvchilarning o‘zaro kommunikativ o‘z-o‘zini ifodalashi yuz beradi, bu esa pedagog va o‘quvchilarning ijodiy hissiyotiga bevosita ta’sir ko‘rsatadi. Bunday o‘zaro o‘z-o‘zini namoyon qilish pedagog va o‘quvchilarning emosional hissiyoti uzviyligi asosida yuz beradi, uni mustahkamlaydi, emosional birlik natijasi sifatida namoyon bo‘ladi. Mazkur ta’sir pedagogik muloqotning mazmuniy tomoniga katta ta’sir ko‘rsatadi, o‘quvchilar bilish jarayoniga samarali ta’sir qiladi.

Pedagogik muloqot jarayonida hamda muomala jarayonidagi to‘siqlarning mavjud bo‘lishi ko‘pincha dialog qatnashchilari orasida turli ziddiyatli vaziyatlarni keltirib chiqaradi. Faoliyatlari bevosita shaxslararo muomala asosida quriladigan kasb egalarining mazkur to‘siqlar va ularni engib o‘tish yo‘llari haqidagi bilim va ko‘nikmalarni egallashlari, doimiy ziddiyatlar oqibatida stress holatlarining yuzaga kelishi va bu bilan bog‘liq bo‘lgan turli kasalliklarning oldini olishda muhim omil bo‘lib hisoblanadi.

Ziddiyat-(lot. *conflictus* – qarama-qarshilik, konflikt) – tomonlarning yoki hamkorlikdagi sub’ektlarning qarama-qarshi yo‘nalishdagi manfaatlari, maqsadlari, pozitsiyalari, fikr va qarashlari to‘qnashuvidir. Ziddiyat har doim ham yuzaga kelgan nizolarni hal etishning samarali usuli bo‘lib hisoblanmaydi, chunki nizo jarayonida paydo bo‘ladigan kuchli emotsiyalar oqibatida tafakkur jarayonlari sekinlashadi, uning doirasi torayadi, psixikaning eng sodda qatlamlari (instinktlar, impulsiv xatti-harakatlar) ishga tushadi. Ammo ziddiyatlarni hal qilishning yagona yo‘li ziddiyatga kirish bo‘lsa, bu jarayondagi tashabbuskorlikni o‘z qo‘lingizga olishingiz lozim. CHunki konfliktga ongli tarzda kirish orqali uni boshqarish mumkin. SHuni esda tutish lozimki, doimiy tarzda ko‘p martalab ziddiyatga kirish sog‘liq uchun zararlidir.

Konfliktni qanday qilib boshqarish mumkin? Buning uchun kishidan o‘z emotsiyalarini nazorat qilish, qalbaki sabablardan haqiqiy sabablarni ajratib olish, ziddiyatni lokallashtirish, faqat himoyaga diqqatni qaratishdan qochish, tashabbuskorlikni o‘z qo‘lida ushlab turish talab etiladi.

Ziddiyatni hal etishning to‘rtta yo‘li mavjud: bo‘ysundirish, kompromiss, qochish va integratsiya. Oxirgi yo‘l eng qiyin, lekin uni amalga oshirish mumkin. Ziddiyatli vaziyatlardan chiqishni bilmaslik, har qanday kishi uchun muomala jarayonida paydo bo‘ladigan ko‘plab kundalik qiyinchiliklarni engib o‘tish, jismoniy va psixik sog‘liqqa putur etkazuvchi emotsional stresslarga olib keladi. Bu holatni psixologlar shaxslararo muomaladagi to‘siqlar, deb atashadi. Muomaladagi to‘siqlar – bu ziddiyatlar paydo bo‘lishiga imkon yaratuvchi juda ko‘p omillardir.

[24] Каримов И.А. Юксак маънавият – енгилмас куч. – Тошкент: Маънавият, 2008. 11-бет.

Bu to‘siqlar muomalaga kirishuvchi shaxslarning maqsadlari va ehtiyojlari bir-biriga mos kelmasligi oqibatida yuzaga keladi.

Insonni asabiylik va jizzakilikka olib keladigan yana bir omil – bu o‘z ishiga qiziqishning so‘nishi yoki qiziqishning umuman yo‘qligidir. O‘z ishiga nisbatan negativ munosabat insonda salbiy emotsiyalarni, zo‘riqishni, agressivlikni keltirib chiqaradi.

Qarama-qarshi istaklar kurashi to‘sig‘idan tashqari ko‘pincha xarakterlar nomutanosibligi to‘sig‘i ham muomala jarayoniga salbiy ta’sir etadi. Ko‘pincha, oilaviy mojarolarda, qo‘shnilar, hamkasblar o‘rtasidagi bir-birini yoqtirmaslik holati sababini «xarakterimiz to‘g‘ri kelmadi», deb tushuntirishadi. Mashhur psixiatr Karl Leongard «20-25% kishilarda xarakter yoki temperamentning ma’lum qirralari shunday kuchli namoyon bo‘lgan bo‘ladiki, ma’lum sharoitlarda ziddiyatlarga, asab zo‘riqishlariga olib keladi», deydi. SHuni yodda tutish kerakki, har qanday kishining o‘z «nozik joy»lari, ojiz tomonlari bo‘ladiki, muomalada xuddi shu tomonlarni tanqid ostiga olish yaramaydi.

Yana bir to‘siq nevroz xastaligi bilan bog‘liqdir. Nevrozning asosiy sababi – kuchli emotsional stress, chiqib ketish mumkin bo‘lmaydigan psixik jarohatlovchi vaziyatdir. Amalda qisqa muddatli nevroz holati hammada ham bo‘lishi mumkin. Nevrozga duchor bo‘lgan kishilarda ziddiyatlar tez-tez yuzaga keladi va ular chuqurroq va og‘irroq kechadi.

G‘am-qayg‘u oqibatida yuzaga keladigan to‘siqlar bilan har bir inson to‘qnash keladi. Qayg‘u inson ruhiyatini shu darajada zanjirband etadiki, kishining boshqa odamlarga diqqat e’tibor qaratishiga umid qilmasa ham bo‘ladi. Bu holat fojeali voqealar, o‘z ahvolidan qoniqmaslik, og‘ir jismoniy his-tuyg‘ular oqibatida yuzaga keladi. Har qanday vaziyatda ham, inson g‘am- qayg‘usining qay darajaligidan qat’iy nazar uni tinch qo‘yish lozim. Azoblanish doimiy davom etmaydi, vaqt hamma narsani davolaydi.

G‘azab tufayli paydo bo‘ladigan muomala to‘siqlarini engib o‘tish juda qiyin, shuning uchun bunday paytda kishining sabr-toqatini sinash kerak emas. CHunki g‘azab jismoniy va psixik energiyani ikki barobar oshiradi va so‘zlarda yoki agressiv xatti-harakatlarda bu energiyani «to‘kib-solish» ehtiyojini paydo qiladi.

Hazar qilish, jirkanish bilan bog‘liq bo‘lgan to‘siqlar kundalik hayotda ko‘p uchraydi. Noxush hidlar, terlaydigan qo‘l, suhbatdoshga yaqinlashish odati (intim masofaning buzilishi) muomaladagi sherikda jirkanish hissini qo‘zg‘atishi mumkin. SHuning uchun gigienaga va o‘zini tutish maneralariga katta e’tibor qaratish lozim.

Xarakterning ma’lum qirralari hazar qilish to‘sig‘ini keltirib chiqarishi mumkin, ammo bu gohida sinfiy va milliy aqidalar natijasida yuzaga kelib, uni engib o‘tish juda qiyin yoki umuman iloji yo‘q.

Shaxslararo munosabatlarda qo‘rquv to‘sig‘i – engib o‘tish eng qiyin bo‘lgan to‘siqlardan biri sanaladi. Qo‘rquv sabablari turlicha bo‘lishi mumkin. Muomaladagi sherikning qo‘rquv to‘sig‘ini engib o‘tish, ushbu sabablarni qay darajada to‘g‘ri topishingizga bog‘liq bo‘ladi.

Uyat va ayb to‘sig‘i o‘zining yoki boshqa birovning o‘rinsiz xatti-harakati tufayli yuzaga keladi. Uyat hissi kishida ko‘pincha tanqid yoki haddan ziyod maqtov natijasida paydo boʻladi. Haddan tashqari uyatchan yoki umuman uyatdan begona odamlar boʻladi. Uyatga berilmaydigan kishilar oʻzlari uchun psixologik himoya usulini ishlab chiqishgan: ular koʻp hollarda hamma shunday xatti-harakat qilishi mumkinligiga oʻzlarini ishontirishadi, tanqidni eshitishmaydi, oʻzlarini oqlaydigan motivlarni topishadi. Aybni his etishning yuqori va quyi darajalari bir xilda odamlar orasidagi psixologik aloqaga ziyon etkazadi.

Idrok etish toʻsiqlari suhbatda fikrlarni aniq ifodalay olmaslik asosida paydo boʻladi. Nutq toni uning ma’nosi kabi muhimdir. Emotsional qashshoq nutqning qalbga va yurakka yoʻl topishi qiyin. Nooʻrin anglashilmovchiliklarning oldini olish uchun qoʻllanilayotgan soʻzlarning aniq ma’nosini etkaza olish lozim. Inson haqidagi ilk tasavvurning toʻla boʻlishi uchun uni idrok qilishga ijobiy yondashishga harakat qilish, nafaqat uning tashqi koʻrinishiga, balki mimika, jestlari va tana holatlariga ham e’tibor qaratish talab etiladi.

Toʻsiqlarning yana bir guruhi muomala texnikasi va koʻnikmalari bilan bogʻliqdir. Gohida muomala usullaridan oʻz gʻarazli maqsadlarida foydalanadigan shaxslar uchraydi. Bunday kishilarning xatti-harakatini aniqlashga oʻrganish uchun «muomaladagi manipulyasiya», «pozitsiya», «rol», «niqob» kabi tushunchalar ma’nosini oʻzlashtirish talab etiladi.

Taniqli psixolog A.A. Dobrovich muomaladagi manipulyasiyalarni tizimlashtirgan. Ularning asosiy mazmuni quyidagilardir: manipulyasiyadan foydalanuvchi shaxslar suhbatdoshning asoslangan ayblovidan qutulish maqsadida, har qanday arzimas xatoni «yuzga solishadi», oʻz aybini boshqaga toʻnkaydilar, izzat nafsga teguvchi gaplar bilan kishini muvozanatdan chiqarishga, u bilan ma’lum vaqtga aloqani uzishga harakat qilishadi, topshiriq va majburiyatlarni bajarishdan qochish maqsadida oʻzini yomon his etayotganligini bahona qilishadi.

Rollarni niqoblardan ajrata olish lozim. Niqob suhbatdoshga boʻlgan haqiqiy munosabatni va haqiqiy emotsiyalarni yashirishga imkon yaratadigan yuz ifodalari, jestlar, standart iboralar yigʻindisidir.

Shunday qilib, biz yuqorida muomala jarayonidagi ziddiyatlar va psixologik toʻsiqlar bilan bogʻliq muammolar toʻgʻrisida va ularni bartaraf qilish yoʻllari toʻgʻrisida ba’zi fikrlarimizni oʻrtaga tashladik. Oʻylaymizki, kelajakda bu yoʻnalishda olib boriladigan tadqiqotlar

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TEACHING FOREIGN LANGUAGE USING INFORMATION AND COMMUNICATION TECHNOLOGY IN PEDAGOGICAL ASPECTS

Abstract: This article considers the current trends in the development of higher education, the problems of independent work of students learning a foreign language remotely or in blended learning systems; pedagogical and psychological aspects of learning a foreign language with the help of information and communication technologies are identified and the question of studying strategies for learning a foreign language is raised.

Keywords: information and communication technologies, learning a foreign language, student autonomy, individualization, strategies for learning a foreign language.

Technology has become an expected literacy in higher education and in our society, a universal language spoken worldwide, regardless of the profession (Marcinek, 2014). Trying to keep up with the requirements of current society and to take advantage of the advances in technology, teachers all over the world implement information communication technologies (ICT) in the classroom in order to deliver content effectively and address students' needs. Computer based instruction already occupies an increasing role in teaching foreign languages. We are not a big fan of technology nor are we very skilled in using it, but we have to admit that technology greatly enhances teaching and learning foreign languages. However, we should not forget that teaching and learning are social processes and require communication between teacher and learners; therefore, technology facilitates but does not replace these social processes (Bates & Poole 2003). One of the most important trends identified in the 21st century has become a tendency that can be called integration; - it concerns the humanization of technical education and the informatization of humanitarian education. The pursuit of integration is the reverse side of differentiation, which is partly due to the growing gap between the pictures of the world of people of a humanitarian and technical mindset due to technological progress. Another feature of technical development at the present time is that it is ahead of its meaning and goal setting: a person does not have time to comprehend the possibilities of existing technologies, as new ones immediately appear. The use of information and communication technologies in teaching and learning foreign languages has risen sharply among the educational community. Teachers access and implement innovations without always realizing their full implications for them and their students. However, this is not necessarily a negative thing, because if no one used innovations, little progresses would be made and there would be nothing to evaluate. The article presents certain features of ICT that can be used to good advantage in a rich learning environment, and the use of video as an ICT tool in the foreign language class. The paper also discusses the role of the teacher in implementing technologies and we argue that it is the teacher, not the technology who determines the quality of the learning and teaching.. We see how the indicated tendencies of integration, computerization (informatization), individualization of education are realized today. As for the use of information and communication technologies (ICT) in teaching foreign languages, it should be noted that both teachers and many students, realizing the enormous potential of new technologies, tend to one of the extremes: they fully support the introduction of ICT into the educational process or with great caution approach to unusual means of work for them. ICT enthusiastic teachers often consciously or unconsciously rely on the significant role of technology in individualizing the educational trajectory of students and in developing their motivation to learn. In the English method of teaching languages, much attention is paid to the notion of “learner autonomy”, i.e. autonomy, autonomy of students. It is understood as the independence of the student from the teacher and implies the ability ofthe student to take an active part in setting the goals and objectives of the training, to assess their knowledge and skills, to independently learn foreign languages. But the question is, are students ready for increasing responsibility and independence, and are teachers ready to change interaction scenarios in the context of the modernization of education? We believe that in order to correctly answer this question, you need to rely on the practice and scientific work, revealing the essence of the changes and psychological and pedagogical problems existing in this field. As an example, the studies of French scientists: Alex Boulton, Anne Chateau, and others.

In their work “Learning to learn languages using ICT - but how?” Researchers describe their experience of using ICT in teaching different groups of foreign language students. Their arsenal included the Langues-U digital campus, ERUDI Resource and Distance Learning Center (erudi.free.fr) with the ability to communicate in chat, forum or by e-mail. Three different groups of students were studied: the first group consisted of masters psychologists who needed English for professional purposes (60 people), the second group included linguistic students specializing in English and distance learning (180 people), and the third group included trainee teachers who were offered the opportunity to participate in blended learning (their ultimate goal was to pass a competitive selection at theend of the year). Both qualitative and quantitative research methods-polls, questionnaires, etc. - were used. The following pedagogical and psychological aspects can be distinguished in the researchers' conclusions.First, the majority of students did not have enough computer literacy, thus, the need was identified for conducting computer training courses, including the use of the proposed network technologies. Secondly, many mentioned the feeling of loneliness, isolation (isolation), although there was the possibility of both virtual communication on forums, in chat rooms, and personal (for students with a mixed type of education). Sometimes this form of training was perceived even as demotivating. 20% of linguistic students have never started a new topic in the forum, and 30% have never responded to messages from other students. Third, despite the fact that the Langues-U digital campus presented both traditional tasks (lexical and grammar exercises) and multimedia tasks, including authentic audio, video and texts with the attached tasks, many students focused on more familiar ones. analytical exercises (for example, one third of the masters psychologists did just that). Here you can recall the results of the research of M.K. Kabardov, who revealed that people characterized by an analytical type of intellectual activity, "thinkers", are more capable in traditional forms of teaching a foreign language than in active ones. There is no doubt that effective learning is based on many factors, including on the individual psychological characteristics of students, but in this case, it's rather a matter of tough language learning strategies based on passively following the teacher's instructions. The question now is where the boundaries between ICT use and technophile, between individualization and isolation, between choice and redundancy of choice, between learning in collaboration and imitation of that are.

Teachers, learners and technology should form a lasting meaningful alliance. Having identified the positive and the negative impacts of integrating information communication technologies in teaching and learning foreign languages, and also the importance of the teacher's role in educational process, and the bond that creates between teacher and learner, I argue that we cannot forget the past and the years of research of good teaching practices developed by skilled teachers and researchers, but at the same time we cannot ignore the reality beyond the classroom walls. I agree with the view according to which the educational system needs no revolution, i.e. no sudden, radical or complete change, but a skilful evolution, that will assure a continuity and stability to the learning environment. We should carefully build and develop this "techno humanistic" system based on what it already exists Therefore, we believe that the main task at this stage of introducing ICT into the educational process is to identify the necessary conditions for effective foreign language teaching based on ICT by analyzing the existing psychological and pedagogical aspects of the individualization of education. These conditions include both objective factors (availability of material and technical base and teaching methods) and subjective ones (information competence of teachers and students, their motivation and psychological readiness to accept new scenarios of interaction in the context of modernization of education). In the future, it is planned to consider in more detail the necessary competencies and strategies for learning a foreign language on the basis of ICT and the possibility of teaching students the most effective strategies.

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THE IMPORTANCE OF FOLKLORE MUSIC IN MUSIC CULTURE LESSONS

Annotation: The topic is called the importance of folklore music in music culture lessons. The analysis of the reasons for their existence is to provide children with in-depth knowledge about the historical reasons for the emergence of this valuable cultural wealth of our people, focused on nationalism, and their educational significance.
Key words: Music, genre, art, methodology, folklore, classical music, "Shoshmaqom"

Restoration of the originality of our national culture in independent Uzbekistan begins with the artistic and moral education of students in secondary schools. Current music education shows that music culture lessons are important in the study of our national musical heritage. Music is an art form that has a wide place in our cultural life and plays an important role in the development of human personality. Music education is one of the main and complex aspects of fine arts education, which teaches to correctly perceive and appreciate the beautiful things around us. It is known that music equips a person with a high taste and forms a spiritual worldview. Music has the power to have a powerful effect on human emotions, bringing students into a world of sophistication and educating them morally and ideologically. Uzbek folk music is very old. Evidence of this can be found in the historical literature and archeological finds of our ancient musical culture. The basis of every national music is folk music. Folk music is created from different working conditions, historical events, polished for many years and passed down from generation to generation. Each nation has its own music. It will feature the brightest examples of national music. At the heart of folk music are the historical events of each nation, the struggle for happiness and prosperity, sung through melodies.

The term Uzbek music is a broad concept that encompasses two main layers of our national music - folk music and professional music, which is the work of master artists. There are also 4 local styles in Uzbek music. These are: 1. Kashkadarya - Surkhandarya 2. Bukhara - Samarkand 3. Khorezm 4. Fergana - Tashkent musical styles. Each local musical style has its own characteristics and traditions. These traditions have been formed over a long period of time and are characterized by the way of life, work, rituals, holidays and customs of each nation.

Regular study of folk melodies and children's songs in the primary school program, learning to understand the music of fraternal peoples on the basis of skills of understanding Uzbek folk music, teaching students to listen to the melody and she. Learning to understand and comprehend the content of r can use artistic images typical of the art of singing.

In the study of folk music in grades 4-7 it is necessary to explain various pedagogical activities, conversations, stories, questions and answers, short conversations, essays, work with textbooks, effective use of additional literature. It is known that students in grades 6-7 are particularly receptive to information and are interested in understanding the essence of new issues. Therefore, in the study of each work, the short-term interesting information of the reader about the musical culture of the nation that owns the work, the nature of the work, the artistic and ideological content is of great importance.

Conversation and question-answer methods in the study of the work strengthen the creative attitude of students to the work. Folk music is a mirror of the period. Therefore, it reflects the essence of the period he created, the tragedy of that nation, the history of the struggle for freedom, the dreams and aspirations for happiness. That is, folk music has its own artistic language.

Folk musicians have created simple, concise and deep thoughts, melodies of folk epics and poems in accordance with the artistic, ideological and poetic tone. Therefore, it is advisable to connect folk music with the materials studied in literature classes, especially in grades 4-5, where folklore is widely studied, and the teacher it must take advantage of this opportunity. It is also important to clearly define the interrelated goals in the syllabus materials for a class, and to take into account each specific opportunity. As students in elementary school learn about their characteristics for music genres, in 4th grade they are first introduced to the basic features of music art, its simplest and most popular genres, and the difference between professional music and professional music created by a composer. , to explain that the folk music genre has a long history of development as artistic folklore, to sound in a simple, fluent, bright tone, melancholy and cheerful charm, as well as to ask and answer questions about famous folk singers. This means that in Grade 4, students need to be able to think in a way that is a little bit faster, with a strong sense of discussion. In the upper grades, folk music is studied in a more serious way, and listening to music plays a key role.

Linking the lessons with the conversation about Uzbek folk music, the richness of the means and expressions of the types and genres of Uzbek folk music, the fact that the work is a source of inspiration for creative people. It is very useful to explain to the readers that lib came, that the events in the history of our people are reflected to a certain extent in melodies and songs of different genres. Students will listen to examples of Uzbek folk songs based on their experience in understanding Uzbek folk songs.

Students will learn about folk songs and their interrelationships after Uzbek songs: Turkmen, Azerbaijani and other songs. Brief information about the musical culture of this people is comprehensive. they understand deeply. Extracurricular activities on listening to songs on the theme "Dances and melodies of fraternal peoples" broadened and strengthened the knowledge and impressions gained by students in the classroom. As a result, students gain an understanding of the difference between professional music and folk music. The most important part of the study of folk music in the upper grades is the acquaintance with the works of "Shashmaqom" and its famous teachers, teachers Holim Ibodov, Abdulaziz Abdurasulov, academician Yu. Rajabi, a bright symbol of the brotherhood of the Uzbek and Tajik peoples. The fact that "Shashmaqom" was formed on the basis of Tajik and Uzbek folk music over a long period of time, explains that they have been passed down from generation to generation, improved and become folk classical music, the maqom series are also present in Turkish and Uyghur, Iranian peoples. It is also necessary to dwell on the commonalities in which the features of similarity and commonality are ideological goals.

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MODERN TEACHING METHODS OF TEACHING FOREIGN LANGUAGES

Annotation: This article focuses on productive types of speech activity, which is especially important for mastering a foreign language. The Article specifies how effective work with special texts in a foreign language helps to formulate the necessary language and communication skills for students in a non-native language and promotes the development of their common scientific knowledge and skills.

Key words: TFL ,method, interest, methodology, student ,communication skills, lifestyle

The general trend of the modern world is such that research becomes an integral part of the search of any profession. Therefore, the exploratory behavior in the modern world is seen as an integral characteristic of the individual. This trait is part of the concepts of professionalism in any field of activity. And even more - as a lifestyle of modern man.

Teaching foreign languages has always been distinguished by a variety of methodological approaches. The decisions made about the future of the education system affect the interests of all segments of society and have a significant impact on the destiny of the country. Today the professional language teacher has a good grounding in the various techniques and new approaches, and they know and understand the history and evolution of teaching methodologies. The modern teacher will in fact use a variety of methodologies and approaches, choosing techniques from each method that they consider effective and applying them according to the learning context and objectives. Therefore, each new proposal must undergo a thorough examination and be publicly discussed by the scientific and pedagogical community. Nowadays there is a great variety of methods of teaching foreign languages. This article presents an overview of some modern methods and techniques used in TFL.

Modernization of education is a large-scale program of the state, within which a plan of competitive measures should be developed and implemented. Modernization is the updating and improvement of the existing education system. With any modernization of education, there are several problems. The first is to preserve the positive that exists in the existing system; the second - if something useful for society was lost in education for previous years, then it is necessary to restore it; the third, the main one, is to bring the education system in line with the demands of the society. And in the life of Uzbekistan society in recent years there have been big changes: a new social order is taking root, the economy is based on market relations, as a result of which new professions are emerging, and new demands are made for the old .

In recent decades, linguists and methodologists have shown great interest in the subject-linguistic approach in teaching foreign languages. In the light of the current trends in the expansion of intercultural dialogue and the globalization of the educational space, the study of the language is of particular relevance, oriented to its practical application: a student-foreigner needs not just the mastery of the language in everyday, everyday communication, but, above all, his use in the professional sphere of communication. An effective search for necessary scientific literature on the specialty, preparation of abstracts and reports on scientific topics, communication with colleagues, etc. All this is a strong motivating factor in learning a foreign language.

CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The experience of learning subjects through the medium of a non –native language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum. In CLIL, learning a curriculum subject in a second, third or sometimes fourth language involves drawing on effective pedagogical practice from a range of different educational contexts. Curriculum subjects apart from languages are taught through the target language. These include Art, Geography, history, Information and communication technology (ICT), Mathematics, Science, Social Science.

There are many advantages to the CLIL approach: it develops confident learners and enhances academic cognitive processes and communication skills. CLIL encourages intercultural understanding and community values. In addition, research shows that learners become more sensitive to vocabulary and ideas presented in their first language as well as in the target language, learners reach proficiency levels in all four skills of listening, speaking, reading and writing.

The main linguistic guideline in the CLIL methodology is a special text, based on the study and elaboration of which the above goals are achieved. The text as a source of information introduces the reader to a certain topic, and serves as the basis for a lexico-grammatical module that assures the assimilation of scientific terminology and certain grammatical and structural-stylistic constructions. The text is also a starting point for conducting discussions and expanding the language material on a given topic while at the same time contributing to the formation and activation of communicative skills in dialogical and monolog speech. Thus, the methodology of language-based integrated teaching of a foreign language encompasses the main types of speech activity, contributes to the increase of students' activity in the learning process, develops their language competence, induces polylingual interests and raises educational motivation.

Despite the fact that the CLIL methodology has been actively used in Western educational institutions for several years, it was relatively recently talked about in the post-Soviet space. As T. Lapteva correctly notes, "the use of the method of integrated teaching of foreign languages in a technical university is a means of motivating students to study and a tool for multilingual education. Effective work with special texts in a foreign language helps to formulate necessary linguistic and communicative competencies in students in a non-native language and promotes the development of their general scientific knowledge and skills ". It should be noted that this technique is effective not only in a technical university, but also in any other non-linguistic institution.

Principles of subject-language integrated learning. Based on the analysis of foreign and Russian studies, as well as our own pedagogical experience, we developed the following pedagogical principles of the CLIL method: 1. the principle of using a rich, from the cognitive point of view, authentic educational material. The basic requirements for educational materials are authenticity, information richness and a certain degree of cognitive load. Interactive authentic materials have not only a high motivating potential, but can also be used as a basis for creating an artificial language environment and assignments with a high degree of cognitive difficulty. The teacher actively uses a foreign language, acting as a "language model" for students. 2. The principle of active support and assistance of the teacher in the learning process. For successful achievement of the set goals, the student needs to receive support from the teacher. With the development of his foreign language competence, the amount and intensity of assistance from the teacher gradually decreases. Using this principle will reduce cognitive and linguistic loads when studying unfamiliar content in a foreign language. The tasks that the teacher proposes should be supplemented with certain explanations that will allow students to successfully cope with the tasks set. Much attention is paid to productive types of speech activity, which is especially important for mastering a foreign language. 3. Principle of intensive and productive possession of a foreign language. Problem training offers a large number of methodical techniques and is aimed at the active use of authentic communication within the framework of a training session, since instruction in foreign languages is most successful in the presence of communicative goals and a meaningful communication situation.

In the CLIL concept, sustainable training is of paramount importance, since the teacher contributes both to the study of professional content and directly to the foreign language. In the same way, the teacher needs to develop ways of testing and assessing the ability of students to adequately communicate on professional topics in the first (L1) and second language (L2).

Indeed, real education should not be forced or manipulated, freedom of education supposed to be free from physical and psychological pressure, and it is an important tool of reaching the success in all fields of society. Giving an opportunity to every single youth to find him in the field that was chosen at the doors of University is the most important target of higher education.

The theories and methods are constantly evolving in the ELT. The teachers of the ELT are aware of the best practices in teaching and learning English and how they can be made beneficial to the students. It is possible for every child to learn English in the most enjoyable manner if it is supplied with the right kind of materials and pedagogy produced by one’s own native wisdom. A beautiful combination of art and science, with a fine tune of as many tools as possible to the repertoire can help an ELT to excel in his/her field.

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FORMATION AND DEVELOPMENT OF SKILLS OF INDEPENDENT CREATIVE ACTIVITY USING EDUCATIONAL GAMES IN ENGLISH LESSONS

Abstract: The relevance of this course work lies in the insufficient study of methods and ways of developing the skills of independent creative activity in the process of teaching a foreign language. The process of learning a foreign language contributes to the formation of creative independence, since there is an opportunity to use creative tasks and exercises within the framework of this subject, which requires independent work with students. They taught to use linguistic material to express their thoughts in dialogic and monologue speech.

Key words: pedagogy, education, game, didactic, methods, students, pupils, to play, teaching.

Teaching English can and should provide a practical, educational and evolving goal. It is also the practical aim of the leading. The other goals achieved in the course of mastering the English language in the context of active learners are informative arresting authorities and activities. Pedagogy, leadership and synthesis of these aspects, defines the vision of the problem from its specific point of view.

In English lessons, students analyze the selected problem, defend their position. Students should be able to evaluate reading works critically, state of thought in writing in accordance with the problem at hand, learn to defend their point of view and make their own decisions in understanding the path in the classroom. This form of lesson develops students' mental functions, logic and analytical thinking and, which is important, the ability to think in a foreign language.

Motivation of learning plays a great role in the organization of the educational process. Thinking causes an intensification of interest in a particular type of task, to fulfillment this or that exercise. The teaching method meets the requirements of children in the novelty of the studied material and the variety of exercises performed is a strong motivating factor. The use of various teaching methods contributes to the consolidation of linguistic phenomena in memory, creates another proof of visual and auditory images, maintaining the interest and activity of students. A foreign language lesson is viewed as a social phenomenon, when the class of the audience is a certain social environment, in which the educational process is the interaction of all those present. Thus, learning success is the result of the collective use of all learning opportunities.

Great opportunities for the formation and development of skills of independent creative activity are determined by the use of games in the process of teaching a foreign language.

The game activates the students' desire to connect with each other and with the teacher, creates conditions for equality in speech partnership, destroys the traditional barrier between teacher and student. Play provides an opportunity for the hesitant to break the uncertainty barrier. In it, everyone gets a role and must be an active partner in speech dialogue. In games, schoolchildren capture such elements of dialogue, the opportunity to start a conversation, support it, interrupt the interlocutor, from time to time to agree with his opinion or refute it, the ability to listen to the interlocutor purposefully to ask clarifying questions of the games, etc. Language help to acquire various aspects of the language (phonetics, vocabulary, etc.) They are divided into: phonetic, lexical, grammatical and stylistic.

The main goal of phonetic games is the confirmation (correction) of pronunciation, training in the pronunciation of sounds in words, phrases, and intonation. They are regularly used, mainly at the initial stage of teaching a foreign language (introductory-corrective course) in the form of illustrations and exercises to work with the most difficult sounds for pronunciation, intonation. As we move forward, phonetic games are realized at the level of words, sentences, rhymings, tongue twisters, poems, songs.

Vocabulary games focus students' attention exclusively on lexical material. They help to gain vocabulary and increase it to show and perform the use of words in communicating situations. There are different types of vocabulary games:

Grammar games are designed to provide students with the ability to practically apply knowledge of grammar, to activate their mental activity, aimed at using grammatical structures in natural communication situations.

Stylistic games are aimed at teaching students to distinguish between formal and informal dialogue styles, and to apply each of them correctly in different situations.

Speech games teach the skill of using linguistic means in the course of performing a speech act and starting from a specific situation in which speech actions are performed.

The use of games in the classroom allows you to shape and develop in students learning skills and abilities, to learn all the necessary information to transform it, to develop plans and solutions on its basis in both stereotypical and unstereotypic situations. This means that educational play can act as a means of pedagogical science.

The most active in the educational game is used to perform in foreign languages, which, speaking of the characteristics of a given subject, has a common goal - teaching language as a dialogue means. The game helps to ensure mutual communication of all participants and motivates the active performance of the participants. This is necessary for the formation of creative independent thinking of

1) the creation of external and internal conditions that ensure high emotional openness (according to the principles of a kind, exciting game) through:

•Students' creation and understanding of freedom in choosing ways and means of achieving goals in the classroom;

•Understanding the possibility of "loss" for wasteful actions and exaggerated demands;

•Understanding the dependence of "prizes" through their own knowledge, skills, and the ability to take risks, which is well grounded;

2) The teacher should not be in the position of a "senior friend" or a partner on an equal footing, and the commentator and the lesson leader, advisor;

3) give students independence in their actions in order to create conditions under which they should not rely on the teacher's help. Such lessons are combined with counseling lessons. Children also have additional information materials to help them complete the task;

4) in every possible way to encourage originality, non-standard, effective thinking.

In this regard, we emphasize the fact that the formation of creative activity is the activation of the supreme goal, but it cannot be ignored below the steps. Composing and presenting the task of activating educational and informational and (what is more important), the creative process in foreign language lessons represent the content of the question. Its other side is the organization of the production of active research. The value of this method is quite large, but the increase in efficiency must be combined with other forms. Face-to-face work tasks can be aimed at activating:

1) process memory;

2) the process of logical thinking based on existing knowledge and skills;

3) creativity and search for new knowledge.

The specificity of a foreign language consists, on the one hand, of mastering speech activity. Speaking in another language, it is a rather laborious process that requires intellectual mobilization of their attention from students, memory, purposefulness, will, and on the other hand, the process of mastering a foreign language contributes to further knowledge of the world and the cultural wealth of the peoples of other countries, their psychology, way of life.

Teaching a foreign language promotes the development of children. However, in order to carry out a more effective development of students in the process of teaching any subject, it is necessary to include students in such activities that develop their sensory perceptions, motor, intellectual, volitional, emotional and motivational spheres. So, he stressed that for intensive development, thinking that it is necessary to ensure teaching at a high level of complexity in a quick time, the student's awareness of educational activities. Development is associated not only with thinking, but also with emotions and other areas of the personality.

In the methodological literature of recent years on teaching foreign languages, the importance and necessity of including the motivational and emotional spheres of the student's personality is indicated when studying a foreign language. This forms the pupils more attentive to the expression of thoughts, both foreign and in their native language.

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NEW TRENDS IN THE DIGITAL ECONOMY IN THE MODERN WORLD

Abstract: The article deals with the use of the digital economy in the modern world. Where this progress is used, for what it is necessary and where it is still possible to use this tool. It was concluded that the digital economy is a good «helper» in human life.

Key word: digital economy, mobile banking, digitalization, optimization.

At present, such a direction as the digital economy is a relevant topic for discussion. Over the years, our country has been developing and various conditions have been created in order to improve the standard of living and simplify our life. Opens up new opportunities.

What is the digital economy? The digital economy is the display of all data in digital form. This allows you to quickly navigate the indicators and records that are compiled in organizations. And also, in digital form, it is easier to find this or that information, statistics, etc.

First of all, the Internet appeared in our life. With this, people can find this or that information. Now you do not need to go to the library for this, all the necessary information can be found using new technologies. Nowadays, you can buy any thing and even food without leaving your home. To do this, you need to install the application or open the required website, and order what interests you. That is, the Economy begins to interfere here. After all, the purchase and sale of any product or service is an economic relationship. Thus, this serves as a confirmation of all of the above.

But there are some industries where digitalization is slower. This applies to mechanical engineering, oil production and agriculture. This is due to the fact that this industry is quite large and old, so it is more difficult to introduce new technologies there. But oil-producing organizations are closely engaged in this issue and began to develop new programs that will improve their activities. They have created smart wells that allow you to quickly analyze and react to situations.

In this article, I would like to consider where this system is specifically used and where it is still possible to apply it.

The most famous system for every person is online services. An example would be Sberbank-online (mobile bank). With this application, everyone can make a purchase or pay bills. Also, this application facilitates the activities of the enterprise. It optimizes activities and reduces the time it takes to send money to your intermediaries and workers.

In addition to the mobile bank, it also improves the organization's electronic document flow. Thanks to this, each employee, without leaving his workplace, has access to various documents. This improves the quality of work and improves employee awareness within the company, and with the help of this information is perceived as it was delivered. After all, when information is transmitted orally from one person to another, it is often paraphrased and loses its former meaning. Because of which, malfunctions often occur.

Also, a striking example of the digital economy is such a service as Yandex. Taxi. This service is aimed at providing services. The service allows you to easily order a passenger taxi without contacting the dispatcher. In addition, it is possible to choose the necessary conditions in the car, which are divided into economy, comfort, comfort + and business. Also, clients can immediately find out the cost of their trip from point A to point B. And most importantly, you can trace the route of your trip. Also, the main advantage of this service is non-cash payment. Many people are used to using electronic cards and often do not use cash. Yandex taxi service has solved this problem and now it is possible to pay for your trip "online" using a mobile bank.

Thus, we have analyzed where the digital economy is already being used. And where is it not yet used, but can it be present?

As mentioned earlier, our country is developing and quite a lot of applications and programs have already been created for working in the office and for providing various services. An application such as Java or Wolfram CDF has been developed. This application allows you to simulate various situations.

The CDF file format allows you to create documents that contain interactive math objects. To create such documents, you need to use a full-fledged Wolfram Mathematica system, but already created documents can well be used as standalone applications or integrated, for example, into web pages. This format has many advantages, some of which are:

- CDF files can be easily integrated into HTML code.
- CDF files use real-time mathematical calculations.

This tool can be used in sports games such as soccer. Thanks to the CDF format, you can determine the trajectory of the ball. With the help of the sliders, we have the opportunity to set a certain running speed and impact force. This will allow the footballers to view the kick demonstration, which will allow them to use this data in the future.

The CDF format is a single container for processing and disseminating research data, scientific simulations and mathematical modeling in various fields, including sports.

Conclusion: the digital economy is our future. With the help of digitalization, the life of humanity is becoming easier. Organizations optimize their operations to speed up business processes. In addition to organizations, there is an opportunity to use digitalization in sports games. That allows you to improve the results of the game.

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THE APPLICATION OF VIDEO CLIPS WITH SMALL GROUP AND INDIVIDUAL ACTIVITIES TO IMPROVE YOUNG LEARNERS' SPEAKING PERFORMANCE

Abstract: this article analysis the application of video clips with small groups or with individual teaching-learning activities improved the speaking skills of young EFL learners the most; accordingly a quasi-experimental study with a pre-test, post-test design was done and reveals teaching-learning speaking English as a second language with video clips using Small Group Activity techniques could be one of the best alternatives to improve young learners' speaking performances.

Keywords: individual and small group activity; speaking performance; young learners; video clips, students, methods, speaking activity

Speaking can simply be defined as conveying messages verbally from one to another. Unlike writing and reading, speaking involves verbal and non-verbal signals to which the listener needs to pay attention to understand what the speaker is saying. This means that in face-to-face oral communication, a listener not only receives and hears what the speaker says but can also give feedback or a response in terms of what has being heard. In addition, speaking is also a multi-sensory activity because it involves paralinguistic features such as eye contact, facial expressions, gestures, tempo, pauses, voice quality changes, and variations in pitch voice projection and vocal variety, which affect the flow of conversation. Speaking is very important; it is considered the most difficult skill when compared to writing, reading or listening. Despite the difficulties, the English as second language learners still put listening on the top of their lists of skills to acquire since they believe that mastering speaking means mastering all the skills of English as a second language.

Real models of speaking English can be obtained from video clips.video is an 'extremely dense' medium, in which there are combinations of visual elements, sound effects, and audio. Video is a powerful teaching aid since learners can experience things they have never seen before. In addition, it is defined video as "the selection and sequence of messages in an audio-visual context" that can portray settings, verbal and non-verbal signals, and paralinguistic features of speaking which can provide important "visual stimuli" for language practice and learning. However, today a new trend has emerged: videos for education nowadays are presented with only short duration; these are called video annotations or video clips. This accord, it is better to serve students with "short segments of video thoroughly and systematically" rather than showing them "long sequences" which may lead students to be less active in observing and noting the activity. Off-air program videos, real-world videos and language learning videos are three kinds of video that can be used in the English as foreign language classroom. Nevertheless, teachers should prefer the language-learning videos since course books accompany them. Besides, language-learning videos have other advantages such as good comprehensibility, design for education purposes and multiple other functions. Many studies have investigated the effects of video clips on language learners. Video increased the motivation of students since they could see how native English speakers talked with their paralinguistic features. Psychologically, students find them fun, stimulating, and motivating whilst video can also be used as a means for enhancing and developing positive attitudes, success in learning processes, and confidence in learning. Linguistically, videos can help revise new words and expressions, show all paralinguistic features and make learning more open and extraordinary, while culturally videos take students to a world beyond their classroom and can provide a different insight about the importance of cultural awareness.

In terms of cognitive aspects, videos can help improve students' curiosity, providing up-to-date information, maximizing abilities to infer from contexts, developing skills such as motor skills, information and research skills as well as communication skills. Finally yet importantly, videos also provide real models since they include all the characteristics of naturally spoken English in realistic situations and they allow students to experience and feel a certain situation without going there. Therefore, students do not have to visit England just to know how they order food at a restaurant there.

Indeed, there is no fixed definition of a small group. The term 'small group' means different things to different people. Some experts call it seminar teaching' while some others call it 'small group teaching' or 'small group discussion. Small group learning is a situation in which students sit in a small group of students to discuss a topic given by their teacher. These discussions lead to the production of arguments, which are important to enhance critical thinking. In discussions, students will develop their own thoughts and ideas and will get feedback as responses from their classmates or their teacher. Small groups prompt people to discuss a topic or idea among their participants with specific guidelines, which allows everyone to contribute as many ideas as they have under the direction of a presenter. Small group teaching circumstances where dialogue and collaboration among the group members are essential and fundamental to learning. In this circle, the teacher acts only as a moderator to help the students to communicate. A small group contains at least 10-30 students, however there is no obligation to put a specific number of students as a limitation, what matters is the use of small group techniques as a way of separating a larger class to put them together in order to get them all involved and working together with members of their own group.

However, there are usually many students in a classroom and not all might like having discussions. Therefore, it is recommended that combining small group activities with other strategies to provide variety in teaching learning. Teachers should teach-learn with regular language practice and they should try to make their lessons more interesting, getting all their students to participate, involving them all in the lessons through a variety of activities and encouraging them to practice real communications. Individual learning, which is also called student-centered learning, autonomous learning or independent learning, is an approach to teaching learning, which emphasizes the role of the individual student a lot more. The responsibility for the teaching-learning process is focused on the individual students rather than on the teacher. However, individual learning is not a teaching learning process without a teacher nor does the teacher relinquish his responsibility as classroom manager, but he has a lesser role compared to the teacher running small group activities. The teaching-learning process in this kind of activity puts more emphasis on the students, so that teaching needs to be more focused to hit the target, and then such obstacles as gaps between the "learning" and the real life should not arise.

The use of video clips with small group activities were much better in terms of speaking skills for young learners than the results from learning with individual activities mode. There was a significant positive difference between the uses of small group activity compared to the use of Individual Activity for teaching-learning speaking skills. This suggests that even though the implementation of video clips with small group activity or individual activity could help students improve their speaking skills, the use of video clips with Small Group Activity is better than the use of video clips with Individual Activity since all the aspects of speaking measured improved to a higher degree. It is suggested that teachers of speaking in English should use the combination of clips as a supportive learning media with Small Group Activity teaching learning. Furthermore, teachers can try techniques such as slowing down the speed of the videos, having comprehension sessions pre- and post-viewing and repeating important scenes and pausing screenings in order to help students get a better understanding of the language in each video.

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THE TERM "CONCEPT" IN MODERN LINGUISTICS

Annotation: This article gives the meaning of the term concept and is devoted to research the term of concept. There are a lot of points of view about what the concept is. Some scholars consider that the concept is a mental unit which replace us indefinite lots of objects of one sort. This article summarize all points of view about the term concept and give its definition.

Keywords: incept, Conception, culturology, term, scholars.

The term "concept" has entered the conceptual apparatus of cognitive science, semantics, and linguo-cultural studies. The period of approval of the term in science is necessarily associated with a certain blurring of boundaries, arbitrariness of its use, confusion with terms that are close in meaning and/or in language form.

Currently, there is no clear and precise definition of the term "concept", since it covers several areas at once: cognitive science, semantics, and linguoculturology. This term is similar to other similar terms in language form. The main task is to give a precise and clear definition that would include all aspects of the term "concept".

There are many points of view on what a concept is.

The well-known linguist S.A.Askoldov defines it as a mental formation that replaces an indefinite set of objects of the same kind in the process of thought. According to S.A.Askoldov, the concept can be a substitute for some aspects of the subject or real actions, such as the concept of "justice", and can also be a substitute for various kinds of at least very precise, but purely mental functions. Such are, for example, mathematical concepts. Figuratively speaking, he says about the concept that these are the buds of the most complex inflorescences of mental concreteness.

Such well-known scientists as Z.D.Popova and I.A.Sternin define the concept as "a discrete mental formation that is the basic unit of a person's mental code, has a relatively ordered internal structure, is the result of cognitive (cognitive) activity of the individual and society and carries complex, encyclopedic information about the reflected object or phenomenon, the interpretation of this information by public consciousness and the attitude of public consciousness to this phenomenon or object".

"Concept" and "notion" are not equal, as V.N.Telia notes in his works. She believes that " the change of the term "concept" to the term "concept" is not just a terminological replacement: a concept is always knowledge structured in a frame, which means that it reflects not just the essential features of the object, but all those that are filled with knowledge about the essence in a given language group." "Concepts, stereotypes, standards, symbols, mythologems, etc. - signs of national and - more broadly-universal culture".

His explanation of the terms "concept" and "notion" and gave Y.S.Stepanov, who believes that the concept and the concept of terms of different Sciences; the concept is used primarily in logic and philosophy, and the term "concept" as a term in mathematical logic, in recent years entrenched in the science of culture, and cultural studies. Y.S.Stepanov, considering the concept as a fact of culture, identifies three components, or three "layers" concept:

1) the main, current feature;

2) additional, or several additional, "passive" features that are no longer relevant, “historical”;

3) an internal form, usually not at all conscious, imprinted in an external, verbal form.

In modern research, the analysis of the concept of "concept" is conducted in two directions:

1. On the epistemology of the concept (from the point of view of the origin of the concept and its "location", as well as its relationship with reality and the forms of its manifestation).

2. According to the typology of concepts (from the point of view of a certain science (discipline), taking into account its conceptual apparatus and its needs in this term).

The concept is a mental unit, an element of consciousness. Human consciousness is the intermediary between the real world and language. Cultural information enters the consciousness, it is filtered, processed, and systematized in it: "Concepts form" a kind of cultural layer that mediates between man and the world."

A concept is something that is not subject to change in the semantics of a word sign, which, on the contrary, directs the thought of speakers of a given language, determining their choice and creating the potential possibilities of language-speech." And in contrast to the image, symbol, concept, "the concept is not expanded by any question, because it is the starting point and the end of the process at a new level of semantic development of the living in the language; it is the source of universal meaning, which is organized in a system of relations of multiple forms and meanings."

The following structure is proposed by S.G.Vorkachev. He distinguishes three components in the composition of a linguistic and cultural concept: conceptual, reflecting its characteristic and definitional structure, figurative, fixing the cognitive metaphors that support the concept in the linguistic consciousness, and meaningful, determined by the place that the name of the concept occupies in the lexical and grammatical system of a particular language, which will also include its etymological and associative characteristics.

According to the concept, it consists of three components - conceptual, figurative and value. He believes that the cultural concept in the linguistic consciousness is a multidimensional network of meanings that are expressed by lexical, phraseological, paremiological units, precedent texts, label formulas, as well as speech-behavioral tactics that reflect repeated fragments of social life.

In the "Linguistic Encyclopedia", the term "concept" is not presented as an independent dictionary entry, but its meaning is revealed in the article "Concept", and "notion" as a synonym is indicated by a number in parentheses: "Concept (concept) is a phenomenon of the same order as the meaning of a word, but considered in a slightly different system of connections; meaning - in the system of language, concept - in the system of logical relations and forms, studied both in linguistics and logic."

In modern scientific literature, the concept and the concept are not " of the same order as the meaning of the word", - as already noted, the concept is much broader than the meaning.

Summarizing the various points of view of linguists on the term "concept", we can draw the following conclusions.

V.Z.Demyankov, on the basis of a large number of texts of different genres, analyzed the use of the term "concept" in different languages, came to the following conclusions:

1. Languages vary in the time when the term "concept" took root in the humanities, in fiction, and in everyday speech. In Russian, if we ignore the "quoting" mention of the concept as a term of medieval philosophy, this term begins to be often used since the 1920s, and up to the mid-1970s-most often as a complete synonym for the term "concept".

2. The concept reaches its peak of popularity in the language when this term is used in a meaning other than just "concept", especially in the humanities. The distinction runs along the following line: concepts are what people agree on, they are constructed by people in order to "have a common language" when discussing problems; concepts exist by themselves, and people reconstruct them with varying degrees of confidence. Sometimes the referents of the terms "concept" and "notion" coincide.

3. In such interpretations, the meaning of the term concept contains the idea of "rudimentary truth", laid down in the Latin conceptus "conceived". The concept is something that is apparently "conceived". The peculiar fashion for the term "concept" in the scientific and fiction literature of the late XX - early XXI centuries indicates an interest in the reconstruction of those entities in human life that we encounter in everyday life, without thinking about their "true" (a priori) meaning. It turned out that it is not always possible to "agree" on events: sometimes it is more productive to reconstruct the usual meanings, or concepts, and on the basis of existing ideas - old concepts, without destroying them, try to construct new concepts. The new, especially in ethics, is a reconstruction of the old. We are confronted with the justice of this position both in public and in scientific life.

Thus, the concept - this is a mental formation that replaces an indefinite set of objects of the same kind in the process of thought, a unit that is not subject to change in the semantics of a word sign, which directs the thought of speakers of a given language, while determining their choice and creating the potential possibilities of language-speech, and is also the basic unit of the human mental code, which has a relatively ordered internal structure, which is the result of cognitive

(cognitive) activity.) 100 of the activity of the individual and society and carrying a complex, encyclopedic information about the reflected object or phenomenon, about the interpretation of this information by the public consciousness and the attitude of the public consciousness to this phenomenon or object.

A concept is a unit of collective consciousness that leads to higher spiritual values, has a linguistic expression and is marked by ethno-cultural specifics.

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THE ROLE OF INDEPENDENT WORK IN THE FORMATION OF INTERCULTURAL COMPETENCE OF A STUDENT OF A NON-LINGUISTIC UNIVERSITY

Abstract: In this article, we consider the possibilities of organizing the independent work of students of a non-linguistic university to master intercultural knowledge: knowledge about the culture of the country of the target language, knowledge about the similarities and differences between the culture of the native country. One of the solutions to the problem of intensification can be the activation of independent work of students in the conditions of classroom and extracurricular activities. It is known that independent work contributes to the effective mastery of the material, stimulates cognitive and professional interests, develops activity and initiative, and contributes to the growth of motivation for learning.

Keywords: language, independent work, motivation, competence, home reading, professional training.

One of the fundamental directions of professional training of students of a non-linguistic university is the formation of intercultural competence, the integral quality of the personality of a future specialist in the field of intercultural communication. Intercultural competence is determined by the level of intercultural knowledge, the ability to act as a mediator between representatives of one's own and foreign language cultures, to determine the causes of intercultural communication disruption and to effectively eliminate misunderstandings and conflict situations caused by intercultural differences on the basis of emotional and value relationships.

Project planning begins with brainstorming. This is, first of all, the exchange of views and coordination of the interests of students; putting forward primary ideas based on already existing knowledge and resolving controversial issues. Then the project topics proposed by the students are brought up for discussion.

Objectives of the initial exchange of views:

1. Stimulating the flow of ideas. To stimulate the flow of ideas, the brainstorming method is relevant. The teacher should, if possible, refrain from commenting, write on the board ideas, the direction of work as they are expressed, as well as objections raised by students.

2. Determination of the general direction of research work. When all possible areas of research are identified, the teacher invites students to express their attitude to everyone. Then the teacher:

- Highlights the most successful;
- Determines the time frame required to obtain the final results;
- Helps students to formulate 5-6 related subtopics;
- Thinks over the option of combining the selected subtopics into a single project for the group, etc.

Each project participant chooses a sub-topic for future research. Thus, groups are formed, working on one sub-topic. The task of the teacher at this stage is to ensure that students with different levels of knowledge, creativity, different inclinations and interests work in each group that is created.

The analytical stage of independent research, obtaining and analyzing information, during which each student:

- Clarifies and formulates his own task, based on the goal of the project as a whole and the task of his group in particular;
- Searches and collects information, taking into account:

➢ Own experience;

➢ The result of information exchange with other students, teachers, parents, counselors, etc.;

➢ Information obtained from special literature, the Internet, etc.;

➢ Analyzes and interprets the received data.

At the same stage, team members need to agree on the distribution of work and forms of control over the work on the project. Each student can keep an “individual journal” in which he will record the progress of the work. You can keep a common journal for all project participants. This will help the teacher (and the student himself) evaluate the individual contribution of each to the work on the project, as well as facilitate control.

In our opinion, independent work of students with texts for home reading contributes to the effective mastering of this knowledge. Texts are the true guardians of culture. They reflect the spiritual world of a person. It is the text that is associated with culture, because it is permeated with many cultural codes, it is the text that stores information about history, national psychology, national behavior, that is, about everything that makes up the content of culture.[25]

[25] Muxitdinova F.R., Hudayarova O.Z. Structural and content Characteristics of texts and increasing the various types of oral work. Научный электронный журнал “Вопросы науки и образования”. 2019. p. 116.

Thus, in the formation of intercultural competence, the content side of reading texts is of particular importance, which would contribute to the introduction of students into the world of a foreign language culture.

Home reading texts is important to teach students to compare the cultural realities of the native country and the country of the target language, national characteristics of communicative behavior, therefore, the content of the texts should provide the basis for the development of the ability to perceive, see, feel, contrast, compare phenomena and facts of different cultures, give definitions, identify concepts, communicate, engage in dialogue. We believe that students need to develop the ability to show sensitivity and interest in the phenomena of a different mentality and in a foreign culture, to compare them with their own worldview and cultural experience, to find differences and community between them.

As you know, reading has a clearly expressed cognitive character, therefore, students offer for reading authentic texts of the French press, which to the greatest extent reflect the cultural peculiarity of the country. When organizing independent work with texts for home reading, it is necessary to convince students that home reading is a serious work that requires large and complex mental activity, imagination, memory and volitional efforts, and one of the most important conditions for understanding what is being read, memorizing the necessary linguistic and cultural material is the repeated reading of texts.

When planning assignments in the text, it is necessary to think over not only what issues of intercultural similarities and differences will be discussed, but also what and how the students will say (whether they will be able to correctly formulate the thought lexically and grammatically).

The practice of working with the text can be used methods and techniques of technology of critical thinking, allowing you to form your own judgment and opinion about certain facts set forth in the text, to discuss other opinions, to return to adjusting your own views.

One of the important conditions for working on the vocabulary of texts for home reading in the first year is the grouping of vocabulary according to thematic principle. Students are invited to write out vocabulary from the text on the indicated or studied topic. This approach to the organization of work on vocabulary is based on the theoretical provisions of linguistics and methods of teaching foreign language vocabulary. Linguistic research devoted to the problems of semantic analysis of vocabulary testifies to the systemic organization of vocabulary in human consciousness.

Special attention is paid to the semantization of non-equivalent vocabulary, words that have no analogy in the native language or differ in their lexical background, since it most clearly reflects the peculiarities of the culture of the people - the native speaker of the language and the sphere of its existence.

Non-equivalent words in the strict sense are untranslatable, require commentary, and their meaning is revealed through interpretation. The names of holidays and symbols are examples.

Home reading is important in the development of the skills and needs of foreign language reading, in the formation of students 'psychophysiological mechanisms of reading as an activity, in the improvement of students' oral speech skills. Techniques for working with text contribute to the development of the ability to compare, establish correlation, generalize, clarify, detail, transfer conclusions to new situations, abilities that are a prerequisite for the formation of intercultural competence.

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THE ROLE OF BIOGENIC FACTORS IN THE DEVELOPMENT OF ALLERGIC REACTIONS

Annotation: The article provides information on the role of biogenic factors in the occurrence of allergic reactions, antihistamines, the formation and importance of serotonin, the neutralization of biogenic amines.
Keywords: neutralization of antihistamines, serotonin, gamma-aminobutyric acid (GABA), histamine, putrestsin, cadaverine, ammonia.

Antihistamine drugs. When certain antigens (protein, polysaccharide antigens, several drugs) enter the body, the body develops a sensitized state (a type of hypersensitivity that occurs immediately). If the same antigen enters the body again within a few minutes, it leads to the onset of an acute reaction (anaphylactic and allergic reactions), which consists of an almost exact copy of the histamine shock. The mechanism of these reactions involves the release of histamine in fat cells, from which histamine is released as a result of antigen-antibody action on their surface.

Antihistamines are used to prevent and treat these reactions: sanorin, pipolfen, diphenhydramine, glucocorticoids and others.

Formation and importance of serotonin. Serotonin is formed from the decarboxylation of 5-oxytryptophan (by the decarboxylase of aromatic amino acids):

Serotonin is a highly active biogenic amine.

• it narrows blood vessels and raises blood pressure;

• Participates in the regulation of body temperature, respiration, renal filtration;

• is a mediator in neural processes in the CNS;

• Participates in the development of allergic reactions, dumping syndrome, fetal toxicosis, carcinoid syndrome and hemorrhagic diathesis.

Gamma-aminobutyric acid and its role in the conduction of nerve impulses. Gamma-aminobutyric acid (GABA) is formed from glutamate by the action of glutamate decarboxylase in brain tissue:

GAMK concentrations are very high in the brain and spinal cord. GABA (glycine) acts as a mediator in about half of all synapses in most brain neurons. These mediators cause inhibition in neurons, whereas other mediators act as both observers and inhibitors.

Neutralization of biogenic amines. Accumulation of biogenic amines can affect physiological processes and lead to adverse changes in the body. However, organs and tissues have a special mechanism that neutralizes them. Biogenic amines are deaminated and deoxidized by oxidation, resulting in the release of aldehydes and ammonia.

The enzymes that catalyze these reactions are called monoamino- (MAO) and diaminooxidease (DAO). The coenzymes of MAO are FAD, DAO - pyridoxal phosphate. MAO is located in the mitochondria and DAO is in the cytoplasm. MAO neutralizes primary, secondary and tertiary amines, DAO - histamine, putrestsin, cadaverine and partially aliphatic amines. The aldehydes formed are oxidized to organic acids by aldehyde dehydrogenase.

In particular, the deamination of monoamines by oxidation has been studied in detail. This enzymatic process is irreversible and takes place in two stages. The resulting hydrogen peroxide is then broken down into water and oxygen by catalase.

Ways to neutralize ammonia

Ammonia is formed in the body in the following processes:

1. deamination of amino acids;
2. deamination of biogenic amines;
3. deamination of purine bases;
4. Decomposition of pyrimidine bases:
5. Deamination of amide bases of amino acids (asparagine and glutamine).

The breakdown of 100 g of protein consumed per day produces 19.4 g of ammonia. Ammonia occurs in tissues mainly in the form of ammonia (NH4 +), which is in equilibrium with low concentrations of non-ionized ammonia. Low levels of ammonia in human body fluids and tissues; in the blood -25-40 μmol / l (0.4-0.7 mg / l). An increase in its concentration has a detrimental effect, especially on the nerve cells, there is a strong excitation of the nervous system: the person vomits, becomes restless and loses consciousness. There are several ways to neutralize ammonia:

1. formation of ammonium salts of organic acids
2. formation of amino acids;
3. transreaminirovanie;
4. creatinine synthesis
5. formation of urea;
6. formation of ammonium salts.

Formation of ammonium salts of organic acids (ammonium citrate, ammonium oxalate, ammonium fumarate).

Formation of amides of asparagine and glutamic acids. They are mainly forms of transport of ammonia. Ammonia is added to the first carbon atom in the presence of asparagine synthase, glutamine synthase enzymes and ATF to asparagine and glutamic acids.

Some ammonia is involved in the synthesis of new amino acids in tissues. These reactions are called reversible retransamination.

About 15% of ammonia is excreted as creatinine. The synthesis of this substance takes place in 3 tissues: kidneys, muscles and liver; 3 amino acids are involved: arginine, glycine and methionine. Creatine is synthesized by transmethylation.

Reaction 1 The enzyme glycine-amidinotransferase combines arginine and glycine to form guanidine acetate (glycocyamine) and ornithine, which pass through the kidneys and pancreas.

In stage 2, methylation of guanidineacetate is observed, S-adenosylmethionine is a donor of the methyl group, and passes into the liver and pancreas.

The resulting creatine travels through the blood to the muscles, is phosphorylated by the enzymes ATF and creatine phosphokinase, and forms creatine phosphate. This substance performs an energetic function in the muscles and produces creatinine as a result of dephosphorylation.

Approximately 2% of creatine in the body is converted to creatinine. The amount of creatine in the muscles is 25-55 g / kg, in the heart tissue - 15-30 g / kg, in the brain tissue - 10-15 g / kg. Creatine is excreted in the urine only in children; creatinine is released in adults at 4.4-17.6 mmol per day. There is a link between body muscle mass and creatinine release. If creatine is excreted in the urine, it is indicative of muscular dystrophy. This reduces the activity of the enzyme creatine phosphokinase in the muscles.

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EXPERIMENTAL STUDY TO DEVELOP WRITING SKILLS THROUGH BLENDED LEARNING IN THE TIMES OF INTERNET

Abstract: this article emphasizes the role of computer-based technologies in learning how to develop writing skills. It reveals that learners not only control the learning speed, but also do not suffer from the time restrictions of classroom interaction. Teaching and learning take place in both on-campus and online setting and various ways are offered to communicate with each other, either synchronously or asynchronously. Compared to paper teaching documents, the electronic resources are easier for the teachers to keep in order.

Key words: experimental learning, technologies, learners, communication, electronic resources, blended learning, students

In the times of information and communication technologies, internet has accompanied us every moment in any place. It is also a useful tool to develop our writing skill on the road to learn English. The rapid development of internet technology facilitates composition-writing process by offering a wide variety of authentic materials. Blended-learning approach, a combination of the traditional face-to-face learning and certain aspects of internet learning, has been widely adopted in college writing course.

Blended Learning originating from the career training in business company has aroused academic attention as it provides students with more opportunities to apply what they learn in class into the reality. It is hard to find a precise and unitary definition of blended learning. Blended learning is the combination of instruction from two historically separate models of traditional learning systems and distributed learning systems. The central role of computer-based technologies in blended learning. The two separate modes of teaching and learning are so different that combinations of different media are adapted respectively to meet the needs of different learners. Teachers, focusing on person-to-person contact, dominate face-to-face learning. However, the internet learning happens in an opposite direction. The interaction with learning materials tends to be asynchronous and self-paced. Rapid development of technological innovations facilitates great possibilities for communication in the field of English learning and teaching. As computer-mediated instructional elements integrate into the traditional learning more and more, the Blended Learning tendency urges us to prepare for this significant development in the times of Internet.

Communication and collaborative learning can be facilitated through internet-based tools, therefore, blended learning promotes the following features of language teaching and learning:

Through blended learning, learners not only control the speed of information they are acquiring, but also do not suffer from the restrictions of interaction in the classroom. The internet provides blended learning learners with access to information any time. Generally, the learner's responsibilities are consistent with the instruction of a traditional classroom, reading, writing and familiarizing the material with which the instructor supplies him. As long as the cooperative learning is concerned, blended learning contains the process where learning takes place through cooperative efforts, creating a live learning environment dependent on dynamic communication between learners that fosters knowledge sharing. The power of self-paced learning experience is increased where opportunities for meaningful collaboration are present.

In blended learning, teaching and learning take place both on campus and on line. On campus, the instruction happens in a traditional environment while online education usually occurs on the internet. In blended writing class, students are required to have the computer-based autonomous learning with the help of computers. The students should meet their teachers in classroom, where real life situations are created for them to produce meaningful output with each other.The dual settings of study are perfectly combined to stimulate interaction, establish communication, and share content. The length of time students spent on the activity online or in the classroom is usually decided on the nature of the course and the choice of the instructor.

Various ways to communicate, either synchronous or asynchronous, are offered to the participants of blended learning. Synchronous tools such as web conferencing, video conferencing and telephone, etc. are widely used. Asynchronous tools such as e-mail, fax, online environment and post are also very popular tools used in daily life. Online discussions have the possibility to improve students' learning and may lead to cognitive development if the participants neglect their race, gender, educational background or social status. The traditional classroom learning allows for fast and efficient exchanges of ideas. Synchronous discussions are extremely beneficial for those who miss the chances to participate in. On the other hand, asynchronous communication leaves enough time for students to reflect and react to others. Online discussions enable them to work at their own pace with flexible working hours. Whenever or wherever they encounter problems, they submit questions to instructors receive their responses and solve the problems. Otherwise, they need to wait until the next meeting with the instructors.

Compared to paper teaching documents, the electronic resources are easier for the teachers to keep in order. Teacher's online feedback to a student's task saves a lot of time for tedious grading work. In addition, the course build-in tools are extensive and allow teachers to include dynamic, news-based and skill-based elements. Event in the morning news, any up-to-the-minute data can all be included in the writing course. Teachers can save a lot of time to find authentic teaching material. With more free time, teachers may arrange interaction with students in need of much more helpful guidance. Students' interactive exercises can be recorded, which also makes it easier for teachers to keep track of students work.

Once teachers get access to the learning logs of the class, they know whether each student is active to participate in the learning and check out what he is doing, for how long he studied. Furthermore, teacher can analyze the data to check their mastery of the materials, highlight the difficult points of each lesson and judge students' progress more accurately. Later in the following classroom teaching, teacher adds more elaborate clarification to solve student's problems. Making full use of the learning log and its statistical functions, teacher can get first-hand data to do research work to improve their teaching.

In the times of internet, blended learning approach promotes the combination of information technology and traditional classroom leaning. The application in the writing course illustrates the features and advantages of blended learning approach. Blended learning approach promotes students' cooperation ability, which is beneficial to creating a pleasant writing atmosphere and establishing a harmonious relationship among the students. They can continuously enrich and broaden their writing knowledge via many ways, from native-speaker pen pals, or from proficient fellow students. In collaboration with others, students learn how to deal with problems, and then to give or receive help, share their ideas and listen to others' perspectives, seek new ways of solving puzzles. Thus, students' independent thinking and writing ability are greatly enhanced in peer writing. In addition, blended learning approach increases students' motivation and autonomy. It is found that students appear to have more interest in writing. They enjoy their writing classes and often take part in the extracurricular writing activities. This hybrid method was more effective in promoting learners' confidence; students were motivated and autonomous to write.

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USE OF MINERAL POWDER IN THE CONSTRUCTION OF ASPHALT CONCRETE ROADS

Annotation: This article discusses issues such as increasing the service life of asphalt paved roads when extending the life of roads, methods of obtaining mineral powder from carbon limestone to improve the quality of road bitumen for asphalt concrete mixes.

Keywords: mineral powder, term, mineral grains, carbon limestone, asphalt concrete, microcirculation, brand, powder, sand, bitumen, local, processing, road.

INTRODUCTION

In order to create a modern competitive system of road management, clear delimitation of control and economic functions, de-monopolization, attract private sector enterprises and increase investment attractiveness, create a healthy competitive environment, widely introduce innovations in road construction, Also, in accordance with the objectives of the Action Strategy for the five priority areas of development of the Republic of Uzbekistan for 2017-2021, on December 9, 2019, the President of the Republic of Uzbekistan issued a decree "On measures to deep reform the road sector of the Republic of Uzbekistan." The Resolution "On measures to improve the management system of the road sector" and the Resolution "On measures to further improve the management system of the road sector" were adopted. Of course, road construction will play an important role in the development of the country.[1]

Materials and methods

In the preparation of this article, the methods of analysis of experiences, study and nationalization of foreign experience, study and orientation of technology opportunities, logic and generalization were used, and the implementation of measures based on the climatic graph of the region was offered.

The main part

Mineral powder added to asphalt concrete mixes is a polydespersed material and is the main component that forms the structure of asphalt concrete. The main function of the mineral powder added to the bitumen is to increase the viscosity and strength of the asphalt concrete mix by absorbing the paraffin in the bitumen, which makes the bitumen product into a thin film.

Asphalt concrete mix is characterized by the fact that the mineral powder together with bitumen forms a structural, dispersed system and acts as the main binder. It is responsible for ensuring the strength of asphalt concrete by covering 90-95% of mineral grains as a thin film.[2]

Our experiments have shown that the moderate application of bitumen-mineral powder mixture creates a dispersed system structure in asphalt concrete, ensuring a high level of strength of asphalt concrete pavement. The addition of mineral powder thins the thickness of the bitumen layer formed in the aggregates, which in turn ensures that the grains of the aggregates (gravel, crushed stone, sand) are fully and firmly bound to the bitumen.

The majority of bitumen products currently produced in the country have low heat resistance, low resistance to cracking at low temperatures, poor quality of their properties, which leads to poor quality laying of many asphalt pavements, rapid deterioration, rapid deterioration in harsh and rapidly changing climates. is happening. The use of microcirculation powder not only brings significant benefits to the economy of our country, but also opens up opportunities for export and the construction of cement-concrete roads in foreign countries.

Numerous experiments have shown that the mineral powder added to asphalt concrete primarily affects the chemical and mineralogical composition of bitumen. Improves the properties of bitumen and ensures strong biting with fillers. Mineral powder for asphalt concrete mixes is mainly obtained from the carbonate natural stone materials, as well as by crushing stone materials such as shale, dolomite, diabase.

Results

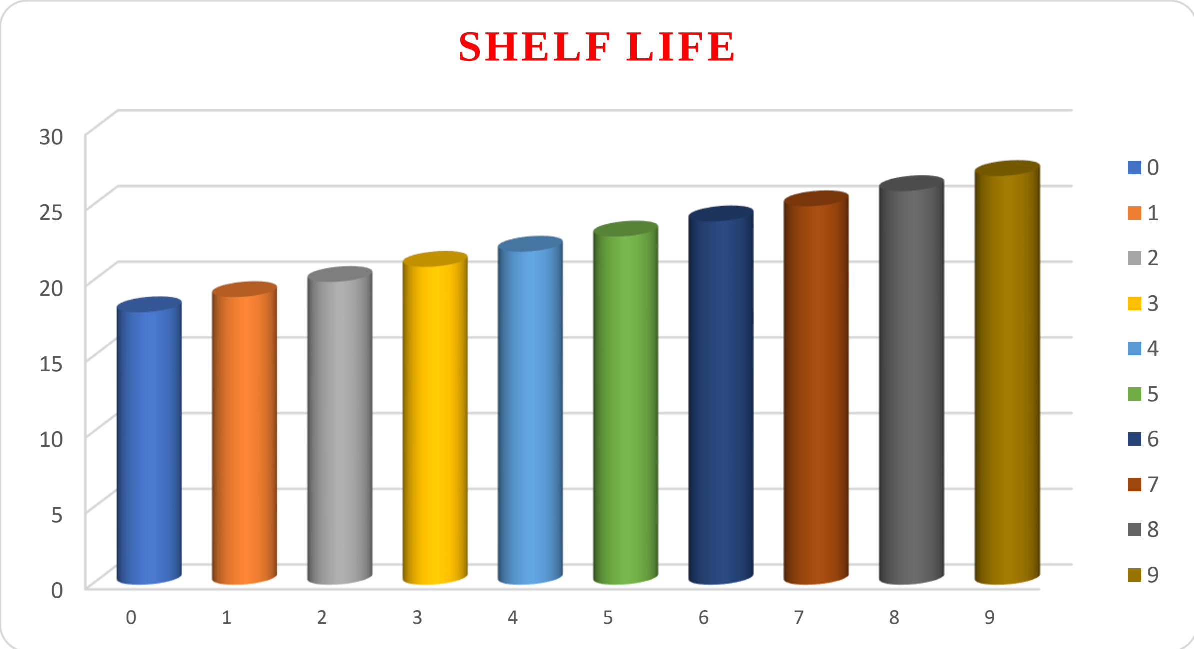
Hot asphalt concrete coating with the addition of mineral powder from carbon limestone achieves the following positive results. Experiments have shown that when preparing a cement concrete surface for repair, the following should be done:

- The service life of the road surface is extended for at least 3 years.
- The physical and mechanical properties of asphalt concrete pavement increase.
- The main properties of road bitumen (elongation, softening temperature, penetration depth, viscosity) increase and fully meet the requirements of GOST 22245-90.
- The negative impact of asphalt concrete plant (ABTS) wastes on the environment will be sharply reduced.
- It will be possible to obtain road mastic, which is resistant to dry, hot and rapidly changing climates.
- It will be possible to obtain modified bitumen, which is resistant to dry, hot and rapidly changing climates.
- Defective surfaces in the coating are marked.[3]

Based on the results, if we use our experience in extending the life of our roads, the condition of our country's roads will improve. This means that if we use mineral powder, our pavement will not only be stronger, but also beneficial to our economy.[4]

(table 1)

Road type	Shelf life	Change
Asphalt concrete coating	20	Not available
Asphalt concrete coating with mineral powder	23	3- year



1- picture. Diagram

It was also noted that the addition of mineral powder significantly reduces dust emissions from asphalt concrete plants, which are harmful to the environment, and has a positive effect on the economic performance of organizations producing asphalt concrete mixes.

Conclusion

Studies of the composition of asphalt concrete have shown that the majority of bitumen products produced have low thermal resistance, crack resistance at low temperatures, poor adhesion properties, many asphalt pavements are poorly laid, rapidly deteriorating, sharp and fast. In order to prevent these shortcomings, we need to introduce innovative technologies to ensure that all our asphalt roads are strong and long-lasting, so the physical and mechanical properties of mineral powder from carbon limestone are thoroughly studied. We found that the process of mixing the powder with bitumen, the elongation, softening temperature and longevity of the bitumen to which the mineral powder was added. In particular, if we build cement concrete coatings using microcirculation, we achieve the following efficiencies:

- Increase the service life of the road surface by at least 3 years
- Increased physical and mechanical properties of asphalt concrete pavement.
- Reduction of costs for repair and maintenance of roads.
- Improving the basic properties of road bitumen.

- Increased availability of mastic as a road resistant to dry, hot and rapidly changing climates.

- I think it is more efficient to build asphalt roads, which are cheaper to use mineral powder, because they are more expensive in the construction of our cement-concrete roads.

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HOW TO TEACH VOCABULARY IN A FOREIGN LANGUAGE

Annotation: Teaching vocabulary is not just conveying the meaning to the students and asking them to learn those words by heart. If teachers believe that the words are worth explaining and learning, then it is important that they should do this efficiently. Teachers should use different techniques and activities in teaching English vocabulary to motivate the learners, enrich their vocabulary and enable them to speak English properly.

Key words: teacher, dictionaries, learning and teaching, approach, foreign language, English lessons.

Nowadays methodologists and linguists suggest that teachers can decide and select the words to be taught on the basis of how frequently they are used by speakers of the language. That is, the most commonly used words should be taught first.

We can get information about which words will be most useful for learners of English by looking at frequency counts of vocabulary. Usually a vocabulary count is done by making a list of the words in a particular text or group of texts and counting how often and where they occur. Some of the more recent counts have used computers to list the words and count their frequency.

Besides that, teachers can decide which words are useful and should be taught to their learners on the basis of semantics. This means, that the word is more useful if it covers more things than if it only has one very specific meaning Furthermore, Nation says that frequency and coverage are not enough to be used when teachers select and prepare a word list for learners of English. So he suggests other criteria, such as language needs, availability and familiarity, regularity and ease of learning or learning burden.

We looked at possible sources of vocabulary input, including vocabulary books, readers, dictionaries and corpora. A motivated and self-directed learner might be able to acquire a large vocabulary simply by using these resources. However, many learners sign up for language courses in the expectation that, at least some of the time, they will be presented with language, rather than having to go out and find it for themselves. By presentation, we mean those pre-planned lesson stages in which learners are taught pre-selected vocabulary items. Of course, incidental vocabulary teaching can occur at other times of the lesson, as when a text or a discussion throws up unfamiliar vocabulary. In this chapter, however, we will be mainly concerned with ways vocabulary can be formally presented in the classroom. But many of the issues are relevant to the informal teaching of vocabulary as well.

At the very least learners need to learn both the meaning and the form of a new word. We shall deal with each of these components in turn. But it's worth pointing out that both these aspects of a word should be presented in close conjunction in order to ensure a tight meaning-and-form fit. The greater the gap between the presentation of a word's form and its meaning, the less likely that the learner will make a mental connection between the two.

Let's say the teacher has decided to teach a related set of words - for example, items of clothing: shirt, trousers, jacket, socks, dress, jeans. The teacher has a number of options available. First, there is the question of how many words to present. This will depend on the following factors:

- the level of the learners (whether beginners, intermediate, or advanced);
- the learners' likely familiarity with the words (learners may have met the words before even though they are not part of their active vocabulary);
- the difficulty of the items - whether, for example, they express abstract meanings.

Consider how you would present each of the following six sets of words. What do you think would be the most appropriate means of presenting them? (E.g. visual aids, a situation, real objects, etc.)

An alternative to translation - and an obvious choice if presenting a set of concrete objects such as clothes items - is to somehow illustrate or demonstrate them. This can be done either by using real objects (called realia) or pictures or mime. The use of realia, pictures and demonstration was a defining technique of the Direct Method. The Direct Method, in rejecting the use of translation, developed as a reaction to such highly intellectual approaches to language learning as Grammar-Translation. Here, for example, is advice for teachers from a popular Direct Method course of the 1940s:

How to teach the names of objects. The usual procedure is as follows.

The teacher first selects a number of objects, in batches of say from 10 to 20. The objects may be:

*those that are usually found in the place where the lesson is given, e.g. door, window, knife, match, book; or parts of the body or articles of clothing;

*those collected specially for the purposes of the lesson, e.g. a stick, a stone, a nail, a piece of wire, a piece of string etc;

*those represented by pictures, such as those printed on picture cards or wall charts, or by rough drawings on the blackboard.

The teacher shows or points to each object in turn and names it. He says the name clearly (but naturally) three or four times. When the pupils have had sufficient opportunity to hear the words and sentences they are called upon to say them. In the first instance they may repeat them after the teacher.

Visual aids take many forms: flashcards, wall charts, transparencies projected on to the board or wall using the overhead projector, and board drawings. [26]

Many teachers collect their own sets of flashcards from magazines, calendars, etc. Especially useful are pictures of items belonging to the following sets: food and drink, clothing, house interiors and furniture, landscapes/exteriors, forms of transport plus a wide selection of pictures of people, sub-divided into sets such as jobs, nationalities, sports, activities, and appearance (tall, strong, sad, healthy, old, etc).

Of course, reliance on real objects, illustration, or demonstration, is limited. It is one thing to mime a chicken, but quite another to physically represent the meaning of a word like intuition or become or trustworthy. Also, words frequently come up incidentally, words for which the teacher won't have visual aids or realia at hand. An alternative way of conveying the meaning of a new word is simply to use words - other words. This is the principle behind dictionary definitions. Non-visual, verbal means of clarifying meaning include:

- providing an example situation;
- giving several example sentences;
- giving synonyms, antonyms, or super ordinate terms;
- giving a full definition.

All of the above procedures can be used in conjunction, and also in combination with visual means such as board drawings or mime. Although a verbal explanation may take a little longer than using translation, or visuals or mime, the advantages are that the learners are getting extra “free” listening practice, and, by being made to work a little harder to get to the meaning of a word, they may, be more cognitively engaged.

In this term paper we have looked the implications of findings for the teaching of vocabulary:

*Learners need tasks and strategies to help them organize their mental lexicon by building networks of associations - the more the better;

*Teachers need to accept that the learning of new words involves a period of “initial fuzziness”;

*Learners need to wean themselves off a reliance on direct translation from their mother tongue;

*Words need to be presented in their typical contexts so that learners can get a feel for their meaning, their register, their collocations and their syntactic environment;

*Teaching should direct attention to the sound of new words, particularly the way they are stressed.

In this work we have looked the ways the teacher can make the presentation of vocabulary maximally effective, both in terms of word form and word meaning. Some of the conclusions reached include the following:

[26] X. Alimova. Modern methods of using information technologies in lessons //Economy And Society. № 6(73) -S.: 2020.

* establishing the meaning of a new word first and when presenting its form is a standard approach;

* translation is an economical way of presenting meaning but may not be the most memorable;

* illustrating meaning is effective but is limited to certain kinds of words;

* explaining meaning verbally is time-consuming but can be effective if explanations are kept clear and simple;

* the spoken form can be highlighted through the giving of clear models, the use of phonemic script, and repetition;

* the written form should not be withheld too long;

* learners should be actively involved in the presentation.

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MUSIQACHI SHAHSINI KAMOL TOPTIRISHDA TARBIYA VA RIVOJLANISHNING O`ZARO BOG`LIQLIGI

Annotatsiya: O'zbekiston umumta'lim maktablarida musiqa talim tarbiyasining asosiy maqsadi yosh avlodni milliy musiqa merosimizga vorislik qila oladigan. Hamda umumbashariy musiqiy qadriyatlarni idrok eta oladigan madaniyatli insondarajasida voyaga yetkazishdan iboratdir.

Kalit so`zlar: musiqa, talim, tarbiya, idrok, psihologik, musiqa madaniyati, milliy tarbiya, shaxs, pedagogika, yoshlar, musiqa tarbiyasi.

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INTERDEPENDENCE OF EDUCATION AND DEVELOPMENT IN THE DEVELOPMENT OF MUSICIAN'S PERSONALITY

Annotation: the main purpose of music education in the secondary schools of Uzbekistan is to ensure that the younger generation can inherit our national musical heritage. It is also an indicator of adult education in a person of Culture who is able to perceive universal musical values.

Keywords: music, education, upbringing, perception, psychology, Music Culture, National Education, personality, pedagogy, youth, music education.

Inson ozod va erkin vatanda to`laqonli yashash, hayotning barcha ne`matlaridan foydalanish imkoniyatiga ega. Ana shu umuminsoniy qadriyatlar negizida musiqaning o`rni, ahamiyati muhimdir. Musiqa- bu milliy madaniyatimizni namoyon etuvchi, dillardagi sevgi muhabbatni tarannum etuvchi, ta`lim va tarbiyani takomillashtirib o`quvchi yoshlarning ma`naviyatini yuksaltirishga hizmat qiladi. O`zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev raisligida 19- mart kuni yoshlarga e`tiborni kuchaytirish, ularni madaniyat, san`at, jismoniy tarbiya va sportga keng jalb etish, ularda ahborot tehnologiyalardan to`g`ri foydalanish ko`nikmasini shakllantirish, yoshlar o`rtasida kitobhonlikni targ`ib qilish, hotin-qizlar bandligini ta`minlash masalalariga bag`ishlangan videoselektor o`tkazildi. Bu videoselektorda davlatimiz rahbari ma`naviy-marifiy sohalardagi ishlarning yangi tizimi asosida yo`lga qo`yish bo`yicha 5ta muhim tashabbusni ilgari surgan edi.[27]

Birinchi tashabbus yoshlarning musiqa, rassomlik, adabiyot, teatr va san`atning boshqa turlariga qiziqishlarini oshirishga, iste`dodini yuzaga chiqarishga xizmat qiladi. Darhaqiqat, musiqa san`ati-nafosat tarbiyasining muhim omili bo`lib, yosh avlodni kamolga yetishishi uchun ta`sir etuvchi jarayon. Bu jarayon maktabdan boshlab shakllanadi va yosh avlodning ichki dunyosini boyitib, butun hayoti mobaynida unga hamroh bo`lib boradi. O`quvchilarda ayniqsa, o`smirlikka qadam qo`ygan o`rta sinf o`quvchilarida musiqa madaniyati darslarini unumli o`tish va musiqa ta`siri ostida bolalarda kechayotgan fiziologik va psihologik jarayonlarni oldindan anglash va tushunish musiqa fani o`qituvchisi oldiga talay vazifalarni yuklaydi. Shu bilan birga bo`lajak musiqa o`qituvchisi musiqa madaniyati darslarida beriladigan barcha o`quv materiallarini puhta o`zlashtirib olishi lozim.

Jamiyatning kelajagi, ravnaqi va taraqqiyoti tarbiya bilan bevosita bog‘liqdir. Zero tarbiya inson tafakkurini yuksaltiradi. Ayniqsa har bir fuqaroning mustaqil davlat bilan mag‘rurlanishi uchun milliy tarbiya, davlat va jamiyat taraqqiyotida muhim o‘ringa ega. O‘zbek xalqining tarixiga nazar tashlansa, Yusuf Xos Hojib, Al-Beruniy, Al-Farobiy singari olimu - shoirlarimiz asarlarida ham tarbiya masalasiga alohida e’tibor berilgan.

Yuqoridagi dalillar har bir tarixiy davrda, har qanday jamiyatda tarbiyaning zarurligini ko‘rsatadi. Jamiyat taraqqiyotining inson farovonligini tarbiyasiz tasavvur qilish qiyin.

Odam tug‘ilganidan boshlab umrining oxirigacha tarbiyalanadi, tarbiya oladi. Demak, inson kelajagi, xayot va turmushi, ko‘pincha tarbiya bilan bog‘liq.. Shunday ekan inson tarbiyasi u chaqoloqlikidan boshlanadi. U bolaligida qanday tarbiyalangan bo‘lsa, uning xulq-atvori, axloq odobi shunga qarab shakllanadi. Shuning uchun bizning jamiyatimizda bola tarbiyasiga asosiy diqqat- e’tibor qaratilgan. Xalqimizda “Bolalar kelajakimiz” degan hikmat bor.”Kadrlar tayyorlash milliy dasturi” da shu hikmat o‘z ifodasini topgan bo‘lib, unda erkin fuqarolik jamiyatning ma’naviy barkamol, e’tiqodini butun, axloqiy pok,odobli avlod bunyod eta olishi alohida qayd qilingan. Yosh mustaqil O‘zbekiston jamiyati taraqqiyoti va uning kelajagi asosini bola tarbiyasi tashkil qiladi. Jamiyat ravnaqi bilan bola tarbiyasi mushtarakdir.

Pedagogikada rivojlanish va tarbiyaning o’zaro bog'liqligi muhim muammolardan bo’lib, u ko’p munozaralarga sabab bo’ladi. Shaxsning rivojlanishi qiyin, murakkab jarayon, u ko`plab ichki va tashqi ta'sirlar va omillar orqali ro’yobga chiqadi. Inson hayot ekan, butun umri davomida o’sib, rivojlanib o’zgarib boradi. Bolalik, o`smirlik yillarida shaxsning kamol topishi yaqqol ko’zga tashlanadi. Rivojlanish deganda, biz shaxsning ham jismoniy, ham aqliy va ma'naviy kamol topishi jarayonini tushunamiz

Shunday qilib, shaxs turli ijtimoiy munosabatlar tizimi ta'sirida bo’ladi va ko’plab ijtimoiy institutlar (oila, mahalla, o’quv maskanlari, mehnat va boshqa)

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[27] “O`zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev”5ta muhim tashabbus dan.

bilan bog’liq bo’ladi. Masalan, shaxsdagi turli g’oyalar, fikrlar va mafkura mafkuraviy munosabatlar tizimi ta'sirida shakillanib, ular bevosita oila, bog’cha, maktab va boshsa o’quv va tarbiya muassasalari orqali ongga singdiriladi. Agar bu ta'sir uning e'tiqodi darajasiga ko’tarilsa va unda yana yangidan-yangi fikrlar va g’oyalarning paydo bo’lishi, hamda o’sishiga olib kelsa, shaxs taraqqiyoti jarayonida shunday faoliyat sohasini tanlaydiki, u o’z qobiliyatlari, malaka va ko’nikmalarini rivojlantira borib, ziyoli sifatida, yo o’qituvchi, yoki vrach, yoki olim, kashfiyotchi, muhandis bo’lib, elu-yurtiga xizmat qiladi.

Iqtisodiy munosabatlar ham shaxs ongi va uning insoniy xususiyatlari shakllanishida katta ro’l o’ynaydi. Masalan, bosqichma-bosqich bozor munosabatlariga o’tayotgan O`zbekiston sharoitini oladigan bo’lsak, yangicha iqtisodiy o’zgarishlar, bozor, raqobat, erkinlashtirish va shunga o’xshash yangiliklar har bir shaxsning moddiy boyliklar va ularga bo’lgan shaxsiy munosabatlarida aks etib, uning iqtisodiy ongi, tafakkuri hulqi normalarini belgilaydi.

Ijtimoiy norma – shaxs hayotida shunday kategoriyaki, u jamiyatning o’z a'zolari hulq-atvoriga nisbatan ishlab chiqqan va ko’pchilik tomonidan e'tirof etilgan harakatlar talablaridir. Masalan, o’zbeklar uchun biror xonaga kirib kelgan insonning kim bo’lishidan qat'iy nazar, «Assalomu alaykum», deb kelishi – norma; o’quvchining o’qituvchi bergan topshiriqlarini bajarishi lozimligi – norma; avtobusda yoki boshqa jamoat transportida kichikning kattalarga, nogironlarga o’rin bo’shatishi – norma va hokazo. Bu normalarni ayrim-alohida odam ishlab chiqmaydi, ular bir kun yoki bir vaziyatda ham ishlab chiqilmaydi. Ularning paydo bo’lishi ijtimoiy tajriba, hayotiy vaziyatlarda ko’pchilik tomonidan e'tirof etilganligi fakti bilan xarakterlanadi, har bir jamiyat, davr, millat va ijtimoiy guruh psixologiyasida muhrlanadi.

Maktabda o`quvchilarni mustaqil hayotga tayyorlash, ularda bir-birini qo`llab-quvatlash, mehribonlik, hushmuomalalik fazilatlari shakllantirib boriladi. Bolalarning mehnat tarbiyasida tizimiy iqtisodiy bilimlar bilan qurollantirish, qonunlar va qarama-qarshiliklardan oqilona foydalana oladigan qilib tarbiyalash juda muhim.

Shuning uchun, o’qituvchi har bir o’quvchini yaxshi o’rganishi lozim. Chunki, o’quvchilar kattalar munosabatiga jiddiy e'tibor beradilar, ular ko’proq kattalar bilan muomalada bo’lishni istaydilar. Bolalarning intizomida ayrim o’zgarishlar paydo bo’ladi, bolaning istagi va qobiliyati orasida tafovutlar sodir bo’lib turadi. Bularning hammasi o’qituvchidan yuqori malaka va tarbiyachilikni talab etadi.

Shaxsning har tomonlama barkamol inson bo`lib shakllanishida, ijtimoiy faolligida musiqa san`ati alohida o`rin tutadi. Musiqa san`ati insonning hayotini go`zallashtiradi, uni olamni go`zallik qonunlari bilan anglashga o`rgatadi, go`zallik yaratishga, ijodkorlikka, ilhomlantiradi. Har qanday kishida ijodiy mehnat qilish ko`nikma va malakalarni tarkib topdirmasdan uni yetuk shaxs sifatida kamol toptirish mumkin emas.

Bugungi kunda, musiqa madaniyati darslarini ilmiy-metodik jihatdan har tomonlama takomillashtirish, o`quvchilarning ongiga, vujudiga musiqaning ta`sirini to`g`ri anglay bilish, hamda musiqaning inson organizmiga fiziologik va psihologik ta`siri ilmiy o`rganish musiqa o`qituvchisi oldiga qo`yilgan dolzarb vazifalardan biri bo`lib hisoblanadi. Musiqa ta'lim-tarbiyasinig asosiy maqsadi yosh avlodni milliy musiqa me'rosimizga vorislik qiladigan, bilimli, sog`lom yoshlarni tarbiyalash va ularni Ona-Vatanga bo`lgan mehru muhabbatini oshirish. Shu bilan birgalikda har bir o`quvchining musiqiy iqtidorini, san'atga bo`lgan ishtiyoqini yanada oshirish musiqa ta'limining asosiy vazifasidir. Shunday ekan, maktablarda musiqa madaniyati darslari musiqachi shahsini kamol toptirishda, kelajak avlodning tarbiyasida muhim ahamiyat kasb etadi. Darslardagi jamoa bo`lib kuylash, musiqa savodi, musiqa tinglash kabi asosiy musiqiy faoliyatlar bolalarda bir-biriga bo`lgan hurmat va e`tiborni kuchaytiradi. Barcha dars faoliyatlari bir-biri bilan uzviy mantiqiy bir butunlikni vujudga kelishini taqazo etadi. Musiqiy faoliyatni o`zaro mantiqiy uyg`unligi natijasida o`qitishning rivojlantiruvchi, ta`limiy va tarbiyaviy vazifalari amalga oshiriladi.

Musiqa insonni yuksak did bilan qurolantiradi va ma`naviy dunyoqarashini shakllantiradi. Musiqa inson hissiyotida kuchli ta`sir ko`rsatish imkoniyatiga ega bo`lib, o`quvchilarni nafosat olamiga olib kirish va ahloqiy-g`oyaviy tarbiyalashning muhim vositasidir. Bunga yaqqolmisol bu musiqa madaniyati darslaridur. Dars musiqa tarbiyasi tizimida etakchi omil hisoblanadi. Musiqa bolalarni aqliy hamda ahloqiy rivojlanishida katta ijobiy ta`sir ko`rsatadi.

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TEACHING ENGLISH PRODUCTIVE SKILLS THROUGH CONTEXT APPROACH

Annotation: The basic skills of English learning are listening, reading, speaking, and writing. Our concern as language teachers is not to inform our students about the language, but to develop their ability to use language. Based on the statement above, we can get a point that students should be taught how to use and apply knowledge. The context approach is considered to be used in teaching English, especially in teaching productive skills.

Key words: knowledge, approach, activity, students, content, foreign languages, method.

Writing is one of the four language skills: reading, writing, speaking and listening. Writing and speaking are considered to be productive skills that means, they involve producing language rather than receiving it.

Writing has served different functions in society. It is typically used for the transmission for cultural knowledge, keeping records of historical facts or scientific developments, codifying laws etc.

While writing, we have to distinguish between accuracy and fluency. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, using correct pronunciation, using correct layouts and choosing the right vocabulary. We also have to use grammar correctly, joining sentences correctly and using paragraphs correctly.

Controlled writing is sensible to distinguish between writing exercises in which the final product is linguistically determined by the teacher and exercises in which the final content is determined. Thus, by controlled writing G. Broughton understands e. g. exercises in which a paragraph with blank is to be filled in which picture prompts or memory of a model presented by the teacher, leads to reproducing more or less exactly the same final product as each other.

By free writing we understand a writing in which the title is provided and everything is done by the students. [28]

Another aspect that English teachers should be aware of is functional style or register. Therefore, the teachers must select the conventions and style which are

[28] Matkarimova G. Pronunciation training is based on methodological principles. International scientific journal. Economy and society. № 6(73) -s.: 2020.

most likely to be useful to the students, if they want to be successful. But the great deal of sensitivity which students need in using language develops unconsciously from spinoff from reading.

In teaching writing skill teacher is an essential factor. Before giving a task to students, the teacher should check whether the task is appropriate for the needs of the students, the task is within the level of the students, the task is just above their level, so they will be really challenged or whether the task is enjoyable.

When learning second language sometimes it is more useful to use writing as preparation for some other activities. Writing sentences gives the students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower level, find difficult and awkward.

Writing is frequently used with activities that focus on something else such as language practice, acting out or speaking. Activity writing is used with activities in which students are asked to write their dialogue before they act it out. It is helpful for students to plan and write the dialogue before they act it out. Other types are questionnaire-type activities. Groups of students design a questionnaire and then they circulate around the class asking their colleagues the questions they have prepared.

They write down the answers and later students report what they have found out. The aim of activity writing is to use writing to help students to perform other activity but students need to be able to write to do these activities, but the activities do not teach students to write.

In writing for writing students are able to study written texts to become better writers. Writing for writing includes activities such are writing stories or poems, journals or creating dramatic scenarios. [29]

When helping students to improve their writing or to become better writers, the teacher plays a very important role. He or she brings the language to the class, supports students when they are stuck or evaluates them. Among the teacher’s tasks J. Harmer includes:

1. Demonstrating. When students are involved in writing activities they need to be aware of writing conventions and genre constraints. The task of the teacher is to draw these features to their attention.

2. Motivating and provoking. Sometimes students are stuck while writing and do not know how to start or continue. Then, the teacher's task is to help, stimulate or encourage students and persuade them that writing can be an enjoyable activity. When students do not know what to do, it is good to prepare suggestions for them, rather than having students to think for a long time.

There are several ways how to get students going. One of them is to give students several words they need for starting writing the activity. From time to time, the teacher can give the students several words they need for starting writing the activity as a good way of getting them going.

[29] Matkarimova G. The use of the phonetic exercises to develop of speech skills in English lessons. International scientific journal. Economy and society. № 6(73) -s.: 2020.

3. Supporting. Supporting is one of the most important teacher's tasks. Students need a lot of help and reassurance and therefore teachers need to be very supportive when students are writing in the class and be prepared to help students to overcome problems.

The main aim of teaching speaking skills is to communicate efficiently. Learners of a foreign language should be able to make themselves understood while speaking the language. The goal is to avoid misunderstanding in the message due to faulty vocabulary, grammar and pronunciation.

To help learners develop communicative efficiency, the teachers can use activities based on language input, language output and communicative output.

Content-oriented input deals with information, it also includes description of learning strategies and example of their use. Form-oriented input deals with ways of using the language: guidance from the teacher or source of grammar, vocabulary, pronunciation, and then discourse competence (language used in specific context), sociolinguistic competence (turn taking, pause, length) and strategic competence.

Form-focused Speaking goes deeply into details of pronunciation, grammar and vocabulary. This stage is suitable for beginners. An effective way how to start teaching foreign languages is to base speaking on some simple, useful phrases and sentences e. g. greetings, simple questions and answers or personal descriptions which are easy to remember.

As we can see there are various activities that can be used for teaching speaking skill. More or less the authors follow the same pattern: to start with drills in lower levels, so the students become familiar with useful phrases or expressions, to such activities that challenge the learners to express themselves and to produce as much language as possible.

There are teachers that constantly correct mistakes made during speaking activities, either during pronunciation exercises or during discussion. But it is important for the teachers to realize when the right time to correct is.

Many teachers, when talking about role-plays or discussion, prefer to watch or observe, listen and take notes. After the role-play the teacher asks students about their opinions and then the teacher presents his or her feedback.

Generally speaking, the principle of watching, listening and taking notes is considered to be the most appropriate.

In conclusion, Contextual teaching and learning is a concept that helps the teachers and students relate the meaning through prior and new knowledge to get new understanding. It has five components comprising constructivism, inquiry, questioning, learning community, modelling, reflection and authentic assessment and based on three basic principles as principles of interdependence, the principles of differentiation, and the principles of self-regulation.

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IMPROVING THE INVARIANT AND VARIABLE COMPONENTS OF MOLECULAR PHYSICS IN SCHOOL THROUGH MEDIA

Annotation: Molecular physics is the study of the physical properties of molecules, the chemical bonds between atoms as well as the molecular dynamics. Its most important experimental techniques are the various types of spectroscopy; scattering is also used. The field is closely related to atomic physics and overlaps greatly with theoretical chemistry, physical chemistry and chemical physics. In addition to the electronic excitation states which are known from atoms, molecules exhibit rotational and vibrational modes whose energy levels are quantized.

Key words: Molecular, physic, frontal laboratory, methodological, invariant, variable, electrostatic potential, didactic, modeling, predictive, educational procces, frontal laboratory, practicum, observation, experiments, concepts

Further the theory of improving methods of teaching physics development and development of appropriate teaching technologies, and ultimately the effectiveness of the educational process. To increase it, you need to do the following:

- at different stages of teaching physical concepts to determine the psychological and didactic bases of formation and to them development of appropriate methodological recommendations, taking into account the activities of professors and students in this process;
- experimental bases of teaching physics: fundamental demonstration experiments, frontal laboratory studies, experiments and observations, practicums, research for those interested in physics teaching, using modern teaching aids wide use;
- assessment and systematization of students' knowledge use effective methods and knowledge and skills generalization;
-skills and abilities of independent learning in the student.

The goals of atomic, molecular, and optical physics (AMO physics) are to elucidate the fundamental laws of physics, to understand the structure of matter and how matter evolves at the atomic and molecular levels, to understand light in all its manifestations, and to create new techniques and devices. AMO physics provides theoretical and experimental methods and essential data to neighboring areas of science such as chemistry, astrophysics, condensed-matter physics, plasma physics, surface science, biology, and medicine.

It is necessary to solve current methodological problems, such as formation. Methodology and physics teaching practice, the core of didactics based on the law of unity of winter and winter, the ‘learning process’ is the point of ‘unity’ between the learner and the learner should be considered in terms of. Therefore, given the connection between methodology and didactics, the methodology of teaching the subject is a special case of didactics they think. Therefore, any subject is a ‘teacher’ didactics, which is a key part of pedagogy must know the theory well. Because of any science to introduce innovations into the learning process, they first hence it needs to be reworked from a didactic point of view then they become ‘learning material’. Journal of Molecular Physics is an open access, peer reviewed journal that brings novel insights in studying various physical properties of molecules the chemical bonds between atoms as well as the molecular dynamics. The journal covers multidisciplinary aspects including but not limited atomic physics and overlaps greatly with theoretical chemistry, physical chemistry and chemical physics.

The molecular surface has been suggested to be a region of the molecule, where information of non-covalent intermolecular interactions is present. Many workers have pursued this idea by constructing models based on statistical parameters Φ extracted from the electrostatic potential on a particular molecular surface. We claim that a better approach is to define a family of equivalent molecular surfaces, each associated with a particular electron density ε. The demand that any model must give the same predictions on all such molecular surfaces yields a mathematical requirement restricting the space of permissible parameters. We prove that linear single-variable models of the form property = $\alpha\,\Phi + \beta$ will only yield invariant predictions if the parameter values of Φ computed on equivalent surfaces are linearly related. This claim is not restricted to the use of the electrostatic potential, but holds for any parameter extracted from the surface of molecules. By using a set of 44 molecules, we also demonstrate that a frequently used aspect of the electrostatic potential, that of ‘imbalance’ of negative and positive values, fails to satisfy the linearity requirement. It is argued that multi-variablemodels should only include parameters that satisfy the single-variable requirement.The arbitrary choice of the molecular surface has its pitfalls, especially in the context of modelling. While it is reasonable to define such a surface by regions of constant and small electron density, one is still left with having to choose a particular value. An essential question is how improbable the detection of an electron should be in order to be on the ‘surface’. We take the view that there must be many equivalent choices, all equally well suited to represent the surface.

In our consideration of imbalance and variation parameters, we have implicitly assumed that the range of electron densities [0.0001 a.u., 0.0040 a.u.] adequately represents the molecular surface. This appears to be a valid assumption, given that the information contained in the variation parameters (Π, σ) and the skewness parameter (s') is preserved throughout the range of electron densities.

Molecular physics is the study of the physical properties of molecules, the chemical bonds between atoms as well as the molecular dynamics. Its most important experimental techniques are the various types of spectroscopy; scattering is also used. The field is closely related to atomic physics and overlaps greatly with theoretical chemistry, physical chemistry and chemical physics.

In conclusion we recommend that all molecular surface-based parameters should be checked for linearity, in the sense of Equation, before being considered as a relevant quantity in linear modelling of physical and chemical properties. In these modelling efforts, better predictive power may be obtained by using model parameters that are invariant to the change of molecular surface. As a final remark, we emphasise that these considerations are not restricted to the use of the electrostatic potential, but remain valid for any parameter obtained from the surface of molecules. If it is not possible to specify the object of study or the structure itself exactly, the corresponding models are used. For example, heat and electric motors, hydraulic presses, reservoirs, pumps, cranes, etc. Ulami paints from various design details made for students. Such a model is made by participants of physical and technical circles.

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ADVANTAGES OF THE KNOWLEDGE CONTROL SYSTEM IN THE DISTANCE LEARNING SYSTEM

Abstract: This article is dedicated to the development of information educational technology based on learning management system Moodle. The article describes theoretical foundations of e-education and software platforms for the organization of e-learning, gives description of the developed technology and shows its practical use by creating a training course for foreign languages. Developed technology allows to create educational courses which combine real and electronic educational resources.

Key words: e-learning, Moodle, educational processes, practical, methods, theoretical, information educational technology

The automation of the learning process is carried out using computer training programs and electronic textbooks, which are used not only with the use of magnetic media (laser disks), but also with the use of local and global computer networks. In the latter case, a specialized information and educational environment is formed, which makes it possible to implement modern teaching technologies. To fill the information and educational environment, as well as for the effective use of local and global computer networks, it is necessary to quickly develop high-quality e-learning courses that meet the current state of science in this subject area.

The general goal of creating e-learning courses is to increase the efficiency of the knowledge assimilation process and improve the quality of training specialists. In the system of full-time education, e-learning courses can be used as additional educational tools that allow methodologically correct organization of independent work of students controlled by the teacher. Thus, within the framework of full-time education, the gradual introduction of open education technologies, in particular, the e-learning method, will be carried out. At the same time, in the open education system, e-learning courses are the main source of educational information for the student.

Moodle features interesting for administrators:

a) Moodle is designed as a set of modules and allows you to flexibly add or remove elements at different levels;

b) Moodle is easily updated from version to version. It has an internal system for updating its own database and restoring;

c) Moodle requires only one database and can be used in conjunction with other applications;

d) Moodle includes a general purpose database that supports various types of databases;

e) Emphasis on safety at any level.

The current level of development of information technology affects all spheres of life, including education. Therefore, today the educational process, in addition to traditional requirements, such as purposefulness, efficiency, structure and diversification, also demands interactivity and flexibility. Interactivity implies the placement of all educational resources in one place in electronic form and the availability of feedback with students. Flexibility means the ability to use educational programs for different forms of education.

The purpose of this work is to develop information educational technology for full-time, part-time and distance learning, combining the entire range of educational elements. The proposed technology takes the learning process at the university to a completely new quality level, providing a number of advantages. This is, first of all, the gradual erasure of the boundaries and fundamental differences between the various forms of education, as well as the individualization of training with the maximum quality to obtain knowledge and practical skills at a convenient time for the student and in a comfortable place for him.

The fact that in e-education all materials of the training course are digitized and posted on the Internet provides a number of advantages in organizing the educational process:

- the availability of the course at any time. Electronic technologies allow organizing training on the principle of "24/7/365": the student can work on the course 24 hours a day, 7 days a week, 365 days a year. For course participants, electronic assignments and lectures are available at any time, and learners largely independently decide at what pace they take this course;
- the availability of the course from anywhere in the world where there is Internet access. At the same time, for most courses, a high speed of connection to the network is not required: a regular dial-up connection via a modem is enough;
- the breadth of the information provided. Being in the Internet environment, the student can directly in the process of working on the course material refer to any world sources (resources of other educational centers, electronic libraries around the world, etc.);
- the efficiency of providing information. In traditional teaching, the source of information is a book, the update cycle of which takes months and sometimes years. Today there is a number of dynamically developing sciences in which the information summarized in monographs is outdated by the time of their publication. The Internet allows you to update any information and provide access to it for students within minutes;
- more flexible organization of the educational process. In any educational subject, there are sections that are simpler and more complex. E-learning allows the

teacher to concentrate on more complex sections of the course, laying out simple fragments for independent study;

- automation of the educational process - the teacher does not need to draw up many similar variants of tasks for the test and check the results of their execution: the system will select any parameters at the request of the teacher and check and save the results in the teacher's journal;
- multimedia. In addition to traditional textual and graphic information, e-Learning naturally involves the use of all media in the education process: animation, video, sound and color. This provides the clarity of the taught material and allows you to use most of the mechanisms of human perception of new information;
- e-learning technologies better correspond to the mentality of modern youth, for whom the Internet has practically become a “second reality”;
- confident knowledge of modern info communication technologies is one of the key competencies of a graduate of a modern educational institution. The passage of the student training in the e-Learning format can dramatically increase the general computer literacy of the student;
- the breadth and scale of the information provided, access to global information resources form the student's appropriate style of thinking. In addition, the use of e-Learning provides much more opportunities for student independent work, contributing to the formation of self-organization skills and rational planning of study time.

However, electronic educational technologies, like any other achievements of progress, have certain disadvantages. They stem from the understanding of full-fledged education as an interconnected process of teaching and upbringing: teaching based on computer programs cannot replace direct communication between teacher and student. Pure e-learning is impersonal. Allowing extensive automation of the learning process, it is not able to take into account the individual characteristics of the student's intellect and temperament. Rigid "digital" logic, consistently implemented in e-learning, is poorer than the human logic of event analysis and decision making. Oftentimes, the right decisions in life are only made with emotional and ethical considerations in mind, which are not programmed.

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CULTURAL DIFFERENCES AND THE INFLUENCE ON TRANSLATION AND THE ROLE OF TRANSLATION IN TRANSFERRING CULTURE

Abstract: this article analysis the recent developments in translation theories, which have raised translation from its previous status of linguistic transcoding, placed it within the wider framework of communication, and reveals the means of intercultural communication, transporting one culture to another. In order to facilitate this cross-cultural communication, adequate translation strategy is needed in rendering a text from one language into another.

Keywords: Translation, Culture, Intercultural Communication, Translation Strategies, Cultural Competence.

Translation communicates as much as possible the speakers of the source language, using the normal language form of the receptor language, while maintaining the dynamics of the original source language text, understood the same meaning that. The goal of a translator should be to produce a receptor language text such as a translation that has the same meaning as the source language text, which is expressed in the natural form of the receptor language. Since translation is an intercultural activity as well as an interlingua one as it deals with at least two linguistic systems embedded in two different cultures. It is said that there is no language, which is not rooted in a specific culture and no culture that is not based on the core structure of one natural language. The culture of a nation can only be truly restored when the nation has their unique language. The sociality of language reflects the influence of social culture on language, so the translator should pay close attention to source languages' socio-cultural background as well as the differences in geographical environments, living habits and customs and traditions of all cultures to avoid mistranslation caused by such misunderstanding. There are words that contain abundant connotation and denotation in one linguistic culture but hardly contain any meaning in another culture or even do not exist. Thus cultural differences lead to semantic gap, which arises when the cultural information contained in a source language has no equivalent in target language, which means a kind of cultural phenomenon of one nationality does not exist in another culture. It also contains some words emanating from the culture of the environment. During translation some gaps are difficult to fill but the translator has to adopt adequate style and strategy in order to render a translation which has the same effect on the target text audience just as the original on the source text audience. Since language is the carrier of culture, translation involves the transfer between two different cultures carried by two different languages. Certain cultural backgrounds constrain the act of translation in many ways, through the translator's attitude and translation methods adopted by a translator. As an intercultural communicative as well as an interlingusitic activity translation plays an increasingly important role in bridging the gap among cultures.

It deals with dual barriers of linguistic and cultural levels and people's judgments and explanation of certain phenomena, things and behaviors based on their own cultural perspectives. One of the causes of failure of an effective communication or a successful translation is the ignorance of pragmatic transfer. Rules of language use differ as the cultures differ, and some cultural standards and norms, which are not generally accepted, can only be explained under its specific circumstances, and cannot be used to explain other cultures, otherwise, it may lead to the breakdown of intercultural communication. Based on the particular social, cultural and the hidden communication rules, people with syntax and other grammar rules of one language select and arrange corresponding expressions to form verbal or non-verbal messages to convey their meanings in communication. People encode the messages in their own way, and assume that others will absolutely perceive the message in the same way. However due to different social and cultural backgrounds of the communication and participants, in real communication situations people usually are not sensitive to the sociolinguistic differences and many adopt pragmatic transfer unconsciously.

Assuming differences is the starting point for a translator to fulfil the task; without the assumption of differences, translation work would be considered unnecessary. A translator has to assume the different cultural backgrounds, be aware of their different ways of expressions and, re-examine their own cultural patterns. Such a process enables translators to understand different cultures, their differences and their influences on people's behavior. This also enables the translator conduct a thorough analysis and prediction of the internal thinking and feelings of the original work, and at the same time bring his or her target readers into the picture, to whom the translated message is intended. A translator shows his concern for both the author and the target readers by respecting the cultural differences, thinking and perceiving from the perspective of both of them. The success of every translation process is the ability of the translators to be aware of "Cultural identities and emotional states of themselves and others, willing to step outside their own perspectives and show respect and politeness for the other person's value system. Only when they can fulfil these, can expected communication in translation be properly conducted. The knowledge of intercultural barriers reflected in the process of translation requires the translators to be capable of functioning effectively within diverse cultures, which might exert essential assistance in overcoming the cultural hindrance in the process of language conversion and thereby the attainment of equivalent translation. Cultural differences are not something that can be eliminated. Translation plays an important role of crossing through different cultures and communication. Therefore, it is one of the essential fundamental and adequate ways of transferring culture, which is the pattern of customs, traditions, social habits, values, beliefs and language of a given society. It is defined that culture as the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression. Language has become one of the most significant features of culture. Language and culture are inseparable part of a whole, since the accumulation and transfer of knowledge is merely possible with language. The immediate need of translation and translators is felt because not all people share the same language and culture. Translation is the transfer tool of not only the written, but also the oral language consisting cultural components. In that case, transferring languages and cultures is one of the functions of translation. This process occurs simultaneously, that is, culture and language are not presented independently in translation process. Translation thus brings about the process of cultural de-coding, recoding. It is a vehicle for introducing the qualifications of culture such as lifestyle, customs and ideology of other nations. The need arises because of nations' desire and need to communicate with one another. Cultural value systems are intricately woven into the texture of a native language, these cultural meanings that are hidden in the language could be explained through translation. Translation plays a vital role in making a culture universal. It acts as a bridge to link all units of the world in the global network. It removes boundaries between different cultures and unites people of different cultures.

Since cultural exchange is of great importance to intercultural communication in the increasingly integrated world. It is a necessity for translators to adapt well in cross-cultural communication for bridging the cultural gap among diverse nationalities. Equivalence in language format and function should be carefully observed in order to represent the aesthetic emotion as well as the dynamism of the language of the original work. It is crucial that strategies that could help in overcoming cultural barriers should be adopted properly, in order to produce a valid and effective translation, which attracts and touches target readers and finally realizes the interaction among different cultures.

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ANALYSIS OF PHYSICAL AND MECHANICAL PROPERTIES OF MATERIALS FOR OVERWEAR

Annotation: This article examines the physical and mechanical properties of coat materials for outerwear and recommends their production.
Keywords: Clothing, tensile strength, absolute elongation, relative elongation, friction, air permeability, fabric.

Clothing can be called a person's second skin. It creates an alternative environment, a microclimate, to keep the heat around the body evenly, which is extremely important for human life activities, maintaining a high level of working capacity and health. Therefore, the demand for a product is determined by the interaction of the "clothing-man-environment" system.

Clothing with different appearance and function, claimed by consumers on the one hand, and manufacturers on the other, meets a complex set of requirements (GOST 4.45-86). Therefore, the diversity of this requirement is assessed by two groups of indicators - consumer and producer, or technical and economic indicators of quality.

The research examined the types, properties and characteristics of promising fabrics used for special clothing.

The following is a table and text of information on the fabrics used in the sewing of outerwear. To do this, we took samples from three coat materials and studied some of their properties.

Physico-mechanical and technological parameters of outerwear materials

Table 1

Indicators	I	II	III	GOST
Air permeability V, sm^3/sm^2 sec	83,3	43,7	41,7	Gost 12088-77
Friction resistance, I, thousand circles	32120	33873	37200	Gost 16486-93
Tear force, R, N	448	369	1061	
Absolute elongation, mm	15,9	14,2	26,2	
Relative elongation, L,%	7,95	7.1	13,1	

The air permeability coefficient V (sm^3/sm^2 sec) is determined by the following formula.

$$V = \frac{V_{(air\ volume)}}{S \cdot T}\ sm^3/sm^2 \cdot \text{sek}$$

V is the amount of air passing through the fabric at a given pressure difference ΔR, sm^3;

S- fabric area, sm^2;

T is the time taken for the air to pass through the fabric, sec.

The air permeability properties of the above samples vary from 41.7 $sm^3/sm^2 \cdot \cdot$ sec to 83.3 $sm^3/sm^2 \cdot \cdot$ sec.

The lowest air permeability was observed in our sample III and its amount 41.7 $sm^3/sm^2 \cdot \cdot$ sec. This figure is 4.6% lower than our II coat material. The highest air permeability was in our sample material. Its value was 83.3 $sm^3/sm^2 \cdot \cdot$ sec.

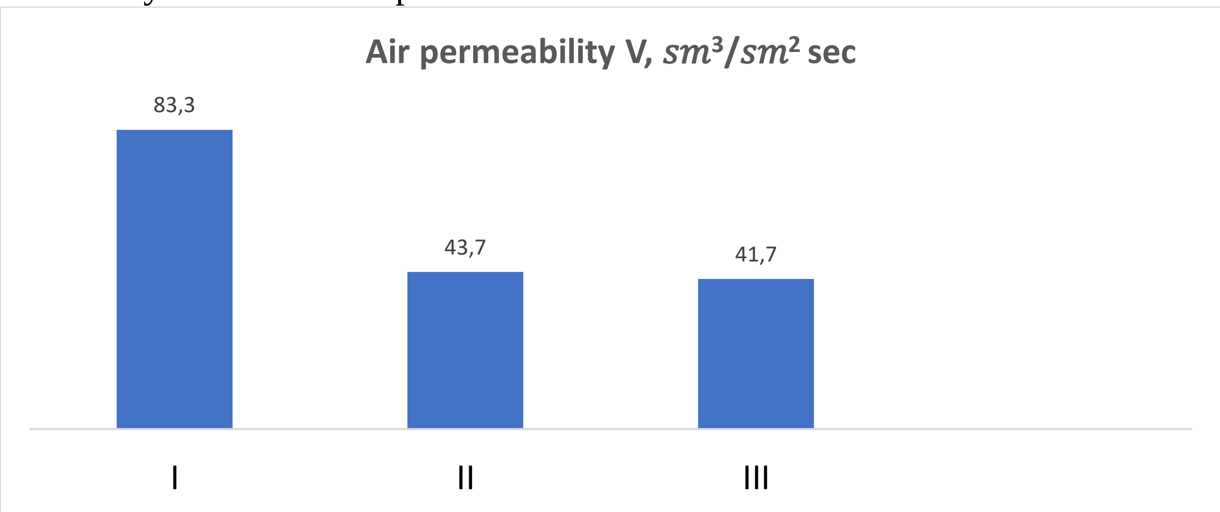

Figure 1. Air permeability diagram.

The breakdown of textiles is mainly due to friction. The abrasion resistance of textile fabrics depends on their fiber structure.

First of all, the ends of the fibers protruding from the surface of the fabric are subject to friction. The fibers protruding from the bends of the threads in the fabric begin to break down. Some parts of the surface of the fabric are damaged and the fibers break.

The abrasion resistance of fabrics is characterized by the number of friction cycles from the beginning of the test until the hole appears in the sample.

The abrasion resistance of our first sample was 32,120 times. Our most abrasion-resistant specimen was the third specimen, with 37,200 revolutions. That's 14% more than our first sample.

The tensile strength of materials is the force expended to break these samples. It is denoted by the letter “R” and is expressed in Newton (N) units. The tensile strength indicates the strength of the material. The strength of materials depends on their fiber content, the structure of the yarns and the linear density, weave, density, type of finishing. Fabrics made of synthetic fibers are durable. The thicker the yarn and the denser the fabric, the stronger it is. In addition to determining the tensile strength, the elongation of the material is also determined. Elongation is the difference between the initial length of a material and its elongation before breaking. When expressed in millimeters, it is called absolute elongation, and “

”Is indicated. If the elongation of a material is expressed as a percentage, it is a relative elongation (percentage) and is calculated based on absolute elongation:

e_n=(L_{uz} / L_{gis}) 100, (percentage)

L_{uz} - absolute elongation of the material, mm;

L_{gis} - The distance between the shorts of the cutting machine, mm.

The tensile strength of our third sample material was 1061 N tons. We learned from experience that this sample is much stronger than our first and second samples.

The tensile strength of our third sample material was 1061 N tons. We learned from experience that this sample is much stronger than our first and second samples.

The absolute elongation strength of our first sample was 15.9 mm. This is 11% more than our second sample, but the absolute elongation of our third sample is 40% greater than the absolute elongation of our sample I.

The relative elongation strength of our first sample was 7.95%, and the relative elongation strength of our second sample was 7.1%. In our third sample, the figure is 13.1%.

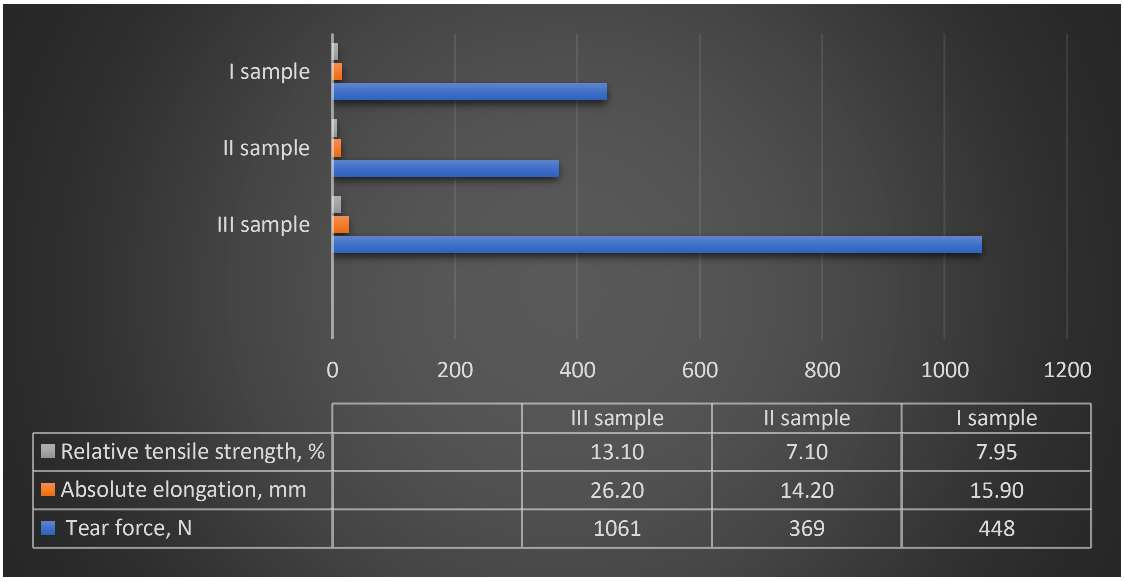

Figure 2. Diagram of tensile strength, absolute elongation and relative elongation of samples of coated materials.

In conclusion, we can conclude from the above results that we have made sure that the air permeability level of our sample is much higher than that of the other samples. The best abrasion resistance was observed in our sample III. The best performance in terms of tensile strength, absolute elongation and relative elongation of the samples was also observed in our sample III. Among the samples we provide, we recommend our cloak material of sample III for outerwear.

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MODERN METHODS OF DIAGNOSIS OF TUBERCULOSIS

Resume: Most of the examined patients had concomitant diseases and most often these are various non-specific diseases of the bronchopulmonary system. And some patients were observed for several diseases at the same time. Erased clinical symptoms, lack of alertness of doctors of polyclinics of alertness in relation to tuberculosis, leads to late diagnosis of the disease.

In 32 patients, bacterial excretion was established by bacterioscopy using the real-time PCR method GeneXpert Rif in addition, Mycobacterium tuberculosis was detected in 11 patients, and in 7(10.4%), multidrug resistance was established.

Keywords: tuberculosis in the elderly, Diaskin test, GeneXpert Rif (real-time PCR), clinical forms of tuberculosis, treatment effectiveness

Relevance: tuberculosis in the elderly has tended to increase in recent years, and tuberculosis in these patients is detected late. The incidence and mortality from tuberculosis at this age is significantly higher than in other age groups. In the elderly, bacterial excretion is very often established, which creates an epidemiological danger for those around them, especially children and adolescents.

The purpose of the study: to study the methods of detecting tuberculosis in the elderly in a polyclinic, the features of the clinical course of tuberculosis and the importance of new innovative research methods for earlier detection of tuberculosis.

Materials and methods: we analyzed 67 medical records of elderly people who received treatment at the Andijan TB dispensary. 18 outpatient records of patients who were excluded from tuberculosis before the examination. All patients underwent traditional methods (a general blood test, sputum for CD by bacterioscopy and seeding, X-ray, biochemical studies, and a Mantoux test with 2 TE). In addition, they used: staging of Diaskintest, sputum examination on the GeneXpert Rif device (real-time PCR method) for the detection of Mycobacterium tuberculosis and drug resistance to the main anti-tuberculosis drugs

The results of the study and their discussion: the distribution of patients by gender and age established that there were 28 women and 39 men. By age, the patients are distributed from 55 to 64- 13(19,4%); 65-74- 36(53.8%); and older than 75-18 (26.8%) patients, i.e. more than half of the patients were aged 65-74 years. Rural residents prevailed -38 (56.7%).

When studying the detection method, it was found that 77.6% of patients were transferred from various hospitals (mainly therapeutic departments, endocrinology dispensaries, private hospitals where the elderly were treated for various somatic diseases). Despite the fact that in our republic, elderly people are at risk for tuberculosis – only 12 people were identified during preventive fluorography. The analysis of the structure of clinical forms revealed: in 50(75%) patients, infiltrative tuberculosis (and in 28 the process was widespread, more than 2 percent and they also had decays, bacterial excretion was established by bacterioscopy in 22, in 6 a study on the GeneXpert Rif device, and in 2 multi-drug resistance was detected). The next most frequent detection was disseminated tuberculosis in 8 (12%), followed by fibrocavernous tuberculosis in 3 and focal tuberculosis in 6 patients. In 32 patients, bacterial excretion was established by bacterioscopy and 11 by real-time PCR GeneXpert Rif, and in 7(10.4%) patients, multidrug resistance was established.

Various non - specific diseases of the bronchopulmonary system (from banal bronchitis to chronic pneumonia) come to the fore, there were 23 such patients, and the duration of the disease was up to a year in 10, up to 3 years-9, more than 3 years-4, it was in this group that 2 were diagnosed with fibrocavernous tuberculosis. The fact is that these patients also had pathology of the cardiovascular system (hypertension, CHD, chronic heart failure), even the presence of shortness of breath and cough with mucus sputum were regarded as signs of decompensation of the cardiovascular system. All 3 patients did not undergo fluorography for 2 to 3 years, this was due to the fact that they were most often treated in private hospitals.

Upon admission to the hospital the 40 patients evaluated - as satisfactory, 12 - relatively satisfactory, moderate 9, heavy - 6. In the group of patients with a satisfactory and relatively satisfactory condition symptoms of tuberculosis was not pronounced, the reason for x-ray examination was prolonged low-grade fever, weakness, lack of effect of the treatment. The scarcity of clinical symptoms, inadequate assessment of their well-being, leads to the fact that patients do not go to the clinic. In moderate to severe condition, these patients were admitted to a therapeutic hospital with symptoms of bronchopulmonary disease, the most common diagnosis in the elderly is chronic obstructive bronchitis in the acute phase and community-acquired pneumonia.. Inconsistency of clinical symptoms (poor auscultative picture, prolonged cough (more than a month), shortness of breath, weight loss, weakness) led to X-ray examination followed by bacterioscopic examination for Mycobacterium tuberculosis.

All patients were given a Mantoux test, which was negative or doubtful in 36 patients. Hyperergic responses were not observed. A group of patients with negative and doubtful results of the Mantoux test with 2 TE was diagnosed with Diaskintest. The results were: negative test - in 4, doubtful-in 8, in the remaining 24 (66.6%) patients the result was positive (papule up to 10 mm - 19, up to 15 mm-13 to 20 mm-5). Thus, Diaskintest in elderly patients is a more informative method of investigation than the Mantoux test with 2TE. The intensity of the response to Diaskintest depends on the volume of the lesion and the severity of caseous-necrotic inflammation.

Depending on the result of drug sensitivity - 58 patients started standard therapy according to WHO recommendations with the main line of drugs. 9 patients with multidrug-resistant mycobacteria, also started treatment according to WHO standards for this category of patients. The presence of many concomitant diseases makes it difficult to carry out treatment, so along with antibacterial drugs, adequate symptomatic therapy is carried out under the supervision of a therapist. Nevertheless, in 21 patients, despite the ongoing symptomatic therapy, drug intolerance was observed. Allergic reactions were observed in 9 patients, toxic effects in the form of nausea and vomiting were observed in 11 patients and 1 patient had an increase in transaminases, drugs were discontinued, anti-allergic, detoxification measures were carried out in 16 patients, the drugs were subsequently restored, 5 patients were prescribed alternative treatment without the drug that caused tolerability. The patient outcomes were as follows: sensitive tuberculosis: the end of 2 months of intensive phase of treatment of 32 patients stopped the bacterial discharge only 6 to the end of the third month 12, by the end of 4 months in 9, in the absence of bazillionare patient with seeding from 2 patients showed multiple drug resistance, in 4 patients due to intolerance of drugs (most often rifampicin) converted to alternative treatment regimens, the percentage healing cavities was very low, so 30 patients with cavities in the lung parenchyma only 14 , In 11 patients, the caverns decreased in size, and in 18 patients, the resolution of infiltrative shadows and dropout foci was achieved. In 17 patients, the process acquired a chronic course.

Conclusions: among the elderly, predominantly male, age 65-74 - 53,8%, mainly in rural areas. The main method of detection is X-ray examination during inpatient treatment, a total of 12 patients were identified during preventive fluorographic examination. This is due to the fact that most patients refuse to be examined in a polyclinic and are treated mainly in private hospitals, where there is no X-ray machine, in this regard, this contingent remains out of the field of view of therapists. From these positions, it is necessary for doctors of private hospitals and polyclinic doctors, it is necessary for mandatory X-ray examination

In 32 patients, bacterial excretion was established by bacterioscopy using the real-time PCR method GeneXpert Rif in addition, Mycobacterium tuberculosis was detected in 11 patients, and in 7(10.4%), multidrug resistance was established.

Diaskintest in elderly patients is a more informative method of investigation than the Mantoux test with 2TE. A comparative analysis of the relationship between the results of Diaskintest and the clinical forms allowed us to establish that negative and doubtful results were obtained in patients with limited processes (focal, infiltrates of small extent and without decay). Papule 15-20 mm, was observed in patients with pronounced infiltrates (process 2-sided, with the collapse of the lung parenchyma, the presence of large caseous foci of dropout). The intensity of the response to Diaskintest depends on the volume of the lesion and the severity of caseous-necrotic inflammation. The use of GeneXpert Rif and Diaskintest in the elderly allows, in combination with other studies, to confirm or exclude tuberculosis.

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MASOFAVIY O'QITISH TIZIMINING TALABA SHAXSIGA PSIXOLOGIK TA'SIRI

Izoh: Ushbu maqolada masofaviy ta'limga o'tish ijtimoiy o'zgarishlarga, bilim olishda mutlaqo yangi yo'nalishlarga olib kelashi, "Asr mo'jizasi" sifatida tan olingan kompyuter va internet tarmog'ining yaratilishi insoniyat taraqqiyotiga o'zining katta ijobiy ta'sirini haqida fikr yuritilgan.

Kalit so'zlar. Individual, qobiliyat, masofaviy ta'lim, audial (eshituv), vizual (ko'ruv) kinestetik (tana-teri) sezgilari.

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PSYCHOLOGICAL IMPACT OF DISTANCE LEARNING SYSTEM ON STUDENT PERSONALITY

Comment: this article focuses on the fact that the transition to distance education leads to social changes, absolutely new directions in the acquisition of knowledge, the creation of a computer and internet network recognized as a "miracle of the century" has its great positive impact on the development of mankind.
Keywords. Individual, ability, distance learning, audial (hearing), visual (vision) kinesthetic (body-skin) sensations.

"Asr mo'jizasi" deya tan olingan kompyuter va internet tarmog'ining yaratilishi insoniyat taraqqiyotiga o'zining katta ijobiy ta'sirini ko'rsatdi. Har bir fanning yutug'idan ta'lim sohasida foydalanish bugungi kunda rivojlangan mamlakatlarning ta'lim tizimida o'z aksini topmoqda. Ta'lim tizimida olib borilayotgan izlanishlarni buning yaqqol dalili sifatida krishimiz mumkin

Yurtimizda axborot kommunikatsion texnologiyalardan ta'lim tizimida keng miqyosda foydalaninsh muhim ahamiyat kasb etmoqda. Masofaviy ta'limga o'tish ijtimoiy o'zgarishlarga, bilim olishda mutlaqo yangi yo'nalishlarga olib keladi.

Masofaviy ta’lim – masofadan turib o‘qitish vositasida amalga oshiriladigan ta’lim. Bu tahsil oluvchi tomonidan muayyan ta’lim shartiga erishish va tasdiqlash uchun masofadan turib o‘qitish jarayoni amalga oshiriladigan tizimdir, bu esa uning keyingi ijodiy faoliyatiga asos bo‘ladigan tizimdir.

Masofaviy ta’lim tizimlarini ishlab chiqish va tadqiq qilish masalalariga o‘zlarini bag‘ishlagan turli mualliflarning ishlarini o‘rganish va tahlil qilish yettita asosiy jihatga urg‘u berish mumkinligini ko‘rsatadi. Ular quyidagilar :

- ✓ Strategik rejalashtirish;
- ✓ Axborot ta’minoti;
- ✓ O‘quv dasturlari;
- ✓ Kadrlarni qayta tayyorlash;
- ✓ Talabalarga ko‘rsatiladigan hizmatlar;
- ✓ Masofaviy ta’lim tizimida talabalarni o‘qitish;
- ✓ Masofaviy ta’lim tizimida mualliflik huquqlarini himoya qilish.

Bugungi kunda ushbu jihatlar orasida talabalarni masofaviy ta’lim tizimida o‘qitish o‘zining dolzarbligi bilan ajralib turibdi. Chunki har bir ta’lim oluvchining o‘ziga xos psixologik hususiyatlari va individual qobiliyatlarini hisobga olish zarur bo‘ladi.

Talabalik davri o‘spirinlikning ikkinchi bosqichidan iborat bo‘lib, 17-21 (25) yoshni o‘z ichiga oladi va o‘zining xususiyatlariga ega. Mazkur pallada o‘spirin o‘ziga ruhiy inqiroz yoki tanglikni boshidan kechiradi, kattalarning turli rollarini bajarishga o‘rinib ko‘radi, turmush tarzining yangi jixatlariga ko‘nika boshlaydi. Talabalik yillarida yoshlarning hayoti va faoliyatida o‘zini–o‘zi kamolotga etkazish jarayoni muhim rol o‘ynaydi. Ideal «men» ni real «men» bilan taqqoslash orqali o‘zini-o‘zi boshqarishning tarkibiy qismlari amaliy ifodaga ega bo‘ladi. Talaba nuqtai-nazaricha, ideal «men» ham muayyan mezon asosida etarli darajada tekshirib ko‘rilmagan, shuning uchun ular goxo tasodifiy, g`ayritabiiy xis etilishi mukarrar, binobarin, real «men» ham shaxsning haqiqiy bahosidan ancha yiroqdir. O‘quv yili boshida talabada ko‘tarinki kayfiyat, oliy o‘quv yurtiga kirganidan zavq-shavq tuyg`usi kuzatilsa, muayyan qonun va qoidalar bilan yaqindan tanishish natijasida uning ruhiyatida keskin tushkunlik r‘y berishi ham mumkin. Ammo to‘g‘ri tanlangan masofaviy ta’lim dasturi talabaning kamol topib o‘z kasbining yetuk mutaxassisi bo‘lishida katta ahamiyatga egadir.

Talabaning individual hususiyatlaridan biri bo‘lgan qobilyat masofaviy ta’lim tizimida o‘ziga hos ahamiyatga ega. Qobiliyat har qaysi faoliyat turi uchun turlicha bo‘lib, bulardan ta’limga oid ayrimlari haqida to‘xtalib o‘tamiz:

Matematik qobiliyatga matematik materiallarni umumlashtirish, mulohaza yuritish jarayonini qisqartirish, matematik ish-amallarni kamaytirish, masalani idrok qilish bilan natijasi o‘rtasida aloqa o‘rnatish, to‘g‘ri va teskari fikr yuritishdan yengilga o‘tishlik, masala echishda fikr yuritishning epchilligi kabilar kiradi.

Adabiy qobiliyat esa nafosat hislarining yuksak taraqqiyot darajasi, xotirada yorqin ko‘rgazmali obrazlarning jonliligi, «til zehni», behisob xayolot, ruhiyatga qiziquvchanlik, o‘zi ifodalashga intiluvchanlik va boshqalarni o‘zida ifodalaydi. Ajratib ko‘rsatilgan qobiliyatlar tarkibidan ko‘rinib turibdiki, matematik va adabiy qobiliyatlar o‘zaro bir-biriga o‘xshamagan talablari bilan tafovutga egadir.

Umumiy qobiliyatlar (sifatlar)ni maxsus qobiliyatlarga (sifatlarga) zid tarzda tushuntirish mumkin emas. Chunki shaxsning umumiy qobiliyatlari maxsus qobiliyatlarni hosil qiluvchi omillardan iborat. Maxsus qobiliyatlar ko‘lam jihatdan torroq bo‘lishiga qaramay, chuqurroq mohiyatni o‘zida mujassamlashtiradi.

Individual qobiliyatlardan to‘g‘ri foydalana olish masofaviy ta’limning ajralmas qismi hisoblanadi.

Audial (eshituv), vizual (ko‘ruv) va kinestetik (tana-teri) sezgilariga asoslangan holda ishlab chiqilgan o‘quv dasturlar talabaning masofaviy ta’limda qaysi usullardan kengroq foydalanish foydali ekanligini asoslab beradi.

Mashhur olim va o‘qituvchi **Vedemeyer** universitet darajasida masofaviy ta’limni ta’riflash uchun “mustaqil ta’lim” terminini fanga kiritdi. Uning fikricha masofaviy ta’lim talabalarda masuliyat hissini rivojlantiradi va maqsad sari intilishni kuchaytiradi. U talabada tanlash huquqi uning katta imkoniyati deya ta’kidlaydi. **Linch** o‘z tadqiqotlarida onlayn aloqalar talabalarda o‘zaro kommunikativ munosabatlarni rivojlantiradi hamda hayoti davomida muvaffaqiyatlarga erishish imkoniyati yuqori bo‘ladi degan hulosaga keldi. **Mason hamda Veller** talabalarning “onlayn ta’lim”, “onlayn tavsiyalar” va “ta’limning onlayn guruhi” singari tizimlarida ishlovchi talabalar ko‘proq muvaffaqiyat qozonar ekan.

1. Ta’lim beruvchi va taxsil oluvchi tomonlar o‘rtasidagi shaxsiy munosabatlarning borligini his qilisho‘qishdan huzur qilish imkonini beradi va motivasiyani oshiradi.
2. Bunday his-tuyg‘ular masofadan turib o‘zi o‘rganishi va ikki tomonlama muloqot qilishi uchun yaxshi tayyorlangan materiallarnirag‘batlantirishi mumkin.
3. Intellektual huzur olish va ta’limning motivasiyalanganligi, o‘quv strategiyasi va metodikasining to‘g‘ri tanlanishi ta’lim samaradorligini oshiradi, qo‘yilgan maqsadlarga erishishni yengillashtiradi.
4. Do‘stona muloqot muhiti, tili va shartliligi 1-farazga muvofiq shaxsiy munosabatlar borligini his qilishga ko‘maklashadi.
5. Suhbat shaklida yuboriladigan va qabul qilinadigan xabarlar nisbatan yengil tushuniladi va eslab qolinadi.
6. Suhbat yondashuvi masofadan turib o‘qitishda foydalaniladigan vositalar uchun muvaffaqiyatli moslashtirilishi mumkin.
7. Ta’lim beruvchi dargoh yoki talaba tomonidan amalgam oshiriladigan, aniq ifodalangan yoki aniq ifodalanmagan naqsadlarni ifodalovchi ta’limning yaxshi tashkil etilgan jarayoni ‘uxta reja va boshqaruvsiz tasavvur qilish mumkin emas.

Yuqorida keltirilgan ma’lumotlardan kelib chiqqan xolda xulosa qilib aytishimiz mumkun-ki ma’sofaviy ta’lim talabalarda o‘zligini chuqur anglab yetishga,o‘quv faoliyati davomida o‘z-o‘zini boshqara olishga, o‘z qobiliyatiga xaqqoniy baxo berishga, o‘z vaqtidan samarali usulda foydalanishga o‘z fikrini erkin bayon eta olishga hamda guruh bilan hamjihatlikda ta’lim olishga katta ijobiy ta’sir ko‘rsatar ekan.

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USE OF INTEGRATION TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE

Annotation: This article discusses the new developments in the educational process

Keywords: Integration, Russian language, learning, lesson

Integration - (from the Latin integer - whole, recovery). Integration is a relatively new trend in the educational process and is becoming popular in the modern school, where an active search for innovative educational technologies is launched. Formation of students' worldview and their cognitive competence is the main thing in training. Integration contributes to the formation of a holistic view of the world, an understanding of the essential relationships, phenomena and processes. In an integrated lesson, students have the opportunity to gain deep and diverse knowledge using information from various subjects, in a completely new way of comprehending events and phenomena. In an integrated lesson there is an opportunity for the synthesis of knowledge, the ability to transfer knowledge from one subject to another is formed. Due to this, a holistic perception of reality is achieved, a personality is formed creative, independent, responsible, tolerant, competent. An integrated lesson has advantages: it arouses interest in the subject, relieves tension, uncertainty, helps the conscious assimilation of details, details; forms the cognitive competence of students.

The task of the integrated lessons is to contribute to the active and conscious learning of the educational material by students, the development of logical thinking; the formation of the cognitive competence of students; give the opportunity to use in the course of learning modern interactive techniques and objectively assess the achievements of students. Difficulties in education arise due to the fact that the curriculum reduces the time spent studying certain classical school subjects, including the Russian language and literature. These circumstances create the basis for new theoretical studies in the field of teaching methods, require new approaches in the organization of the educational process. In the practice of developing education, the question arose of an integrated approach to teaching various subjects at school. The problem of interdisciplinary communication in training is due to objective processes in the modern world.

The main properties of the integrated lesson - synthetic, versatility. The lesson allows you to devote the student to the ultimate goal of studying not only the topic, section, but also all the material, quickly incorporating it into the cognitive process. Integrated lessons are effective regardless of whether students are learning new or summarizing the material already covered. These lessons deal with multidimensional objects that are the subject of study of various academic disciplines.

The idea of integration has recently become the subject of theoretical and practical research in connection with the beginning of the processes of differentiation in education.

The methodological basis of an integrated approach to learning is the formation of knowledge about the world and its laws in general, as well as the establishment of intra-subject relationships in the assimilation of sciences. In this regard, an integrated lesson is called any lesson with its structure, if its conduct involves knowledge, skills and results of the analysis of the material being studied by methods of other sciences, other subjects, therefore integrated lessons are also called interdisciplinary, and the forms of their holding are very different: seminars, conferences , travel and so on.

I have been using integrated lessons for a long time in my work. Initially, there were just lessons in Russian language and literature, then middle-level literature lessons began to be combined with lessons in English and mathematics. When studying the poem of M.Yu. Lermontov “Borodino”, the themes on the Russian language “Name is numeral” conducted binary lessons: literature, Russian and mathematics. At the lessons of literature on fairy tales G. Andersen used the elements of mathematics as a game stage of the lesson. Lessons on fables I.A. Krylov assumed the use of music, from. When studying the story "The Captain's Daughter" appealed to the history teacher. Great scope for the lessons of literature gives the study of the novel "War and Peace." Here I used both history, and music, and from. This year I tried to combine a Russian language lesson and an extra-curricular event dedicated to V.I. Dahl. The theme of the event was “The Man of the Word Gathered”, the topic of the Russian language lesson is “Composition of the Word” (generalization of the theme). When studying the creativity of V. Shakespeare, his sonnets, I was helped by an English teacher. She also used music here. More recently, in grade 8, we talked about the story of A. S. Pushkin's "The Snowstorm." The music of Sviridov "Romance" helped the children to penetrate into the very depth of the spiritual conflict of the heroes. I often use music in literature classes. This is the first ball of Natasha Rostova, and the lyrics of nature, and other works. In studying the biography of writers, I introduce elements of geography. We work with the map. I also teach world fiction. This subject is very closely intertwined with music, art, literature, geography, history, oral folk art and other subjects. When conducting an open lesson on the topic "Decorative - Applied Art" I was helped by a teacher of visual arts and labor education.

Integration is not always a clear delineation of objects, it happens that only some fragments from other objects are introduced. For example, in the lessons of the Russian language, artistic texts by K.Paustovsky, Prishvin, A.S. Pushkin are used, and when writing essays on a painting we use reproductions of paintings by Shishkin, Yablonskaya, Perov, Reshetnikov and other artists.

Thus, the lesson often uses a consistent type of integration. This is the simplest type of integration links in a lesson, which makes it possible to conduct the lesson with peculiar blocks by two subject teachers (binary lesson). As practice has shown, this lesson is more convenient for middle-level students. To work with senior students, it is better to use a mixed type of integration links, since it can include both the sequential type and the parallel type. This type has a more flexible structure and allows you to comprehensively attract different types of art in the lesson of literature and the Russian language. This type of lesson is advisable to use during the analysis of a work of art, as well as at the introductory, final stages of studying literature, in the study of survey topics.

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TO MAKE FURE ROWS INTO PRACTICE

Annotation: This article gives information about and deals with Fransua-Marie Charles Fure, Fure conversion ($\mathcal{F}$), Fure coefficients and series, performing examples accordingly, double function and odd function in Fure series.

Keywords: Fure series, Fure conversion, function, Fure coefficients, integralisation.

Fransua-Marie Charles Fure (April 7,1772 - October 10,1837) was a French philosopher and later an important socialist thinker and then recognized as a man associated with “utopian socialism”. An influential thinker, some of the social and moral views that Fure considered radical throughout his life became the mainstream in modern society. For example, it is believed that Fure first used the word “feminism” in 1837. He also has a number of great works in the field of mathematics, one of which is called the Fure Series.

Fure conversion ($\mathcal{F}$) is an operation that converts one function of a real variable to another function of a real variable. This new function describes the coefficients (“amplitude”) when the initial function is broken down into elementary components and manifests itself in harmonic oscillations of different frequencies (just as a musical chord can be expressed as the sum of the musical sounds that make it up).

Now, we will talk about the Fure coefficient and the rows.

The function $f(x)$ let be a double function given in [-π ,π]. And it [-π ,π] let the interval be integrable. In this case, $f(x)\cos nx$ double function, $f(x)\sin nx$ (n = 1,2,...) while the odd function is and they will be integrated in [- π ,π].

$$a_0 = \frac{1}{\pi}\int_{-\pi}^{\pi} f(x)dx \ ,$$

$$a_k = \frac{1}{\pi}\int_{-\pi}^{\pi} f(x)\cos(kx)dx \ , \qquad (1.24)$$

$$b_k = \frac{1}{\pi}\int_{-\pi}^{\pi} f(x)\sin(kx)dx \qquad (k = 1,2,3,....)$$

With the help of the formulas, we will find the Fure coefficients of the function*f(x)*:

$$a_n = \frac{1}{\pi}\int_{-\pi}^{\pi} f(x)\cos(nx)dx = \frac{1}{\pi}\left[\int_{-\pi}^{0} f(x)\cos(nx)dx + \int_{0}^{\pi} f(x)\cos(nx)dx\right] = \qquad (n = 0,1,2,....),$$
$$= \frac{2}{\pi}\int_{0}^{\pi} f(x)\cos(nx)dx$$

$$b_n = \frac{1}{\pi}\int_{-\pi}^{\pi} f(x)\sin(nx)dx = \frac{1}{\pi}\left[\int_{-\pi}^{0} f(x)\sin(nx)dx + \int_{0}^{\pi} f(x)\sin(nx)dx\right] =$$
$$= \frac{1}{\pi}\left[-\int_{0}^{\pi} f(x)\sin(nx)dx + \int_{0}^{\pi} f(x)\sin(nx)dx\right] = 0 \qquad (n = 1,2,3,...).$$

So, Fure coefficients of the pair *f (x)* function

$$a_n = \frac{2}{\pi}\int_{0}^{x} f(x)\cos(nx)dx \qquad (n = 0,1,2,....),$$

and $b_n = 0 \ (n = 1,2,3,...)$ (1.25) Fure series

$$f(x) \approx T(f;x) = \frac{a_0}{2} + \sum_{n=1}^{\infty} a_n \cos(nx)$$

will be like that.

Now the function *f (x)* [-π ,π] Let be the odd function given in and it is this [-π ,π] let the interval be integrable. In this case $f(x)$ cos nx odd function, $f(x)$ sin nx (n = 1,2,...) and will be a dual function. Using equations (1.24), we find the Fure coefficients of the function f (x):

$$a_n = \frac{1}{\pi}\int_{-\pi}^{\pi} f(x)\cos(nx)dx = \frac{1}{\pi}\left[\int_{-\pi}^{0} f(x)\cos(nx)dx + \int_{0}^{\pi} f(x)\cos(nx)dx\right] =$$
$$= \frac{1}{\pi}\left[-\int_{0}^{\pi} f(x)\cos(nx)dx + \int_{0}^{\pi} f(x)\cos(nx)dx\right] = 0 \qquad (n = 0,1,2,....).$$

$$b_n = \frac{1}{\pi}\int_{-\pi}^{\pi} f(x)\sin(nx)dx = \frac{1}{\pi}\left[\int_{-\pi}^{0} f(x)\sin(nx)dx + \int_{0}^{\pi} f(x)\sin(nx)dx\right] = \qquad (n = 1,2,3,...).$$
$$= \frac{2}{\pi}\int_{0}^{\pi} f(x)\sin(nx)dx$$

Futhermore, the Fure coefficients of the odd f (x) function

$$a_n = 0 \quad (n = 0,1,2,....) \,,$$

$$b_n = \frac{2}{\pi}\int_0^{\pi} f(x)\sin(nx)dx \qquad (n = 1,2,3,...) \qquad (1.26)$$

and Fure series

will be like that. $$f(x) \approx T(f;x) = \sum_{n=1}^{\infty} b_n \sin(nx)$$

We perform examples using these formulas.

Мисол.

1. $f(x) = x^2$ (- π ≤ x ≤ π) Let us find the Fure series of the function. Using formula (1.25) we find the Fure coefficients of the given function:

$$a_0 = \frac{2}{\pi}\int_0^{\pi} x^2 dx = \frac{2}{3}\pi^2 \quad ,$$

$$a_n = \frac{2}{\pi}\int_0^{\pi} x^2 \cos nx dx = \frac{2}{\pi}x^2 \frac{\sin nx}{n}\Bigg|_0^{\pi} - \frac{4}{n\pi}\int_0^{\pi} x\sin nx dx =$$

$$= -\frac{4}{n\pi}\left[\left(-x\frac{\cos nx}{n}\right)_0^{\pi} + \int_0^{\pi}\cos nx dx\right] = (-1)^n \frac{4}{n^2} \qquad (n = 1,2,3,...).$$

So, $f(x) = x^2$ this is the Fure array of the function

will $$x \approx \frac{\pi^2}{3} + \sum_{n=1}^{\infty}(-1)^n \frac{4}{n^2}\cos nx = \frac{\pi^2}{3} - 4\left(\cos x - \frac{\cos 2x}{2^2} + \frac{\cos 3x}{3^2} - ....\right)$$ be in this shape.

2. This

$$f(x) = x \ (-\pi \le x \le \pi)$$

find the Fure series of the odd function.

Using the formulas (1.26) we find the Fure coefficients of the given function:

$$b_n = \frac{\pi}{2}\int_0^{\pi} x\sin nx dx = -\frac{2}{n\pi}x\cos nx\Bigg|_0^{\pi} + \frac{2}{n\pi}\int_0^{\pi}\cos nx dx =$$

$$= -\frac{2}{n}\cos n\pi = (-1)^{n+1}\frac{2}{n} \qquad (n = 1,2,3,...).$$

After that, the Fure series of the function f (x) = x will be like that:

$$x \approx \sum_{n=1}^{\infty}(-1)^{n+1}\cdot\frac{2}{n}\sin nx = 2\left(\sin x - \frac{\sin 2x}{2} + \frac{\sin 3x}{3} - ....\right).$$

[-*l*,*l*] Fure line of the given function in the interval.

Here we can see another example.

3. This

$$f(x)=e^{x}\left(-1\le x\le 1\right)$$

find the Fure series of the function.

Using the formulas (1.29) we find the Fure coefficients of the given function (where l = 1);

$$a_0=\int_{-1}^{1}e^{x}dx=e-e^{-1}\ ,$$

$$a_n=\int_{-1}^{1}e^{x}\cos n\pi x dx=\frac{n\pi\sin n\pi x+\cos n\pi x}{1+n^2\pi^2}e^{x}\Big|_{-1}^{+1}= \qquad \left(n=1,2,3,\dots\right),$$

$$=\frac{1}{1+n^2\pi^2}\left(e\cos n\pi-e^{-1}\cos n\pi\right)=(-1)^{n}\frac{e-e^{-1}}{1+n^2\pi^2}$$

$$b_n=\int_{-1}^{1}e^{x}\sin n\pi x dx=\frac{\sin n\pi x-n\pi\cos n\pi x}{1+n^2\pi^2}e^{x}\Big|_{-1}^{+1}==\frac{1}{1+n^2\pi^2}\left(e\cdot n\pi\cos n\pi+e^{-1}n\pi\cos n\pi\right)=$$

$$=\frac{n\pi\cos n\pi}{1+n^2\pi^2}\left(e^{-1}-e\right)=\frac{n\pi(-1)^{n}}{1+n^2\pi^2}\left(e^{-1}-e\right)=(-1)^{n+1}\frac{e-e^{-1}}{1+n^2\pi^2}n\pi$$

So, the function $f(x)=e^{x}$ $(-1\le x\le 1)$ will be like that $\left(n=1,2,3,\dots\right)$.

$$e^{x}\approx\frac{e-e^{-1}}{2}+(e-e^{-1})\sum_{n=1}^{\infty}\left[\frac{(-1)^{n}}{1+n^2\pi^2}\cos n\pi x+\frac{(-1)^{n+1}}{1+n^2\pi^2}\pi n\cdot\sin n\pi x\right]$$

In conclusion, Fure series can be applied not only to examples but also to life processes. That is, signals are analyzed using and with the help of Fure pumps. In this case, any signal X (t) can be divided into a set of simple sinusoidal functions called Fure series in the time interval from 0 to T (where T is the Fure analysis period or analysis period is the time interval in which the signal is written). In this case, the larger the epoch, the greater the number of harmonics (signal elemental components) and the frequency accuracy for the spectra.

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THE USE OF WEBINARS IN THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS

Abstract: Modern information and communication technologies open up new prospects for the teacher to activate and intensify the educational process. A webinar is one of such promising tools that allows you to provide interactive interaction between the teacher and students at a distance, active participation in the dialogue of all parties.

Key words: ICT, webinars, higher professional education, development, technology, interactive, methods.

Application technology webinars corresponds to the paradigm of competency approach, implemented in state educational standards of higher professional education, which provides a wide education in the educational process active and interactive forms of training, coupled with extracurricular work with the objects Strongly formation and development about the occupational skills of students.

Effective use of information technologies in independent work of students in many respects depends on the success of solving the problems of methodical nature, related to the information content and the way to use ICT. A special role of using technologies' webinar given to the teacher, and first of all it refers to the preparation of training and methodological material in a new form , and to improve the methods of direct interaction with the students, both individually as in groups. The role of the teacher in interactive interaction is manifested:

- in identifying the diversity of points of view;
- in addressing the personal experience of students, in supporting their activity;
- in the combination of theory and practice;
- in mutual enrichment of the experience of interaction participants ;
- in creating conditions for the manifestation of students' initiative ;
- in encouraging students' creativity [10].

With interactive interaction, students act as full participants in the webinar, and the teacher does not provide ready-made knowledge, but encourages students to search for them on their own.

In modern pedagogy, students' independent work is considered both as a type of educational activity carried out without direct intervention, but under the guidance of a teacher, and as a means of engaging students in independent cognitive activity. One of the conditions for motivated inclusion of students in the processes of self-learning, self-education and self-organization is the creation of educational spaces based on the use of modern ICT.

Teaching part-time students, based on the use of webinar technology, gives a qualitatively new result of independent work, since it relies on the interactive interaction of participants in the educational process.

Support for students' independent work in this course is organized in the following forms:

- coordination of goals, volume and content of independent work in the individual plans of students;
- counseling (individual and group), in that including the use of virtual consulting;
- intermediate control of the progress of independent work using webinar technology;

The technology of organizing independent work consists of the following sequential stages:

1. Information stage.

2. Analytical stage. At this stage, the student needs to do the following:

- find the correct answers to test tasks, using the information from the list of literature and Internet;
- find a correspondence between the set of tasks in the test form and the set of modules in the course;

3. **Design stage.** At this stage you must perform the following steps:

- create a thesaurus of module where necessary to reflect the interpretation of the concepts phenomena facts action with holding a test tasks, using a variety of different ways to describe and analyze the one and of the same element thesaurus;
- develop author's test tasks for the module;
- prepare a public presentation reflecting the most ambiguous elements of the thesaurus and formulate your own perception of ambiguous judgments.

The basic level of assimilation will contain a bank of compulsory tasks in a test form, as well as a list of control and laboratory works that a correspondence student must complete during the semester. At this level, students practice in journals and check the breadth of assimilation of the material, reflected in the T-shaped dominant structure.

An increased level of assimilation is realized through a thorough study of one module and involves the development of a presentation, test assignments and public defense for this module in a webinar format. At this level, a depth of learning is formed, reflected in the T-shaped dominant structure.

The practical experience of using webinar technologies in organizing independent work of part-time students proves the effectiveness of organizing both classroom and extracurricular independent work and allows us to highlight the following points as the main advantages of such training :

- convenient means of learning and communication;
- ample opportunities for group work;
- interactive interaction with the teacher;
- efficiency of interaction;
- on-line testing.

The use of information communication technologies increases the motivation of students to learn, trains the skills of applying knowledge in solving educational and professional problems.

New information technologies in education in general and in education, the teacher can be applied in almost all stages of the educational process. Teacher can change and expand this list in accordance with its business. In this article we will discuss the main information technology, they will be shown the advantages of using them in the learning process.

At the present stage in the transition to an information society modern education is simply impossible without the new information technologies and which is characterized by active development of new information and communication technologies. This process is considered as the creation of a unified educational electronic environment, the purpose of which - to make the learning process more effective, successful integration into the education system.

This active and practical application of acquired knowledge for the broader goals - the primary task for the teacher and for the student. To this must be universally implement computer technology in educational institutions, but also to integrate ICT with a real educational process.

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PRINCIPLES OF TEACHING KINDERGARTEN CHILDREN ACCORDING TO THEIR CHARACTERISTICS

Abstract: this article analysis the situation of English learning and teaching in kindergartens, be benefit kindergarten children, teachers and educators in Uzbekistan providing helpful suggestions and insight for kindergarten English classes, and provide valuable information for policy making in Uzbekistan.

Key words: kindergarten, learning English, classes, teaching methods, children, kids, picture, flash cards, new words

The importance of the English language is widely recognized in Uzbekistan. On one hand, the government encourages it for the internationalization of Uzbekistan. On the other hand, English is important for travel, international business, and an increased knowledge of technology and science. Children of kindergarten age are still at the concrete operational stage. They cannot go beyond imagination if they have not experienced something. Children of this age learn best with concrete experiences. They need to know how to feel about something in order to learn it well. Therefore, the English teachers of kindergarten children cannot rely only on the spoken word. They need to have plenty of objects and pictures to help them in their teaching. In comparison with pictures, real objects are easier for young children to understand. Therefore, it is better that the English teachers bring real objects or models to class when they teach new words. This is different when teaching elementary school children and teaching kindergarten children. For elementary school children, pictures and flash cards are enough in English classes. However, for kindergarten children, concrete objects are better than pictures. If the English teacher cannot bring concrete objects to class and has to use pictures as substitution, it is better to bring pictures that are large.

In the classroom, children need constant changes of activity, and they need to be appreciated by their teacher. Young children are enthusiastic and positive about learning. Children like to be praised by their teacher. This contributes to expressions of enthusiasm and feelings of success. However, if teachers label children as failures, then they believe it. Therefore, English teachers should pay more attention to this need and provide more praise for their young students. Young children have difficulty in sitting still. They always love to wriggle, to move and to touch objects. The best way to accomplish this is to use some activities, such as rhymes, games and songs, providing children the opportunities to move around within the classroom. The teacher can teach rhymes with activities like jumping or dancing and can choose games requiring physical activity. If the activity is right for the children and can let them have fun, even if they are wriggling, they will still be listening and involved. Rhymes and chants are useful in other areas of learning as well. Children love rhymes and chants and like to repeat them repeatedly. They can memorize rhymes and chants well. Chants and rhymes help children in foreign language learning by helping them remember words and sentences.

We usually say that young children have short attention spans. If we put children in front of a TV with a favorite cartoon, they will sit riveted for a long period. This means if the lesson is interesting, the children may maintain their concentration and focus for the whole lesson. If the English teacher can make the lesson interesting, lively and fun, the children may love the English lesson. English teachers should conduct a lesson full of variety and changes of activity. Some varieties in the classroom: “variety of activity, variety of pace, variety of organization, variety of voice”. When children have lost their interest in an activity, they will also lose their concentration, and then little or no learning takes place. Therefore, it is better to change an activity before children lose interest and get bored. The English teachers should change their activities every 5 minutes. If the same activity lasts 10 or 15 minutes, young children will lose their concentration. Teachers of young learners should change activities often to make the classroom atmosphere more fun.

One foreign English teacher wrote in my questionnaire regarding the characteristics of children and how to teach them according to their characteristics:

“First, the children have to get to know you and not to be afraid of looking at you. Then you speak with your body making funny gestures about the material you are teaching: children love to laugh.” These characteristics of kindergarten children are well described. For elementary school students, if teachers behave like that, they will not laugh, but kindergarten children love laughing. Kindergarten English teachers should often think about what young children like and what they think about, in order to enhance young children’s enjoyment of English class. As mentioned above, young children are full of energy; therefore, the activity in English class must be changed often. If English teachers do not plan their work, they will not have time to think during the class. Young children have enthusiasm for learning. If the English teacher can keep children’s enthusiasm by presenting well planned lessons, the children will be interested in English, make progress, and find they are good at speaking English Through good preparation, the children can get maximum enjoyment and learning out of the lesson. English teachers should plan their lessons to offer children an interesting lesson with good content. A strong foundation in English language learning may foster a life-long interest in the English language for the children.

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THE IMPORTANCE OF INVESTMENT IN THE EDUCATIONAL SYSTEM AND THE CHALLENGES OF DEVELOPMENT

Annotation: the proverb states that at the present stage of economic development, the response of the products of the national economy to competition in international relations is primarily related to the educational system of the country, and one of the effective ways to further develop it is about the importance of investing in it.
Keywords: government, education, investment, education system, economic development, manpower ,ualual capacity.

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TA`LIM TIZIMIDA INVESTITSIYALARNING KIRITISHNING AHAMIYATI VA RIVOJLANTIRISH MUOMOLARI

Annotatsiya: maqolda hozirgi iqtisodiy rivojlanish bosqichida, xalqaro munosabatlarda milliy iqtisodiyot mahsulotlarini raqobatga javob berishi avvalo mamlakatning ta'lim tizimiga bog'liq sanalishi va uni yanada rivojlantirishning samarali yo'llaridan biri unga investitsiyalarni kiritish ahamiyati haqida keltirilib o'tilgan.
Kalit so'zlar: davlat, ta'lim, investitsiya, ta'lim tizimi, iqtisodiy rivojlanish, kadrlar, intellektual salohiyat.

"Eng katta boylik – bu aql-zakovat va ilm, eng katta meros – bu yaxshi tarbiya, eng katta qashshoqlik – bu bilimsizlikdir"[30]!.

SHAVKAT MIRZIYOYEV

Hozirgi iqtisodiy rivojlanishi bosqichida, ayniqsa, xalqaro munosabatlarda milliy iqtisodiyot mahsulotining raqobatbardoshlik talablariga javob berishlik,dunyo bozorida mehnat resurslarining oshib borishi bilan bir qatorda xomashyo resurslarining keskin kamayib borishi natijasida bilim iqtisodiy o`sishning asosoy omili va hal etuvchi rol o`ynay boshlaydi. Bilimlar va maxsus noyob ko`nikmalar barqaror iqtisodiy o`sishning asosiy manbai

[30] O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevni Oliy Majlisga Murojaatnomasi. 2020.01.24

va hal qiluvchi omiliga aylanishi “moddiy iqtisodiyot”dan “intellektual iqtisodiyot” ya’ni bilimga asoslangan iqtisodiyotga o`tish imkoniyatini beradi.Bevosita ilmiy tadqiqotlar,inson kapitaliga investitsiyalarning ortishi va buning natijasida eng yangi texnologiyalarning o`zlashtirilishi jahonning yetakchi mamlakatlariga iqtisodiy o`sishning yuqori sur`atlarini ta`minlash imkoniyatini bermoqda.

Iqtisodiy rivojlanishning innovatsion bosqichi inson kapitali ahamiyatini beqiyos oshirib yubordi.Rivojlangan davlatlar jahonda inson kapitalining asosiy salmog`i egalik qiladi.Ular investitsiyalarning asosiy ulushini ham bevosita inson kapitaliga yo`naltirmoqdalar.

O`zbekistonning strategik maqsadi-zamonaviy rivojlangan demokratik davlatlar qatoriga kirish,milliy iqtisodiyotning barqaror o`sishini ta`minlash,aholining hayot sifatini yaxshilash va jahon hamjamiyatida munosib o`rin egallashning asosiy omillaridan biri ta`lim sohasini tubdan isloh qilish deb belgilangan.Mamlakatda ta`lim sohasida tub islohatlarni amalga oshirishning hayotiy muhimligi sobiq markazlashgan ta`lim tizimining ijtimoiy yo`naltirilgan bozor iqtisodiyoti talablariga javob bermasligi,shuningdek,respublikada tarkib topgan demografik vaziyat taqozo etdi. Bu borada Finlandiya tajribasi misol qilib keltirsh mumkin. Ushbu mamlakat umumiy savodxonlik, tabiiy fanlar va matematika bo’yicha dunyoda eng ilg’orlardan biri

Investitsiya - bu iqtisodiy samara (foyda,daromad) olish yoki ijobiy ijtimoiy natijaga erishish uchun sarflanadigan pul mablag`lari,banklarga qo`yiladigan omonatlar,paylar,qimmatli qog`ozlar (aksiya,obligatsiyalar) texnologiyalar, mashinalar, asbob-uskunalar, litsenziyalar va samara beradigan boshqa har qanday boyliklardir.

Prezidentimiz Sh.Mirziyoyev aytganlaridek “Har qaysi davlat, har qaysi xalq intellektual salohiyati, yuksak ma`naviyati bilan qudratlidir.

Shu sababli hammamiz uchun zamonaviy bilimlarni o`zlashtirish, chinakam ma`rifat va yuksak madaniyat egasi bo`lish uzluksiz hayotiy ehtiyojga aylanishi kerak.

O`zbekiston Respublikasi oliy ta`lim tizimini 2030-yilgacha rivojlantirish konsepsiyasiga asosan oliy ta`lim sohasida davlat-xususiy sheriklikni rivojlantirish, hududlarda davlat va nodavlat oliy ta`lim muassasalari faoliyatini tashkil etish asosida oliy ta`lim bilan qamrov darajasini 50 foizdan oshirish, sohadagi sog`lom raqobat muhitini yaratish, respublikadagi kamida 10 ta oliy ta`lim muassasasini xalqaro e`tirof etilgan tashkilotlar (Quacquarelli Symonds World Universities) reytingining birinchi 1000 ta o`rindagi oliy ta`lim muassasalari ro`yxatiga kiritish, oliy ta`lim muassasalarida o`quv jarayonini bosqichma-bosqich kredit-modul tizimiga o`tkazish, xalqaro tajribalardan kelib chiqib, oliy ta`limning ilg`or standartlarini joriy etish, jumladan, o`quv dasturlarida nazariy bilim olishga yo`naltirilgan ta`limdan amaliy ko`nikmalarni shakllantirishga yo`naltirilgan ta`lim tizimiga bosqichma-bosqich o`tish, O`zbekiston oliy ta`lim tizimini Markaziy Osiyoda xalqaro ta`lim dasturlarini amalga oshiruvchi “xab”ga aylantirish, oliy ta`limning investitsiyaviy jozibadorligini oshirish, xorijiy ta`lim va ilm-fan texnologiyalarini jalb etish konsepsiyaning asosiy maqsadlaridan hisoblanadi[31].

O`zbekiston Respublikasi oliy va o`rta maxsus ta`lim vazirligi hamda Vazirlar Mahkamasi huzuridagi ta`lim sifatini nazorat qilish inspeksiyasining oliy va o`rta maxsus ta`lim vazirligi huzuridagi jamoatchilik kengashi hamda O`zbekiston oliy ta`lim muassasalari rektorlari kengashi negizida nodavlat notijorat tashkilot shaklidagi Respublika oliy ta`lim kengashini tashkil etish to`g`risidagi takliflar asosida oliy ta`lim tizimida kadrlar tayyorlash, qayta tayyorlash, malakasini oshirish va pedagoglarning ilmiy-innovatsion faoliyatini rivojlantirish bo`yicha ishlarni mazmunli va maqsadli tashkil etish yuzasidan taklif etish yuzasidan taklif va tavsiylar ishlab chiqish, xalqaro aloqalar natijadorligini tahlil qilib borish, qo`shma dasturlar samaradorligini baholash, hamkorlikning yangi shakllarini rivojlantirish, chet ellik professor-o`qituvchilar va xorijdagi vatandoshlarni oliy ta`lim tizimiga jalb etish bo`yicha takliflar tayyorlash, oliy ta`lim muassasalari faoliyati samaradorligini baholash va takomillashtirish bo`yicha xorijiy ilg`or tajribalarni o`rganish asosida ularni Respublika oliy ta`lim muassasalar sharoitida qo`llash bo`yicha tavsiyalar ishlab chiqish lozim.

Inson ta`lim olish,malaka oshirish hisobiga o`z bilimlarini oshiradi. Ushbu bilimlardan mehnat jarayonida foydalanish natijasida mehnat unumdorligi ortadi. Bu provard natijada milliy iqtisodiyot o`sishini ta`minlaydi. Yuqori samarali mehnat hisobiga insonning ish haqi va daromadi ortadi, turmush sifati yaxshilanadi.Chuqur bilim va yuqori malakaga ega bo`lishdan shaxsiy manfaatdorlik insonni o`z bilimlarini yanada boyitishga undaydi.

Xodimning ta`lim olishiga investitsiyalar uning inson kapitalini shakllantiradi va muayyan davrdan so`ng o`z egasiga foyda keltiradi.

Ta`limga xarajatlar va buning natijasida olinadigan foyda aniqlangandan so`ng olingan foyda miqdori chiqimlar miqdori bilan taqqoslanadi. Bu ikki miqdor o`rtasidagi farq olingan ta`lim qiymatini ko`rsatadi.

Ta`limga investitsiyalar eng avvalo:

- Ta’lim tizimida infratuzilmalarini ta’mirlash, obodonlashtirish ishlari;
- Insonning o`z bilimlarini oshirishga motivatsiyasining ortishi;
- To`plangan bilimlardan mehnat faoliyati jarayonida foydalanish;
- Mehnat unumdorligi ortishi va iqtisodiyotning o`sishi;
- Inson turmush darajasi va turmush sifatining ortishi;
- Inson mehnatga haq to`lashning ko`payishi,uning daromadlari ortishi;

Bularning barchasi inson uchun. Inson bilimi ortishining samaradorligi iqtiodiyotning ham o`sishiga olib keladi. Mamlakatda ta`lim tizimini davlat budjetidan moliyalashtirish ikki darajaliligini alohida ta`kidlash lozim:

- Respublika (markaziy) budjeti. Oliy ta`lim muassasalari, ularning ta`lim muassasalari va akademik litseylar, shuningdek, xalq ta`limi sohasi hodimlarini tayyorlash va malakasini oshirish mintaqaviy institutlari respublika budjeti hisobidan moliyalashtiriladi;

[31] 2030-yilgacha oliy ta’lim tizimini rivojlantirish konsepsiyasi ma’lumotlari.

- Mahalliy budjetlari. Ulardan kasb-hunar kollejlari va oliy ta`lim muassasalariga qarashli bo`lmagan akademik litseylar hamda ta`lim muassasalariga kapital qo`yilmalar, tumanlar hududlaridagi maktabgacha tarbiya muassasalari, ixtisoslashtirilgan va umumta`lim maktablarining joriy xarajatlari moliyalashtiriladi.

Umumta`lim maktablarini moliyalashtirishga davlat budjeti mablag`lari bilan birga maktab ta`limini rivojlantirish umumilliy davlat dasturi asosida tashkil etilgan budjetdan tashqari maktab ta`limi jamg`armasining hissasi tobora ortmoqda. Maktab ta`limi jamg`armasi uch manba hisobiga shakllantirildi:

➢ Maktabni rivojlantirish uchun soliq.Ushbu soliq tizimi doirasida yuridik shaxs sifatida ro`yxatga olingan savdo tashkilotlaridan savdodan olingan daromadlarning 1,0 % miqdorida olinadi;

➢ Mahalliy hokimiyat organlarining badallari;

➢ Budjetdan tashqari boshqa badallar, shu jumladan, homiylik yordamlari.

Jumladan, yurtimizda 2020-yilda budjetdan ajratiladigan 1,7 trillion so`m mablag` hisobidan 36 ta yangi maktab qurilib, 211 tasi kapital ta`mirlanadi.Shuningdek, 55 ta xususiy maktab tashkil etilib, ularning soni 141 taga yetkaziladi. Joriy o`quv yilidan boshlab, mutlaqo yangi professional ta`lim tizimi yo`lga qo`yilib, 340 ta kasb-hunar maktabi, 147 ta kollej va 143 ta texnikum tashkil etiladi. Kadrlar malakasini xalqaro mehnat bozori talablariga moslashtirish maqsadida milliy malaka tizimi ishlab chiqiladi. Ushbu tizim 9 mingga yaqin kasblar bo`yicha kadrlar tayyorlash imkonini beradi[32]. Shu bilan birgalikda bugungi kunda xalq ta’lim tizimida birgina mehnat qilayotgan 490 mingdan ziyod pedagoglarning 4 foizi oliy, 15 foizi birinchi toifaga ega. 4 bosqichdan iborat amaldagi attestatsiya tizimida qog’ozbozlik hanuzgacha mavjuddir[33] va bu albatta ta’lim tizimi muomolaridan biridir.

Shu o`rinda hozirgi paytda O`zbekiston ta`lim tizimini moliyalashtirishda xalqaro va mintaqaviy moliya muassasalari, chet el davlatlarining texnik yordamlari ham muhim rol o`ynamoqda. Ular respublikada umumta`lim, o`rta maxsus, kasb-hunar va oliy ta`limini qo`llab quvvatlash uchun 500,0 mln. AQSh dollaridan ko`proq mablag` kiritdilar. Bu hamkorlar qatorida Janubiy Koreya va Germaniya hukumati, Osiyo taraqqiyot banki, Jahon banki, Islom taraqqiyot banki, OPEK fondi, Saudiya fondini keltirish mumkin.

Mamlakatimiz uchun ilm-fan sohasidagi ustuvor yo`nalishlarini aniq belgilab olish maqsadida hech bir davlat ilm-fanning barcha sohalarini taraqqiy ettira olmaydi. Shuning uchun biz ham har yili ilm-fanning bir nechta ustuvor yo`nalishini rivojlantirish tarafdorimiz. Ilm-fan yutuqlarining elektron platformasi, mahalliy va xorijiy ilmiy-tadqiqot dargohi nufuzli chet el universitetlari va ilmiy markazlari bilan hamkorlikni yo`lga qo`yilishi shart. Shuningdek, ta`limning barcha

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[32] O’zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevni Oliy Majlisga Murojaatnomasi. 2020.01.24

[33] www.iiv.uz

bosqichlarida xalqaro andozalarga to`liq javob beradigan axborot texnologiyalari joriy etilishi lozim.

Shuni qayd etish joizki, ta’limsiz tarrqqiyot va yuksak cho’qilarga erishib bo’lmaydi. Investitsiya esa ta’lim uchun juda muhim sanaladi. Shunday ekan, investitsiyalarni kiritish ta’lim sohasiga muhim shart-sharoitlar talab qiladi. Ular quyidagilar:

- Ta’lim tizimini tubdan tizimli isloh qilish;
- Yangi tizimlarni amalyotda qo’llab-quvvatlash;
- Muomolarni joyida o’rganish;
- Har xil reja va dasturlarni ishlab chiqish;
- Malakali kadrlar jalb qilish va ulardan foydalanish;
- Imtiyozlarni ko’paytirish.

Darhaqiqat, ta’limga kiritilgan investitsiyalar o’zini oqlashi kerak. Sababi, o’zaro manfaat bo’lmas ekan ta’lim tizmimiz rivojlanmaydi o’sish ham ko’zatilmasligi mumkin. Bizning ta’lim tizmimizga katta mablag’ ajratilayotgan bo’lsada unchalik natijasini bermayabdi. Avvolo ta’lim tizmimizni rivojlantirish uchun o’zimizning ham milliy grantalatrimizni sezilarli oshirishimiz lozim deb uylaymiz. Zero, zamonaviy ta’lim ta’lim tizmini yaratish vaqti keldi va buni hozir amalga oshirish lozim. Shu o’rinda, jahon bozori egallanib bo’lingan va unga davogarlik qilish ham qiyin masala deb o’ylaymiz. Biz yuksak bilimli, ma’naviyatli, vatanparvar kadrlarni yaratish va ularni intellektual salohiyatidan foydalanibgina taraqqiyotga erishimiz mumkin. Shunday ekan, xizmatlar eksportini rivojlantirish bizning ustuvor vazifamiz bo’lishi lozim.

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PROFESSIONAL AND PEDAGOGICAL QUALITIES OF A MODERN TEACHER

Annotation: The process of educating a person is a very complex process, and from time immemorial, mature people in society have been involved in this activity. This means that the upbringing of the younger generation, the content of its organization is important not only in determining the maturity of the individual, but also the development of society.
Key words: professionalism, the younger generation, institutions, methodological knowledge, moral, communication, leaders of society, psychological, technology, engineering

The modern school is the most important educational and upbringing environment for the rapidly evolving, modernizing society and the younger generation, which seeks not only to meet the needs of today's society, but also to anticipate them and form new ones. However, it is affected and resisted by many negative socio-economic factors:

1) Unfavorable economic and socio-political situation in the country and regions, lack of funding and technical assistance for the MOU.

2) Non-compliance with the principles of public policy in education.

3) The crisis of the modern family as an educational institution, the employment of parents and the abandonment of children.

4) Increased tension in relationships between people in society, including. interethnic differences and instability, and so on.

And also - significant and methodological imperfections of the educational process; “Unedited” formal and informal relationships in the school community; the development of personal individuality of students and teachers, increasing tensions in interpersonal relationships in school society and underestimation of the importance of others, creates problems in building relationships between people and is externally activated in the form of various conflicts: teachers and administration o ' among parents and teachers, teachers and children, and so on. The main responsibilities of the teacher and the requirements for his personality. The implementation of the ideas of the "National Program of Personnel Training" depends on the success of the ongoing reforms in the education system of the Republic, the morale and professionalism of teachers, educators, masters of production working in educational institutions. 'liqdir.

In the Republic of Uzbekistan, there are serious requirements for the moral image, intellectual potential and professionalism of teachers. In this regard, the President of the Republic of Uzbekistan I.A.Karimov says: ,, The educator must meet such high requirements and have such great qualities ”.From the above, it is possible to understand the requirements for the personality of today's teacher. What does a modern teacher look like?

A teacher (pedagogue) is a person with special education in pedagogical, psychological and professional areas, professional training, high moral qualities and working in educational institutions.

The teacher, as an active participant in the process of pedagogical communication, must achieve a number of qualities. For example, he must first of all be prudent, calm, able to assess the situation correctly, be able to resolve existing conflicts. It is important for students to be clear and complete in their interactions with parents and colleagues. In dealing with them, the word is not to cite evidence of negative situations, but rather to acknowledge the success of the student (or colleague, parent), to express confidence in their further enrichment, and to be able to communicate with him or her. In the process of communication, the teacher's words should show kindness, sincerity, friendliness to the interlocutor, as well as the highest possible mood.

In their time, Abu Nasr Farobi, Abu Rayhan Beruni, Abu Ali ibn Sino, Alisher Navoi, Yan Amos Comenius, Leo Tolstoy, Hamza Hakimzoda Niyazi, Abdullah Avloni and others wrote in their works about the teaching profession, its hardships, as well as. By demonstrating their views on the qualities that should be reflected in the personality of the teacher, they have shown that they also have a pedagogical culture. Consequently, a person who does not understand the essence of the pedagogical process and does not have a deep respect for the child will not have an idea that will ensure the effectiveness of education and human development. To understand the basis of their pedagogical culture, to treat the child humanely, to assess the situation correctly, to resolve possible conflicts in a timely manner, to justify pedagogical activity, the development of society and the pedagogical process. such as the belief that the noble ideas instilled in the mind are a powerful factor in ensuring the existence of life.A teacher's personal image that meets these requirements will ensure that he or she enjoys a reputation among students, colleagues, and parents.

While participating in the process of educating a harmoniously developed generation, a teacher should not only be an example to others with his spiritual and moral culture, but also demonstrate his pedagogical skills, make a worthy contribution to the training of qualified personnel as a mature teacher. From the above, it is clear what the requirements are for today's teacher. What does a modern teacher look like?

In accordance with Article 5, paragraph 3 of the Law of the Republic of Uzbekistan "On Education", convicted persons are not allowed to engage in pedagogical activities in educational institutions.

In our opinion, the image of a modern bachelor-teacher should have the following qualities (the qualities in question represent the tasks, duties and responsibilities that must be performed by the bachelor-teacher):

1. The teacher must have a deep understanding of the changes taking place in the social life of society, the essence of the ongoing social reforms and be able to provide students with accurate and reliable information in this regard.

2. The modern teacher is required to be aware of the innovations and achievements of science, engineering and technology.

3. The teacher must have a deep, thorough knowledge of his specialty, constantly searching for himself.

4. The teacher must have a thorough knowledge of the basics of pedagogy and psychology, organize activities in the educational process, taking into account the age and psychological characteristics of students.

5. The teacher should be able to effectively use the most effective forms, methods and tools in the educational process.

6. The teacher must be creative, enterprising and organizational skills.

7. The teacher must have a high level of pedagogical skills, in particular, communicative ability, in-depth mastery of the rules of pedagogical techniques (speech, facial, limb and body movements, facial expressions, pantomime, gestures).

In conclusion the process of educating a person is a very complex process, and from time immemorial, the leaders of society have been involved in this activity. T his situation means that the upbringing of the younger generation, the content of its organization is important not only in determining the maturity of the individual, but also the development of society.

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XITOY TILIDA OYKONIMLAR VA ETNONIMLARLARNING ONOMASIOLOGIK TASNIFI

Anotatsiya: Xitoy tilida joy nomlarini o'rganishdagi ayrim muommolar, hamda tarjima qilishda qiyinchilik tug'diradigan jarayonlarni o'rganish. Etnik jihatdan tahlil qilish, hamda muommoli jihatlarini ochib berish.

Kalit so'zlar: Oykonimlar, etnaoykonimlar, sulolalar, onomastikindikatorlar.

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ONOMASIOLOGICAL CLASSIFICATION OF AYKONYMS AND ETHNONYMS IN CHINESE

Anotasiya: some manners in the study of place names in Chinese language, as well as learning processes that cause difficulty in translation. To analyze ethnically and to reveal aspects of circulation.

Keywords: Oykonyms, ethnonyms, dynasties, onomasticindicators.

Xitoy tilida etnooykonimlarni o'rganish uchun tarixdagi qabila-urug' nomlariga etibor beradigan bo'lsak, ular ham ma'lim bir ma'no anglatadigan so'zlardan yoki etnik jihatlardan tashkil topgan. Masalan: 神农氏-Shénnóng shì- bu yerda qishloq xo'jaligi qabilasi、有巢氏-yǒu cháo shì – ichki qabila, 防风氏-mudofaa shamoli qabilasi, 祝融氏- Vulqon tushunchasini beruvchi qabila,轩辕氏 regulus ma'nosini beruvchi qabila. Bu yerda shu ko'rinib turibdiki qabila nomlari ham etnik kelib chiqishidan atab qo'yilgan.

Hozirgi kunda xitoy qishloqlarida hayvon nomlari bilan bog'liq oykonimlar ham bor. Masalan: 亲- jin- aziz ma'nosini anglatuvchi qishloq, 狗娃- kuchuk bolasi qishlog'i, 虎娃- yo'lbars bolasi qishlog'i. Undan tashqari Xitoy hududida katta-kichik xitoy urug'-qabila vakillari yashaganliklari haqida ma'lumotlar bor. Bularning deyarli barchasi xitoy tili etnooykonimlarida o'z aksini topgan.

Hozirgi kunda Xitoyda 56 ta millat vakillari mavjud bo`lib, 1.23 million aholining 91.5 foizi Xan millatiga mansub. 8.5 foiz aholini esa qolgan 55 ta etnik qabila vakillari tashkil etadi. Xitoyda Xan millatidan boshqa millatlarni etnik guruhlar deb atash odat tusiga kirgan va ularga Dong, Dai, Xani,Naksi va Yi kabilarni misol keltirishimiz mumkin.

Mavjud 56 millat hattoki, kiyinish uslubi jihatidan ham bir – biridan farq qiladi.Masalan, Hejen qabilasi baliqchilik bilan shug`ullanganligi bois, baliq tanasiga o`xshash palto, shim va oyoq kiyim kiyishadi. Xitoyning shimoliy hududidagi qabilalar o`zlarining mo`ynali kiyimlari bilan ajralib turishadi. Li guruhi odamlari kiyadigan daraxt po`stlog`idan tikilgan kiyimlarni hozirda faqatgina muzeylarda uchratish mumkin. Uyg`ur ayollari esa, o`zlarining atlas nusxali mayin ipakdan tikilgan ko`ylaklari bilan faxrlanishadi. Yi guruhining qora kiyimi esa olijanoblik va qadr – qimmat belgisi hisoblanadi. Koreys guruhi vakillari o`zlarining oppoq kiyimlari bilan mashhur va ular Xitoyning “oq kiyimlilar” guruhi sirasiga kiradi.

Bugun Xitoyning Sinjiang provensiyasida 13 ta kichik – kichik etnik guruhlar yashaydi va ularning ichida aholi jihatidan eng kattasini Uyg`ur etnik guruhi tashkil qiladi. Ular bu provensiyaga IX asrlarda ko`chib kela boshlagan. Dastlab uyg`urlar buddaviylikni o`zlarining muqaddas dini deb hisoblashgan, ammo keyinchalik aholi o`rtasida islom tarqala boshlagan.

Uyg`ur etnik guruhi vakillari yashayotgan hududga tashrif buyurgan har bir kishi ashula va raqs dengiziga g`arq bo`lishi tabiiy, bu san`at uyg`urlarning asosiy daromad manbai hamdir. Ularning shodon raqs va ashulalari, asosan, Sharq va G`arb san`ati elementlaridan tashkil topgan. Uyg`urlarning milliy ashulasi dunyodagi eng katta ashula sifatida “Gennes ” rekordlari kitobiga kiritilgan. Bu ashula “20 maqom” deb nomlanib, bunda 4000 qatorli she`r 360 ohangga moslab bastalanadi va bu ashulani xonanda bir kecha – yu, bir kunduz kuylashi shart.

Uyg`urlarning bunchalik uzundan uzoq qo`shiq kuylashining sababi, ular kuylanayotgan qo`shiqda butun millatning tarixi, o`ziga xos jihatlari va madaniyati aks etadi, deb hisoblashadi.

撒马尔罕(乌兹别克语：Samarqand或Samarqand)　Samar意为“肥沃”，qand意为“土地”，撒马尔罕意为“肥沃的土地”。耶律楚材说：“寻思干者西人云肥也，以地土肥饶故名之。”（（蒙古）耶律楚材《西游录》）乌兹别克斯坦第二大城，撒马尔罕州首府。在国境东南部泽拉夫尚河谷地。人口37.1万（1985）。中亚历史名城，有2,500年的历史。为古代索格德、帖木儿帝国的古都。1868年并入帝俄。1924--1930年曾为乌兹别克行政中心。铁路和公路枢纽。工业以轧棉、丝织和食品加工为主，还有机械制造和化学工业。建有电梯和电影机制造、家用冰箱制造、化肥、罐头厂等。乌兹别克斯坦的文化中心，设有高等院校多所和考古研究所及中亚著名的卡拉库尔绵羊养殖研究所。附近有建于14至17世纪的清真寺、陵墓等许多历史古迹。撒马儿罕，即汉朝罽宾地，隋朝曰漕国，唐朝复名罽宾，皆通中国。元太祖荡平西域，尽以诸王、驸马为之君长，易前代国名以蒙古语，始有撒马儿罕之名。去嘉峪关九千六百里。元末为之王者，驸马帖木儿也。

Bu yerda Samarqand haqida xitoyliklar qisqacha shunday ma’lumot bermoqda, ya’ni Samarqand “unumdor yer ” ma’nosini hamda Buyuk ipak yo’lining markazi degan ma’nolarda kelayapti.

Demak shuni ma’lum qilish kerakki xitoyliklar Samarqand nomini azaldan bilishgan faqat yillar davomida bu nom o’zgarib kelgan. Tan dinastiya yilnomalarida Kan (samarqand) deb nomlashgan. Bu shuni ko’rsatadiki xitoyliklar talaffuz jarayonida “Samar- kan” ya’ni oddiygina qilib Kan deb nomlashgan.

Atoqli otlarni tarkibiga ko‘ra tahlil qilish usuli ancha keng tarqalgan. Ayniqsa, bu toponimlar, antroponimlar, etnonimlar tadqiqi misolida yaqqol namoyon bo‘ladi.

Ta’kidlash lozimki, atoqli otlar ham til birligi bo‘lganligi bois, ularning tarkibiy tahlili ham so‘zlarnikidan farq qilmasligi kerak. Atoqli otlarning tuzilishi deganda uning morfologik tarkibi nazarda tutiladi. Nomning morfyemalardan, ya’ni, lug‘aviy asos va yasovchi vosita (ba’zan affiks vazifasini bajaruvchi birlik) yoki lug‘aviy asos va formantdan iborat tarkibi uning tuzilishini tashkil qiladi.

Nomlarni morfologik jihatdan tadqiq qilish atoqli otlarning bir qator o‘ziga xos lisoniy xususiyatlarini e’tiborga olishni taqozo etadi. Avvalo, onomastik birliklar o‘z xarakteri bilan oddiy so‘zlardan farq qiladi. Garchi so‘zning morfologik tarkibini belgilash so‘z va morfemaning (o‘zak morfema va affiks morfema) munosabatlarini belgilashdan iborat bo‘lsa, atoqli otlarning morfologik tarkibida bu jarayon ancha murakkabdir. Atoqli otlarning ko‘pchiligi sinxron planda morfemalarga ajralmaydi. Ularning aksariyat ko‘pchiligi tarixiy taraqqiyot jarayonida har xil fonetik va tarkibiy jihatdan o‘zgarishga uchragan.

Qo‘shma tarkibli nomlar birdan ortiq lug‘aviy asoslardan hosil bo‘ladi. Ularning tarkibida nomning qaysi onomastik guruhga taalluqli ekanligini ko‘rsatuvchi onomastik indikatorlar ishtirok etadi. Bizningcha, nomlar tarkibida keladigan bunday birliklar atoqli otlarnig barcha turlari (toponim, antroponim, gidronim kabi) ga xosdir. Shuning uchun ularni onomastikindikatorlar deb nomlash va ma’lum bir tizim asosida o‘rganish maqsadga muofiq deb hisoblaymiz.

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BASIC SYSTEMS OF REINFORCED CONCRETE BRIDGES, AREAS OF APPLICATION AND DESCRIPTION OF 3D MODELING

Annotation: This article discusses reinforced concrete bridges in modern bridge construction, their structure and systems, areas of application and applications that can be used in 3D modeling, their structure and construction methods on the example of bridges of various constructions, 3D modeling in the organization of the construction process the use of specialized software in itself, the procedure for developing a 3D model (or a carcass model in the form of a three-dimensional object) was studied.

Keywords: Cantilever systems, beam bridges, frame bridges, extras, 3D modeling, software packages, Autodesk 3D Studio.

Introduction. The design, construction and operation of fabricated structures is a complex and interconnected process that must be managed by highly qualified professionals in the field of bridges and transport tunnels. To develop the industry, road engineers will also need to build and operate bridges, pipelines and tunnels. In the current situation, the design of artificial structures requires the use of special computer programs for the creation of structures and the preparation of working drawings, taking into account the improvement of their structural forms through the development of the most optimal of various materials [2].

We all know how important 3D modeling is today in computer graphics and design. The term refers to the creation of various three-dimensional models using special software. There are many applications that apply to three-dimensional graphics. Today, programming technology is also evolving rapidly, and programmers are using a variety of programming languages[6]. That is why special software is created for the production of graphics programs.

The main part. In modern bridge construction, reinforced concrete bridges are widely used to close small, medium and long distances. They use a variety of design solutions and static schemes: beam, frame, arch and mixed schemes. Intermittent, continuous and cantilever bridges are widely used [1]. Creating three-dimensional graphics of modern bridges and road structures should start with three-dimensional modeling. The concept of three-dimensional modeling involves the creation of three-dimensional models of objects on a computer. Programming languages or software can be used to develop 3D modeling, in short, 3D modeling. It is more efficient to develop 3D modeling using ready-made software. This makes creating objects faster and easier. The possibilities of the most common 3D modeling software are very wide, which allows you to develop models of any structure. In order to program the finished 3D models, it is necessary to write program codes on the translators. This requires a lot of software code[3]. A number of graphics software has been developed to optimize this work. Ability to automatically copy the necessary materials for the program to a single directory, write script codes separately and then combine them into objects, ease of viewing the software product and, most importantly, compile the program for many platforms. is the ability to do[4].

Mechanism. A simple frame system bridge (Fig. 1.g) is used at intervals of 30-60 m. Because the intermediate devices work in conjunction with the base, the bending minutes acting on the intermediate devices are reduced. This allows the construction height of the intermediate device to be reduced. Sloping columns are the most common (Fig. 1.d.). The most common T-shaped frame bridges: frame-beam and frame-cantilever. Rim-beam (Fig. 2.a) bridge systems are formed by the interlocking combination of a frame and intermediate devices. The range of such systems can range from 40 m to 150 m. Only negative moments occur in the crossbars of T-shaped frames, and in its intermediate devices - only positive minutes. The supports of these frames transmit vertical force and bending moment to the base under the influence of vertical forces[5]. In frame console systems (Fig. 2.b.), the T-shaped frames are attached to each other by means of a hinge. Such systems are used in the range of 60 to 200. The supports of such systems transmit additional horizontal forces to the base. Frame brackets can be made of solid concrete, in which case multi-span frame systems with a spacing of up to 250 m are formed. The framed systems considered can be suspended by integral concreting and the parts can be assembled by suspension. Special types of frame cantilever bridges are built (Fig. 2.v). T-shaped frames consist of two semi-arches, connected from the level of the carriageway. The distance between such structural bridges is up to 120. Arched structural bridges can be used if the foundation has a solid ground (Figure 3.a.).

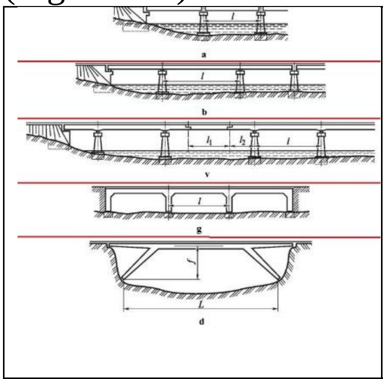
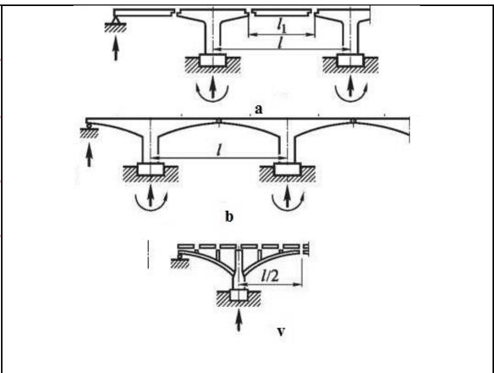
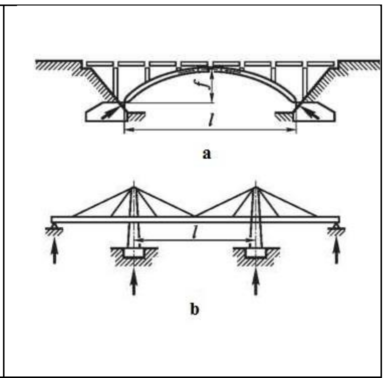
		

Figure 1. Types of bridges (a- v) and girders (g, d)	***Figure 2/ Frame-beam (a) and frame-cantilever (b, c) bridge systems***	***Figure 3/ Arched (b) and gantry (c) structural bridges***

Over the last decade, reinforced concrete bridges have been used for tension systems (Figure 3.b). The Dev column works mainly on compression. The distance between the reinforced concrete bridges in this system has now been increased to 400 m. In the last ten years, in the construction of world bridges, extradition (Fig.

4.b.) has been carried out by the method of equalized concreting (or assembly) and screwing of solid reinforced concrete intermediate structures (Fig. 4.a.b.) in the middle (Fig. 4.v) The use of reinforced concrete intermediate structures, which are built in conjunction with intermediate devices, is spreading. Modern reinforced concrete bridges are built in a prefabricated and integrated way. Bridges made of solid concrete in various ways are built using metal formwork. Prefabricated bridges are assembled from elements made in factories or on special sites.

Offer. Improving the overall design, construction methods and mechanisms of reinforced concrete bridges can increase the cost-effectiveness and quality of practical work. This process is increasingly being used by many people today, especially computers and mobile phones. Of course, the demand for software is also growing, and 3D modeling is one of the most widely used methods today[6].

Analysis of modern 3D modeling software packages. 3D modeling involves the development of a 3D model (or three-dimensional object-shaped carcass model) using specialized software. A three-dimensional model is created using many points that are interconnected by lines and curved surfaces. The field of 3D modeling is constantly expanding.

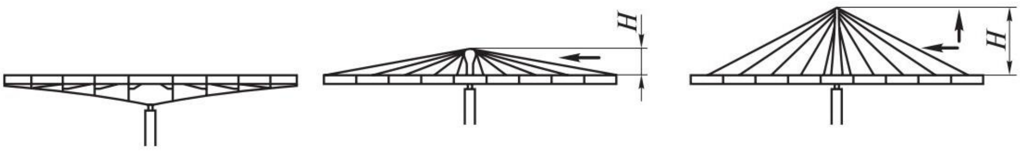
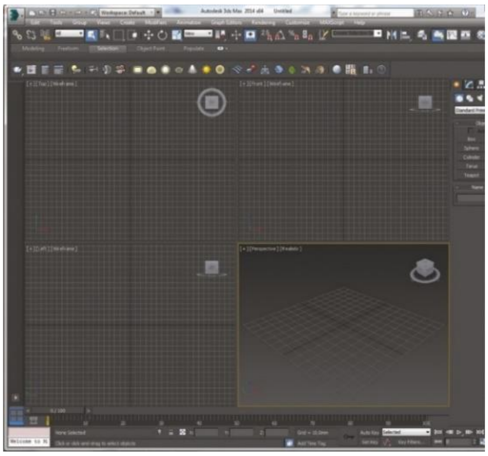
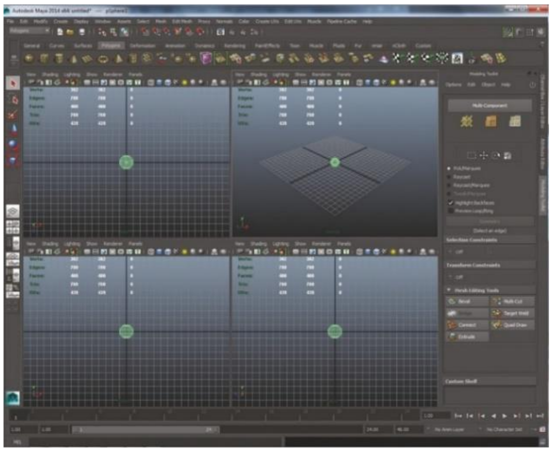


Figure 4. Comparison of extrodozle (b) with beam (a) and threaded (c) intermediate devices



Autodesk 3D Studio Max software interface



Autodesk Maya software interface

There is no publicly accepted answer as to which 3D software is good or bad. Every user thinks that the 3D software that suits them is important for this question. How well a user can work with the 3D software he or she is working on depends on his or her creative abilities (in addition to knowing the tools, acquiring artistic skills, color matching, knowing the composition is desirable).

Results. The modern way is to organize the continuous production of complex mechanized parts for the construction of artificial structures on the highway and to assemble them at the same time. Reinforced concrete bridges can be covered with arches from 50 m to 390 m. Because the bridges of these bridges have undergone significant horizontal reactions, it is necessary to strengthen the foundation. The arches work on compression, with the strength of the reinforced concrete giving good results[5].

Single bridges are more reliable than prefabricated bridges, but the pace of construction is slower than prefabricated bridges. The use of prefabricated bridges allows to increase the speed of construction and reduce the workload on the construction site. Intermediate devices can also be assembled in both summer and winter. In these processes, the features of 3D modeling and the ability to add animated actions in them dramatically increase the interest in them. Them:

- show effects in the film and video industry;
- television in commerce (advertising);
- in interactive games;
- in industrial and architectural design (decoration);
- in scientific, medical and judicial demonstrations;
- training programs and can be used on a computer.

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БЎЛАЖАК МУСИҚА МАДАНИЯТИ ЎҚИТУВЧИСИНИНГ КОММУНИКАТИВ МАЛАКАЛАРИНИ ШАКЛЛАНТИРИШДА НОВЕРБАЛ МУЛОҚОТ ВОСИТАЛАРИДАН ФОЙДАЛАНИШ

Аннотация:Замонавий мусиқа таълимида инновацион ёндашув энг илғор анъанавий ва ноанъанавий иш усулларидан, янги педагогик технологиялардан изчил фойдаланишни тақозо этмоқда. Айниқса, бўлажак мусиқа ўқитувчисининг коммуникатив малакаларини шакллантиришда новербал мулоқот усулларидан самарали фойдаланиш масаласи долзарб аҳамият касб этаётир.

Калит сўз: Акустик тузилма, новербал, “новербал коммуникасия”, персепсия

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KRISISAK MUSIC CULTURE VIRTUAL COMMUNICATION MALALLARING HAVING FORMED A NEW CERTIFIED MEETING COMPLETED THE INTERNSHIP

Abstract: present subtle music taught innovation dolinashuv eng Ilgor anlaviy and neanaviy appetite, yangi pedoglik technologilard izchil foidalanishni requires etikids. Innoixa, blazhak music oncituvmining communications malakalarini formataniishda noverbe meeting direclarali foidalanish maslam dolzarb started his career as an ethetir.

Press Secretary: Acoustic tuzilma, noverbal, Noverbal Communications, Persia

Маълумки, мусиқий фаолиятлар асосан мусиқий товушлар интонацияси устида ишлаш орқали амалга оширилади. Ушбу жараёнда мусиқий ижрога кенг имкониятлар яратган ҳолда таълимий топшириқларни қўйишда новербал мулоқот усулларидан фойдаланиш муҳим мусиқий-педагогик аҳамиятга эгадир. Зеро, новербал мулоқот орқали барча ахборот ва маълумотлар таълимий мазмунини сақлаган ҳолда узатилади ва қабул қилиб олинади.

Ўз фаолиятида инсонларни нимагадир ишонтириш, уларни қайсидир фаолиятни амалга оширишга ундаш учун имо-ишоралар тилини тушуниш муҳимдир. Бу айниқса, мусиқа педагоглари учун зарур касбий сифат бўлиб, мусиқа таълими жараёнини янада самаралироқ амалга оширишга кўмаклашади. Агар ўқитувчи ўзига нисбатан ишонч ва симпатия (ёқтириш) ҳиссини уйғота олса, демак, ўқувчилар билан ишлаш жараёни янада қизиқарли ва енгил кечади.

Давлатимиз Раҳбари 2020 йил 25 декабрда Ўзбекистон ёшлари Форумида қуйидаги сўзларни келтирган эди: - "Биз оила, мактабгача таълим, мактаб ва олий таълимни ҳамда илмий-маданий даргоҳларни бўлғуси Ренессанснинг энг муҳим бўғинлари деб ҳисоблаймиз. Шу сабабли, ушбу соҳаларда туб ислоҳотларни изчил амалга оширмоқдамиз" [1]. Бугун узлуксиз таълим тизимининг барча бўғинларида жадал ислоҳотлар амалга оширилаётган шароитда бўлажак мусиқа ўқитувчилари касбий тайёргарлик бўйича қўйилаётган юксак талабларга мос ҳолда тайёрланиб боришлари талаб этилмоқда.

Новербал мулоқот новербал нутқ орқали амалга оширилади. Новербал нутқ асосан қуйидаги: визуал, акустик ва тактил тизимлар асосида тасаввур этилади ва амалга оширилади.

Ушбу жараёнда визуал тузилма ўзида: имо-ишоралар; мимика, гавда ҳолати; тери реакциялари (ранги ўзгариши); мулоқотда макон ва вақт муҳити; кўз орқали мулоқот (визуал контакт)ни акс эттириши мумкин. Бунда гавда турли қисмларининг умумий моторикаси (ҳаракати) шахснинг эмоционал реакциясини акс эттиради ва шу орқали мулоқот янада мазмундорлик касб этади. Бу ижро репертуарини ўрганишда муҳимдир.

Акустик тузилма қуйидаги қирраларни ўзида намоён этади: паралингвистик тузилма (вокаллаштириш, гапириш тони, унинг диапазони, тоналлиги); экстралингвистик тузилма (нутққа паузаларни, шунингдек, бошқа воситаларни қўшиш, нутқ суръати). Булар дарс мавзуси бўйича назарий материалларни тушунтиришда муҳим аҳамият касб этади. Имо-ишоралар – бу мулоқотга киришаётган томонлар учун мазмуни тушунарли бўлган қўл ва бошнинг турли ҳаракатларидир.

Мусиқий-педагогик фаолият жараёнида новербал мулоқотнинг қуйидаги асосий функциялари ажратиб кўрсатилади:

1. Таълимда интерактив муносабатларни ифодалаш;
2. Ижро жараёнида муҳим бўлган ҳиссиётлар ва эмоцияларни ифодалаш;
3. Дарсда вербал мулоқот (сўзлашиш) жараёнларини бошқариш;
4. Бутун ўқув машғулоти жараёнида ўзини мақбул бошқариш.

Новербал коммуникация ўқитувчи томонидан узатилаётган сигналларнинг ўқувчилар томонидан қай тарзда қабул қилиниши ва уларга жавоб беришни тушунаётганлигини, бошқалар томонидан узатилаётган сигналлар борасидаги фикрини кўрсатади ҳамда тескари алоқа ўрнатиш имконини яратади.

Мусиқий педагогик жараёнда новербал тил ва унинг алоҳида элементларига таъсир кўрсатувчи қатор омилларни кўрсатиш мумкин, уларга:

1) миллий мансублик (бир ҳаракатнинг ўзи турли миллатларда турлича маъно бериши мумкин);

2) саломатлик ҳолати (саломатлиги талаб даражасида бўлмаса мусиқий ижрога нисбатан муносабат, қарашлар, товуш янграши, имо-ишоралар одатда анча суст бўлиши мумкин);

3) касбий қизиқиши даражаси (қизиқиши бор, лекин педагогик қобилиятлари нисбатан паст бўлиши мумкин ёки аксинча);

4) ижровий имкониятлари имо-ишораларни идрок этишига ҳамда мусиқий тасаввурлари даражасига таъсир кўрсатади;

5) мусиқага нисбатан шаклланган муносабат (ўсган оиласида мусиқанинг қадрланиши, ривожланган анъаналар, қоидалар);

6) актёрлик қобилиятлари (кўп одамлар нафақат сўзларни, балки, новербал белгиларни қойиллатиб ишлатади) мавжудлиги ва ҳ.к.

Новербал белгиларнинг қўшилиши натижасида таълимий ахборот бирта ҳолат билан эмас, балки, бир нечта пантомимика элементлари орқали узатилади.

Демак, новербал мулоқот – сўзлардан фойдаланмасдан мулоқотни амалга ошириш бўлиб, шахслар орасида эмоциялар алмашишда ҳам катта роль ўйнайди, бу эса айнан мусиқий фаолият жараёнида муҳим саналади.

Кузатишлар кўрсатишича, мулоқот жараёнида ахборотнинг 60-95 фоизи новербал мулоқот ёрдамида амалга оширилади. У асосан: товуш, оҳанг; ташқи кўриниш, кийим-бош, гавдани тутиш ҳолати; юз ифодаси, табассум, қарашлар; ҳаракатлар; рақс, юриш; имо-ишоралар; бошни силкиш ва чайқаш, қайсидир ҳатти-ҳаракатни имитация қилиш (масалан, пастга қаратилган икки бармоқ билан юришни тақлид қилиш); қарсаклар; қўл сиқиш билан намоён этилади.

Ташқи кўриниш ҳам бўлажак мусиқа ўқитувчисида муҳим бўлиб – новербал мулоқотнинг муҳим қисмини ташкил этади. Яхши ташқи кўриниш қуйидагиларга боғлиқдир:

1) Тоза ва озода ташқи кўриниш;
2) Эркин, табиий ҳатти-ҳаракатлар;
3) Саводли нутқ;
4) Муносиб ўзини тутиш;
5) Мақтов ва танқидга хотиржам реакция;
6) Иссиқ истара.

Буларнинг барчаси бўлажак мусиқа ўқитувчиларида новербал мулоқот орқали коммуникатив малакаларни шакллантиришда муҳим ўрин тутади.

Инсоннинг ҳатти-ҳаракатлари ва ўзини тутишига қараб унинг ҳақиқий ният ва истакларини билиб олиш мумкин. Тадқиқотларда аниқланишича, шахслараро мулоқотда суҳбатдош борасидаги 60 дан 80% гача ахборотни биз мулоқотнинг новербал воситалари – имо-ишоралар, мимика, гавда ҳаракати, интонация, суҳбатдошлар орасидаги маълум дистанция орқали оламиз.

Новербал мулоқот шахснинг ўз “Мен”ини таъкидлаш воситаси, шахслараро ўзаро таъсир ва муносабатларни йўналтириш сифатида мулоқотда шерикнинг образини аниқлаштиришда, вербал илгариловчи ахборот узатиш тарзида намоён бўлади.

Новербал мулоқот “новербал коммуникация” атамасидан кўра кенгроқ маъно беради ва Л.А.Лабунская таъкидлаганидек, - “Новербал мулоқот – бу шундай мулоқот кўринишики, унда новербал ҳатти-ҳаракатлар ва новербал коммуникация ахборот узатишнинг асосий воситаси, ўзаро биргаликдаги фаолиятни ташкил этиш, шерик борасида тушунча шаклланиши ва унинг образи шаклланиши, бошқа шахсга таъсир кўрсатиш ҳисобланади” [2].

Мусиқий педагогик фаолиятда новербал ҳатти-ҳаракатларни амалга ошириш орқали унинг экспрессив (ҳиссиёт, кайфият ва фикрнинг ёрқин намоён этилиши) ва перцептив (идрок) қирралари намоён бўлади. Экспрессия ёки эмоцияларнинг ташқи ифодаланиши мусиқий-педагогик жараённи эмоционаллаштиради ва новербал ҳатти-ҳаракатларнинг ажралмас таркибий қисмига айланиб, репертуар асарни сифатли ижро этишни ўргатишда муҳимдир. Эмоционаллик табиатининг омиллари айнан шахс-гуруҳ ёки коммуникатор-реципиент тизимидаги мақбул педагогик муносабатларни ўрнатишда қўл келади ва бу мусиқа ижрочилиги фаолиятида қулай имкониятлар яратади.

Перцепция тушунчаси мусиқий-педагогик мулоқот жараёни аъзоларининг бир-бирини идрок этиши ва мақбул тушунишини таъминлайди. Натижада, таълим олувчиларни айнан идрок этиш педагогик мулоқот вазияти ўзгаришига осон тарзда мослашиш, қўйилган ҳақиқий педагогик мақсад, муддаони тушуниш ва унинг натижаларини олдиндан айта олишга имкон яратади.

Ушбу сифатлар бўлажак мусиқа ўқитувчисини касбий тайёрлашда катта аҳамият касб этади ва мусиқий фаолиятларни самарали ташкил этиш учун зарурдир.

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PRODUCTION TECHNOLOGIES - AS AN OBJECT OF MANAGEMENT

Abstract: This article discusses production technologies - an object of management. A production system is a purposefully organized complex of interconnected objects: industries, workshops, sections, teams, workers, tools and objects of labor, performed various functions and work, due to which the transformation of individual elements of the system into finished products occurs.

Key words: products, services, enterprise, production, purposefulness, polystructurality, openness, complexity

Management of industrial relations of a society in a market economycan be considered successful if it providesthe competitiveness of a particular production system as a whole, i.e.harmonious development of its governing and controllable parts. Simplified structure of the production system.

Competitiveness - a complex, synthetic concept. Analysisshows that its compo nents are many groups of factors,affecting the state and development of the production system:

* technology of the main and auxiliary production facilitymanagement;

* technology of the facility management system;

* the nature of the economic and political influence of the external environment onproduction system;

* the level of technical and economic training of personnel;

* the level of development of science and technology in specific and related formscompany activities;

* Saturation of interests in each specific type of activity;

* economic potential involved in the system (economicattractiveness, capital, resources).

Innovation management is one of the aspects of a multifaceted system.management, which provides progressiveness, i.e. progressivedevelopment dynamics of all groups of the above factors. Practice shows that new ideas do not bring success, if anyomissions in the organization of production, and the diligence of employees cannotreplace the talent and entrepreneurial energy of their leaders. All relations in nature and society are interconnected, interdependent,have their own paths and objective information-material schemes of their rationaltransformations in the public interest, that is, what we agreed to calltechnology.

We can say that society is immersed in the space of technologies that it assimilates and multiplies. All the many technologies to considerimpossible. Therefore, it is important to develop methods for their operational analysis andapplication. Classification of production technologies - the first of the tasks thatdetermined by the presence of their many. There are a number of distinctive features for this.signs that are used for this purpose. Each of the technologies does not develop in a bare place, but in conditionsaccumulated previous experience of people, which it accumulates in itselfin various ways, as information vital to society. Examples this is a lot:

* spiritual life, religion, writing;
* historical descriptions and archives;
* samples of equipment, museums, manuscript repositories;
* methods of storing information - magnetic media;
* development of methods for describing technologies and images: graphics, schemes,drawings, drawing, photographs, holography, mathematical description,chemical formulas.

This learned experience is transformed into certain forms of itsimpact on production activities in society:

* laws of the organization;
* standards, patents;
* order of consideration and selection;
* the procedure for putting into practice;
* protection mechanisms.Any phenomenon in nature and society cannot occur locally,isolated, under ideal conditions.

Organizing the production process,man creates the conditions for the necessary transformations of information and matternature from one species to another, needed by man. At the same time layeredeconomic, technical, organizational, environmental, sociologicaland other problems associated with this application process for needssociety.

Therefore, innovative management solves the problem of reasonable selection andarticulations of technologies different in nature into a certain Cluster of technologies,ensuring entrepreneurial success in business. The importance of each of themrelative, but neglect of them increases the degree of risk towardsto success.

Professional consideration of technology related to masteringspecial theoretical base, the depth of the necessary study of whichis one of the controversial issues of training managers. She usuallydependt from the purposes of their use in specific cases:a) at the user level, i.e., the consumer of technology, as the finalproductb) at the level of the developer, i.e., the creator of technologies, as the finalproduct. Depending on the choice of these goals, a substantivespecialization of the company (enterprise) and justification of priorities in technologyits main and auxiliary production, in the management system andperception of business infrastructure external to the enterprise. Functionally, all technologies together constitute elements of a singleproduction and economic system of the region (region, city, district). Art (highest professionalism) of management personnel(manager) is manifested in the ability to select and combine into a working systemelements of an economic nature (resources, property, personnel, monetaryfunds, scientific potential, etc.). To achieve economically significant forsociety of results.

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THE GLOBAL DEMAND FOR ENGLISH LANGUAGE TEACHING TO YOUNG LEARNERS

Abstract: The growth in teaching English as a foreign language to young learners as a distinctive area within the English Language Teaching industry during the last twenty years raises some questions over who, in an industry that has traditionally focused on adults, is going to teach these learners, aged, in this thesis, between five and sixteen years. Emerging from existing literature and the occupational experience of this researcher is a sense that teaching young learners presents different challenges and requires different skills from teaching adults. This research explored the experiences and needs of those who trained to teach adults but also teach children. Adopting a phenomenological, constructivist approach, a mixed-methods survey of multiple-item self-report questionnaires and semi-structured, face-to-face interviews was conducted to investigate the experiences and attitudes of two criteria-based samples totaling a lot of mixed-nationality EFL teachers giving out-of-school lessons in private language centers in some forty different countries.

Key words: mixed-methods, constructivist approach, self-report questionnaires, the experiences and attitudes.

The expansion of English Language Teaching to Young Learners during the last two decades has fuelled a need for increasing numbers of English as a Foreign Language (EFL) teachers to teach increasing numbers of children (or 'young learners') in addition to adults as countries, schools and private language centers develop their Young Learner provision and employers seemingly expect English Language teachers to be able to teach anyone of any age. However, the pre-service training courses available at the time of writing appear to retain their traditional focus on adults and thus may not fully reflect these expectations. Consequently some English Language teachers appear to be teaching children without the training they might need because they are obliged to do so under the terms of their contracts. In 1997, in order to become an English Language teacher, I (the researcher) did the Certificate in English Language Teaching to Adults (CELTA), a four-week full-time intensive course with a certificate awarded by University of Cambridge Local Examinations Syndicate (UCLES) and the most widespread pre-service training course in the industry. The CELTA contained little theory. It concentrated on practical classroom teaching and was concerned exclusively with teaching English to adults. The focus and content of this course is described and evaluated more fully in the next chapter (see 2.5 below). However, my first post-qualification teaching position was not with adults at all, 12 but on a summer school in a city in northern

England with teenagers aged 14 to 17. My first international post, in a private language center in Russia that was owned by a company based in the United Kingdom, involved classes containing both adults and young teenagers (13 and 14 years old), and, in one class of adults, an 11 year old. Nothing in either my training or my previous teaching experience indicated how to approach such mixed-age classes. In addition, the materials, curriculum and assessment system were designed for the adults so the younger learners were essentially taught as though they were adults. However, when I was given a class consisting exclusively of Young Learners, I was unable to teach them like I did adults. Their attention span was shorter, their behavior needed more overt management, the tasks had to be different and the teaching resources, including the course-books, were unfamiliar to me, aimed as they were at children. The group ranged in age from 5 to 11 years old and the levels of ability in English from beginner to intermediate. With no training in either teaching or managing groups of non-English-speaking children, I approached the Director of Studies for advice. He asked if I played the guitar or made puppets. I said I could not. He told me not to worry, that I would soon pick it up, and sent me to class. I had no idea what to do, how to speak to these students, how to organize their learning, what kind of activities to select or how long they should last, or how to use the course-book in three 90 minute classes per week. I had neither understanding nor knowledge of 5 to 11 year olds, of their worlds, their developmental stages, their interests, and no desire to gain any. I was a teacher of English as a foreign language to adults. That was what I had trained for, that was what I wanted to do and that was why I had left the United Kingdom. Singing songs and drawing pictures was not. The experience of feeling unprepared as a teacher through lacking practical strategies to organize learning was both traumatic and stressful. At Christmas the class was reallocated and I decided I would never teach Young Learners again. In 2002, I moved to a language center in Sri Lanka which had a large Young Learner cohort ranging from 3 to 16 years old and so many classes that every teacher was contracted to teach a mixed timetable of adults and Young Learners. This centre, however, provided regular in-service training, a structured occupational development programmer, including the opportunity to do the Young Learner extension to CELTA, which I did in Thailand in 2004, and opportunities to become involved in curriculum development, materials writing, training, event management and mentoring. The content and focus of the YL extension is considered in the next chapter and it developed my confidence as a Young Learner teacher by providing a theoretical framework and foundation for my work. Two years later I became Young Learner manager for a large 13 globally significant UK-based language center in Egypt. They did not know what resources might be used or how to use them and they lacked strategies for managing behaviour and motivation. Some became resentful as well as reluctant when allocated classes of Young Learners. When I did an MA in Teaching English to Young Learners (2007-9), it became clear that the challenges and demands presented by teaching Young Learners are different from those presented by adults and that meeting those challenges can be difficult without some knowledge of how Young Learners grow and develop and of the different developmental stages they pass through. My own development, from uninformed and reluctant novice in 1997 to confident consultant contributing to the creation of a new English Language Teaching to Young Learners policy for a whole country in 2010 came about partly through actual experience of Young Learner teaching, partly through the ideas and input of colleagues in staff rooms and teacher development workshops and partly from formal courses such as the Young Learner extension and the MA. These revealed how Young Learners develop, thereby enabling me to select age- and stage appropriate materials, activities and tasks and base those selections on some understanding of learning theory. Training and development may therefore lie in the luck of the posting. This research investigated those training and development priorities in addition to teachers' expressed needs and requirements.

This article had two main objectives: a) to identify particular challenges for teachers of English as a foreign language to young learners and explore how far pre - and in-service training and development programmers support teachers in meeting those challenges; b) to develop the existing literature on Teaching English to Young Learners by generating and interpreting new knowledge of private sector practices, in particular on training and occupational development, and teachers' attitudes towards TEYL, including motivation and individual aspirations. Five assumptions underlie these objectives: The English Language Teaching industry has seen and continues to see a strong global expansion in demand for English tuition for Young Learners (aged 5 to 16) and Very Young Learners under the age of 5 (VYLs); This expansion has significant implications for the English Language Teaching industry. These include teacher training, recruitment and employment; Teaching children poses different challenges from teaching adults and may, therefore, require different skills and knowledge. Teaching Very Young Learners poses different challenges from teaching teenagers and may also require a different skill-set; Formal pre-service training does not seem to have evolved to meet the needs of a reoriented industry and continues to focus almost exclusively on preparing people to teach adult learners; Many newly qualified teachers therefore lack the knowledge they need to meet the challenges presented by Young Learner classes.

The article considered in this suggest that within the global English Language Teaching industry is a vast, unregulated, commercially driven private sector with an insatiable demand for teachers of English as a Foreign Language whose primary qualification for teaching is that they speak English fluently. Getting a job in a foreign country as an English language teacher seems easy and straightforward for globally mobile native speakers who are willing and able to relocate, especially at short notice. The qualifying period may be as little as four weeks for the Certificate in English Language Teaching to Adults, the cost around £1000, and this appears to be optional anyway. The teacher can fly to their chosen destination, do a week's training in-house or just start teaching. In an unregulated, globalized and financially lucrative industry, the quality of the teachers may matter less than the quantity. Further, the quality of the preparation and training may be influenced by the commercial demands of privatized, 48 market-led business. The next chapter explores some of the challenges these teachers may face and examines some of the possibilities for teacher preparation and development through a review of the principal literature on these subjects.

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THEORIES OF MODERN CIVIL SOCIETY

Annotation: The article provides a scientific overview of theories of modern civic theory.

Keywords: civil society, rule of law, Hegel, political society, state and society, individual sovereignty.

Since the second half of the twentieth century, the concept of "civil society" has spread around the world. Even today, this concept is the subject of much debate. While some use this concept to distinguish between “civil society” and “political society,” others interpret “civil society” in the broadest sense as an anti-state phenomenon. Theorists of the rule of law argue that it is necessary to create conditions for the state to build a "civil society" based on the traditions of the Hegelians.

Renowned U.S. scholar Andrew Arato divides society into three areas or three systems - civil society, political society, and economic society. Of course, this may seem like a contradiction in terms of the "traditional dualism" of the state and society, as found by Gegel and other scholars, the founders of the classical concept of civil society, but in fact as a theoretical result of the improvement and development of society and the state. Possible. E. Arato interprets civil society as both a movement, a set of institutions, and a social unit. “Institutional civil society” includes associations in which various associations are non-partisan, in other words, units that are now called “interest groups”. According to E. Arato, civil society includes voluntary associations and various initiative groups, which are collective forms of civic activism [1].

Explaining the division of society into different areas, E. Arato states: “Unlike most of the literature on transition processes, we believe that in the current process of regime change, moving from civil society to politicization will inevitably lead to complete inactivity and atomization of civil society.We believe that the stabilization of democracy, as well as its future prospects, depends on the interdependence of civic and political aspects in society and their harmonious development. Similarly, it is necessary to differentiate between an economic society based on pure economic associations belonging to forms of ownership, as well as a political society based on suffrage and political parties, and a civil society based on rights, civil associations and actions in the field of communication.As a result of this differentiation, a five-part device will emerge, and we have replaced it with the dualism of state and society ”[2].

If the main actor in civil society in the liberal model is the consumer with rights, then in his communist model, he is also a member of some group because he feels that he belongs to the same basis and traditions as the group unit.

Citizenship in this case expresses its culture by infusing it with "others" and "strangers" and seeks to demonstrate its "uniqueness". Liberalism also sees civic associations as a changing set of movements of economic corporations, while communism (pro-public) sees them as a combination of the activities of natural social units.

Well-known political scientist Benjamin Barber also divides social spaces into three parts - social, private and civic. According to him, "the civic part includes social units built on the basis of voluntary, egalitarian and membership (i.e. hierarchy) at the same time" [3].

This third sector chooses the principles of egalitarianism and mutual identity from the social sector, and the principles of voluntariness and individual sovereignty from the private sector. The third sector implements them all at the same time. It embodies the same principles that I call serious democratic prospects.

According to Hungarian scholar Ferents Kondoroshi, civil society is a multifaceted concept. For John Locke, civil society has achieved such a civilization that it demonstrates its viability in a social contract between the ruler and the people.

At the same time, John Locke uses civil society and political society as synonyms. According to him, civil society originally represented the organized unity of the state. But Gegel was the first to separate civil society from the state, to divide it into two different forms, and to put an end to this tradition.

According to political scientists M. Edward and J. Gaventa, civil society is very controversial. So far no general expression of its essence has been formed.

They focus on the broader aspects of the concept of civil society, and in these expanses of society, people unite to defend their common interests that are not related to political gain or power [4].

Civil society organizations are all groups that operate in the vastness of this society: associations, political parties, communities, non-governmental organizations. Civil society organizations sometimes operate on the basis of seeking solutions to problems, as well as engaging in various conflicts with each other. In short, the concept of "civil society" refers primarily to self-organization in order to protect the diverse interests and rights of its members.

Civil society is the highest form of human unity, which includes the components of various associations (family, corporation, etc.). They are, by their very nature, meant to be a community based on the principle of justice in society. In this society, everyone can find prosperity for himself.

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THE IMPORTANCE OF ECONOMIC LAWS IN THE SUSTAINABLE FUNCTIONING OF THE ECONOMY

Abstract: This article examines the importance of economic laws for the sustainable functioning of the economy.

Key words: Economic law, economic science, regularity, stability, production

Economic law - objective, internal, essential, stable, constantly repeating cause-and-effect relationships in the system of production relations. Each individual law is a reflection in science of some important process taking place in reality. It can be represented in the form of a principle, rule, inference. An economic law is characterized by a number of features:

1) among a variety of economic phenomena and processes, it expresses an internally necessary relationship;

2) it represents an essential relationship or relationship between phenomena;

3) behind it lies a strong, stable, constantly repeating connection;

4) this connection has a cause-and-effect content, the cause inherent in it causes a certain consequence in the form of an economic result.

In turn, the consequence can cause a new phenomenon. Like the laws of nature, economic laws are objective. This means that, firstly, they operate in an objective economic environment; secondly, they are not generated by people, but by the historically established conditions of economic activity; thirdly, they manifest and act independently of the will and consciousness of people. They cannot be arbitrarily created or canceled. However, they are studied in order to use them in practice, as is done with the laws of mechanics, electrical engineering, chemistry. Thanks to this, a reliable idea of the economy, its opportunities, development paths is formed. Economic laws are not eternal laws of nature. These are historical laws that appear and disappear along with certain stages of human civilizations, the civilizations themselves. Each such human civilization is a set of laws and conditions under which a given society can exist. But there are laws that are valid for all previous history. They express the general conditions of production and exchange, i.e. relations inherent in any socio-economic formation. The task of economics is to collect facts, systematize them and, based on their deep analysis, make appropriate conclusions and generalizations. Practice shows that these generalizations are rarely recognized at first. However, after they have passed multiple tests and successfully applied in business practice, including forecasting economic development, they become laws.

A distinctive feature of economic laws is their imprecision. Since people's actions are varied and uncertain, it is impossible to predict their future behavior with a high degree of accuracy. People strive to understand the patterns of human actions and adapt them for their own purposes. Unfortunately, trends in human behavior are very rough. On this basis, we can conclude that the law represents the most general assessment of our actions, a generalization of rather vague trends. Consequently, economic laws, or generalizations of economic trends, - "these are social laws related to those areas of human behavior in which the strength of the incentives acting in them can be measured by the money price." Social laws mean generalizations of social trends that make it possible to predict the actions of any social groups in certain conditions.

Thus, economic theory explores the causal relationships and interdependencies that arise between people in the process of industrial relations. On this basis, economic laws can be defined as essential, firmly remaining in economic processes and phenomena, objective interdependencies and cause-and-effect relationships, without which the existence of certain production relations in their integrity and development is impossible. In modern textbooks on economic theory, one can often find mention of economic laws as hypothetical. Hypothetical means conjectural. That is, we are talking about an assumption put forward to explain some phenomenon that requires further verification by experience. The fact is that the reservations included in the law, although not repeated every time, do happen from time to time. Therefore, there is a need to take them into account a priori. Finally, although in the process of the formation of the law there is a long retrospective historical analysis of various periods, vast regions, different eras, each country has its own characteristics, inherent problems, which affects the change in socio-economic conditions. Consequently, the law may be manifested with different specifics in each country, or even absent altogether. For this reason, economic laws are classified into general, specific and specific. General economic laws are such laws of the economic development of society, which are characteristic of all historical epochs without exception, operate in all economic formations without exception.

These include the law of saving time, the law of the rise in needs, the law of growth in labor productivity, the law of the correspondence of production relations to the nature and level of development of productive forces. The latter reveals the objective basis of the functioning of each specific type of production relations, while simultaneously providing an explanation for the transition from one type to another. General laws link the development of socio-economic formations into a single process. Special economic laws are laws that operate within several historical stages of the development of society or several formations. They can also apply to a certain set of certain stages of development of social production. Such laws include, for example, the law of value, the law of demand, and the law of supply. Specific economic laws - the laws of development of specific forms of management, inherent only in a given mode of production. They manifest themselves exclusively in a specific social system, express the essence of only its production relations. Specific laws operate only at certain stages of historical development.

These laws include the law of surplus value under capitalism, or the basic economic law of socialism. Economic laws cannot be confused with legal ones, since the latter are accepted and canceled by people. They also cannot be confused with the laws of nature, since the latter are eternal, and economic laws are historical in nature. Along with economic laws, laws are distinguished in economic theory. In contrast to laws, a regularity is an objectively existing recurring essential connection between the phenomena of social life or stages of the historical process. The action of a regularity is manifested in the form of trends reflecting the main line of development of society, which opens up the possibility of its practical use in the life of people and society.

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SSB 39

CASE STUDY METHOD IN TEACHING AND DEVELOPING ENGLISH LANGUAGE

Annotation: This article focuses on the advantages of observing case study method in teaching foreign language and developing academic skills in reading,writing,speaking,listening and making presentations.
Keywords: case study method,significant,communication,pair work,interactive,decision maker,opportunity,reusing stress

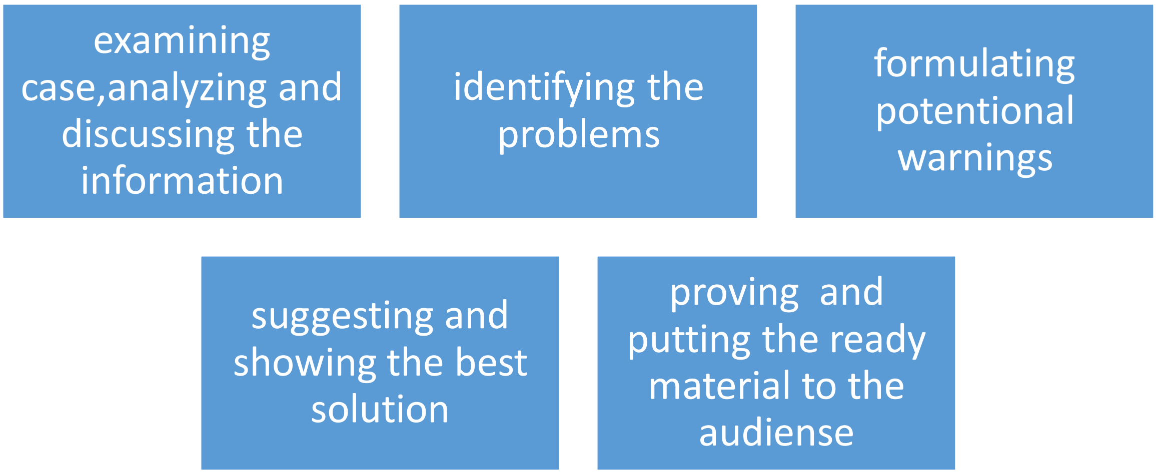
There are given a lot of approaches and scientific researches in learning and teaching English by the help of modern study which was called Case study.Cases offer a lot of opportunities for developing academic and basic skills in reading,writing,listening and also making presentations.Pupils are taught to work in groups,to achieve a goal together,to make decisions.This method occur to make team presentations.The main attention is involved to play and to act a role or play where pupils are actors trying to come up with a solution of a problem using the information given.This study encourages pupils to be more creative,independent,goal-oriented.

Famous scholar Wedawata et al (2011)claims that case study is documented as an ‘empiral inquiry that investigates a contemporary phenomenon within its real-life context,especially when the boundaries between phenomenon and context are not clearly evident.’The authors put emphasis on the rational for selecting case study research strategies.So this mehod is basic one which is connected with future career and academic activity.

The creative approach in teaching foreign languages is the topic of the article by Kiseleva (2006) and Tikchonov 9(2005).This approach of inappropriate educational syllabuses has arisen.Moreover,Kuzmina (2005)claims that it is very important for future career to collaborate and communicate with partners in case of method.Case study method gives a lot of opportunities to use role-plays when discussing and presenting and solving cases.

The main aim of this object is to emphasize on advantages of the case study method as a tool of developing learner’s linguistic and non-linguistic competence as well as academic talents in their forthcoming occupation.

Obviously,case study approach is entitled as “ the problem method”.Surprisingly,why it is called so?So,there are some following steps are included:



These steps can be proved with developing the basic skills such as reading,speaking,making presentations,listening,writing.When the final result is taken,all participants are requested to use the information in a written form.It may be a letter,a memo,a report,e-mail, which suits the situation,so writing skills are improved greatly.

As we know,learners may be asked to present the results of the case study in the classroom.They receive feedback at the end of their presentation and it helps to improve their presentation and oral communication skills which no doubt will be strongly demanded in future.

And now some words about the roles of teachers and pupils.Cases are motivating for students since they give them the opportunity to be decision-makers and solve a real life.

When speaking about developing academic skills through working with cases,it is necessary to point out the significance of key presentation making skills.It is the final stage in the case study process.Pupils may study and discuss the possible variants of achieving the best results.Zanina (2010),Brattseva (2009),Brock et al (2013),Gurung et al (2014) conclude that it is impossible to overestimate the value of getting the skills of preparing and making presentations.

All things considered,numerous rehearsals and perfect repetition are required to make clear presentation and this method involves think cooperatively.Furthermore,it aids more anticipating.

In conclusion,it can be stated that the case study method offers many chances both for teachers and learners.

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DIAGNOSTICS AND TACTICS OF MANAGING PATIENTS WITH A HYPERPLASTIC PROCESS IN ENDOMETRY

Resume: The most typical symptom of good and malignant proliferative endometrial processes is uterine bleeding (meno or metrorrhagia).

The source of bleeding, as a rule, is the areas of hyperplastic endometrium with pronounced dystrophic changes and foci of necrosis. Characteristic violations of menstrual function in the pathology of endometrium are: menorahia, metroragia, menometroragia, oligomenorrhea. Hyperplasia of the endometrium in some cases may occur against amenorrhea.

Key words: endometrium, hyperplastic process, proliferation, menstrual dysfunction, dystrophic changes.

Introduction: The most typical symptom of good and malignant proliferative processes of endometrium are uterine bleeding (meno or metrorrhagia).

The source of bleeding, as a rule, is the areas of hyperplastic endometrium with pronounced dystrophic changes and foci of necrosis. Characteristic violations of menstrual function in the pathology of endometrium are: menorahia, metroragia, menometroragia, oligomenorrhea. Hyperplasia of the endometrium in some cases may occur against amenorrhea. The most important clinical manifestation of the disease is chronic anovulation.

Complaints, caused by metabolic and endocrine disorders, occur in any variant of endometrial hyperplasia. The most characteristic complaints: headaches, excessive weight gain, pathological hair, sleep disturbances, recurring thirst, pink stria, decreased performance, irritability [1, 2, 4, 10].

One of the most important links in the prevention of uterine body cancer (RTM) is the timely diagnosis and adequate treatment of the background and precancerous processes of the endometrium [5, 8, 9, 10].

The set of methods used for the diagnosis of proliferative endometrial processes (PES) is significant. The main methods for examining the uterine cavity of the first stage are aspiration biopsy, radiometry of the 32P isotope, ultrasound, dopplerometry, hysteroscopy, diagnostic curettage. To clarify the diagnosis and determine therapeutic tactics, use hysterosalpingography, hysterosalpingou ultrasound; computer transmission and magnetic resonance imaging; lympho-, arterio-, phleboangiography; a number of special laboratory tests: immunological, immunohistochemical, endocrinological studies, the study of hormonal receptors. Discussions on the diagnostic value of each of these methods separately, their rational combination, the sequence of application continue [1, 3, 4, 7, 9].

When conducting a screening examination, a method of cytological and histological examination of aspirates from the uterine cavity is mandatory. The diagnostic efficiency of cytological examination ranges from 58.3 to 94% [4, 6].

Among non-invasive methods of investigation, echography, which is effective at the preclinical stage of the disease, deserves attention. The introduction of ultrasound in gynecological practice made it possible to indirectly judge the state of the endometrium in terms of the thickness and structure of the median M-echo. Hyperplasia of the endometrium greatly increases these indices. The thickness of hyperplastic endometrium rarely exceeds 2 cm, but in some cases reaches 2.5-3 cm [4, 6, 10].

Ultrasound diagnosis in pathological processes of the endometrium has a number of restrictive criteria:

In the reproductive and perimenopausal periods, the study should be performed in the early 1 st phase of the menstrual cycle;

while the middle uterine structures (M-echo) of the "normal" endometrium should not exceed 6 mm;

in post-menopause, the main ultrasound sign of atrophy corresponds to the thickness of the mid-uterine structures, not exceeding 4 mm.

In a multicentre study involving 930 patients in the postmenopausal period in 18 Italian clinics, endometrial cancer (EE) was diagnosed in 107 women. Its frequency with an endometrium thickness of up to 4 mm was 0.6%; 5-8 mm - 5.4%; 9-11 mm - 12.5%; more than 11 mm - 33.5% [2, 8].

An important diagnostic criterion for RE is an increase in the thickness of the middle M-echo. The generalized data from the literature indicate that, as a threshold criterion for PES in postmenopause, most researchers choose an M-echo thickness of 4 or 5 mm [2, 5, 9].

To improve the echographic diagnosis of neoplastic processes, one should be guided not only by the thickness, but also by the structure of the endometrium. In most cases, the tumor echogenicity is either increased (45%) or medium (45%). Reduced echogenicity of the ER is only found in 10% [2, 5].

Materials and methods of research: To solve the problems, we examined 60 women diagnosed with endometrial hyperplastic processes.

Results and discussion: With the development of modern diagnostic equipment, Doppler and Doppler studies were widely available. To quantify the blood supply, it is advisable to use an ultrasound with the calculation of volume and three-dimensional Doppler indices, namely: the vascularization index (VI - displays the saturation of the tissue with blood vessels, expressed in%), the index of blood flow (flow index, FI - shows the average intensity of blood flow, is expressed as an integer from 0 to 100) and the ratio of vascularization to flow (VFI - characterizes both vascularization and blood flow, and is expressed by an integer, from 0 to 100).

This was confirmed by a study conducted in 2016 in which it was proved that in the aspiration biopsy the diagnosis of cancer occurred in 45% of cases, while in the case of the WFD in 30% of cases, that is, more than a third of endometrial cancer cases were missed complete curettage of the cervical canal and uterine cavity

Conclusions: 1.Therefore, the possibilities of modern diagnostics and treatment of endometrial hyperplastic processes are constantly being improved, opening new prospects for their treatment.

2. Summarizing the above, we can conclude that the key to the success of the treatment of hyperproliferative processes of the endometrium is the correct interpretation of the results of histological examination and understanding of the etiology and pathogenesis of the revealed changes. Important stages of the diagnostic process are ultrasound transvaginal examination, dopplerometry, hysteroscopy, as well as the use of unified modern classifications of GE. In the near future, it is also possible to use genetic diagnostic techniques that, to some extent, predict the course of the process and the response to therapy, which can be of help in choosing the tactics of treatment.

3. The proven possibility of developing iatrogenic changes in the endometrium dictates the need for a balanced approach and careful administration of any hormonal preparations. With the development of modern pharmacology and the introduction of the method of creating artificial menopause with the help of gonadotropin-releasing hormone agonists, the possibilities of effective organ-preserving treatment of complex types of hyperplasia significantly decreased as the total hormonal load was reduced.

4.Thus, at present there is a sufficient number of informative methods for early diagnosis and timely prevention of PES, which helps to prevent the development of oncopathology with the correct system of medical and organizational measures.

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USING "NOT, NOT ONLY AND BUT ALSO" IN THE SENTENCE

Annotation: This article is about the negation that is expressed "not, not only and but also" in the sentence. They negate the fact of ideas. They change the affirmative sentence into negative form.

Key words: Negation, affirmative, deny, form, determiner, distribution, hypothesis

Negation, as maintained by the likes of Merriam Webster refers to "the action or logical operation of negating or making negative".

In simpler terms, **negation** defines the polar opposition of affirmative, denies the existence or vaguely – a refutation. This is also known as "Not". Classical logic resembles negation with truth function which takes truth to falsity and is perfectly capable of running the opposite operation. It denies the truth of a ***sentence***. It's just the conversion of the affirmative sentence which converts the simple affirmative sentence into negative.

Example

- I like to sing = I do not like to sing.

When it is necessary to state that a fact is not true, it can be done by using any negative words, phrases or clauses. ***Negation*** refers to these negative words, ***phrases or clauses***.

- Rick is **not** here.
- Peter has **no** books.
- Sam has **never** been there.
- John did **nothing** for this project.
- **Neither** I **nor** you attended the program.
- **None** of us liked the movie.
- Pam has **rarely** cooked any food.
- Richard is buying **unnecessary** things.
- Rock is **not** sure about it.
- Patrick has **no** knowledge about it.
- I have **nothing** to say.
- Why are you so **careless**?
- **Nobody** was in the classroom.
- I found the book
- Alice **rarely** sings a song.
- Bob **roughly** has any idea about it.
- Jim is **not**

- Harry is **not**
- **Nobody** liked the picture.
- **Neither** Jack **nor** Robin was in the party.

First of all, when do we use ***not only, but also***? Well, we use it when we have two things and we want to give a little extra emphasis to the second thing because it's even better, or even worse, or more surprising, or more impressive, or more shocking than the first thing.

There are two ways to use ***not only*, *but also***. We can use it in the middle and end of the sentence, or we can actually use it to start a sentence with not only. There are some grammatical considerations we have to keep in mind.

So using *not only, but also* in the middle and end of a sentence We can say, "We've taught English ***not only*** in the U.S., ***but also*** in other countries." Or you could say, let's say you're talking about someone who is a model. You could say, "She's ***not only*** beautiful, ***but also*** very smart."

The **not** phrases are ungrammatical except in initial position, even though the structural description for the hypothesized obligatory lexicalization transformation is presumably never met.[34]

The negative word not can be used with almost any word or word group in a clause to achieve Special negation, with a view to being more forceful, careful, polite or hesitant. For example, it can be put to use with nouns, adjectives, adverbs, prepositional phrase and quantifiers.[35]

As we can see in both of these examples, the second part, the part that comes after "**but also**" is just a little more interesting or better than the first part, so we just want to give a little extra emphasis. Because, of course, we could simply say, "She's beautiful and smart." That's just neutral. But if you say, "She's *not only* beautiful, but also smart," it kind of gives a little bit of extra emphasis to that second part; being smart.

Now, the key if we use **not only**, but also like this, is that the two parts of the sentence have to be parallel. If we use an adjective after **not only**, we need to use an adjective after but also. So, beautiful and smart, those are both adjectives. "She's *not only* beautiful, but also very smart."

It would sound strange if we said, "She's *not only* beautiful, but also a singer," because beautiful is an adjective, and a singer is a noun, and it's not parallel. We could have two nouns. We could say, "She's not only a model, but also a singer." That would be all right. That sounds natural, because we have a noun and a noun.

Another example of a sentence that sounds strange is, don't say this: "He ate *not only* the pizza, but also the soda." That doesn't make sense because you eat pizza, but you don't eat soda. You drink soda. So we can fix this sentence by using two different verbs after **not only** and **but also**. So We can say, "He not only ate the pizza, but also drank the soda." We hope we can see that when we use **not only** and

[34] Toshhonov Lochinbek Tursunboyevich "Expression of the syntax of **not**", Journal of "Экономика и социум" №11(78) 2020
[35] Toshhonov Lochinbek Tursunboyevich " In Uzbek and English prose statistical analysis of used negative prefixes", Journal of "Экономика и социум" №11(78) 2020

but also like this the two parts of the sentence need to be parallel so that it makes sense and it sounds natural.

How about using **not only** to start a sentence? An example of this would be, “Not only does he play guitar, but he also writes his own songs.” Now, notice in the first part of the sentence we don’t say, “Not only he plays.” We actually have an auxiliary verb: does. We say, “Not only does he play guitar.” This is just a special thing that we do with not only, but also sentences. Normally, we would say, “He plays guitar.” But when you start it with not only, you say, “Not only does he play guitar, he also writes his own songs.” In sentences like this that start with **not only**, the but is optional. Some people eliminate it and just say, “He also writes his own songs.”

That’s an example in the present tense. If we’re talking about the past, we can also use this construction, but now we need to use the auxiliary verb, did in the past. So, “Not only did she fail the course, but she also dropped out of college.” That means she completely left the program of studies. “*Not only* did she fail.” Don’t say, “*Not only* she failed.” “*Not only* did she fail the course, but she also dropped out of college.” Okay? The second part of the sentence is normal. After but also, just use the simple past. We don’t need to use an auxiliary verb there.

In the determiner theory (DT) using “Not” with the noun phrase and adverbs were explained with some examples. In the Determiner Theory (DT), is generated optionally in the determiner of Noun Phrases and certain types of Adverbial Phrases, The presence of not in the determiner of a NP, for example, would be contingent upon other aspects of the form of the determiner. The 1st would be a possible deep structure under either option, but the 2nd would be excluded by subcategorization,

1. (not) many people
2. not people

The determiner of a count noun could include 3, then.

3.

((not)	many every all a lot of	)

The determiner of a mass noun, similarly, could include 4.

4.

((not)	much All A lot of	)

Determiners generated by the base rule underlying 3 appear in sentences 5.

5. a. Not many people arrived
   b. Not every student passed the test
   c. Not all of the analyses were acceptable
   d. Not a lot of demonstrators were arrested

The determiners in 3appear in sentences 6.

6. a. Not much foliage survived the frost
b. Not all of the crops were destroyed
c. Not a lot of thought went into your explanation

The first problem facing DT is illustrated by examples 1-4 above. In particular, a phrase generated by **3** or 4 can be the subject of a passivized sentence, but not the object of en active sentence. And such a phrase can be the subject of an active sentence but not the by-phrase of a passive one. This distribution of facts can be accounted for within DT by a transformation ordered after passive, and whose operation is obligatory, which would shift a not occurring in the determiner of a NP to the right of the Aux into the Aux. The 7th is an approximate statement of this transformation which we will call Not Shift.

7. Not Shift

NP - $[\text{Tense-etc.}]_{Aux}$-[Verb - $[\text{not-etc.}]_{NP}]_{VP}$ - etc.

1 2 3 4 5 6 ?

1 - 5 + 2 - 3 - 4 - 6 - 7

By the operation of 7 a determiner not becomes the first element of the Aux. This formulation is consistent with the theory developed by Emonds (1970) which is usually called the structure preserving hypothesis. This is so because not moves into a position that is a possible deep structure position for it, as in above. If the rule which moves not into second position in the Aux (which I will call Aux Adjustment) is ordered after Not Shift, the final form of the Aux will be the same whether not is generated in the Aux or transformationally relocated there. We will illustrate Not Shift and Aux Adjustment with some sample derivations. For a discussion of Do Support and Contraction see Klima (1963).

8.	Deep structure	Jim	not	past	leave
	Aux adjustment	*	past	not	leave
	Do support	*	did	not	leave
	Cunstruction	*	didn't		leave

	D.S	Jim	past	solve	not	many	problems
	Not Shift	*	not	past	solve	many	problems
9.	A.A	*	past	not	*	*	*
	Do Support	*	did	not	*	*	*
	Construction	*	didn't			*	*

If passive is elected on D.S. 9, then Not Shift, Aux Adjust, and Do Support will all be inapplicable. The output in this case will be 10.

10. Not many of the problems were solved by Jim

Now consider a deep structure with not in the determiner of the subject.

11. Not many of the students will solve this problem

If passive is not elected, none of the above transformations apply, and in all relevant respects, the surface structure is the same as the deep structure. If passive is elected, its output will meet the structural description of Not Shift.

12. This problem will be solved by not many of the students

12 will ultimately produce 13.

13. This problem won't be solved by many of the students

Structures with not generated in both the Aux and the determiner of the object NP create an apparent difficulty for the DT analysis. 14, for example, produces the acceptable sentence 15 if passivized.

14. The police didn't arrest not many of the demonstrators

15. Not many of the demonstrators weren't arrested...

But if 14 is not passivized, there is no possible grammatical output.

16. The police not didn't arrest many of the demonstrators

17. The police didn't not arrest many of the demonstrators

We claim that the lack of a grammatical output for 14 is not a real difficulty but follows naturally from the structure preserving hypothesis. We have stated that Not Shift is obligatory. Since there is only one Aux position for not, the derivation that would produce 16 or 17 blocks, since the target of the movement is already filled.

The distribution of adverbs with not can be handled by the same devices. For the purposes of this discussion, I will assume that the relevant adverbs are generated sentence- finally and are transformationally fronted, but the structure of the argument will be unaffected if the reverse turns out to be the case.

Just as not is generated in the determiner of NP's, under the DT analysis, it is generated in the specifier of certain Adverbial Phrases. Thus, the initial AP«s in the following sentences represent deep structure constituents.

18. Not often do I cut astronomy class.

19. Not because he loves her does George beat his rife.

20. Not in order to become rich did John become a linguist?

However, such adverbials can occur sentence-finally only when not is absent.

21. I cut astronomy class (not) often

22. George beats his wife (not) because he loves her

23. John became a linguist (not) in order to become rich

If Not Shift is extended to apply to Adv P's, as well as NP's, and is ordered after Adverb Fronting, the starred forms of 21-23 will never be generated, but instead will obligatorily be transformed into 24-26.

24. I don't cut astronomy class often

25. George doesn't beat his wife because he loves' her

26. John didn't become a linguist in order to become rich

One further set of relevant syntactic phenomena is illustrated by sentences - 20 above. The generalization covering those sentences is that when the particular set of adverbs under discussion have not in their determiner, the fronting of the adverbial phrase fulfills the environment for Subject Auxiliary Inversion (SAI), One consequence of this observation, which I note in passing, is that Adverb Fronting must precede SAI.

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THERMAL ENERGY STORAGE WITH PHASE CHANGE MATERIAL

Abstract: Thermal energy storage (TES) systems provide several alternatives for efficient energy use and conservation. Phase change materials (PCMs) for TES are materials supplying thermal regulation at particular phase change temperatures by absorbing and emitting the heat of the medium. PCMs absorb energy during the heating process as phase change takes place and release energy to the environment in the phase change range during a reverse cooling process.

Keywords: Phase,Thermal, Energy, Solar, collectors, latent, storage, tank, pump.

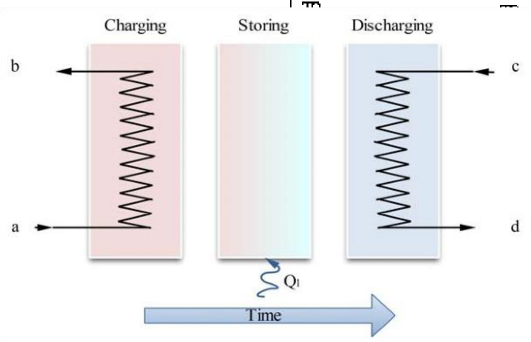
Introduction Thermal energy storage (TES) is defined as the temporary holding of thermal energy in the form of hot or cold substances for later utilization [1]. Energy demands vary on daily, weekly and seasonal bases. These demands can be matched with the help of TES systems that operate synergistically, and deals with the storage of energy by cooling, heating, melting, solidifying or vaporizing a material and the thermal energy becomes available when the process is reversed. TES is a significant technology in systems involving renewable energies as well as other energy resources as it can make their operation more efficient, particularly by bridging the period between periods when energy is harvested and periods when it is needed. That is, TES is helpful for balancing between the supply and demand of energy [1,2].

TES systems have the potential for increasing the effective use of thermal energy equipment and for facilitating large-scale fuel commutating [2]. The selection of a TES system for a particular application depends on many factors, including storage duration, economics, supply and utilization temperature requirements, storage capacity, heat losses and available space [3]. The main types of TES are sensible and latent. Sensible TES systems store energy by changing the temperature of the storage medium, which can be water, brine, rock, soil, etc. Latent TES systems store energy through phase change, e.g., cold storage water/ice and heat storage by melting paraffin waxes. Latent TES units are generally smaller than sensible storage units. More compact TES can be achieved based on storages that utilize chemical reactions [1].

A complete TES process involves at least three steps: charging, storing and discharging. In practical systems some of the steps may occur simultaneously (for example charging and storing) and each step may occur more than once in each storage cycle. In figure 1 is illustrated a simple storage cycle, in which the three steps are shown distinct. Where the heat Q_l is infiltrating and is positive in value for a cold thermal storage. If it is released, it will be toward the surrounding and Q_l will be negative. The heat flow is illustrated for the storing process, but can occur in all three processes [3].

In figure 2 is presented the increase of internal energy, when energy in the form of heat is added to a substance. The well-known consequence is an increase in temperature (sensible TES) or change of phase (latent TES). Starting with an initial solid state at point O, a heat addition to the substance first causes sensible heating of the solid (region O–A), followed by a solid-to-liquid phase change (region A–B), a sensible heating of the liquid (region B–C), a liquid-to-vapour phase change (region C–D), and a sensible heating of the vapour (region D–E). The total amount of heat can be written in the following formula [4]:

$$Q = m \cdot \left[\int_{TO}^{TA} C_{ps}(T)dT + q_i + \int_{TB}^{TC} C_{pl}(T)dT + q_i + \int_{TD}^{TE} C_{pv}(T)dT \right] \quad (1)$$



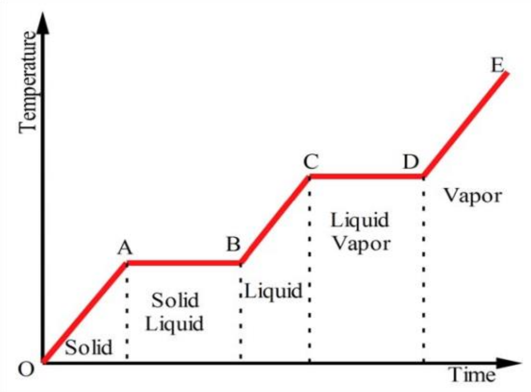
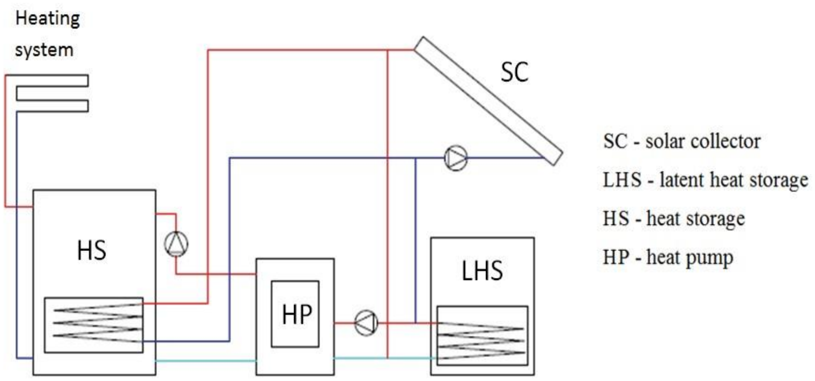


FIGURE 1. THE THREE PROCESSES **FIGURE 2.** TEMPERATURE-TIME DIAGRAM IN A GENERAL TES SYSTEM

Latent heat storage is one of the most efficient ways of storing thermal energy [5]. In latent TES systems, energy is stored during the phase change (e.g. melting, evaporating and crystallization). Due to the specific heat of a typical medium and the high enthalpy change during phase change, the latent heat change is usually greater than the sensible heat change for a given system size [1]. Unlike the sensible heat storage method, the latent heat storage method provides much higher storage density, with a smaller temperature difference between storing and releasing heat. Every material absorbs heat during heating process while its temperature is rising constantly. The heat stored in the material is released into the environment through a reverse cooling process. During the cooling process, the material temperature decreases continuously [5]. The stored energy during a latent storage process can be evaluated as: Q=m·L (2) where ***m*** denotes the mass and *L* is the specific latent heat of the PCM (Phase Change Material) [1]. Latent TES systems store energy in PCMs, with the thermal energy stored when the material changes phase, usually from a solid to liquid (for example: energy is required to convert ice to water, to change water to steam and to melt paraffin wax).

Phase change process of PCM from solid to liquid and vice versa is schematically shown in figure 3.

Figure 3. Schematic representation of phase change process



The large heat transfer during the melting process as well as the crystallization process without significant temperature change makes PCM interesting as a source of heat storage material in practical applications. When temperature increases, the PCM microcapsules absorbed heat and storing this energy in the liquefied phase change materials. When the temperature falls, the PCM microcapsules release this stored heat energy and consequently PCM solidify [5].

The energy required to cause these changes is named the *heat of fusion* at the melting point and the *heat of vaporization* at the boiling point. The specific heat of fusion or vaporization and the temperature at which the phase change occurs are very important in design phase. PCMs are either packaged in specialized containers such as: tubes, shallow panels, plastic bags; or contained in conventional building elements such as: wall board and ceiling; or encapsulated as self-contained elements [1,3].

The aim of this research paper was to provide a compilation of practical information on different PCMs and systems developed for thermal management in residential and commercial establishments based on TES technology in building integrated energy system. Types of PCM Figure 4 illustrated a classification of PCMs, but generally speaking PCMs can be broadly classified into two types: Organic PCMs e.g. Paraffin Wax and Inorganic PCMs e.g. Salt Hydrates.

Early efforts in the development of latent TES materials used inorganic PCMs. These materials are salt hydrates, including Glauber's salt (sodium sulphate decahydrate), which was studied extensively in the early stages of research into PCMs [10,11].

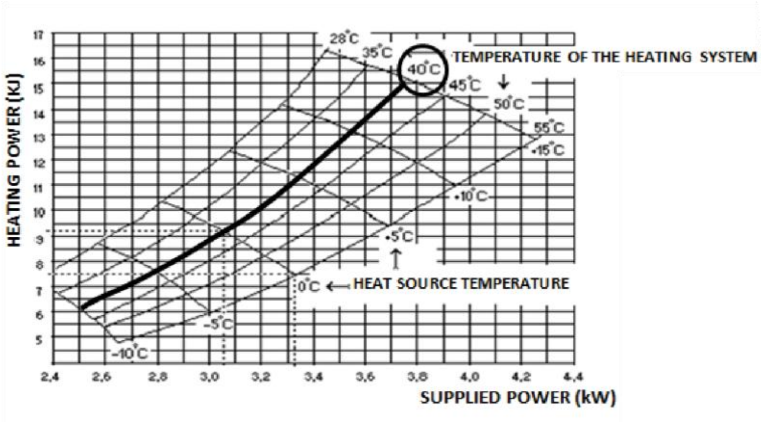


Figure 4. Diagram for determining COP.

The phase change properties of inorganic PCMs are shown in table 1 [9-12] and the most promising selection of organic PCMs is shown in table 2 [10,11].

Results and Discussion

The PCM can be used as natural heat and cold sources or manmade heat or cold sources. In any case, storage of heat or cold is necessary to match availability and demand with respect to time. There are three different ways to use PCMs for heating and cooling of buildings exist: PCMs in building walls; PCMs in building components other than walls i.e. in ceilings and floors; and PCMs in separate heat or cold stores. The first two are passive systems, where the heat or cold stored is automatically released when indoor or outdoor temperatures rise or fall beyond the melting point. The third one is active system, where the stored heat or cold is contained thermally separated from the building by insulation. Therefore, the heat or cold is used only on demand and not automatically. In building applications, only PCMs that have a phase transition close to human comfort temperature (20–28ºC) can be used. Some Commercial PCMs have been also developed for building application [7,8,19]. Commercial PCMs suitable for building applications are presented .

Material and Method Thermal energy storage in the walls, ceiling and floor of the buildings may be enhanced by encapsulating or embedding suitable PCMs within these surfaces. They can either capture solar energy directly or thermal energy through natural convection. Increasing the thermal storage capacity of building can increase human comfort by decreasing the frequency of internal air temperature swings so that indoor air temperature is closer to the desired temperature for a longer period of time [8]. Some application areas for PCM in buildings are illustrated in Figure 6: No. 1: Latent heat store for space heating. No. 2: Plaster and compound systems with high heat storage capacity. No. 3: Transparent insulation and day lighting schemes. No. 4: Shading PCM compounding system. No. 5: PCM in gypsum products and paints. No. 6: PCM to buffer temperature variations in solar-air systems [21].

Among all the PCM applications for high performance buildings, the PCM integrated wall is most commonly studied and concerned due to its relatively more effective heat exchange area and more convenient implementation. Generally speaking, there are two ways to integrate phase change materials with building walls: “immersion” and “attachment”. The solution of “immersion” is to integrate the phase change materials with the construction material of the building envelope, such as concrete, bricks and plaster. There are normally three ways to immerse PCM with the building construction material: direct immersion, macro-encapsulated PCM and micro-encapsulated PCM [22].

Floor is also the important part of a building and heating and cooling of buildings were tried using it. Electrical under-floor heating system is one of the most commonly used methods to provide heat. In many countries, the electricity tariffs are different between peak hours (usually during daytime with high-tariff) and off peak hours (usually during night time with low-tariff).

A major development in this area is to develop a PCM which will maintain good heat storage during the day and heat loss to the environment during night time [7]. The use of a complete solid-liquid-vapor phase change cycle will further increase the storage density. Such systems are technically feasible, but quite a bit more complicated than the simple (and passive) solid-liquid-solid cycle [21].

PCM INTEGRATED IN WOOD – LIGHT WEIGHT – CONCRETE

Wood –lightweight- concrete is a mixture of cement, wood chips or saw dust, which should not exceed 15 % by weight, water and additives. This mixture can be applied for building interior and outer wall construction. The incorporation of PCM has two additional reasons: to increase the thermal storage capacity and to get lighter and thinner wall elements with improved thermal performance [19]. It was shown that PCMs can be combined with wood-lightweight-concrete and that the mechanical properties do not seem to change significantly. The authors reported the following advantages:

- Thermal conductivity: λ between 0.15 and 0.75 W/m K;
- Noise insulation;
- Mechanical properties: density between 600 and 1700 kg/m^3;
- Heat capacity c_p within 0.39 to 0.48 kJ/kg K at ρ =1300 kg/m^3;
- Density about 60-70% of the value of pure concrete (0.67 kJ/kg K at ρ = 2400 kg /m^3).

During the night time with relatively low temperatures (compared to the thermal comfort value), the face of the inner blind integrated with PCM is rotated to be exposed to the room air so that the stored energy is released back to the room, avoiding over-reduction of the room temperature below the thermal comfort value.

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ENCOURAGING STUDENTS TO ENTER THE CLASS ATMOSPHERE BY ACTIVITIES

Abstract: this article deals with exploring the class atmosphere by activities for students. Moreover, interactive plays and games which are held during the class. By the way, children can enter the class deeply with their whole mind. These modes of activities can help to encourage the children to live in a real atmosphere.

Key words: activity, motivation, preschool children, class atmosphere, handouts, plays.

When you create a positive classroom atmosphere, students learn better. Every student must feel safe and important in the class in order for maximum learning to take place. A positive classroom environment does not just happen; the teacher creates it. Teachers should create a positive physical and emotional atmosphere. There are some steps in it:

- Lead your students by example. Changes begin with the teacher's positive caring attitude and thoughtful construction of the physical environment.
- Begin each class greeting students with a smile and a personal welcome. Help each child feel important and set a positive tone to the class.
- Organize your classroom neatly and methodically to control confusion and stress. You and the students need to know where to find books and materials at all times.
- Plan lessons that allow students to actively participate in the learning process, and arrange the desks to meet the needs of the students and lessons.
- Teach children to set measurable academic and behavior goals. Acknowledge the completion of the goals with stickers, treats, public announcements and certificates.
- Search for students' strengths and build on them. Put activities in your lesson plans that allow every child to feel a measure of success.
- Create a Positive Classroom Discipline System
- Allow students to help set classroom rules to give them ownership in the discipline process. Post the rules and consequences in the room.
- Stick to the rules and fairly and consistently execute the consequences.
- Use negative consequences infrequently by reinforcing positive behaviors with a reward system.
- Integrate correct behavior and accountability instruction into your lesson plan. Hold each student accountable for her actions and don't allow the blame game.

It’s really important for teachers to create a positive and engaging classroom atmosphere. Research has indicated that if a positive classroom atmosphere is created, students will learn better and engage more which means that it is one of the most effective and powerful tools teachers can use to encourage children's learning. Lots of factors are related to a positive classroom atmosphere, one important factor is how teachers respond to children's behavior. Teachers' responses to children's behavior will help to set the tone of the class environment. This article will shortly focus on the teachers' role in creating a positive classroom atmosphere and also a few simple suggestions for avoiding poor behavior from occurring.

Creating a Positive Teacher–Student Atmosphere

A positive classroom environment yields positive students who are motivated to learn. Creating a positive classroom is not that difficult, but the rewards are immense and far-reaching. Achieving this improves your professional achievement and the success of the students you are charged with teaching. [2]

Smile to your students any time you see them

An important part of creating your positive classroom is to make your students feel like you want them to be there. To talk, teach and communicate positively. Your body language and tone of voice will also play important roles in comforting students.

Welcome your students with a smile, give them a big hug and tell them how glad you are to see them. Try to imagine that one day you went to school and saw your teacher wearing a straight face without even noticing you, you will keep wondering all day long: am I doing anything wrong? Things happen to children too, they can then be more sensitive and hesitant to participate. The power of their fondness for you, a hug or even just a smile in the hallway can have a big impact on their day. In return you'll have a hard working student that is eager to please.

Avoid showing anger

Students can be naughty in class from time to time and teachers can get upset easily at times as well. The key to maintaining a positive attitude is to not show your anger. Remembering that your students are still developing social awareness as well as skills should give that extra bit of patience when required. Even adults can find it difficult to keep their emotions and actions in check. No matter how annoyed you may feel with a child, stay patient and calm. Don't expect kids to behave perfectly. As they are exploring and discovering the world, children will make mistakes and they may do something you don't like. There is something you can do to stop the students who aren't doing what they should. What you can do in class is to distract them away from what is distracting.[4]

For example, you can give the ones with high participation and good behavior some stickers or draw happy faces as a reward, or you can praise them with high enthusiasm and a loud voice. Get them involved in more activities to stimulate the naughty ones until they stop doing what the teachers don't really like.

Keep oneself professional

Teachers can be moody and annoyed sometimes because of personal or professional events, but it's important to know that separating the real-life you and the teacher you means a lot to your students and yourself.

One has to keep oneself professional when it comes to work, especially in teaching. You can't spend a whole hour yelling at students because you got your purse stolen on the bus in the morning. Try to think each day that you spend in the classroom as a new opportunity to foster learning and that moment is unique in both you and your students' lives. Always try your best to conquer the bad things that are annoying you.

Accept your students for who they are

Not all kids were born with the same skills and abilities, or raised in the same environment. Not all students learn at the same level, no student is stupid and no question is a stupid question. Students' knowledge of the world may vary from one another, so teachers should be open and patient to the ones who are asking questions or doing something that seems less than intelligent, and help them to solve their problems.

Parents are always going to dress their kids the way they want, and they are always pleased with what their children look like no matter how other people judge them, so it's important to remember: keep your opinion to yourself. Never comment on a student's appearance, each student is an individual. As far as classroom behavior is concerned, feel open to talk with parents about things they can do to help their kids to be better.

Positive communication with parents

Praise the children frequently and find something positive to say about each student. Positive communication with parents back home is important. Parents like to hear about what their kids are doing, and kids love to be complimented in the presence of their parents.

Suggestions for Creating a Positive Classroom

When you engage students so that they become more responsible for their learning and take control of themselves, they begin to realize the benefits of being more independent and accountable in the classroom. These are a few simple suggestions for creating a positive classroom environment so that we can enhance our enjoyment of our jobs and our success as teachers. [5]

Establish classroom routines

It may take preschool and kindergarten kids a while to remember routines and classroom manners, but once the majority of the children get in the rhythm of classroom routines, they teach the other students. They also learn from each other and supervise each other. The outcome is more positive classroom behavior. Keep routines and rules simple and teach one or two at a time, for the long term it will benefit the teacher and students a lot without pushing students too hard.

Involve all the students in classroom activities

We may have noticed that children's abilities in making friends in a new environment are different. Some children become the centre of the group immediately once they are here, and some children just keep to themselves all the time or try to behave badly in class. One of the possible reasons is that they lack the skills to make friends. It takes teachers wisdom to solve these problems. It takes time to investigate children's preferences in class: whom does he or she like to sit or play with? What games or activities make him or her more confident? Assign different children to small groups regularly to avoid cliques from forming, play plenty of games that not only involve learning social skills but also some other skills more children may enjoy or be good at.

Encourage the students with positive feedback

Children are glad to be praised by nature, an uncomfortable atmosphere of competition can arise when children hear other children being praised and they are not. So try to hold a wider range in behavior you would like to praise. For example: “Thank you Tom for picking up Jerry’s pen”. Tom may be a naughty and have behavior issues in class, but he is always trying to help the others with whatever he can. Don’t judge him by not working hard in learning, praise him for his kindness. Feel free to talk with his parents about his warm-heartedness, and figure out a way to combine this quality in his learning.

Offer students more choices

Being a child has always been tough! They are told not to do this and not to do that. Just try to give them more choices, have them feel free to choose between crayons or felt markers, brown paper or blue paper, glue or tape. It’s necessary for teachers to know: choices are not always theirs, they can’t sit next to the one they always want to talk to, and they can’t do things that cross the line. Give them choices when you can.

Learn to be an expert communicator

When a child refuses to do something, take a moment to check if there is something bothering him or her. They could be hungry, tired or sick. Children often do not have the vocabulary to explain why they feel uncomfortable or to express their feelings. So it’s important for teacher to sense the expressions on their faces, their movements, and try to figure out what they need or want. I have a 3- year-old boy in my class who once wet his pants without any warning, not until I saw the wet floor did I notice that he had peed. Then it turned out that he was frightened to tell me that he wanted to go to bathroom, and no one else before told him he could tell the teacher when he needed to.

Communication with kids is an absolute necessity for a teacher. Children’s behavior is often unpredictable, illogical and based on their emotions. Learning to utilize effective communication techniques to establish positive classroom behavior will greatly help us in creating a harmonious and positive classroom atmosphere.

Conclusion:

Every student must feel safe and important in the class in order for maximum learning to take place. A positive classroom environment does not just happen; the teacher creates it. Becoming an effective teacher takes time, hard work, and dedication; we can have a long way to go in creating a better learning environment for learners. Once we realize its importance and continuously try something new when faced with issues, things will change.

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LANGUAGE AND THOUGHT

Annotation: Ways to develop thought, comparing English language with other languages, equivalent of intransitive words.

Keywords: propositional thought, subtract, multiply, divide, grammatical structure, grammatical categories.

Since language… invariably possesses exclusively an ideational existence in the heads and spirits of men, never a material one even when engraved on stone or bronze and since the force of the languages which are not any longer spoken rests predominantly upon the strength of our own competency to revivify them, to the extent in which we can still perceive them, in the same path there can never be a moment of accurate standstill in language, just as little as in the ceaselessly flaming thought of men. By nature, it is an ongoing process of development under the leverage of the actual intellectual force of the speaker. Two periods which must be unquestionably secerned arise of course in this process: the one in which the sound-creating force of the language is still in growth and living activity; the other in which an ostensible standstill takes place after integral formation of at least the external form of language and then a seeable descent of that imaginative, sensual force follows. But even from the period of decline fresh principles of life and new triumphant reformations of language can evolve…

The exact fact that language can be used to express our thoughts gives rise to some intriguing questions. How are language and thought related? Can we think without language? Is our thinking molded by the structure of our language? These are very challenging questions, questions that we cannot hope to respond authoritatively without a much better comprehending of human psychological structure than we momentarily have. Conflicting opinions have been amended. The ensuing observance convey no warranty that all linguists or psychologists would concur with them.

If we delineate thought as cognizant mental activity, we can observe primarily that thought or at least assured kinds of thought, can take place absolutely self-reliantly of language. The simplest illustration is that of music. We have all had the experience of being absorbed in listening to an instrumental work or mentally running through a familiar tune. Language is simply not included. The existence of music with lyrics is by all means beside the point. Musical composition is in no way dependent on language, so far as the actual process of creation is implicated and the same would seem to be accurate of multifarious other forms of creative or problem-solving activity. The sculptor at work is in no vital sense guided by language. He may, certainly, receive much of his interaction through language, talk about his creations and even entertain himself with an internal verbal soliloquy as he chips away with hammer and chisel. But such verbalization does not appear to be instrumental in his imaginative activity. There might be myriads of stretches of time during which he is so occupied conceptualizing forms and techniques that words vanish entirely from his thoughts. Much the same is true of a person engrossed in solving a jigsaw puzzle. Suddenly perceiving that two independently completed sections belong together is in no way a linguistic accomplishment, although one may subsequently exclaim “Aha! This must go over here!” It is thus hard to grasp why some people have maintained that thought without language is impossible. They have probably been construing thought quite narrowly to mean something like propositional thought. If thought is construed too narrowly, the claim becomes a tautology; it is not very informative to learn that thought which involves language is impossible without language.

A further argument for the existence of thought without language is the common experience of wishing to express some idea but being unable to find a satisfactory way to put it into words. If thought were impossible without language, this problem would never arise.

Nevertheless, much of our thought clearly does involve language, some of it in an essential way. The problem of assessing the influence of language on thought, however, deserves to be treated well with great caution. It is all too easy to lament the tyranny of language and to claim that the world view of a person or community is shaped by the language used. Certainly people have sometimes been misled by a blind reliance on words, but we can recognize such cases and set the record straight, if language were all that tyrannical, we would be unable to perceive that it sometimes leads us into error when we are not being vigilant. Moreover, we must entertain the possibility that much of what passes for linguistically conditioned thought is not molded by language at all, there may be a more general human cognitive capacity at play, for which language merely serves as a medium, just as music serves as a medium for the composer’s creative powers.

Scholars generally agree that words greatly facilitate certain kinds of thinking by serving as counters or symbols that can easily be manipulated. We all have a fairly good idea of what arithmetic is; we know how to add, subtract, multiply and divide. We also know the word arithmetic, which serves as a label for this conceptual complex. When we think about arithmetic how it fits into the rest of mathematics, how it is taught in our schools, whether our children are good at it, whether we like it, how hard it is, we can use the word arithmetic as a symbol in our thought processes. It is much easier to manipulate the word arithmetic in our thoughts than to operate with the entire conceptual complex that this word symbolizes. The use of verbal symbols thus makes thought easier in many cases. One might even argue that some kinds of thinking would be impossible without the existence of these convenient counters to operate with.

What is relation between our thought processes and the structure of our language? Is language a tyrannical master, relentlessly forcing our thinking to follow certain well-worth paths, blinding us to all other possibilities? Is our conception of the world crucially conditioned by the language we speak, as some people have claimed?

These questions can be posed with respect both to words and to grammatical structures.

We have seen that a word can be helpful in forming, retaining or operating with the concept it designates. We have also seen that no two languages match precisely in the way in which they break up conceptual space and assign the pieces to words as meanings; recall that English distinguishes between green and blue while other languages use a single word to designate this entire range of the spectrum and that the Eskimos use a number of words to designate different kinds of snow where English has the single word snow. Differences like this extend throughout the vocabulary and will be found no matter what two languages are compared. Our question, then, is to what extent these differences in the linguistic categorization of experience are responsible for corresponding differences in thought.

Our thinking is conditioned by the linguistic categorization of experience in that it is easier to operate with concepts for which no single term is available. The way in which one's language breaks up conceptual space thus has at least a minimal effect on thought. But there is absolutely no evidence to suggest that this influence is in any significant way a tyrannical or even a powerful one. We are perfectly capable of forming and mentally manipulating concepts for which no word is available. We can make up imaginary entities at will and if we so choose, proceed to name them. As an illustration, imagine a unicorn with a flower growing out of each nostril. No word exists for such an entity, but it is easy to think about it nevertheless. We could dream up a name for it, but we do not have to.

What about the grammatical structures of a language? Do they force our thinking into certain customary grooves to the exclusion of other possibilities? Do they determine our way of viewing the world, as many scholars have maintained?

Overtly, languages sometimes display very striking differences in grammatical structure. For example, what we express in English with adjectives is expressed in some other languages with the equivalent of intransitive verbs. The word for word translation of the sentence meaning. "The tree is tall" would thus be The tree talls. To say that the river is deep, one would say literally The river deeps. Much more commonly, languages differ in the grammatical categories that are obligatorily represented in sentences. One such category is gender. In French, for instance, every noun is classified as either masculine or feminine and in the singular the article meaning "the" appears as "le" if its noun is masculine but as "la" if its noun is feminine.

Grandiose assumptions about one's world view being determined by the structure of one's language have never been shown to be anchored in fact. There is absolutely no reason to believe that the grammatical structure of our language holds our thoughts in a tyrannical, vise-like grip.

It is not really surprising that no such evidence has been found. The claims are based on really very superficial aspects of linguistic structure. If French nouns are divided into two gender classes while English nouns are not, so what? No valid psychological conclusions follow from this arbitrary, rather uninteresting grammatical fact. If, in your native language, you were brought up to say the equivalent of the flower reds, the river deeps, it would not follow that you lived in an especially exciting mental world where colors were actions on the part of objects, where trees continually participated in the activity of tallness, where rivers stretched themselves vertically while flowing horizontally. These ways of expressing yourself, being customary, would not strike you as poetic, as they strike a speaker of English. You would live in the same world you live in now.

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EFFECTIVE WAYS TO TEACH ENGLISH FOR ELEMENTARY LEVEL

Annotation: In this article, as a result of the use of modern approaches and innovative methods in teaching English in primary school, students develop logical thinking skills, improve speech, develop the ability to respond quickly and correctly, stimulate curiosity, information about the desire to prepare thoroughly for lessons. Today, foreign language skills are becoming an integral part of vocational education. Experts in various fields have a high level of cooperation with foreign partners, so they have a high demand for language learning. In modern society, foreign languages are becoming an important part of vocational education. Such knowledge is first acquired by people in schools, colleges, high schools, and later in institutes, training courses, or by familiarizing themselves with basic information sets that help them learn a foreign language independently. Today, there is a large collection of teaching materials for people with different levels of language skills. Success in achieving this goal depends on the practical methods and skills of teachers.

Kew words: language skills, education, skills of teachers, practical methods, knowledge, schools, colleges, high schools, institutes, training courses, foreign language, groups.

The ability to use information technology and modern teaching methods helps to quickly grasp new material. By combining different methods, the teacher will be able to solve specific curricula. In this regard, teachers and students need to become familiar with modern methods of teaching foreign languages. As a result, they develop the skills to choose the most effective ways to achieve their goals. Using a variety of teaching and learning methods can be effective. Teaching takes place in small steps and is based on the student's existing knowledge system. As time goes on, there is more and more innovation in every field. There are also different styles of language teaching. When teaching English, it is best to use step-by-step instructions, depending on the age and level of the learner. Students are divided into groups based on elementary education, intermediate education, and advanced education. A special program will be developed by the teacher for each stage. Undoubtedly, equipping foreign language classrooms in our country's educational institutions with modern information and communication technologies and advanced teaching aids, broadcasting programs on television and radio to teach children and adolescents in foreign languages, the history of other countries and Regular screening of popular science and popular foreign feature and cartoon films on Uzbek culture, world science and technology with the help of Uzbek subtitles allowed our youth to get acquainted with the past, culture and science of the peoples of the world.

In teaching foreign languages to students in primary school, especially in the first grade, it is necessary to take into account the age, physiological, psychological characteristics of the student. As noted in the resolution, the implementation of foreign language teaching in the form of play-type lessons and oral speech lessons in the first grades is indeed appropriate for younger students. The use of game technology in education is one of the most effective tools. Throughout the game, their thinking, worldview, thinking expands. Scientists believe that a play-based approach to education facilitates the learning process. Not only does it make it easier, but it also increases the child's interest in science and encourages the child to gain in-depth knowledge. Play-style lessons help children develop oral speech. First graders love a variety of pictures or videos. Through a variety of color pictures, games should be used regularly to enhance their speech. For example, what is this? Who is this? Who knows a lot of words? " games such as During the game, children should be encouraged to remember words and pronounce them correctly. As children's vocabulary grows, so do other types of games and competitions. Children can start with exercises such as Fruit Names, Professions, and Home Appliances. Then, when they are displayed in a way that matches the colorful images on the computer, students' speech develops and their range of attitudes to the environment expands. During the presentation of a new topic, words and pictures will appear on the screen. Students will be able to listen to words and pronounce them. The principle of individualization of education should be taken into account when presenting the topic on a computer. Some students have difficulty perceiving the graphic and some sound images of the word. The computer helps students to identify and overcome difficulties in learning English through exercises.

It is possible to organize other educational games aimed at mastering grammar from the second grade. For example, interesting games such as "Who is literate?", *"Who is smart?"*, "*Who am I*?", "*Chain"*, "*Role play"*, "*Find the place of words*". "*Who's smart?* "The game gives good results in increasing spelling literacy. In this case, 5-6 words are written on cardboard, the words are written correctly and incorrectly. Students are asked to find the misspelled word and spell it correctly. The winner of the game is determined by which student spells the misspelled words correctly and first.

We know that in the current educational process, the student must be a subject. Focusing on more interactive methods will increase the effectiveness of education. One of the most important requirements for English lessons is to teach independent thinking. Today, English teachers in the United States, based on the experience of English educators, use the following innovative methods:

Merry riddles Teach students puzzles.[36] It is important in teaching English that they learn words that are unfamiliar to them and find the answer to the riddle. Quick answers help to increase the effectiveness of the lesson. Warm-up exercises use various games in the classroom to engage students in the lesson. Pantomime can be used in a lesson where very difficult topics need to be explained, or when written exercises are done and students are tired. A chain story method helps students to improve their speaking and memory. Acting characters This method can be used in all types of lessons. The When pictures speak method is more convenient and can be used to teach English to students,helps to develop speech by using pictures related to the topic. Quiz cards are distributed according to the number of students, allowing all students to attend class at the same time, which saves time.

In the "*Find the place of the word",“So'z o'rnini top“* game, the words are swapped and the sentence is formed by putting the words in the right place. The *“Collection”* game is designed to reinforce students' knowledge of a specific topic. The game is organized in the form of a row competition or work in small groups. For example, groups are given a task to find the words that represent the sign. The team that earns the most in the allotted time wins. Cartoons. Although children do not understand the words in the cartoon while learning a foreign language, they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to learn a language. Children are taught everything from English songs to poems, stories and videos.

Picture game, Picture games can be used to help students better understand Present Continuous. Students are asked to find out what the character in the picture they have not seen is doing. For example, P1: Is the girl sitting at the table? P 2: No, she is not.

P1: Is the girl standing? P 2 :: Yes, she is

The winner is the student who correctly finds the action shown in the picture. She takes another picture as a starter.

Words in the Picture Game, This game is a good visual aid for practicing grammatical forms. There are several pictures on the cards that show a person's actions, such as skating, playing chess, and reading a book. The teacher shows the picture cards (the child is skating) and asks: What is he doing? Students find a similar picture and answer: He is skating.[37]

As a proof of our opinion, I would like to mention some of the methods that have been used in the educational process and are useful in the educational process.

Work with visual aids, posters and books.

In some places, primary school students usually grow up in an environment far removed from the English language environment, and children’s thinking remains abstract, with children’s process of acquiring new knowledge always based

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[36] Nizomova. M.B. Classification of pedagogical terms in English and Uzbek languages//ИУСЕР. Економика и социум. – №10(77)2020. – № 3 – 6. 178-183

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on emotion. Therefore for 7 and 11 year olds, English teachers make full use of the objects around them, cards and other teaching aids, through easy methodologies in teaching. When teaching words like banana and apple, teachers can also teach new words that express color at once by pointing to fruits such as bananas and apples. Children are taught to use a foreign language through classroom objects to organize learning activities.

Of course, teachers' methodologies play an important role in the use of materials in teaching. For example, when teaching relevant words, you first show the object to the child and encourage them to speak, students pronounce the words and repeat the new word again using the pictures on the cards to reinforce the word they are pronouncing. is pronounced. When teaching words, teachers will be able to determine the content of the text and the educator will be able to draw the students 'attention to them by drawing a picture on the board by pronouncing the words with them.

Therefore, teachers are now required to have drawing skills. This not only reduces the difficulty of teaching, but also helps students gradually consolidate the knowledge they have learned. A perfect approach to each lesson is needed so that students can feel their progress in learning English. This is the only way to motivate children to learn. Today, 7-year-olds have the opportunity to learn new skills, so the curriculum has been intensified accordingly.

Use songs and action games to improve the classroom environment.

Creating a flexible classroom atmosphere is sometimes more important than any teaching method. At the beginning of the lesson in the classroom, all the children, led by the teacher, sang together with a pleasant English song and danced a little to its tune. This in itself will strengthen their bodies, help them to be more alert and memorize the words of the song faster. The English environment, importantly, allows for natural access to a good learning atmosphere. Children have poor self-control and find it difficult to concentrate and concentrate throughout the lesson. Therefore, the teacher should provide songs, poems, or quick recitations to reinforce the language that the children love to listen to, or an animated cartoon that the children love to listen to. Cartoons Although children do not understand the words in the cartoon while learning a foreign language, they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to learn a language.

Today, almost all schools in the world are equipped with multimedia devices. Children are taught everything from English songs to poems, stories and videos. This makes boring language lessons an interesting daily game. For example, in Chinese primary schools, there are about 10 students in a group, and the educator regularly applies the method of upbringing to each child based on his or her psychology. It requires an educator not only to be an educator, but also to be an artist, a musician, a foreign language teacher, and a good psychologist. Of course, in today's developing world, the Chinese are providing great conveniences to the younger generation in this regard.

The role of facial expressions in raising the level of education.

Gestures, through facial expressions: When a teacher uses gestures when saying or commanding a child, such as come here, open a book, stand up, look at the board, etc., the child will understand the words.

Sign language is one of the most important teaching methods in English. This will help students easily find the Chinese name for something in English. Almost all educators know that animal gestures are the easiest way to prepare. (Dog) puppy - educator in a bent position, if necessary, sticking out his tongue to the children to form the image of a dog; (rabbit) jumping with a rabbit-arm bent at the chest (monkey) monkey-shows its image in a slightly bent position. For children with an imitative nature, this can be very interesting, forcing them to say the name of the animal immediately. which helps you remember new words. Sometimes families with one child can be formed by a large number of children with a negative character through the family environment. As a result, children in single-parent families tend to be more masculine. It is worth mentioning that the tutor. It is not easy to find a way to the hearts of children with such a character. The teacher needs to have kind eyes and a gentle smile, which instills a special love in children. Gestures help children to move independently and learn a foreign language in a fun way. We create an interesting atmosphere for learning a foreign language.

Use puzzle games to build on the skills you have acquired.

It is necessary to increase the child's interest in English from an early age, to force him to speak, even if it is a mistake, so that the child can overcome the obstacles in front of him and speak without fear. If we turn a foreign language lesson into a form of play rather than a lesson, it will increase the interest of young children. At the same time, their level of activity is growing. There are many types of games, for example, a teacher can play a "what's in a bag" game with children. He puts the small items in the room in a bag and allows the children to pick them up one by one, and the children say the names of these items in English. “Is it a banana (an apple 、 an orange)?” the educator begins the assessment, and rewards the group with the highest score. At the same time, children become more interested in foreign languages. Competition among children is very important because children need to develop a sense of competition from an early age. This is how every child develops an interest in motivational language. We can see this in the example of children, who are taught to be together in this way, to know their opponent through competition, to learn about the environment.

Use multimedia to increase the effectiveness of teaching.

Multimedia teaching provides great opportunities for educators. It is possible to increase the interest of children and keep their attention for a long time. In this way, we can see that children's language skills have improved. If our topic is *"Animals"*, we will first use the sounds of different animals when teaching their names, and the children will pay close attention to this, and immediately begin to say the names of the animals, such as cat, tiger, bear, and so on.

Reasons why a teacher may not achieve the desired results. Throughout my research, I can say that the teacher does not ask the children the right questions. Too many 7-year-olds are less talkative, more inattentive to what they don’t like by nature. Overcoming this requires a great deal of effort on the part of the educator, and the questions he or she asks should show that the educator is wise and that he or she has taken the subject very seriously. When we worked with children, we learned that children's sensory abilities are much higher than ours, that is, adults. They feel it when they can't express it, and they demonstrate it with their actions. Usually we divide the question and answer into several parts:

By removing the barriers between teacher and student, the pupil can find his way into the hearts of the children through this path. They need to be polite and open to questions and answers.

All students should be able to ask questions based on child psychology, which requires them to prepare questions based on the child's language level. No matter how we teach 7-11 year olds, we may still notice a slight difference in language between the children, and their level of acceptance will vary.

Asking more about the topics covered will make you enjoy the excitement of the topic, and the teacher will need to take a strong approach to overcoming the excitement of the new topic, at least a little, until you become accustomed to the new topic. .

Here are some suggestions on how to look or get an appointment for acne treatment.

a. Nowadays, new mass multimedia tools are widely used in education. Today, as teaching aids, the Internet and multimedia technologies are effectively used in schools, bringing new skills to the education of children aged 7-11. The development of new multimedia technologies in schools in Uzbekistan is one of the most important issues today. Digital technologies are a key model of pre-school education, and it is important to educate and train children from an early age on the basis of quality education. The introduction of new mass media in Uzbekistan will greatly contribute to the learning of foreign languages by the next generation.

b.Childhood can be considered as the best time to develop a person’s thinking ability. Therefore, primary school teachers should apply science based on the needs (interests) of children. It is necessary to develop thinking skills and mental development with the help of new multimedia technologies, the ability to hear, recognize colors, choose shapes. It is important to increase children's ability to receive external information and help them develop multifaceted thinking.

s. We can often see hearing impairments in a foreign language in children aged 7-11 years, which means that children do not have enough listening lessons. In real life, we can see our children quietly watching animated cartoons or games on TV. Today, it is time to equip English language classrooms for primary school students with high technology. They need to listen to a regular foreign language cartoon lesson, the development of foreign language skills from primary school will help him to easily absorb all the knowledge in the next stage.

d. At the age of 7-11, language development is mainly shaped by constant imitation, and many roles often appear through imitation in cartoons, so when watching a cartoon, we can see changes in children’s movements. Therefore, we can use the cartoon as an effective educational tool, which helps to increase the effectiveness of children's education. Nowadays, some parents are very concerned about children's interest in cartoons, but in fact, in the development of young children, their fantasy serves as a key factor in shaping their worldview. Therefore, in teaching, we can turn the United States 'method of remote control, that is, cartoons, into a way of influencing children's language development. We all know that at this stage young children learn their thinking skills and language skills from real life experience, especially for young children at this stage to communicate with cartoons, expand the distance emotional aspect and serve to improve children's language skills does.

Conclusion

In conclusion, modern language teaching is aimed at shaping a more cultured individual who has the skills to self-analyze and systematize new knowledge. Innovative methods are an integral part of modernizing the entire system. With this in mind, teachers can become acquainted with the most advanced approaches and then combine them and use them in their work to achieve significant growth in the education system. Many organizations are moving to a new level, using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the whole educational process.

Adequate attention should be paid to the development of speaking skills and social resilience in educational training. In addition, the success of any lesson in education depends in many ways on the proper organization of the lessons. The lesson should be based on the creative collaboration of teacher and student. Only then will students be able to think independently and develop their will. In fact, it is better to start learning a foreign language at a very young age. As the brain activity of young children continues to develop steadily, they are able to absorb new information much faster than adults, whose brain activity is fully formed. It is advisable to plan the lesson taking into account these features. For example, games, pictures, songs, poems, and cartoons are the most effective ways to teach a 7-year-old child a foreign language.

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O'LCHASH FUNKSIYALARIGA EGA BO'LGAN TIBBIYOT TEXNIKASINI METROLOGIK NAZORATI

Annotatsiya: Ushbu maqolada o'lchash funktsiyalariga ega bo'lgan tibbiyot texnikasining asosiy ko'rsatkichlari, xususiyatlari, tasniflari va ularni qiyoslash to'g'risida ma'lumotlar ko'rib chiqilgan. Aholini yuqori samaradorlikka ega bo'lgan, bezarar va sifatli tibbiy xizmat ko'rsatish bilan ta'minlash bugungi kunda zamonaviy tibbiyotning o'ta muhim, ajralmas qismi bo'lib, unda turli hil kasalliklarni oldini olish,aniqlash va ularnidavolashda 70% dan ortiq holatlarda tibbiyot texnikalaridan foydalaniladi.

Kalit so'zlar. diagnostika, sanitariya, gigieniya, epidemiya, metrologiya, qiyoslash, tamg'alash va x.k.

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METROLOGICAL CONTROL OF MEDICAL EQUIPMENT WITH MEASURING FUNCTIONS

Annotation: this article discusses the main indicators, features, classifications of medical techniques that have measurement functions and information about their comparison. Providing the population with high-efficiency, unharmed and high-quality medical services is an extremely important, integral part of modern medicine today, in which medical techniques are used in the prevention,detection and treatment of various diseases in more than 70% of cases.
Keywords. diagnostics, sanitation, hygiene, epidemic, metrology, benchmarking, labeling and x.the G.

Inson salomatligini himoya qilish davlatimizning asosiy vazifalaridan biri bo'lib, bu masalani hal qilishda sog'liqni saqlash tizimini iqtisodiy ta'minlash, zamonaviy tibbiy asbob-uskunalar etkazib berish, tizimni nazariy va amaliy ko'nikmalarga boy, klinik va laborator-instrumental tekshiruv tahlil natijalari asosida xulosa chiqarish imkoniyatiga ega bo'lgan malakali kadrlar bilan ta'minlash muhim ahamiyatga ega.

O'zbekiston Respublikasi Vazirlar Mahkamasining 2018-yil 15-fevraldagi 112-son "Tibbiyotda qo'llanadigan laboratoriya va diagnostika uskunalarining metrologik nazoratini takomillashtirish chora-tadbirlari to'g'risida"gi qaroriga muvofiq laboratoriyaga oid funksional tadqiqotlar sifatini yaxshilash, metrologik ta'minotni rivojlantirish, tibbiyot tashkilotlarida foydalaniladigan tibbiy texnikaga texnik xizmat ko'rsatish va uni sinovdan o'tkazish tizimini takomillashtirish asosida aholiga tibbiy xizmatlar ko'rsatish samaradorligini va xavfsizligini oshirish maqsadida sog‘liqni saqlash sohasida metrologiya xizmatini rivojlantirish bo‘yicha “Yo’l xaritasi” ishlab chiqilgan.“Yo’l xaritasi”ga muvofiq normativ-huquqiy bazani takomillashtirish, nazorat mexanizmlarini yaratish, moddiy-texnik bazani rivojlantirish, kadrlar tayyorlash masalalarida ishlar olib borilmoqda. Hozirda “O‘lchash funksiyalariga ega tibbiy texnikaning metrologik nazoratini o‘tkazish tartibi to‘g‘risida”gi, “Tibbiy texnikani davriy sinovlardan o‘tkazish tartibi to‘g‘risida”gi Nizomlar ishlab chiqilgan bo’lib, ular O‘zbekiston Respublikasining “Metrologiya to‘g‘risida”gi Qonuniga muvofiq davlat metrologiya xizmatlari organlariga, akkreditatsiyalangan laboratoriyalarga hamda tibbiyotda qo‘llanishi lozim bo‘lgan va qo‘llanadigan o‘lchash funksiyalariga ega tibbiy texnikani metrologik tekshiruvdan (qiyoslash)dan o‘tkazish hamda tibbiy texnikani davriy sinovlardan o‘tkazish tartibini va ushbu sinovlarni amalga oshiradigan tashkilotlar o‘rtasidagi o‘zaro munosabatlarni belgilaydi. **Tibbiyot texnikasi o’zi nima?**Tibbiyotda profilaktik, diagnostik va davolash maqsadlarida, shuningdek sanitariya – gigienik va epidemiyaga qarshi chora – tadbirlarni bajarishda foydalaniladigan texnik vositalarning yig’indisidir.

Tibbiyot texnikasining rivojlanishi tibbiy texnikaning yangi namunalarini paydo bo’lishiga imkon beradigan fan va texnikaning rivojlanishi bilan chambarchas bog’liqdir. Diagnostika va davolashda yangi yo’nalishlarning paydo bo’lishi davolash – profilaktik chora – tadbirlarni ijobiy natijalar bilan amalga oshirishga imkon beradigan yangi texnik vositalarni yaratilishiga shart – sharoitlarni yaratdi. Tibbiyot texnikasi o’rganish uchun tibbiyot elektronikasini ilmiy asoslangan holda mukammal o’rganish maqsadga muvofiqdir. Chunki hozirgi vaqtda elektronika tushunchasi keng tarqalgandir. Zamonaviy texnika fani bo’lgan elektronika, eng avvalo hozirgi zamon fizika yutuqlariga asoslanadi, shuning uchun elektron apparatlarsiz hozirgi kunda kasalliklar diagnostikasini ham, ularni effektiv davolashni ham amalga oshirib bo’lmaydi. Davolash maqsadida organizmga turli fizik faktorlar (ultratovush, elektr toki, elektromagnit maydon va boshqalar) bilan dozali tasir ko’rsatishni taminlovchi elektron qurilmalari: mikroto’lqinli terapiya apparatlari, elektroxirurgiya uchun apparatlar, kardiostimulyator va boshqalar bo’lib hisoblanadi. Zamonaviy tibbiyot elektronikasining asosi kibernetika elektron qurilmalari bo’lib ular: a) tibbiy-biologik axborotni qayta ishlash, saqlash va avtomatik analiz qilish, muayyan masofaga uzatish uchun elektron hisoblash mashinalari; b) hayot uchun zarur bo’lgan jarayonlarini boshqarish va odamni o’rab olgan atrof muhitning holati ustidan avtomatik tartib o’rnatish uchun tuzilmalar; v) biologik jarayonlarning elektron modellari va boshqalarni tashkil qiladi. Tibbiyot elektorinikasi asbob va apparatlarining ishlatilishi diagnostika hamda davolashning samaradorligini va tabobat xodimining mehnat unumdorligini oshiradi.Tibbiyot texnikasining asosiy ko’rsatkichlariga quyidagilar kiradi: xavfsizlik, samaradorlik, mutanosiblik, o’zaro almashinuv, tizimlash.

Xavfsizlik – inson hayoti, sog’lig’iga ziyon yetkazishga bog’liq bo’lgan, bunga yo’l qo’yilmaydigan tavakkalchilikning yo’qligiga asoslangan ko’rsatkichlarning asosiysi. Bu ayniqsa davolash, tashxis, muolajalar o’tkazish uchun foydalaniladigan tibbiy asboblar, uskunalar va apparatlarga tegishlidir.

Samaradorlik – tibbiy texnikani ishlab chiqarish, qadoqlash, saqlash, sotish va ekspluatatsiya qilish (foydalanishda) mo'tadil natijaga erishishdan iborat ko'rsatkich.

Mutanosiblik – tibbiy texnikaning yaroqliligi, ko'ngilsiz o'zaro ta'sirini vujudga keltirmaydigan, hamkorlikda foydalanishga nisbatan jarayonlar yoki xizmatlarning foydaliligini belgilovchi ko'rsatkich.

O'zaro almashinuv – bitta tovar, jarayon yoki xizmat o'rniga boshqa tovar, jarayon yoki xizmatning yaroqliligi, bir xil talablarni bajarish maqsadida foydalanishi bilan aniqlanadi. Tovarlarning o'zaro almashinuvi ular o'rtasida raqobat bilan belgilanadi va ayni paytda bu shunga o'xshash ehtiyojlarni turli xil tovarlar bilan to'ldirish imkonini beradi.

Tizimlash (sistematizatsiya) – bir xil, o'zaro almashinadigan tovarlar, jarayonlar yoki xizmatlarning muayyan izchilligini belgilashdan iborat ko'rsatkich. Tibbiy texnikaning behisob nomlari funktsional maqsad-mohiyatga bog'liq holda quyidagicha tasniflanadi: asboblar, uskunalar, apparatlar, jihozlar. **Tibbiy asboblar** – tibbiyot xodimlari foydalanadigan, inson a'zolari va to'qimalarida muolaja ishlarini bajaradigan texnik vositalar. Tibbiy asboblar, asosan, ixtisoslashtirilgan korxonalarda nomenklatura bo'yicha tayyorlanadigan eng ko'p sonli tibbiy buyumlar guruhidir. Tibbiy asboblarni ko'p miqdorda ishlab chiqarish, asboblarning turli zamonaviy assortimentini ko'paytirish va kengaytirish yangi texnologiyalarning rivojlanishiga bog'liq. Tovarlar nomenklaturasida umumiy jarrohlik va maxsus (neyrojarrohlik, oftalьmologiya, abdominal jarrohlik va shu kabilar) operatsiyalarga mo'ljallangan jarrohlik asbob-uskunalari salmoqli o'rin tutadi. **Tibbiy uskunalar (priborlar)–** bemor holatiga oid ma'lumotni olish,tashhis qo'yish yoki me'yordan u yoki bu og'ishlarni belgilash imkonini beradigan qurilmalar. Uskunalar ko'rsatuvchi, qayd etuvchi, kombinirlangan bo'ladi. Ko'rsatuvchi uskunalar o'lchanayotgan miqdorlarni ko'z bilan asbobning hisob-raqam qurilmasi bo'yicha (tonometr, termometr) aniqlash mumkin bo'lgan moslamalardir. Qayd etuvchi uskunalarda o'lchanayotgan miqdorning ahamiyati muttasil yoki vaqti-vaqti bilan u yoki bu usul yordamida ko'pincha qog'oz tasmada siyoh yoki tasvir tasmasida yorug' nur bilan qayd etiladi. Mazkur uskunalarning o'zi yozuvchi (kardiograflar, entsefalograflar) deb ataladi. Kombinirlagan uskunalarda indikatsiya, shuningdek o'lchanayotgan miqdorni qayd etish amalga oshiriladi. Yozilgan jarayonlarni tahlil qilish bo'yicha asboblar va qurilmalar mavjud. **Tibbiy apparatlar –** birorta turdagi quvvat (issiqlik, nurlanish, elektr) ni organizmga umuman yoki tanlab, muayyan funktsional tizimga yoki a'zo (a'zolar guruhi) ga ta'sir o'tkazish maqsadida generatsiya qiluvchi qurilmalar. Organizmning u yoki bu funktsional tizimlariga muayyan vaqt davomida o'rnini bosadigan buyumlar apparatlar sirasiga kiradi ("Sun'iy buyrak" apparati, o'pkaning sun'iy ventilyatsiyasi uchun apparat va hokazo). **Uskuna va apparatlar (umumiy "Tibbiy apparatura" nomi ostida birlashgan) –** nomenklatura bo'yicha tibbiy tovarlarning eng murakkab va ko'p sonli guruhlaridan biri. Ushbu sohada mudofaa majmuasiga mansub aksariyat korxonalar, yirik ilmiy tashkilotlar, kichik korxonalarning katta qismi faoliyat ko'rsatmoqda. Mazkur guruhga mansub mahsulotlarni ishlab chiqarishda murakkab yuqori texnologik ishlov beruvchi asbob-uskunalardan foydalaniladi. Bu sohaga umumtexnika tayyorgarligiga ega bo’lgan malakali ilmiy va ishlab chiqarish kadrlari jalb etiladi. Uskuna va apparatlar tibbiy tovarlar bozorining katta, boshqa guruhlarga nisbatan ortiqroq, hajmini egallaydi. Hozirgi paytda tibbiy apparatura bozorida endoskopik, rentgen, flyuorografik texnika, o’pka sun’iy ventilyatsiyasi tizimlari, narkozli-nafas olish apparatlari, barokameralar, elektrokardiograflar, monitorlar, laboratoriya jihozlari ko’proq taqdim etilgan.

Tibbiy jihozlar – davolash va kasallikning oldini olish jarayonlarini amalga oshirishda bemorlar va tibbiyot xodimlari uchun qulay shart-sharoitlarni yaratuvchi tibbiy texnik qurilmalar yig’indisi. Tibbiy tovarlarni ishlab chiqarish hajmida tibbiy jihozlar oxirgi o’rinni egallaydi va tibbiy texnika nomenklaturasi bo’yicha eng ko’p sonli hisoblanadi. Shifoxona uskunalarining barcha turlari va tibbiy jihozlar (funktsional operatsiya kursilari, ko’p uyali o’rindik, yoritkichlar, zambilg’altaklar, stomatologik va ginekologik o’rindiqlar, javonlar va asboblar, dorilar uchun kursilar), shuningdek davolash-tashhis tadbirlarini o’tkazishda aseptika jarayonini ta’minlaydigan qurilmalar (sterilizatorlarning har xil turlari, dezinfektsiya jihozlari) tibbiy jihozlar toifasiga kiradi. Jihoz, apparat, asbob-uskunalarning sifati ularning qulayligi, topshirilgan yuklarni qanday ko’tarishi, xizmat ko’rsatuvchi xodimlar yoki tegishli moslamalarning o’lchamli harakatlari ta’sirida qismlarining mayin ko’chishi bilan belgilanadi. Mazkur ko’rsatkichlarni nazorat qilish asbob-uskunalarining har bir harakatini sinovdan o’tkazish yo’li bilan amalga oshiriladi. O‘lchash funksiyalariga ega tibbiy texnikasini qiyoslash belgilangan texnik talablarga muvofiqligini aniqlash va tasdiqlash maqsadida davlat metrologiya xizmati tomonidan amalga oshiriladi. Qiyoslash akkreditatsiyalangan laboratoriyaning zarur malakaga ega bo‘lgan, aniq o‘lchash turi bo‘yicha tayyorlovdan o‘tgan va o‘lchash texnikasi vositalarini qiyoslash huquqiga attestatsiyalangan mutaxassisi tomonidan qiyoslash me’yoriy hujjatlarga va DMX organlari tomonidan tasdiqlangan qiyoslash usullariga muvofiq o‘tkaziladi.Qiyoslash natijasida o‘lchash funksiyalariga ega tibbiy texnikani qo‘llanishga yaroqliligi yoki qo‘llanishga yaroqli emasligihaqida xulosa beriladi.Bunda qiyoslash ariza beruvchining yozma arizasiga ko‘ra o‘tkaziladi. Ariza berilgan kundan boshlab uch ish kuni davomida ko‘rib chiqiladi.O‘lchash funksiyalariga ega tibbiy texnikani qiyoslashda bo‘lish vaqti 15 ish kunidan oshmasligi kerak, vaqt normasi qiyoslash usulining me’yoriy hujjatiga asosan ko‘rsatilgan muddatdan oshadigan, biroq 30 ish kunidan oshmaydigan o‘lchash funksiyalariga ega tibbiy texnikalar bundan mustasno.

O‘lchash funksiyalariga ega tibbiy texnikalar birlamchi, davriy, navbatdan tashqari, inspeksion va ekspert qiyoslashlardan o‘tkaziladi.Qiyoslash natijalariga ko‘ra o‘lchash funksiyalariga ega tibbiy texnikalar qo‘llanishga yaroqli deb tan olingan taqdirda o‘lchash vositasini qiyoslash sertifikati beriladi, shuningdek, qiyoslash tamg‘asining bosma izi qo‘yiladi.

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TO STUDY THE EFFECT OF VIBRATION IN VEHICLES ON THE HEALTH OF THE DRIVER

Annotation: This article describes the factors that cause vibrations in vehicles, their impact on the health of the driver and passengers, and a theoretical study of the devices that suppress these vibrations.

Keywords: vibration, mean square value of acceleration, vibration frequency, vibration amplitude, vibration dampers.

Introduction

The rapid development of technical progress is also the reason for the increase in demand for today's vehicles. Currently, all types of vehicles produced are equipped with modern exotic parts. In particular, the main part of the vibration generated by road irregularities during movement, when moving on personal and public transports, is extinguished by modern hanging parts of vehicles. This ensures smooth movement.

Vibrations are one of the most important factors in human life. Existing vibrations can be beneficial or harmful. Existing or generated vibrations should be extinguished and prevented as much as possible. The same vibrations that need to be extinguished occur when road construction machines are moving [1; page4]. At the same time, excessive vibration of the frame of road construction machines has a negative impact on human health. Excessive vibrations can be caused by a variety of sources, in particular, vibrations from road engine machinery, aerodynamic forces, road roughness and abnormal tire pressure, and other sources. The bulk of these vibrations are vibrations that occur on uneven roads. Prevention of this is done by the suspension of road construction machines. For the convenience of passengers, it is necessary to determine and know the vibration limit of the frame of road construction machines. Because the vertical vibration frequency of road construction machines is not normal, say, if the vibration of road construction machines is slowly extinguished, firstly, it affects the machine stagnation and management deteriorates, and secondly, the road construction machine driver gets tired quickly. Conversely, if the vibration is quickly extinguished, this will transmit the forces generated by the road unevenness to the vehicle frame. This has a negative effect on the driver's body. Vibrations can characterize convenient movement on road construction machines during its movement, the noise generated by the tire and suspension from an uneven road, and the permeability of each sound, the noise generated by various mechanical devices, and can be distinguished as follows. When you activate any of them, a drop-down menu called Functions will appear on the screen. This occurs in accordance with the above workflow. After activating the selected function, a second set of buttons called Processes will appear [6; page 3].

Materials and methods

When evaluating vibrations, the average squared value of the acceleration on the vertical or three axis is important (weighted relocations acceleration).

Acceleration relocations. The value is determined as follows:

$$a_w = \left[\frac{1}{T}\int_0^T a_w^2(t)dt\right]^2, \text{[m/s}^2\text{]} \quad (1)$$

here,

a_w (t) - acceleration time shift, m/s^2;

T-time spent experimenting, seconds;

If the vibration frequency is less than 1 Gts, it causes some symptoms in passengers, and the range of 0.1-0.8 Gts is an uncomfortable limit. With regular traffic on highways, the quality and technical parameters are required to change due to the electronically resilient cardboard [7; page 4]. Table 1 shows the permissible vibration amplitude for public transport. Permissible vertical acceleration for vehicles

Table 1.

Acceleration of vibrations	Reaction in transport
Less than 0.315 m/s^2	Convenient
0.315 m/s^2 and 0.63 m / s^2 respectively	A little uncomfortable
0.5 m/s^2 and 1 m/s^2 respectively	Quite uncomfortable
0.8 m/s^2 and 1.6 m/s^2 respectively	Uncomfortable
1.25 m/s^2 and 2.5 m/s^2 respectively	Very uncomfortable
2 m/s^2 and large	Extremely uncomfortable

Vibrations affect human organisms at different frequencies. The normative vibration frequencies accepted for human health and their limits are given in Table 2. Permissible vibration frequency values of human body parts (GOST 12.1.012).

Table 2.

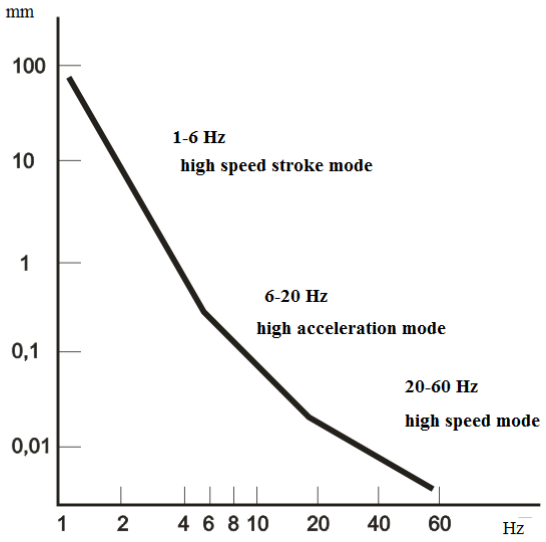
№	Name of human organs	Frequency of vibration of human organs (Hz)
1	Head	20-30
2	Eyes	20-90
3	Shoulder blade	4-5
4	Chest	5-10
5	Wrist	5-10
6	Spinal cord	10-12
7	Hands	30-100
8	Legs	2-20
9	Belly	4-8
10	Hand picked	30-50

The vibration of the human body is a complex process, and several criteria have been developed to facilitate its detection (SAE Society of Automotive Engineers, 1965) [3]. One uses the Janeway comfort criterion for vertical vibrations.

The graph depicting the Janeway comfort criterion is shown in Figure 1. It shows the accepted amplitude values of the normal oscillation frequency [4].

It differs in the frequency of mutual oscillations, i.e. the range of the first range is 1-6 Hz. In this case, the peak value of the jerk corresponds to the cubic equation.

When the oscillation is 1 Hz (2π rad / s), its amplitude is required not to exceed 12.6 ms^{-3} / $(2\pi^{-1})^3$ = 0.0508 ms^{-3}, i.e.. Here is the maximum displacement amplitude allowed. For the second range, the maximum acceleration value and speed of 6–20 Hz is in the form of a quadratic equation of this rotational frequency. Its acceleration value is less than 0.33 m/s and its high speed value is less than 2.7 m/s in the vibration frequency range around 20-60 Hz. The main limit of this SAE criterion is used only in vertical sinusoidal oscillations [2; page 3].



1-picture. The graph of the dependence of Jane on the vertical vibration, which is limited for convenience to passengers [2]. In the work of the author below, the empirical equation of dependence on frequency, vibration amplitude of discomfort (discomfort) is defined:

$$X[sm^2] = 7.62 \cdot 10^{-3}(1 + \frac{125}{f^2}) \qquad (2)$$

Here is the frequency of vibration.

The absence of vibrations in the vehicles at the normative level leads to the occurrence of many diseases, due to its work productivity, rapid violations of work stools, as well as a negative impact on the health of drivers and passengers. In particular, it is widely used in solving problems such as identification of residential and non-residential areas built in the protection zone of the highway and the protection zone belonging to the highway, orientation to state geodetic networks or planned elevation networks [8; page 5]. In order to avoid such negative consequences, it is possible to eliminate road unevenness, use devices that ensure the absorption of vibrations, thereby ensuring that the vibrations comply with the requirements of the international standard.

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BOSHLANG’ICH TA’LIMNI MUSTAQIL TASHKIL ETISH

Annotatsiya: Ushbu maqolada bo‘lajak boshlang‘ich sinf o‘qituvchilarining mustaqil ijodiy faoliyatini tashkil etishning muammolari va yechimlari yoritilgan. Unda bo‘lajak o‘qituvchini tayyorlashda ijodiy ishlarni bajarishning o‘ziga xos xususiyatlari ochib berilgan bo‘lib, o’quvchilarda ijodiy mehnat ko‘nikma va malakalarni takomillashtirishning samarali shakllari tahlil etilgan. Dars-o'quv jarayonining asosiy tarkibiy qismi. O'qituvchi va o’quvchining o'quv faoliyati asosan darsga qaratilgan. Shuning uchun o'quvchilarni muayyan o'quv intizomi bo'yicha o'qitish sifati asosan darsni tashkillashtirish darajasi bilan belgilanadi.
Kalit so‘zlar: faoliyat, tizimlilik, mustaqil, ko‘nikma, ijodiy mehnat.

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INDEPENDENT ORGANIZATION OF PRIMARY EDUCATION

Annotation: this article covers the problems and solutions of the organization of independent creative activities of future primary school teachers. It reveals the peculiarities of performing creative work in the preparation of the future teacher, analyzes the effective forms of improving the skills and skills of creative work in students. Lesson-the main component of the educational process. The teaching activities of the teacher and the student are mainly focused on the lesson. Therefore, the quality of teaching students in a particular academic discipline is largely determined by the level of Organization of the lesson.
Keywords: activity, systematism, independent, skill, creative work.

Ta’lim boshlang’ich sinf o’quvchilarining ijodkorligi jihatidan yondashish, o’quvchilarni o’quv-tarbiya jarayon sub’yekti sifatida sharhlash masalasini taqazo qiladi. Ana shu asosga ko’ra o’quvchilar ijodkorligini “Sub’yekt-ob’yekt” tizimida sharhlash tamoyilini tavsiflash muhim ahamiyat kasb etadi. Ta’lim jarayonida o’quvchilarda shakllanadigan shaxsiy sifatlar onglilik, mustaqillik, topqirlik singari shaxsiy sifatlar nuqul o’qituvchi ishining natijasi bo’lmay, ular ko’p jihatdan o’quvchilarning o’ziga bog’liq. Shu tamoyilga rioya qilib, o’quv materiali faoliyat predmeti sifatida qaralib, ijodiy faoliyatining tarkibiy qismlari ajratiladi.

Ijodiy faoliyat yadrosi tafakkur, fikrlash shakllari bo'lib, ular qobiliyat, layoqat, zehn, mayl, havasni tarbiyalash yo'li bilan rivojlantiriladi, yangilik, ijodkorlik faoliyat belgilari hisoblanadi.

Ta'limni ijodiy tashkil etish yana bir masalani – o'quvchilarning o'quv faoliyati va biluv faoliyatini o'zaro muhokama qilib o'rganish muammosini yoritish bilan bog'liq. Ularning o'zaro taqqoslash qator xulosalarga olib keladi: bularning tarkibi bir xil bo'lib, motiv, maqsad, vosita, natijadan iborat.

Boshlang'ich sinf o'quvchilari faoliyatiga ko'ra, ijodiy topshiriqlarni uch guruhga ajratib tahlil qilish mumkin. Bular: ijodiy mustaqil ish, ijodiy mashq, o'quv muammolaridir.

1. Ijodiy mustaqil ish ijodiy topshiriqlarning boshqa turlaridan ikki jihati bilan farq qiladi: operativ (zudlik bilan) tashkil etish imkoniyati borligi va o'quv-biluv faoliyatini davom ettirish imkoniyatiga egaligi. Binobarin, ijodiy mustaqil ish ta'limining shunday vositasiki, uni ta'limga tatbiq etish yo'li bilan:

- o'qish, o'rganishga ishtiyoq davom ettiradi, dars doirasida hosil qilingan motivlarning davom etishi ta'minlanadi;
- o'quvchilarni bilishga, bilim, malakalar doirasini kengaytirishga olib keladi;
- o'rganilayotgan o'quv materiali ustida o'quvchilarning o'z faoliyatini mustaqil davom ettirishga zamin tayyorladi;
- o'quvchilar faoliyatiga rahbarlik qilishini ma'lum darajada osonlashtiradi.

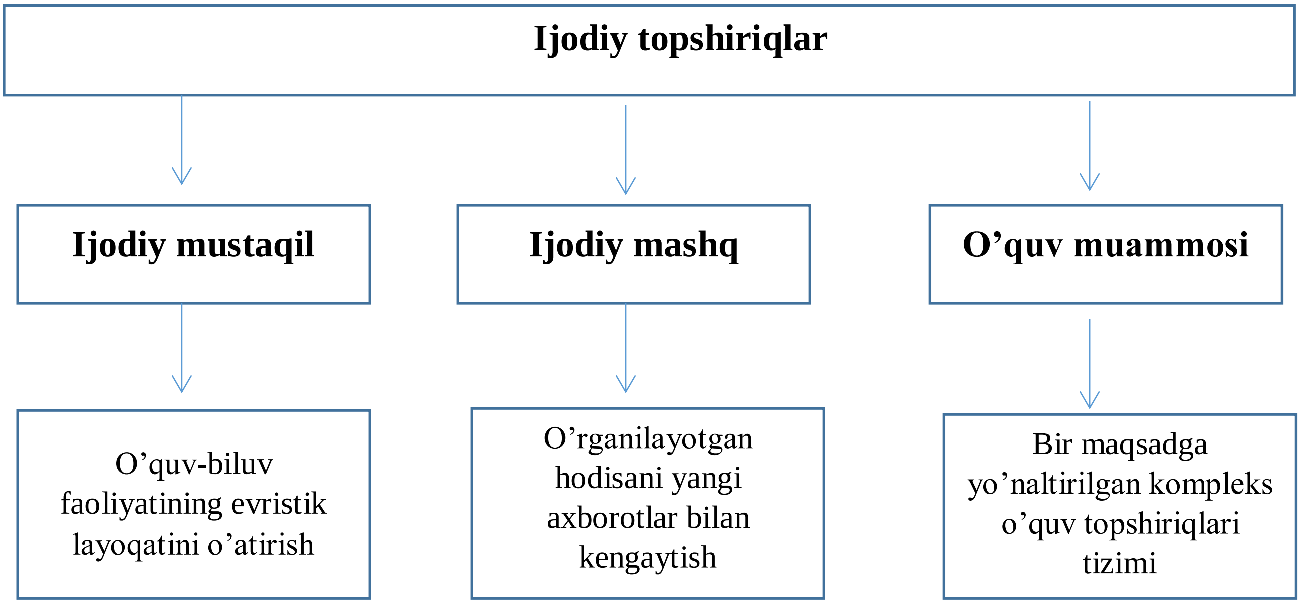
Ijodiy xarakterdagi mustaqil ishlarni ta'limga tatbiq qilishda: topshiriqni tuzishda rioya qilingan tartibni "aniqlash yoki faoliyatni amalga oshirish tamoyilini ajratish", qayd qilingantamoyilga rioya qilib topshiriqni bajarish, uni bajarishda erishilgan natijani eslab qolish, agar zarur bo'lsa, natijani sinfdoshlari bilan o'rtoqlashish, uni o'qituvchiga aytib berish shartlariga rioya qilinadi.

2. Ijodiy mashq. Har doim bilimlarni esga tushirib, mashq qildirish ta'limda o'quvchilarning zerikishiga sabab bo'ladi. Mashq qilish jarayonida o'quvchilarning zerikishiga sabab bo'ladi. Mashq qilish jarayonida o'quvchilarning zerikishini bartaraf etish uchun ijodiy mashqlardan foydalaniladi. Xo'p, ijodiy mashqni qanday tushunish kerak?

Ijodiy mashq noijodiy mashqdan ikki xil xususiyatiga ko'ra farq qiladi: o'rganilgan bilimlar doirasini kengaytirish. Bunda o'quvchi oldin o'rganilgan o'quv materialiga takroriy qaytib kelganda, o'z tushunchasi doirasini yangi bilimlar, tasavvurlar, faktlar, bog'lanishlar bilan boyitadi.

Ijodiy mashqlar doimiy shug'ullanishga mo'ljallangan mashqlardan farqli o'laroq ham xotiraga, ham tafakkurga moslab tuziladi. Bunda o'quvchi mavzu doirasida o'rganilgan bilim, faoliyat usullarini ham ijodiy o'rganadi.

3. O'quv muammolari – "O'quv topshiriqlari majmui" bo'lib, ularni ijodiy topshiriqlar tizimi shaklida tasavvur qilish mumkin.



K.Qosimovaning “Boshlang’ich sinflarda ona tili o’qitish metodikasi” qo’llanmasida bolalarni o’z fikrini mustaqil yozishga o’rgatishni erta boshlash kerakligi uqtiriladi. Qo’llanmada bayon va insho haqida to’liq fikr bildirilgan. Insho ijodiy ishning eng yuqori shakli bo’lib, maktabda alohida o’rin tutib, barcha nutqqa oid mashqlar ma’lum mazmunda inshoga bo’ysunadi. Insho birinchi sinfda kichik og’zaki axborot va emotsional hikoyadan boshlanib, o’z fikrini ifodalashga, o’quvchi shaxsining tashkil topishga xizmat qiladigan, ta’lim-tarbiyaviy ahamiyatga ega bo’lgan jiddiy rejali aqliy ishga aylanadi.

V.Karimova, Z.Nishonovaning “Mustaqil ijodiy fikrlash va shaxsining hissiy irodaviy va intellektual hislatlari orasidagi bog’lanish” maqolasida mustaqil ijodiy fikrlashni psixologik nuqtayi nazaridan tahlil qilinadi. Yoshlarga mustaqil ijodiy fikrlashni o’rgatilsa, ular kelajakda o’z oldilaridagi muammolarni ijodiy hal qilishda qiynalmaydilar. Mustaqillikni tarbiyalash – bu faqat pedagogic emas, balki bir vaqtning o’zida ijtimoiy vazifa hamdir. Mustaqillik insonning o’z xatti-harakati uchun javobgarlik bilan uzviy bog’liq. Mustaqillik shaxs ijodiy faoliyatining tarkibiy qismini tashkil qiladi. Mualliflar o’z maqolalarida mustaqil ijodiy fikrlashni to’liq tahlil qiladilar.

G.Niyozmuhammedovaning “Ijodiy faollikni o’stirishning pedagogic tamoyillari” maqolasida o’quvchilar ijodiy faolliklarini o’stirishning pedagogik qonun-qoidalarini ochib beradi. Kichik yoshdagi maktab o’quvchilarida ijodiy faollikni tarkib toptirish muhim ahamiyat kasb etadi. Xuddi shu yoshda o’quvchilarshaxsning aqliy, ma’naviy, axloqiy asoslari vujudga keladi. Boshlang’ich sing o’quvchilarida ijodiy faollikning o’sishi pedagogik tamoyillarga asoslanishi mumkin:

- o’quvchilarning qobiliyati bilan ijodiy rivojlanishning o’zaro aloqasini inobatga olish;
- qobiliyatlar rivojini ta’minlovchi pedagogoik ta’sir o’tkazish vositalarini qo’llash;

- idrok qilish bolalar ijodiy faolligini shakllantirish negizi ekanligi;
- ijodiy yondashuv;
- o’quvchilar ijodiy yondashuvini uzluksiz ravishda tahlil qilish va hakazo.

M.Raimovning “O’quvchilarning mustaqil bilish faoliyatini tashkil etish” maqolasida o’quvchilarning bilim saviyasi, ularning bilish faoliyatining hjmi va muntazamligiga bevosita bog’liqligiga e’tibor qaratiladi. O’quvchilarning bilimlari izlanishlarining natijasi ekanligini ko’rsatish uchun bunday izlanishni tashkil etish va boshqarish lozim. Bu esa o’quvchilarning bunday izlanishni tashkil etish va boshqarish lozim. Bu esa o’quvchilarning bilish faoliyatini rivojlantiradi. O’quvchilarning mustaqil bilish faoliyatini tashkil qilishning qanday usuli ularda quyidagi umumiy o’quv ko’nikmalarini shakllantiradi:

1. O’z ishini rivojlantirish.
2. Qo’shimcha adabiyotlar bilan ishlash.
3. Matndan asosiy fikrni ajrata olish.
4. Qo’yilgan masalaga javob berish, rejani tuzish.
5. Mavzu mohiyatini ifodali, aniq va mantiqli bayon qilish.

Z.Nishonovaning “Mustaqil ijodiy fikrlash va shaxs hislatlari” maqolasida mustaqil fikrlash shaxsning bilimlarini egallashlarida borliqni bilishda zarur umumiy ko’nikma va malakalarni egallash, yangi vaziyatlarda ularni ijodiy qo’llashlari bilan bog’liq qobiliyatdir, deyiladi. Ijodiy fikrlash qobiliyatiga ega bo’lmagan o’qituvchi o’quvchilarda mustaqil ijodiy fikrni rivojlantira olmaydi.

Ta’limni ijodiy tashkil etish – bu o’qituvchi faoliyati, qachonki, ta’lim ijodiy tashkil etilgandagina, o’quvchilar o’quv materialni ijodiy o’zlashtiradi. O’z navbatida, o’quvchilarda ijodkorlik tarbiyalanadi. Maqolada ijodga shunday ta’rif beriladi: “Ijod borliqni rivojlantirishning zaruriy sharti bo’lib, uni borliqning yangi shakllarini hosil qilish, bu bilan birga paydo bo’lgan shakllar bilan ijodning o’zi ham o’zgaradi. Demak, inson ijod qila turib rivojlanadi”.

Q.Husanboyevaning “Adabiy ta’limda mustaqil fikrlashga o’rgatish asoslari” monografiyasida ijodga undash, o’quvchilarni mustaqil fikrlashga o’rgatish katta ahamiyatga ega ekani qayd etiladi. O’qish darslarida o’quvchilarni ijodga undash yo’llari ko’rsatilgan.

Boshlang’ich sinflarda o’quvchilarning ijodiy ishlarini tashkil etish muammosini har tomonlama o’rganib chiqib, quyidagi xulosaga keldik:

1. Boshlang’ich sinflarda o’quvchilar ijodida chuqur ma’no va mantiqning kerakli darajada emasligini tushunish mumkin. Chunki maqsad ular ijodida chuqur mantiq yoki yuksak ma’no bo’lishig erishishda emas. Ular keyinroq, ta’lim-tarbiyaning yuqoriroq bosqichlarida paydo bo’ladi. Muhimi – ijod jarayoni, ularning ijod qilishlariga imkoniyat yaratib berishdir. O’quvchi uchun qiziqarli bo’lgan har qanday foydali, u nimani xohlasa, nimaga qiziqsa, shuni qilib ko’rishi kerak.
2. Boshlang’ich sinfning o’qish, ona tili darslarida o’quvchilarni ijodga yo’llashning yo’llari va imkoniyatilari juda ko’p. ertak qahramonlarining xarakterlarini o’zgartirib, o’quvchilarni yangi ertak to’qishga, tanish ertak syujeti asosida yangi ertak yaratishga, o’sha qahramonlar bilan boshqa ertak to’qishga

o’rgatish xotira bilan bog’liq so’zlar va hodisalarni eslashga sinfda hikoyaci ro’lini bajarishga o’ylab topilgan narsani aytib berishga odatlantirish mumkin.

3. Boshlang’ich “O’qish” darslarida badiiy matn ustida ishlayotganda o’quvchilarga matn ustida reja tuzish va o’qishlarini reja asosida qayta hikoyalashga o’rgatish o’quvchilarning ijodiy faoliyat ko’rsatishlariga olib keladi.

4. Muammoli ta’limni tashkil etish o’quvchilarning ijodkorligi rivojlanishida muhim omil bo’lib hisoblanadi. Har br o’quvchi o’zining o’quv faoliyatida ma’lum darajada ijodkorlik qirralarini namoyon qilishi mumkin. Ijodkorlik intelektual qobiliyat bilan bitta narsa emas, katta intellectual imkoniyatlar hamisha ham ijodkorlikning baland rivoji mos kelavermaydi. Ijodiy qobiliyatlarni tarbiyalash va rivojlantirish ijodga o’rgatish mumkin.

Xulosa qilib aytganda, o’tilgan har bir qiziqarli mashg’ulot o’quvchilar ongida yaxshiroq qolishi, shuningdek, dunyoqarashini kengaytirishi bilan birga mustaqil ijodiy qobiliyatini o’stiradi. Ijodkor o’quvchi o’ziga xos noyob tarzda fikr yuritadi. Uning fikri mustaqil, tiniq, birovnikiga o’xshamagan bo’lib, ko’pincha g’ayri tabiiy yechimlarni ham topa oladi.

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LIRIK VA KICHIK JANRLARDAGI FOLKLOR ASARLARINI O'QITISHDA YANGICHA YONDASHUV

Annotatsiya: Mazkur maqola zamonaviy ta'limni tashkil etishga qo'yiladigan muhim talablar, xalq og'zaki ijodi materiallarini pedagogik texnologiyalar asosida o'qitish, maqsadga erishish uchun sinfda, sinfdan va maktabdan tashqarida amalga oshiriladigan tadbirlar tizimi haqida.
Kalit so'zlar: lirik, janr, folklor, texnalogiya, pedagog, tadqiqot, ilmiy asoslangan, sinfdan tashqari ishlar.

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A NEW APPROACH TO TEACHING FOLK WORKS IN LYRICAL AND SMALL GENRES

Annotation: this article is about the important requirements for the organization of modern education, teaching of materials of oral creativity on the basis of pedagogical technologies, a system of activities carried out in the classroom, classroom and out outside the school in order to achieve the goal.
Keywords: lyrical, genre, folklore, technology, pedagogy, research, scientifically based, extracurricular work.

Xalq og'zaki ijodi materiallarini pedagogik texnologiyalar asosida o'qitish orqali o'quvchilarning chuqur va ongli bilim olishlariga va har tomonlama tarbiyasiga ta'sir etishining ilmiy-pedagogik asoslari olimlari va mutaxassislar tomonidan o'rganilib chiqilmoqda.

Chex pedagogi Yan Amos Komenskiy ilmiy asoslangan dars hozirgi davrga kelib juda takomillashib ketdi. Ko'p davrlar darsning samaradorligi o'qituvchining qobiliyati, bilimdonligi, dars texnikasi va texnologiyasini mukammal bilishiga bog'liq deb sanalib kelingan. Keyingi paytlarda o'qituvchi bilan bir qatorda o'quvchilarning ham dars jarayonida faol va ongli ishtiroki muvaffaqiyatining asosiy kaliti deb hisoblanmoqda.

Aslida o'tgan asrning ikkinchi yarmida AQSHda ta'limning samaradorligini oshirish maqsadida dastlabki ta'lim texnologiyalaridan foydalanib boshlaganlar. Ular o'quvchilarning bilimlarini ob'ektiv baholash maqsadida texnologik usullardan foydalanganlar. Ijobiy natija olingandan keyin faqat baholashdagina emas, balki o‘quvchilarga bilim berish, ko‘nikma va malakalar hosil qilish o‘quvchilarning bilim egallashiga ongli va faol ishtirok etishlarini ta’minlash hamda boshqa didaktik jarayonlarni amalga oshirishda ta’lim texnologiyalarini qo‘llaganlar.

“Zamonaviy ta’limni tashkil etishga qo‘yiladigan muhim talablardan biri ortiqcha ruhiy va jismoniy kuch sarf etmay, qisqa vaqt ichida yuksak natijalarga erishishdir. Qisqa vaqt ichida muayyan nazariy bilimlarni o‘quvchilarga etkazib berish ularda ma’lum faoliyat yuzasidan ko‘nikma va malakalarni hosil qilish, shuningdek o‘quvchilar faoliyatini nazorat qilish, ular tomonidan egallangan bilim, ko‘nikma hamda malakalar darajasini baholash o‘qituvchidan yuksak pedagogik mahoratni, ta’lim jarayoniga nisbatan yangicha yondashuvni talab etadi.

Bugungi kunda qator rivojlangan mamlakatlarda o‘quvchilarni o‘quv va ijodiy faoliyatlarini oshiruvchi hamda ta’lim-tarbiya jarayonlarini samaradorligini kafolatlovchi pedagogik texnologiyalarni qo‘llash borasida katta tajriba to‘plangan bo‘lib, ushbu tajriba asoslarini tashkil etuvchi metodlar interfaol metodlar nima bilan yuritilmoqda.[38]

X asrda yashab, ijod etgan Markaziy Osiyoning buyuk mutafakkiri va tibbiyotning asoschilaridan biri Abu Ali Ibn Sino dastlabki qo‘shiq namunasi sifatida “Ona allasi” bola tarbiyasining boshlanishi ekanligini ta’kidlagan edi: “Bolaning talabini qondirmoq uchun unga ikki narsani qo‘llamoq kerak. Biri – bolani sekin-sekin tebratish, ikkinchisi – uni uxlatish uchun odat bo‘lib qolgan musiqa allalashdir. Shu ikkisini qabul qilish miqdoriga qarab bolalarning tanasi bilan tarbiyaga va ruhi bilan musiqaga bo‘lgan iste’dodi hosil qilinadi”[39].

O‘tmish davr qo‘shiqlarining bolalarga mos bo‘lganlarini tanlash, darsliklarga kiritish, ularning mazmunini chin dildan his qilgan holda kuylash va tinglashga o‘rgatish hozirgi davr talabi hisoblanadi. Tarixiy qo‘shiqlardagi mungli ohang, bugungi hayotning qadriga etish, undan zavqlanish va yanada fayzliroq qilish uchun intilishni hosil etishi zarur.

Bu maqsadga erishish uchun sinfda, sinfdan va maktabdan tashqarida amalga oshiriladigan tadbirlar tizimi yaxshi natija beradi. Pedagog bolalarning qofiya bilan o’yinlari, so’z ijodkorligi, she’rni davom ettirish va she’r to’qish, tashbehlar va taqqoslashlar o’ylab topishlariga asoslangan o’yinli hamda kulgili vaziyatlarini rag’batlantiradi.

O’quvchi o’zi xohlagan kichik she’r (ovunmoq) yoki ritmik tashkil etilgan matnni (bo’g’irsoq qo’shig’i, ertakning ayrim leytmotivlari) emotsional tarzda aytib berishi mumkin. Bolaning adabiy ertakni yoki o’zi to’qigan ertakini ijro etishi (guruhda qayta hikoya qilish, yakka tartibda ifodali o’qish va kattalar bilan dialogda o’qish) uchun emotsional boyitilgan ijro muhitini yaratadi.

4-sinf “O`qish kitobi” darsligidagi “Xalq og`zaki ijodi” bo`limini o`rganish uchun esa 28 soat ajratilgan. Bunda o`quvchilar **x**alqimizning ming yillar mobaynida yaratgan sehrli-fantastik ertaklari, xalq dardi, istak-xohishi, orzu-

[38] Tolipov O’., Usmonboyeva M. Pedagogik texnologiyalarning tatbiqi y asoslari. (O’quv qo’llanma). -Toshkent: “Fan”, 2006. - 66 b.
[39] Abu Ali Ibn Sino. “Tib qonunlari”, 3 jildlik, 1 jild, T., 1994.

umidlari ifodalangan qo`shiqlar, bolalarning quvnoq o`yin-qo`shiqlari, hozirjavoblik, topqirlikni taqozo etadigan topishmoqlar, xalqning hayotiy xulosasi tarzida yuzaga kelgan purhikmat maqollar, sehr-jozibaga yo`g`rilgan rivoyatlarni o`qib-o`rganadilar. Bo`limning o`zi 5 qismdan iborat. Darslikda folklor asarlarini o'rganish uchun "Qo`shiqlar qanotida" bo'limi berilgan. Bunda "Boychechak", "Oftob chiqdi olamga", "Xo`p hayda" qo`shiqlari o'rganish uchun tavsiya etilgan.

Bola tarbiyasida qo'shiqning roli juda katta. Qo'shiq xalq og'zaki ijodining eng ko'p tarqalgan va ommalashib ketgan janrlaridan biri hisoblanadi. Ayniqsa, alla qo'shig'i etakchi o'rinda turadi. Beshik qo'shig'i-allada kichkintoyning dastlabki tabassumi, ilk bor qo'l-oyoqlarini qimirlatishi, imo-ishorani tushunishi kuylanadi. Ona o'z allasida atrofni qurshab turgan olamni qo'shib aytadi.

Ovuntirish-allani hamma onalar, buvilar, bobolar aytishadi. Alloh beshikdagi chaqaloqqa xotirjamlikni ato etganligini, shu sababli hech qanday sharpa - dushman uning uyqusini buza olmaganligini quyidagi to'rtlikdan bilib olish qiyin emas.

Taka- tuqi gavora bo'lsin,
Dushmani ovora bo'lsin.
Uyqusi beshikda qolsin,
Dushmani eshikda qolsin.

Beshik qo'shig'ida avvalo beshikka ta'rif-tavsif beriladi. Aslida beshik yog'och –taxta. Paxta, par va matolar bilan burkanganda u yumshoq, har qanday murg'akka huzur baxsh joy bo'lishi har bir beshik qo'shig'ida chiroyli ifodaga ega.

Ona uchun bolaning ovunishi, tinchligi tabassumi kerak. Alla asta-sekin ommaviy qo'shiqqa aylanadi. Qo'shiqlar uzoq yillar mobaynida davom etadi. Beshik qo'shiqlari kenja avlod kamolotida o'ziga xos tarbiya rolini o'taydi.

Xalq qo'shiqlarida rasm-rusmlar rang-barang. Hammasi o'rinli. Hammasi zarur.

«Chittigul»da mavzu nihoyatda rang-barang va juda jozibali. Chunonchi,

Oq sholiga ko'k sholi,
Oq sholini oqlaylik,
Ko'k sholini ko'klaylik
Yaxshi kunga saqlaylik,
Hayu, chittigul.

Hayu, chittigul singari misralariga nazar soladigan bo'lsak, bu qo'shiqda asosan g'alla-sholi to'g'risida gap ketadi. Sholining turi, rangini eslatish orqali juda mo'l bo'lganligini; bu mo'l-ko'l sholini pala partish qilib yeb-tamomlamasdan, balki uni ehtiyotlab, tejamkorlik bilan ishlatish darkorligi bolalar tilidan chiroyli tasvirlangan. Qarang, bugungi kunda tejamkorlik, iqtisod haqida bolalarga ko'p gapiramiz.

Aytishuv qo'shiqlari bolalarni mehnatkash, odob-axloqli, o'qimishli bo'lib kamol topishiga da'vat etaveradi. Bunday qo'shiqlar qanotida o'sgan har bir bola sog'lom fikrli, el sevar bo'lishiga hech shubha yo'q. Ayniqsa, mana bunday hazil-mutoyibali qo'shiqlar kichkintoylarga olam-olam quvonch bag'ishlaydi:

Ramazon qo'shiqlari ham dillarga huzur bag'ishlaydi. Yuqorida ko'rib o'tganimizdek, qo'shiqlar bolalarning nafosatini o'stirishga, ularni hayot va mehnatga muhabbat, vatanparvarlik, do’stlik, qahramonlik, insonparvarlik kabi olijanob fazilatlar ruhida tarbiyalashga yordam beradi.

Lirik qo‘shiqlarga xos xususiyatlar, ularning ijro o‘rni, ohang yo‘llari, an'anaviy takrorlari, qo‘shiqlarda parallelizm, vazn, qofiya, badiiy til masalalari, mavzu turlari o‘rganiladi. Lirik qo‘shiqlarda ramz va timsollarning vazifalari ko‘rsatiladi. Qo‘shiqlarning janr xususiyatlari, asosiy xossalari o‘rganiladi, ularning inson qalb kechinmalari tarjimoni ekanligi ta'kidlanadi.

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"MOTHER'S IDENTIFICATION" SUBFRAME IN ENGLISH LANGUAGE

Annotation: The article is devoted to the study of the verbalization of the conceptual-cognitive frame "Mother" on the material of English and Uzbek languages.

Keywords: concept, culture, subframe, conteptual-cognitive unity, universal, component.

"Mother" is a fundamental category of human existence, and the concept "Mother" is the basic concept of culture and society. Motherhood is a social and cultural institution that is conceptualized as “vital” and “natural”. On the one hand, the universality of kinship systems puts forward "Mother" as a semantic and conceptual universal. On the other hand, motherhood has powerful symbolic meanings and includes customs, traditions, beliefs, points of view, stereotypes, moral principles, rules and a set of other rational and irrational norms that are associated with caring for and raising children, characteristic of each culture. In accordance with the categorical-cognitive classifiers, the following clusters are distinguished in the subframe structure:

1. Mother's identity;
2. Physical, psychoemotional, cognitive and functional identification of the mother;
3. Attributive-evaluative nominees of the mother;
4. Referential-relational identification of the mother;
5. Metaphorical modifications and religious and mythological connotations.

Cluster 1 "Mother's Identity" captures the maternal 14 biological, bodily and social construct "Mother-image", "Mother-concept" as a conceptual-cognitive unity of the mother's representations within the framework of her belonging to a certain group, which marks her place in the structure of family and social relationships. Genetic-biological, bodily-reproductive, functional-role and social-status identity of the mother is manifested in the contexts of new reproductive technologies and social conditions in which a gradual transformation of the family institution and the redefinition of traditional forms of motherhood take place. The variety of forms of the birth of a child in modern conditions - from traditional conception to conception in vitro, socially conditioned changes in the roles of the mother, the creation of new forms of mothers are reflected in the English language in a number of nominations reflecting the biological, social and cultural-historical realities of motherhood, which acquire new content in our time, fueled by the values adopted in a particular culture.

The following phrases, composites and words nominate various aspects of a mother's identity in terms of her actual contribution to the birth of a child - the supply of genetic material, participation in conception, as well as relationship to the child: Adj + N [natural, real, biological, genetic, (non) gestational, etc.] mother, N + N [surrogate, birth] mother; gestation: Adj + N [pregnant, expectant] mother, Part I + N [livebearing, child-bearing, carrying] mother; N-to-Infinitive [mother-to-be], N-in-Gerund [mother-in-waiting]; childbearing: N in N [a woman in labor, girl in labor]; protection and care for him: V + N [foster mother], Part I + N [nursing, breastfeeding, nourishing; caring, nurturing, providing, pram-pushing, etc.] mother, etc. Terms that nominate a woman who gave birth to a child or delivered genetic material mark the necessary but not sufficient amount of maternal labor: natural mother, biological mother, bio-mum, real mother, gestational mother, genetic mother, birth mother. The phrase natural mother refers to the name of the woman who gave birth to a child, i.e. delivered genetic material and performed the act of childbirth; at the same time, the other 17-year-old girl kept up a regular correspondence with her natural mother and went to see her once or twice a year. The biological mother - it is the parent of the female sex , who participated in the conception of the child , and put him to the genetic material : Biological mother is a parent who has conceived (biological mother) or sired (biological father) rather than adopted a child and whose genes are therefore transmitted to the child. The phrase biological mother is in opposition to the word mother in everyday discourse. It is a marked member of the opposition, since all other functions of the mother, except reproductive, are outside the scope of consideration. The phrases gestational mother, or genetic mother, which arose in the nineties of the twentieth century, are synonymous with the expressions gestational carrier and surrogate mother and are the names of a woman whose maternal role is limited to bearing and giving birth to a child (often without using her genetic material). The surrogate mother can be the biological mother of the child (traditional surrogacy) or she can be implanted with someone's fertilized egg (gestational surrogacy).

The expression birth mother refers to a woman who has given birth to a child , as opposed to an adoptive mother : Two girls maintained a contact, one with her birth father and the other with her birth mother. The following phrases capture different aspects of socio - status identity of the mother : her participation in the education - Adj + N [social, adoptive , new] mother, V + N [foster mother], Num + N [second mother], etc., marital status - Adj + N [single, lone] mother, Part II + N [widowed, unmarried, divorced, married, never-married, deserted] mother, social employment , education , profession , etc .: Part I + N [working] mother, Part II + N [employed] mother , Part II + N [educated mother], N + N [actress mother] and others . It is worth noting that the use of different terms for the names of different types of mothers depends not only on the denotative filling of lexemes (i.e., the nomination of the mother's parental contribution, her resource costs), but also on the speaker's subjective relationship to the problem, the degree of political correctness demonstrated by him. So, the adoptive mother, adoptive mother, is called simply mother, and the biological mother is called birth mother, b-mother, or biological mother. Lesbian families use nominations such as bio-mom, nonbio-mom, NGP (non-gestational parent). Such euphemistic expressions as “social mother” or “co-mother” blur the line between the woman who biologically gave birth to the child, and the second, who together with the first brings up the child. Social mother is a socially recognized mother. When using a pair of names - social mother and mother - it is understood that one of the mothers is true, real, and the second is less significant. To avoid this misunderstanding, the pair social mom and bio-mom, biological mother, is used.

Cluster 2. Physical, psychoemotional, cognitive and functional identifications of the mother are verbalized by phrases in which the lexeme "mother" has 88 adjuncts according to the list, which is 15% of the total number of modifiers. In the 16th Russian correlative cluster, the lexeme “mother” has 30 modifiers (8.4%). Typical structures verbalizing the physical parameters and external physical characteristics of the mother, her appearance: Adj + N [little mother], Part II + N [red-haired, harsh-boned, etc.] mother and the mother's identification by her physical states: Adj + N [dead, sick, etc.] mother, Part II + N [exhausted, infected, etc.] mother, Part I + N [ailing, dying, etc.] mother, etc. Psycho-emotional states are mainly realized in the structures: Adj + N [proud, reasonable] mother, Part II + N [worried, excited, contented] mother, Part I + N [loving, grieving, etc.] mother. Cognitive states are objectified in the structures: Part II + N [devoted, committed, etc.] mother. An important place in the "Mother" frame is occupied by a group of expressions characterizing the mother by her emotional states and feelings. Most of them objectify states of anxiety and excitement (worried mother, excited mother, etc.), frustration and confusion (distracted mother, confused mother), frightened mother, disappointment (disappointed mother, frustrated mother), surprise (surprised mother), exasperated mother, outraged mother, etc. Positive emotions such as feelings of satisfaction and contentment (delighted, contented mother) are less represented. Let's give a text example : “William's got a rash on his face!” exclaimed his worried mother. The character of the mother is conveyed by the phrases [domineering, demanding, manipulating, overpowering, prohibiting, etc.] mother and [good-humored] mother. One of the prototypical traits of the mother's character is domination, the exercise of power using conventional hierarchical family resources: He had that really overpowering mother.

Cluster 3 "Attributive-evaluative nominations of the mother" represents the idealized model of the mother, her standard or contains information of an attributive-value nature, fixing ethical, aesthetic, pragmatic and other evaluations of the mother, which are represented by the phrases: Adj + N [poor, good, great, dear, bad, beautiful, wonderful, perfect, proper, etc. mother, Part II + N [beloved] mother. The BNC presents a list of 15 adjuncts (2.5% of the total), compare: 15 (4.2%) adjuncts in the correlative fragment of the subframe on the material. Idealized models of mothers represent phrases that nominate women whose qualities correspond to ideal ideas about mothers and their roles in the family: The mother may identify as a good mother and wife if she continually feeds her family.

Cluster 4. Referential-relational identification of the mother. Semantic-nominative subgroups record the referential identification of the mother according to the following categorical-cognitive classifiers: by the number of children: [mother of three]; by the name of the children: mother of [Mary, etc.]; on intra-family relations: mother of [a family]; by age of children: mother of [the four-year-old, the teen, the newborn, etc.]; by gender of children: mother of [a boy], etc. In the BNC corpus, we noted 56 modifiers of the lexeme mother, which was 9.5% of the total list of this slot. Cluster 5. The following structural-semantic constructions objectify metaphorical modifications of the lexeme mother and its religious and mythological connotations: Adj + N [Great Mother, primal mother], N + of + N [mother of battles, mother of all ..., etc.], N + N [Mother Church, Mother Nature, den mother, etc.], Part I + N [Weaving Mother], Part II + N [Blessed Mother]. In this matrix, the word mother has 85 modifiers (14.5%), and the word “mother” has only 16 (4.4%). Metaphors are formed from everyday experience and go back to ideas about the physical components of being. The concept Mother is noted both in its primary nomination, using the terminology of Yu. Lotman, serving a certain range of specific social needs, and metaphorically, with the transfer of features to a number of social facts and phenomena, “of which it becomes a model” [see. Lotman, 1999, p. 377]. The concept of the mother and her initial characteristics and properties turns out to be a filter through which information about the world seeps through, a way of interpreting things, phenomena, facts, events. In one interval of consideration, the mother is the initial matrix, this is a biological being with certain functions of procreation, feeding and caring for the child intended by nature, in the other - a social object with characteristics that allow her to exercise control, management and protection of the child, in addition, she is involved into the system of psycho-emotional relationships with the child. The original category "Mother" is comprehended in such domains of purpose as church, homeland, nature, etc., to which the attributes are transferred: reproduction, life support, love, control, attention, protection. Thus, mother nature as an object is concretized as a protector, a punisher, a producer of life, a symbol of fertility. "Mother" gives rise to a number of metaphorical nominations in the following models: mother - other people, mother - nature, mother - plant, mother - Madonna, mother - sovereign, power, mother - source, mother - love, etc.: The Great Mother is more than a blind force of Nature. A number of expressions with the pivot word mother refer to religious nominations: I have founded monasteries, supported Holy Mother Church ... In the following groups, the lexeme mother with the preposition of forms metaphorical expressions in which the transfer of meanings from the source area to the target area carried out based on such initial functional zones of motherhood as the priority of the mother, her generative power, her power, control and management and care: the expression of the highest degree of something, something unsurpassed: mother of pearl, mother of love, mother of parliament (s), etc .; source, origin, creator: mother of invention, mother of the nation, mother of poetry, mother of life, etc .; patroness, steward, protector, mistress: mother of the country, mother of Glasgow, mother of the church, mother of the world, mother of heaven, mother of health, etc .; main figure in a certain period of time: mother of the 21st century. The mother of all expression has the following postpositive adjuncts : lobsters, traffic jams, battles, laser printers, waves, markets, etc.

Here are examples , which are characterized by the scale of some events , phenomena , processes , concepts,facilities and etc. , fixing their importan ce magnitude , superiority : You've a grip like the father and mother of all lobsters! China remains the mother of all markets. Parallel to the reference of respect (the noun mother adds the second component): Mother Nature, Mother Church, Mother Earth, Motherland, Mother Superior, etc.

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DORIVOR CHILONJIYDANING O'ZIGA XOS SHIFOBAXSHLIK XUSUSIYATLARINING XALQ TABOBATIDAGI TA'SIRI VA QO'LLANILISHI

Annotatsiya: Chilonjiydaning bir necha tabiiy shakllari(tikanli, tikansiz va tukli), shuningdek, mevalarini qayta ishlash uchun yoki mevalarini to'g'ridan-to'g'ri iste'mol qilinadigan ko'pgina madaniy navlari ma'lum. Chilonjiyda mevasidan qon bosimini pasaytirishda, qon tanqisligini tiklashda, ko'krak og'rig'ini qoldirishda, jigar, buyrak, ichak kasalliklarini davolashda, astma va turli toshmalarni yo'qotishda, yo'tal va ich ketishni to'xtatishda keng miqyosda foydalanib kelinmoqda.

Kalit so'zlar: O'zbekiston florasi, peptid alkaloidlar, askorbinat kislota, katronlar, glikozidlar, saponinlar, fitontsidlar, bronxial astma, piyelit, sistit kasalligi.

SPECIAL MEDICAL PROPERTIES OF ZIZIPHUS JUJUBE AND ITS APPLICATION IN ETHNOMEDICINE

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Annotation: *There are several natural forms of ziziphus jujube (prickly, thornless and pubescent), as well as many varieties known for their fruit processing or direct fruit consumption. Zizyphus jujube fruits are widely used to lower blood pressure, relieve anemia, relieve chest pain, treat liver, kidney and intestinal diseases, relieve asthma and various rashes, and stop coughs and diarrhea.*

Key words: *flora of Uzbekistan, peptide alkaloids, ascorbic acid, catrons, glycosides, saponins, phytoncides, bronchial asthma, pyelitis, cystitis.*

Chilonjiyda(Zizifus, Unabi) asrlar bo‘yi keng ommani o‘ziga maftun etib kelayotgan itjumrutdoshlarga mansub shifobaxsh, baland bo‘yli buta yoki daraxtdir. Chilonjiyda eramizdan 2 ming yil ilgari Xitoyda, Hindistonda o‘sishi ma'lum bo‘lgan. Yer yuzida - tropik va subtropik mintaqalarda Chilonjiydaning 50 ga yaqin turlari bor. Tabiiy holda O‘rta Yer dengizi atroflari, Kichik Osiyo, Eron, Afg‘oniston, Mongoliya, Xitoy va Yaponiyada, Rassiyada esa Kavkaz va Tojikistonda Hisor tizmalarining yonbag‘irlarida yovvoyi holda o‘sadi. Uning eng ko‘p tarqalgan joyi Xitoy, Koreya, Hindiston, G‘arbiy Osiyo va O‘rta dengizidir.

"O‘zbekiston florasi" ning to‘rtinchi jildida qayd qilinishicha Surxondaryo viloyatidagi To‘palon daryosi vohasidagina chilonjiydaning birgina yovvoyi turi uchraydi. Lekin, ayrim botaniklar unga madaniy holda uchraydigan chilonjiydaning yovvoyilashgani deb shubha bilan qaraydilar. Florada yovvoyi holda uchraydigan chilonjiydaning mevasi yumaloq, hatto sharsimon yoki cho‘zinchoq deb ta'rif beriladi. Chilonjiyda O‘zbekiston, Tojikiston, Turkmaniston, Qirg‘izistonda quruq yonbag‘irlarda o‘sadi. So‘nggi yillarda olib borilgan ilmiy tadqiqot ishlari va O‘zbekistonning turli burchaklarida, shu jumladan Surxondaryo va G‘arbiy Tyan-Shan(Bo‘stonlik)dan yig‘ilgan chilonjiydalar tabiatda uning ancha keng tarqalganligini ko‘rsatmoqda. Shunisi diqqatga sazovarki, tabiatda masalan, Bo‘stonlik tumanida tabiiy holda chilonjiydaning yumaloq mevalisi emas, aksincha shakli jihatidan madaniy non jiydani eslatuvchi cho‘ziq mevalisi keng tarqalgan. Kuzatishlar esa yumaloq mevali chilonjiydaning asosan madaniy holda tarqalganligini ko‘rsatmoqda.

Bizningcha O‘zbekistonda chilonjiydaning ikki turi mavjud, ular bir-birlaridan mevalari hamda shox-shabbalari va boshqa belgilari bilan farq qiladi. Duragaylash yo‘li bilan yetishtirilgan bir qancha navlari viloyatlarning tog‘li hududlarida ekiladi. O‘zbekiston sharoitida chilonjiydalar dengiz sathidan 1000-1500 m balandlikdagi shag‘alli janubiy va janubi-sharqiy yonbag‘irlarda tarqalgan. Shunisi xarakterliki, bizga ma'lum bo‘lgan chilonjiydalar suv(daryo)ga yaqin serquyosh, nishab joylarda joylashgan. Chilonjiyda 100 yil va undan ham ko‘p yashay oladi. Shuningdek, erta hosilga kiradi. 4-5 yoshdan to 40-50 yoshgacha yaxshi hosil beradi, so‘ng hosildorligi asta-sekin kamaya boradi. Chilonjiyda may-iyun oylarida gullab, sentyabr oyida mevasi yetiladi. U serhosil bo‘ladi. 15-20 yoshlardagi bir tup chilonjiyda o‘rta hisobda 50 kg gacha hosil beradi.

Bizda o‘sadigan chilonjiydalarning bo‘yi 3 m gacha o‘sadi, shoxlari yoyiq - tikanli buta yoki kichikroq bo‘yi 8-12 m, tanasining yo‘g‘onligi esa 60 sm ga yetadigan daraxt. Shoxlari qizg‘ish-jigarrang, yosh novdalari tukdor bo‘ladi. Yosh o‘simlikda tikanlar bo‘lib, kattalashgan sari tikanlar kamaya boradi. Barglari toq yashil, terisimon, tuxumsimon, kalta bandli, serbar yoki cho‘zinchoq va keng nashtarsimon, chetlari mayda arra tishli, ustki tomoni yalang‘och, quyi tomoni tomirlari bo‘ylab tuklar bilan qoplangan, keyinchalik tuklari tushib ketadi. Gullari mayda, ikki jinsli, ko‘rimsiz, lekin juda xushbo‘y, ko‘kish tusda bo‘lib, yarim soyabon shaklida to‘pgullar barg qo‘ltig‘ida uch-besh, ba'zan o‘ntadan joylashgan. Mevasi jiydanikiga o‘xshash dumaloq yoki chozinchoq shakldagi danakli meva. Uning atrofini o‘rab olgan qizg‘ish-jigarrang tusli yaltiroq, quruqroq(mayda mevalisida) yoki shirali(katta mevalisida) etdan iborat. Bo‘stonlik tumanining Korjantog‘, Chotqol tog‘ yonbag‘irlarida o‘sadigan yirik mevali chilonjiyda mevasining yirikligi va sershoxligi jihatidan xurmo(finik)ni eslatadi. Madaniy sharoitda ko‘proq uchraydigan mayda yumaloq mevali chilonjiyda shirinlikda keyingi o‘rinda turadi.

L.Toshmatovning (1962y.) ma'lumotiga ko‘ra, chilonjiyda tarkibida 20-30% qand, 2,93% oqsil, 3,7% moy, 0,2-2,5% kislota bor.Unda, C, P, B va A vitaminlari juda ko‘p. C vitaminining miqdori 500-600 mg foizga yetadi. Bu miqdor limon va apelsindagilarga nisbatan 10-15 marta ko‘p deganidir. P vitamini (Putin)ning miqdori chilonjiyda og‘irligining 3,5% ini tashkil etadi. Chilonjiyda uzoq o‘tmishdan xalq tabobatining ishonchli dori-darmoni bo‘lib kelmoqda. Xalq tabobatida chilonjiyda buyrak, qovuq kasalliklarida, yuqori nafas yo‘llarining yallig‘lanish kasalliklari, revmatizm, isitmada, ichak kasalliklarida qadimdan ishlatilib kelinadi, ildizining po‘stlog‘idan esa odamni tetiklashtirib, ko‘nglini ochadigan dori tayyorlanadi. Chilonjiyda mevalari pielit, stistit kasalliklari, ichketar mahalida yordam beradi, me'dani mustahkamlaydi. O‘rta Osiyo xalq tabobatida chilonjiyda mevalari, barglaridan qaynatmalar tayyorlanib, ko‘krak og‘rig‘i, bronxial astma, yurak qisishi, kamqonlik davosiga ishlatiladi, jigar, buyrak, qovuq, ichak kasalliklarida og‘riqni qoldiradigan vosita tariqasida buyuriladi, ulardan ichni yumshatadigan, siydik haydaydigan dori tariqasida ham foydalanilgan. Abu Ali ibn Sino umumiy quvvatsizlik, ichketarda, qon ketadigan kasalliklarda chilonjiyda iste‘mol qilishni tavsiya qilgan.

Hind tabobatida chilonjiyda yallig‘lanishga qarshi vosita tariqasida o‘smalar, xuppozlar, yiringli yaralarning bitishi uchun qo‘llaniladi, chayon chaqqan, suzak bo‘lgan odamlarga buyuriladi. Tibbiyotda chilonjiyda mevalari me'da kasalliklarida, moddalar almashinuvi buzilganda ko‘p foydalaniladi. Xitoyda esa gipertoniya, yurak yetishmovchiligi, sil, nevrasteniya shifosi uchun tayyorlangan murakkab dorilar tarkibiga kiradi. Arabistonda esa ayollar sutini ko‘paytirish uchun tavsiya qilinadi.

Zamonaviy tabobatda chilonjiyda meva va barglaridan tayyorlangan 10% li damlamalarning yuqori darajada siydik haydovchi ta'sirga ega ekanligi klinik tekshirishlarda aniqlangan. Chilonjiyda(Unabi) mevalaridan tayyorlangan dori-darmonlar bilan gipertoniya kasalligini davolashda sezilarli natijalarga erishilgan. Siydik haydashga ta‘sir ko‘rsatadigan "Unabin" dori-darmon vositasi taklif etilgan. Bu o‘simlik barglari og‘riq qoldiradigan xossaga ham ega. 1-2 dona bargini og‘izga olib chaynalsa, 5-10 minutgacha og‘riq bosiladi. Barglaridan tayyorlangan 10% li damlamasi itlar ustidagi tajribalarda arterial qon bosimi pasayib, najas siyraklashuviga, siydik chiqishi ko‘payishiga sabab bo‘ladi. Ko‘p qon ketadigan hayz holatlarida va ichaklarda yara hosil bo‘lganda ham jonga oro kiradi. Hozirgi kunda chilonjiyda ilmiy tibbiyotda salmoqli o‘rinni egallamoqda. L.Toshmatovning ta'kidlashicha, Samarqand tibbiyot institutining kasallarni davolash bilan birga o‘quv va ilmiy-tekshirish ishlari ham olib boriladigan kasalxonasida gipertoniya bilan kasallangan kishilarni chilonjiyda bilan davolash yaxshi natijalar bergan.

Ayrim ilmiy manbalarda sharxlanishicha, chilonjiydadagi P vitamini (putin) qon tomirlarini kengaytiradi, ularning devorchalarini mustahkamlaydi, natijada gipertoniyaga duchor bo‘lgan bemorning holati yaxshilanadi. Chilonjiyda tanasining po‘stlog‘ida oshlovchi moddalar va peptid alkaloidlar, barglarida og‘riq qoldiradigan moddalar, askorbinat kislota, katronlar, glikozidlar, peptid alkaloidlar, saponinlar va fitontsidlar, mevalarida anchagina qand moddalari, vitamin C, organik kislotalar, danagining mag‘zida 33% gacha qotmaydigan yog‘ bo‘ladi. Bugina emas, chilonjiydaning po‘stlog‘ida 4-7,2% va ildizida 9,3% oshlovchi modda bor. Bulardan tashqari, u asal shirasiga boy bo‘lganligi tufayli asalarichilikda, mustahkam jilolanuvchan yog‘ochi uchun durodgarchilikda qadrlanadi. Chilonjiydani quritib olish hamda konservalar va C vitaminiga boy bo‘lgan qiyomlar tayyorlash yaxshi natija beradi.

Chilonjiydani ko‘paytirish borasida respublikada bir qator tadbirlar amalga oshirildi. Bu o‘rinda ayniqsa akademik R.R.Shreder nomidagi Bog‘dorchilik, uzumchilik va vinochilik ilmiy tekshirish institutining Samarqand filialida olib borilgan ishlarni qayd qilish maroqlidir. Filial xodimlari respublikaning turli joylarida bo‘lib, ular chilonjiydaning sakkiz xili borligini aniqladilar. Hozir u yerda chetdan - Xitoydan keltirilgan yirik mevali chilonjiydani ommalashtirish ustida qizg‘in ish olib borilmoqda. Chilonjiyda urug‘idan, ildizidan hamda novdasidan, shuningdek parhesh qilish yo‘li bilan ham ko‘paytiriladi. Yirik mevali navlarni danagidan ko‘kartirib bo‘lmaganligi tufayli, ular jaydari formalarning danagidan yetishtirilgan payvandtaglarga ulash yo‘li bilan ko‘paytiriladi.

Chilonjiyda uncha yer tanlamaydi, uni oftobli tuprog‘i sho‘r bo‘lmagan tog‘ yonbag‘irlarda, adirlarda va madaniy sharoitda, fermer xo‘jaligi dalalarida hamda shaxsiy tomorqa yerlarida bemalol o‘stirish mumkin. Chilonjiydaning qurg‘oqchilikka, issiqqa va sovuqqa bardosh bera olishi, uning muhim biologik xususiyatidir. Mavjud ma'lumotlarga ko‘ra, u -30 C sovuq va +44 C issiqqa bemalol bardosh bera oladi. Chilonjiydaning rivojlanishiga u o‘sadigan sharoitning yaxshilanishi ijobiy ta'sir etadi: hosildor tuproqlarda va sug‘orib turilganda yaxshi o‘sadi, hosili ko‘payadi, mevalari yiriklashadi. O‘rmon melioratsiyasida, adirlar va sug‘oriladigan yerlarda dala-ihota o‘rmonzorlarini yaratishda ahamiyati katta. U ixcham-nozik yaltiroq bargi va yengil shox-shabbalari bilan ajralib turuvchi manzarali o‘simlik sifatida ham diqqatga sazovordir.

Chilonjiyda kuzda, ayniqsa mevalari yaxshi yetilib pishgan paytda juda go‘zaldir. Akademik R.R.Shreder nomli ilmiy tekshirish instituti va O‘zbekiston Fanlar akademiyasi Botanika institutining xodimlari olib borgan ko‘p yillik samarali ilmiy tekshirish ishlari tufayli O‘zbekistonning ayrim tog‘li tumanlarida ko‘pgina chilonjiydazorlar borligi aniqlandi. G‘arbiy Hisor tog‘i To‘palon daryo havzasi, Bo‘stonlik tumanidagi Korjantog‘ kabi tog‘ yonbag‘irlari va daralar yovvoyi chilonjiydaning asli manzilidir. Hozirgi vaqtda Toshkent, Farg‘ona va respublikamizning boshqa shaharlaridagi bog‘larda 12 ta daraxt muhofaza ostiga olingan, xususan Farg‘onadagi Bolalar istiroxat bog‘ida o‘sayotgan 8-10 m balandlikka ega bo‘lgan 7 ta daraxt shular jumlasidandir. Gap shundaki, tabiiy chilonjiydazorlar ma‘lum tumanlardagina o‘stirilishiga qaramay, ularning avvalgi holati sezilarli darajada o‘zgarib bormoqda. Bunga uning mohiyatiga tushunmagan ba'zi bir shaxslar tomonidan kesib olib qo‘ra va o‘tin sifatida ishlatilishi hamda hosilni yig‘ish paytida shoxlarining ko‘plab sindirilishi sabab bo‘lmoqda.

Mavjud yovvoyi hamda madaniy sharoitda o‘sib turgan chilonjiydalarni saqlab qolishning va ko‘paytirishning asosiy yo‘li uning fazilatlarini ommaga tushuntirishdan va ularni jamoatchilik nazoratiga olishdan iborat.

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EVOLUTION OF SOCIAL ACTIVITY AND SOME ASPECTS OF ITS FORMATION IN YOUNG PEOPLE

Annotation: The article discusses the social activity of young people, the elements that play an important role in its evolution and formation.

Key words: Social activism, evolution, neglect, rigidity, malice, adolescence, infancy, childhood.

Eaching young people to be active from childhood will be the basis for achieving social heights in the future. As the President of the Republic of Uzbekistan noted, "we all acknowledge with gratitude the growing social activism of our sons and daughters, the growing sense of involvement in the fate of the Motherland and the people, the worthy participation of our younger generation in building a modern, democratic state of Uzbekistan." After all, the role of the older generation in shaping and developing the spiritual world of young people on the basis of noble ideas from childhood is great. It is important to keep in mind that every child understands the world through the objects and things around them, including toys. The child's choice of profession as he grows up, the path he will take in the future, the moral and spiritual foundations on which he will build his life, will undoubtedly be determined by what toys he will become acquainted with in the future.” In this regard, the great thinker Plato addresses educators as follows: "Let the children try to direct their inclinations and interests through play, depending on what they need to develop later." So, activism starts in infancy.

At the new stage of development, the basis of the ongoing reforms in the field of education in our country is the issue of educating a comprehensively mature, harmoniously developed person. Our ancestors, 3,000 years ago, developed the ways and rules for this and laid the foundation for the structure of the state and society: That they may glorify the address, the city, the country, and its name and its voice. In the Zoroastrian education system, young men and women are encouraged to engage in active creative work, while encouraging them to acquire diligence and professional skills and abilities from an early age. The fact that our ancestors paid special attention to the development of all kinds of professions in the Avesta confirms that the education was carried out in connection with labor practice, the young men held a formal community examination at the meeting of elders engaged in crafts, farming, animal husbandry. The process of human development of Zoroastrians, their becoming active members of society, entering into socio-economic relations, can not be imagined without primary and higher education, which is the basis of the stages of the education system. So the evolution of social activity begins in childhood.

The development of a child's spirituality takes place at a higher level when he goes to school. Now the child's educational skills acquired in the family and in kindergarten are beginning to bear fruit in school. It is up to the school teacher to properly assess this outcome, reinforce and develop the positives in the child. The spiritual upbringing given by a school teacher must be inextricably linked with the previous upbringing. When raising a school-age child, it is important not to limit the child’s actions too much, not to be angry and cruel. The teacher will have to set an example and complete the tasks. As Aristotle put it, “Any act done by force is an unpleasant act. And the work done with passion is pleasant and delicious. ”[40]. If a young child is brought up with extreme cruelty and cruelty, the child's memory, joy and activity will be damaged. According to our great ancestor Beruni, "the use of force and hiring is not permanent, nor is it right." As a result of such upbringing, his spiritual growth does not give the desired result. The child develops symptoms of fear. There are elements of carelessness, sadness, frustration. This, in turn, has a very negative impact on education and knowledge. In him the qualities of procrastination begin to accumulate.

In conclusion, a student who hates his teacher becomes a liar, a hypocrite, a deceiver, a low-spirited, prone to mischief. The qualities that lead to activism come second.

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"BO'LAJAK MUSIQA O'QITUVCHILARINI MUMTOZ MUSIQAGA QIZIQISHLARINI SHAKLLANTIRISH" (HOFIZ VA BASTAKOR KOMILJON OTANIYOZOV IJODI MISOLIDA)

Annotatsiya: Pedagogika Oliy ta'lim muassasalarida bo'lajak musiqa o'qituvchilarini mumtoz musiqaga mehr va qiziqishlarini shakllantirish dolbzarbligi haqida bayon etilgan.

Kalit so'zlar: O'qituvchi – bosh subekt, "O'zbek xalq va an'anaviy qo'shiqchiligi" fanlarini, kompetentlik, o'zbek mumtoz musiqasi, Xorazm mumtoz musiqasi va maqomlari, Komiljon Otaniyozov merosi.

Bugungi kunda ilm – fan shiddat bilan rivojlanishi, texnika va texnologiyalarning olg'a ildamlashi, kelajak avlodning IT jarayoniga tezda moslashuvi va har bir sohadagi yangi – yangi ixtirolar - "Insoniyatning hatto o'zga sayyoralarga ko'chib, u yerni o'zlashtirish" haqidagi futurologik qarashlarini ham asta – sekin haqiqatga aylantirmoqda.

Mamlakatimizda ham yosh avlodni sifatli ta'lim olishi, rivojlangan mamlakatlar tajribasidan foydalanib, o'z ta'lim yo'nalishimiz va qarashlarimizni shakllantirish, bu borada yetuk kadrlarni yetkazib berishga bo'lgan talab va e'tibor, bo'lajak musiqa o'qituvchilari kompetentligini shakllantirish va rivojlantirishni ham dolzarb vazifa qilib qo'ymoqda.

O'zbekiston Respublikasi Prezidentining 2017 – yil 7 – fevralda qabul qilingan "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi ПФ – 4947 sonli farmoni, 2017 – yil 20 – apreldagi "Oliy ta'lim tizimini yanada rivojlantirish chora – tadbirlari to'g'risidagi" qarori ПҚ – 2909 – sonli, 2017 – yil 28 – iyundagi "Madaniyat va san'at sohalarini yanada rivojlantirishga doir chora – tadbirlar to'g'risidagi, 2017 – yil 17 – noyabrdagi "O'zbek milliy maqom san'atini yanada rivojlantirish chora – tadbirlari to'g'risidagi qarorlarida yoshlarimizni umrboqiy an'ana va qadriyatlarimiz ruhida tarbiyalab, ularni ma'naviy va madaniy qarashlarini o'stirish negizida, haqiqiy komil inson bo'lib voyaga yetishlari asosiy ustuvor vazifa hisoblanadi.

Yurtimiz azaldan ilm – ma'rifat, san'at, adabiyot beshigi bo'lib kelganini bugungi kunda butun dunyo tan olmoqda. Asrlar osha turli xil qiyinchiliklar, to'siqlarga duch kelgan bo'lsada, saqlanib qolgan ajdodlar merosi va an'ana – qadriyatlari bugun biz avlodlar nigohida. Barkamol alodga qadimiy an'ana va merosimiz, milliy ruhdagi ashula va kuy qo'shiqlarimizni yetkazish, ijro ko'nikmalarini shakllantirish, xalq qo'shiqlari, raqslariga, an'analariga mehr –

muhabbatini uyg’otish bizning asosiy maqsadimiz. Yosh avlodni har jihatdan barkamol insonlar qilib tarbiyalashda o’qituvchi – murabbiylar bosh subektlar hisoblanadi. Shuning uchun ham o’qituvchi shaxsini mukammal kasbiy kompetentli kadr sifatida yetkazib berishni davr – zamon taqazo etmoqda.

O’zbek mumtoz va maqom san’ati juda ham boy, serqirra bo’lib, uning tarkibida Xorazm mumtoz va maqom ijrochiligi o’zining ijro uslubi, an’anaviyligi, etnografik xususiyatlari, milliy koloristi, cholg’u va raqslari bilan alohida o’rin tutadi. Shuning uchun ham oliy pedagogik ta’lim tizimida, xususan, “O’zbek maqom va an’anaviy xalq qo’shiqchiligi” haqida hamda “An’anaviy xonandalik” mashg’ulotlari Xorazm mumtoz va maqom san’ati bilan bo’lajak o’qituvchilarni yaqindan tanishtirib borish talabalarda Xorazm musiqa san’atiga, mehr, qiziqish, his qilish, ulardan ma’naviy – estetik zavq olish kabi hislarni shakllantirishda muhim ahamiyat kasb etadi.

Xorazm qadimiy, muhtasham, arlar osha rivojlangan quyoshli diyor. Markaziy Osiyoda miloddan avval paydo bo’lgan ilk davlatlardan biridir. Yoshi ming yillardanda ulug’roq bo’lgan bu o’lkada tabiiyki, ilm – fan san’at va madaniyat, an’ana va qadriyatlar ham shu darajada qadimiy va rang – barang. Joylashgan hududi, iqlimi, ob – havosi, urf –odatlari, turli xil noz – ne’matlari, kuy – qo’shiqlari, raqs – o’yinlari, hattoki shevasi bilan bu zamin O’rta Osiyoda yagonadir. Xorazmda 7 yoshdan 70 yoshgacha bo’lgan har bir inson kuy – qo’shiqqa dildan shaydodir. Shuning uchun ham mumtoz an’anadagi ashulalar boshqa mahalliy hududlarnidan ajralib turadi.

O’zbek mumtoz musiqasini o’rganish, tadqiq etish bo’yicha ko’plab ishlar olib borilgan bo’lib, bunday olimlar sirasiga Yunus Rajabiy, F. Karamatova, I. Rajabov, O. Matyoqubov, B. Matyoqubov, T. G’ofurbekov, O. Ibragimovlarning ishlarini alohida ko’rsatib o’tish mumkin.

O’zbek mumtoz va maqom musiqa san’atining ulkan namoyondalari, hofiz, sozanda va bastakorlari ijodiy hayoti va faoliyati haqida ham bir qator olimlar ilmiy asarlar yozishgan. Bularga M. Ahmedovning Yunus Rajabiy, H. Hamidovning Inomjon Ikromov, I. Norqo’ziyevning Orifjon Hatamov, F. Zohidovning Komiljon Otaniyozovga bag’ishlangan ilmiy asarlarini misol qilib ko’rsatish mumkin. Xorazm musiqa folklori namunalarini to’plash, nashr etish borasida B. Matyoqubov, S. Ro’zimboyev, R. Yunusov, O. Matyoqubov, X. Ro’zimboyevlarning ilmiy – tadqiqot ishlari e’tiborga molik.

Biroq nazariy tahlil hamda pedagogika oliy ta’lim muassasalarida “O’zbek xalq va an’anaviy qo’shiqchiligi”, “An’anaviy xonandalik” fanlarini o’qitish jarayonida o’zbek xalq musiqasining sertarmoq turlari qatorida o’z mavqeiga ega bo’lgan Xorazm mumtoz va maqom san’atini o’rganish va shu asosda bo’lajak o’qituvchilarni kasbiy kompetentligini takomillashtirish muammosi maxsus tadqiq etilmagan.

Hofiz, teatr aktyori, bastakor, xalqparvar ustozimiz Komiljon Otaniyozov(1917 – 1975) xalqi uchun, vatani uchun ijod qilgan, dildan kuylagan, shogirdlariga mehribon va talabchan inson bo’lganlar. Ularni nafaqat ijodlarini o’rganish balki, uning insoniy fazilatlarini ham bugungi kun yoshlariga o’rnak qilib ko'rsatsak bo'ladi. Ustoz O'zbek xalq folklori va Xorazm mahalliy uslubiga xos bo'lgan asrlar osha yetib kelgan kuy – qo'shiqlar, yalla, aytimlarga ishlov berib, uni yana xalqqa qaytargan. Ya'ni insonlarga avvaldan ma'lum bo'lgan kuy - qo'shiqlarni, sayqallashtirib, zamonaga moslab qaytadan yangi ruhda ijro qilganlar. Xuddi rus kompozitori Glinka singari "xalqdan olib, uni sayqallashtirib, yana xalqqa qaytarganlar".

"Komiljon Otaniyozovning ijodiy merosi mavzu nuqtai nazaridan rang – barang. Uning ijodiy merosida mumtoz adabiyotning Alisher Navoiy, Fuzuliy, Mashrab, Munis, Ogahiy, Feruz, Maxtumquli, Nodira, Mujrim Obid, Avaz O'tar, Komil Xorazmiy, Niyoziy, Xislat kabi zabardast buyuklari, Chustiy, Egm Rahim, Ahmad Bobojon, Orzu, Qalandar Qurboniy, Partav, Kosibiy singari zamondosh shoirlarining she'rlari asosida, shuningdek xalq dostonlarida aytilgan mingdan ortiq ashula va qo'shiq mavjud. Hofiz yuzdan ortiq kuy va qo'shiq bastalagan, oldingi kuylarni ijodiy qayta ishlab, ularga yanicha hayot baxsh etgan. Bu ashula va qo'shiqlarning ko'pi gramplastinkalarga, magnit tasmalariga yozib olingan. Ular O'zbekiston radiosi va televideniyasining oltin fondida, shinavandalarning shaxsiy arxivida saqlanmoqda. Bu ashulalarni tadqiq qilish, ularda yashirin ma'nolarni kashf etish, hofizning "ijod labaratoriyasi" ni o'rganish va bo'lg'usi xonandalarga o'rgatish, albatta, professional musiqashunoslar qiladigan xayrli ishlardandir."[41]

2017 – yil ustozning 100 yilligi to'yiga muhtaram Prezidentimiz Shavkat Mirziyoyev tashabbuslari bilan Xorazm viloyati Urganch shahrida barpo etilgan Komiljon Otaniyozov ijod markazi xalqimiz uchun haqiqiy to'yana bo'ldi. Hozirgi kunda bu maskanda yosh yigit – qizlarimiz O'zbek mumtoz ashula va qo'shiqlari bilan bir qatorda Xorazm maqomlar va ashulachilik an'analarini va ustozimiz Komiljon Otaniyozov repertuaridagi asarlarni o'rganishmoqda.

Har bir yangilik, har bir jarayon o'zining ta'sir davomiyligiga ega bo'lib vaqt o'tishi bilan o'z qadrini yo'qatadi yoki o'z o'rnini yangisiga bo'shatib beradi – bu hayot qonuni, lekin asrlar osha shakllangan qadriyat, madaniyat, an'ana, urf – odatlar insonlar qoni va joniga singib ketadi. Ularni unutish mumkin emas, vaholanki unutib ham bo'lmas. Bu qadriyatlar bor ekan inson tirik, o'zligiga ega, biror bir jamoa, qavm, xalq yoki millatga tegishli ekanini sezib, his qilib va albatta, shu bilan birga alqidan faxrlanib hayotini o'tkazadi. Shunday ekan, o'zligimizni anglatuvchi har bir narsadan faxrlanib, lazzatlanib va avlodlarga ham millatiga nisbatan shunday mehr – muhabbatni o'rgatib yashaylik.

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IDIOLEKT – MUALLIF USLUBI SIFATIDA

Anotasiya: "Muallif idiolekti va tarjima muammosi" bo'lib, ishning dolzarbligi idiolektni tarjimada to'la-to'kis yetkazib muammosidir. Uning tor va keng ma'nodagi uslubi. Muallif idiolektining badiiy matnda aks etish yo'llari ochib berishga qaratilgan.
Kalit so'zlar: idiolekt, tarjima muammosi, uslub, muallif.

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IDIOLECT – AS THE AUTHOR'S STYLE

Anotasiya:" author idiolect and translation problem", the relevance of the work is the problem of full-time delivery of the idiolect in translation. His narrow and broad sense of style. It is aimed at revealing ways of reflection in the artistic text of the author's idiolect.
Keywords: idiolect, translation problem, style, author.

Uslub-stil masalasi juda murakkab va kam o'rganilgan soha bo'lib, bu haqida o'zbek tilida biror monografiya yoki risola nashr etilgan emas. Hatto rus tilida ham stilistikaga doir materiallar kam deb aytish mumkin. Masalan, akademik V.V. Vinogradovning « Дело авторства и теория целей» («Mualliflik masalasi va uslub nazariyasi»), «Uslub va syujet» degan kitoblari, prof. A.N. Gvozdevning «Очерки по цилицике русского языка» («Rus tili stilistikasidan ocherklar») monografiyasi, prof. B.V. Tomashevskiyning «Til va uslub» degan asarlaridan boshqa kitoblarni uchratganimizcha yo'q, ammo ushbu asarlarda ham bevosita tarjimadagi uslub masalalari ustida to'xtamaganlar.

Tarjima nazariyasiga doir ko'p kitoblar yozgan atoqli tarjimashunos prof. A.V. Fedorov badiiy tarjimada til masalalari va uning xususiyatlari haqida qimmatli fikrlarni ilgari surgani holda negadir uslub masalasini yoritmaydi. A.V. Fedorov o'zining «Tarjima nazariyasiga kirish» degan kitobining oltinchi bobida «So'z o'yinlarida stilistika xususiyati» haqida ozgina ma'lumot berib o'tadi, xolos. Mana bulardan ko'rinib turibdiki, tarjimada uslub masalasi hozirga qadar hal etilmagan va o'rganilmagan muammodir.

Umuman, uslub masalasining murakkabligi haqida akademik V.V. Vinogradov to'g'ri fikrni aytdi: «San'atshunoslik adabiyotshunoslik va tilshunoslikda uslub termini, uslub tushunchasi kabi va juda ko'p ma'noli, bir-biriga qarama-qarshi, hali o'ziga mos ta'rifga ega bulmagan, chigal, subyektiv-noaniq bir termin yoki tushunchani topa olmaymiz. Shuning bilan birga, hech bir san’at nazariyasi stilsiz yashay olmaydi, uni chetlab utolmaydi. ...Uslub kategoriyasi ko‘pincha ilmiy-tarixiy nazariyaning muhim asoslaridan biri hisoblanadi» [29,7].

Stilistika o‘zi alohida bir fan bo‘lib, uni ba’zi bir olimlar «tilshunoslik ilmining bir qismi» deydilar (masalan, V. V. Vinogradov), ba’zilar esa «yo‘q uslub adabiyotshunoslikning bir bo‘lagi» (L.I. Timofeev) deydilar. Stilistikaning qaysi fanga kirishidan qat’iy nazar, bu masalani jiddiy o‘rganish kerak stilistika, bizning fikrimizcha, umumfilologiyaning bir bo‘lagidir.

Uslub haqida buyuk munaqqid V.G. Belinskiy shunday degan edi: «Uslub – bu talant, tafakkurning o‘zi demakdir, uslub-bu fikrning bo‘rtib chiqishi va yaqqol sezilishidir. Uslubda odamning o‘zi butunlay ko‘rinadi, uslub hamma vaqt shaxs kabi, xarakter kabi originaldir. Shuning uchun har bir ulug‘ yozuvchining o‘z uslubi bo‘ladi» [26,64].

Darhaqiqat, har bir ulug‘ yozuvchi va shoirning o‘ziga yarasha uslubi-stili borligini ko‘hna tarix bizga aytib beradi. Biz klassik adabiyotni o‘rganar ekanmiz, ulug‘ siymolar Firdavsiy, Nizomiy, Sa’diy, Navoiy, Shota Rustaveli, Pushkin, Tolstoy, Chexovlarning o‘ziga xos stili-uslubi borligini bilamiz. Rus adabiyotida o‘ziga xos individual uslub yaratgan yozuvchilar, ayniqsa XIX asrda ko‘p yetishib chiqishdi. Masalan, Dostoevskiy, Saltikov-Shchedrin, Nekrasov, Turgenev va boshqa klassiklar shular jumlasidandir. Rus adabiyoti klassiklari Gorkiy, Mayakovskiy, Fadeev, Sholoxovlarning ham o‘ziga xos stili bor, xuddi shu kabi o‘zbek-rus adabiyoti namoyandalari – Hamza Hakimzoda Niyoziy, Oybek, G‘afur G‘ulom, Hamid Olimjon, A. Qahhorlar ham o‘ziga xos uslub yaratganlar. Uslub yaratgan yozuvchi asariga nomi qo‘yilmasa ham uning avtorini bilib olish mumkin. Misol qilib zo‘r talant egasi F.M. Dostoevskiyni ko‘rsatish mumkin. Garchand Dostoevskiy o‘z asariga familiyasini qo‘ymasa ham uning asari o‘qilganda u Dostoevskiyniki ekanligi ma’lum bo‘lib qoladi. Pushkin, Karamzin, Dostoevskiylar o‘sha zamonlarda ba’zi bir sabablarga ko‘ra o‘z asarlariga ism, familiyalarini qo‘ymasdan nashr qilganlar, ko‘pgina olimlar bu masalani aniqlash uchun bosh qotirganlar va ijobiy natija chiqara olmaganlar, har qaysi yozuvchining uslubini bilgan, stilistika qonunlarini yaxshi o‘rgangan akademik V.V. Vinogradov ko‘p mehnat sarf etib, o‘sha asarlarning avtorini aniqlab berdi va bu bilan rus adabiyoti fondini boyitdi.

Har bir mohir yozuvchi o‘ziga yarasha individual uslub yaratish kerakligini biladi, boshqa yozuvchilardan ajralib turadigan xususiyatlarni qidiradi va uni topishga harakat etadi. Talantli yozuvchilar bunga muyassar bo‘ladilar. Hamid Olimjon bilan G‘afur G‘ulom she’rlarini solishtirib ko‘ring, ular bir-biriga hech ham o‘xshamaydi, har qaysisining o‘ziga xos xususiyati bor. Yoki Oybek bilan Abdulla Qahhorning nasriy asarlarini chog‘ishtirsangiz har ikki san’atkorni bir-biridan ajratib turadigan farq borligini bilib olasiz, har ikkovining o‘ziga xos yo‘li mavjud, jumla tuzilishlari har xil, majoz, istiora, o‘xshatishlari bir-biridan tamom ajralib turadi, bundan tashqari, har ikkovining temasi, obrazlar sistemasi, syujeti, kompozitsiyasi, butunlay boshqachadir. Basharti Oybekning nomi qo‘yilmagan asarini o‘qir ekansiz, uni Abdulla Qahhorniki deb ayta olmaysiz va aksincha, Abdulla Qahhorning asarini Oybekniki deb hukm chiqarib bo‘lmaydi. Demak ularning o‘ziga xos uslub-stili bor.

Stilning ikki xil ma’nosi bor: tor ma’nodagi uslub va keng ma’nodagi uslub. Yozuvchilardagi uslub bu tor ma’noga kiradi. Keng ma’nodagi uslub esa o‘z ichiga katta-katta masalalarni oladi, masalan, oddiy nutq stili, tashviqot-targ‘ibotchilar nutqi stili, gazeta maqolalalari stili, ilmiy, fan, texnika asarlari stili, rasmiy va ish yuritish hujjatlari stili va hokazolar. Bundan tashqari, yumoristik uslub, satirik uslub, intim-ichki hissiyot stillari borki, bularning har biri ma’lum xususiyatlarga ega, har qaysisining o‘ziga yarasha ichki tuzilishi (strukturasi), termin leksikalari mavjud [29,8].

Uslub so‘zini san’atga nisbatan ham ishlatadilar, masalan, arxitektura stili, musiqa stili, rassomchilik stili va boshqalar. Har qaysi tarixiy davrning o‘z stili bo‘lib, bular ma’lum bir metod va metodologiya bilan bog‘langan. Uslub va stilistika tarixi qadim davrlarga borib taqaladi. Masalan, Rossiyada XVI asrning ikkinchi yarmidan XVIII asrning oxirigacha adabiyotda uch asosiy uslub xukmron edi, ular yuqori uslub, o‘rta uslub, tuban stilga bo‘linardi. Bu uch uslub sistemasini nazariy jihatdan Lomonosov asosladi va har qaysi stilga kiradigan so‘zlarni guruhlarga ajratdi. Birinchi chex-slavyan tilida boru, lekin rus tilida yo‘q so‘zlar, ikkinchi guruhga esa faqat rus tilida bor, lekin cherkov-slavyan yodgorligida bo‘lmagan so‘zlarni kiritdi. Yuqori stilda chex-slavyan tilidagi so‘zlar ishlatilsa, tuban stilda esa chex-slavyan tili so‘zlari ishlatilmas edi. Bu uch stilning o‘z janrlari bo‘lib, yuqori stilda qaxramonlik dostonlari, qasida (oda), tantanali nutqlar yozilardi, o‘rta stilda satira, elegiya, tarixiy asarlar, tuban stilda esa komediya, qushiq o‘rtoqlik xatlari yozilardi [48,9].

Pushkin rus adabiy tilini qayta ishlab, uni rus xalq jonli tili, leksikasi bilan boyitdi, shu bilan butun rus xalqining faxriga aylandi.

O‘zbek adabiyotida uslub tarixi hali o‘rganilgani yo‘q. Navoiy davrigacha bo‘lgan adabiy uslub, Navoiy davri adabiy stili va undan keyingi davr adabiy stillari o‘rganilishi kerak

Ulug‘ shoir Navoiy o‘zbek adabiy tilining asoschisi bo‘lib, olamshumul asarlar yaratdi. U o‘zbek tilining ravnaqi uchun mardonavor ko‘rashib, avlodlarga o‘zbek adabiy tilini asoslovchi qimmatli ilmiy asarlar qoldirdi. Alisher Navoiy adabiyotimizda kattakon adabiy maktab yaratdi. Navoiy maktabi keng tomir yoyib, undan keyin ham davom etdi. Klassik adabiyotimiz namoyandalari Navoiy ta’siri ostida, Navoiy an’analaridan foydalanib ish qurdilar. Afsuski, bular haqida, ya’ni o‘zbek adabiyotidagi uslub tarixi haqida haligacha maxsus bir ilmiy asar vujudga kelganicha yo‘q.

Badiiy tarjimada uslub masalasi to‘g‘risida so‘z yuritar ekanmiz, uslub va stilistika to‘g‘risida aytilgan yuqoridagi gaplarga ham e’tibor qilishimiz kerak bo‘ladi.

Tarjimon biror yozuvchining asarini tarjima qilar ekan, uning stilini albatta berishi kerak. Bu adabiy tarjimaning asosiy qoidalaridan biri, tarjimonning ustaligi esa original asarning stilini bera bilishidadir. Agar tarjimon o‘sha yozuvchining stilini bermasa, u vaqtda tarjima bo‘sh chiqadi va nursiz, rangsiz, qonsiz, chala jonday bo‘lib ko‘rinadi. Eng mohir tarjimonlarning asarlari shuning uchun ham o‘lmas asarlar bo‘lib qoladiki, ular original asar avtorining ruhi va uslubini bera oladilar. Bu og‘ir vazifani bajarish uchun tarjimon har turli yo‘llarni axtaradi, o‘z qalamini charxlab o‘tkirlaydi, natijada mashhur tarjimonga aylanadi. Mashhur yozuvchi, tarjimon, filologiya fanlari doktori Korney Chukovskiy «Asl nusxaning stilini bera olgan badiiy tarjimagina aniq tarjima bo‘la oladi», - deb yozgan edi [36].

Foydalanilgan adabiyotlar ro‘yxati:

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LEXICON OF LEGAL LANGUAGE, TERMS AND ITS CLASSIFICATION

Abstract: The article provides information on the legal language and legal terms used in the general literary language and their lexical classification. At the same time, examples of lexical-semantic analysis of phraseological units and legal terms that are widely used in the legal system, legal marns, as well as in oral speech, are given.
Keywords: social life, oral speech, literary speech, rigidity, objectivity (neutrality), formality, clarity and conciseness, and logical consistency, constitution, common vocabulary, phraseological lexicon, vocabulary of terms, article, law, legal term, legal language, process, criminal code, procedural, objective, criminal law, administrative code, fraud, lexical-semantic, grammatical means.

Any style in common language is focused on a specific goal and task. “The purpose and task of scientific discourse is to consist of scholars who provide information from scientific communication, recipients of higher education, and the form of communication is a form of written or oral literary speech. As a result of these factors, a scientific style is formed and differs from other types of speech on the background of a unified literary language. The purpose and task of the artistic style is to illustrate, generalize and illuminate the realities of life in an artistic, generalized and realistic way, as well as to have an aesthetic and emotional impact on the listener. To enhance the aesthetic effect of the work, the writer skillfully uses all the lexical and grammatical means of language, as well as various means of artistic representation, trying to create new means of expression. Accordingly, all methods differ in the use of language tools. Although any style specific to a particular area of social life operates within a literary language, it may not fully reflect all the language tools available in a literary language, it may not incorporate or express only some aspects of the language tools at all. Legal language, as the basis of the formal method of work, has its own lexical and semantic features. It is known that the main features of legal language are its rigidity, objectivity (neutrality), formality, clarity and conciseness, and logical consistency. These symbols imply that not all words in the common language are used in legal language and define the lexical word selection criteria of legal language. It is necessary to classify all words in the legal language according to their content and essence:

Common vocabulary.

Phraseological lexicon.

Vocabulary of terms.

Common vocabulary. Common lexicon is words used in all functional styles, the scope of which is not limited, as well as words that are understandable to all people. They are widely used in people's daily activities. Examples of such words are conscience, man, word, information, life, conditions, experience, mystery, property, labor, rest, education, upbringing. Such words form the basis of the vocabulary of any language.Common words are also widely used in legal language. Common words in the expression of legal norms form a major part of the legal language lexicon. For example: Article 4 The state language of the Republic of Uzbekistan is Uzbek.

The Republic of Uzbekistan shall ensure respect for the languages, customs and traditions of all nations and peoples living on its territory, and create conditions for their development. (Constitution of the Republic of Uzbekistan, Article 4). Apparently, a total of 28 words were involved in the expression of this legal norm, of which the following 23 are common words: language, own, territory, inhabitant, all, nation, ethnicity, customs, traditions, respect. They are used in common terms, such as provide, create, create conditions for and.It is natural that the common language in the legal language is the majority, because the law is always very diverse in content, and at the same time is a document that regulates a wide range of socio-legal relations, which applies not only to experts but all citizens of the country. or apply in this way. Noting this fact, the authors of the book "Legal Language" write: "Legislation uses common terms, it is considered on the basis of the usual dictionary of the language."Indeed, the law needs to be structured to take into account the perceptual capabilities of the general public in terms of language, without which it is impossible to ensure the priority of a continuous link between the law and society. In this sense, it is necessary to have a high share of common lexicon in the legal language, it is not expedient to lexically specialize the legal language. When it comes to the use of common words in the legal language, it should be noted that in the Constitution, common words are used more widely than in other laws. Observations show that in the Constitution of the Republic of Uzbekistan, as noted above, 5421 words are used, of which seventy percent are common words. Examples of such words include: people, source, life, important, matter, general, work, separate, principle, human, honor, dignity, value, activity, labor, prosperity, language, religion, belief, all and others.

Also, some common words lose their emotional-expressive character in speech and become formal. For example, in speech, the words theft, speculation, fraud have a stylistic color and are used in a more negative sense. In the text of the law, however, these features disappear, and they become formal, with a specific meaning, as a result of which they serve as a legal term. For example:Theft, ie secret looting of another's property, is punishable by up to three years in prison. (Criminal Code Article-169).Fraud, i.e. the acquisition of another’s property or property rights through deception or abuse of trust ... is punishable by up to six months in prison .(Criminal Code Article-168). It should be noted that legal language does not accept all groups of words in common use.

Phraseological lexicon. Not only words but also phrases are actively used in speech. Including grace code, administrative code, criminal law, etc. Although such phrases consist of two or more words, they have the same lexical meaning, that is, they are equal to one word, for example, when we say criminal code, we mean the code of punishment for a crime. Such compounds are considered free compounds and can be replaced by any words they want, for example, criminal - criminal law process - criminal code. But in it they appear as different means of expression. Moreover, there are few fixed compounds in our language, and when they are separated from each other, they do not give the same meaning. For example, to plead guilty, to lose the ability to work, to terminate a criminal case. Such compounds have a portable meaning and are not accepted in their true sense. Such stable compounds are widely used in legal texts. For example, to admit guilt means to admit guilt, and to terminate a criminal case means to have completed the criminal case. In linguistics, such stable compounds are called idioms (phraseology). For example: A search, seizure, inspection of a person's residence or other building or territory, recording and seizure of postal and telegraphic items in communication establishments, hearing of words carried out by telephones and other communication devices shall be carried out only in cases and in accordance with this Code can be increased. (Code of Criminal Procedure, Article 18) Apparently, this article contains phrases such as possession, search, seizure, inspection, seizure, speech devices, carry, carry out. In general, today's text of the law uses a number of terms, such as improving the environment, loss of ability to work, mitigation of punishment, aggravation of guilt, confession, confession, criminal prosecution, openness. There is, of course, an objective reason why such expressions are so widely used in legal language. As you know, one of the most important requirements for legal language is clarity. To meet this requirement, many socio-political, legal, as well as terms derived from various spheres of life are used. One of the most important features of phrases is that they are close to terms. This is why some phrases are often used in legal texts. The terms used in the legal text refer to concepts that belong to or are closer to the legal field. For example, the term incapacity for work means incapacity for work, the term to initiate a criminal case means a fact, the beginning of an investigation to determine the true nature of the incident, the term to prosecute means to give up. Apparently, the answer in court for a crime that is common and phraseological in legal language lexicons are used very actively and they play an important role in the perfect development of legal norms based on the requirements of legal language.

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KORXONALARDA INNOVATSION FUNKSIYALARIDAN SAMARALI FOYDALANISH YO'LLARI

Annotatsiya: Mamlakat iqtisodiyotida ishlab chiqarish korxonalari har doim muhim ahamiyat kasb etib kelgan. Ayniqsa, mazkur tashkilotlarning innovatsion rivojlantirilishi va innovatsion strategiyalarning qo'llanilishi iqtisodiyotning gullab yashnashiga sabab bo'la oladi desak adashmagan bo'lamiz. Mazkur maqolada ishlab chiqarish korxonalarda innovatsion funksiyalaridan samarali foydalanishning ahamiyati hamda uning yo'llari xususida bayon etiladi.

Kalit so'zlar: ishlab chiqarish korxonalari, innovatsion rivojlantirish, innovatsion strategiyalar.

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WAYS OF EFFECTIVE USE OF INNOVATIVE FUNCTIONS IN ENTERPRISES

Annotation: in the economy of the country, manufacturing enterprises have always played an important role. Especially if we say that the innovative development of these organizations and the application of innovative strategies can lead to the prosperity of the economy, we will not be mistaken. This article describes the importance of effective use of innovative functions in production enterprises, as well as its ways.

Keywords: manufacturing enterprises, innovative development, innovative strategies.

Jahon moliyaviy-iqtisodiy inqirozi sharoitida korxonalarning innovatsion faoliyatini yanada kuchaytirishni va innovatsion menejment funksiyalaridan yanada samarali foydalanishni talab qiladi. Bu esa o'z navbatida korxonaning innovatsion strategiyasini ishlab chiqishni talab qiladi. Korxonaning innovatsion strategiyasini ishlab chiqish va tadbiq etish jarayoni o'zida bajarilishi lozim bo'lgan loyihalarning barchasini birlashgan va tizimlashtirilgan, tegishli dastur bilan ta'minlangan bo'lsa samarali hisoblanadi. Shuning uchun ushbu strategik dasturlarning shakllanishi va bajarilishida qo'llanuvchi eng muhim va asosiy usullar bo'lib prognozlashtirish va analitik usullar hisoblanadi. Bu usullar shuningdek, alternativ loyihalarni yoki muayyan bir loyihaning variantlarini tanlab olish zarurati tug'ilganda, alohida innovatsion loyihalarni tayyorlash jarayonida qo'llanishi mumkin.

Prognozli-analitik usullar yordamida quyidagilar bajarilishi mumkin:

1) korxona tashqi muhitining o'zgarishi va rivojlanishini oldindan aytish;

2) innovatsion sohada korxonalarga sezilarli darajada ta’sir eta oladigan tashqi va ichki omil va shartlarni aniqlash;

3) tegishli dastur va rivojlantirish strategiyasini ishlab chiqish;

4) tanlab olinadigan strategiyalardan vujudga kelishi mumkin bo’lgan oqibat va natijalarni baholash.

Ko’rib chiqilgan usullar, odatda, majmuali innovatsion dasturlarni ishlab chiqishda foydalaniladi. Bevosita dasturni tuzishga kirishishdan oldin, bir qator nazariy masalalar ustida ishlash kerak. Innovatsion strategiyaning yo’nalishidan kelib chiqqan holda, dasturning perspektiv maqsadlari aniqlanadi. Bu maqsadlar ob’ektning innovatsion rivojlanishning muammolarini echishni ko’zlaydi. Muammolarni echishning asosiy bosqichlarini belgilab olish va shu asosda mavjud resurs va mablag’larni taksimlash kerak. Shunday qilib, kompleksli innovatsion dastur ishlab chiqishning birinchi navbatdagi masalasi maqsadlarni shakllantirishdan iborat. Keyinchalik dasturning faoliyat sohasi aniqlanadi. Mavjud amaliyot shuni ko’rsatadiki, hozirda amalda qo’llaniluvchi ko’pgina dasturlarda ishlab chiqarishga yangi innovatsiyalarni kiritish bilan cheklanib, deyarli yangi texnikaning ekspluatatsion davriga e’tibor qaratilmaydi. Shunday qilib, yangilik kiritishdan kutiladigan samara deyarli bo’lmaydi. Shuning uchun dasturlar innovatsion siklning barcha bosqichlarini o’z ichiga olishi maqsadga muvofiq.

Yana bir muhim jihat shundan iboratki, dasturning muddatini aniqlashtirish kerak. Amaliyot shuni ko’rsatadiki, kompleksli innovatsion dastur uchun optimal muddat, yechilayotgan masalalar ko’lamiga bog’liq holda, ikki yildan besh yilgacha bo’lishi mumkin. Shuning bilan birga, shu masalalarni yechish ustidan nazorat qilish imkoniyatini yaratish uchun, yechimning asosiy bosqichlarini belgilab olish va alohida loyihalarning bajarilishi oraliq muddatlarini aniq ko’rsatish kerak. Bu o’z navbatida, olib borilayotgan ishlab chiqarish va izlanishlarni o’z vaqtida baholash va so’nggi natijalarga ta’sir eta oladigan to’xtatishlarni to’g’rilashga imkon beradi.

Korxona rivojlanishining kompleksli (majmuaviy) innovatsion dasturini shakllantirishning keyingi muammosi bu kerakli resurslar bazasini yaratish bilan bog’liq. Tajriba shuni ko’rsatadiki, resurslarga bo’lgan ehtiyoj dasturning o’zida aks ettirilishi kerak, buning uchun loyihalar uchun resurslar bilan ta’minlanganlik bo’yicha alohida bo’limni ishlab chiqish lozim. Bu resurslar bazasi va uning ichki tuzilishi to’g’risida ma’lumotlarni olish, shuningdek noishlab chiqarish xarajatlardan saqlanish va innovatsion jarayonlarni ta’minlash uchun rezervlarni aniqlash uchun imkoniyat yaratadi. Va nixoyat, kompleksli innovatsion dastur o’zining tarkibi va yo’nalishi bo’yicha, boshqa umumkorporativ darajadagi dasturli hujjatlar bilan mos kelishi kerak, bu korxonaning iqtisodiy strategiyasining masalalari va maqsadlarini amalga oshirish uchun kerak bo’ladi.

Korxonaning innovatsion faoliyatini boshqarish mexanizmining mavjud amaliyoti shuni ko’rsatadiki, innovatsion strategiyaning amalga oshirilishi uchun kompleksli dasturni ishlab chiqish jarayoni, bir qator bosqichlarning bo’lishini taqozo etadi. Strategiyani amalga oshirish jarayonida bu bosqichlar ketma-ketligiga e’tibor qaratmaslik, oxir-oqibat innovatsiyalarning boshqarilish mexanizmining buzilishiga olib keladi. Bu dasturning asosiy qismi, oliy rahbariyat qarori bilan tashkiliy-tayyorlov ishlar majmuini olib borishdan iborat. Buning uchun ishlab chiqarish va potentsial (ushbu sohada mavjud muammolar) rivojlanish innovatsion darajasining asosiy xarakteristikalarini aniqlash va baholashni, asosiy innovatsion bo’limga o’tkazish uchun maxsus vazifa shakllantiriladi.

Bu axborot quyidagilar uchun dastur bo’lib xizmat qiladi: dasturni ishlab chiqish; aniqlanayotgan prioritetlardagi ishlab chiqarish rivojlanishi istiqbollarining tahlili, dastur tuzilishini ishlab chiqish uchun tashkiliy-uslubiy bazani yaratish va taklif qilinayotgan loyihalar bo’yicha baholovchi ko’rsatkichlar tizimini yaratish va boshqalar. Berilgan dastlabki vazifa bilan parallel ravishda, dastur tadbirlari bajarilishining grafiklari ishlab chiqariladi. Bundan keyingi tayyorlangan hujjatlar oliy rahbariyat tomonidan ko’rib chiqiladi va tasdiqlanadi, shuningdek boshqa bo’limlar bilan muvofiqlashtiriladi, shuningdek, kerak bo’lsa, dasturga tegishli o’zgarish va qo’shimchalar kiritiladi. Shunday qilib, korxona innovatsion jarayonini barcha ishtirokchilarining manfaatlari real tarzda inobatga olinadi.

Innovatsion faoliyat boshqaruvi tamoyilining nazariy hamda amaliy aspektlari ishlab chiqilgandan so’ng, u rasmiy ravishda bosh innovatsion guruxga taqdim etiladi. Ushbu tartibda ishlab chiqilgan dasturning oxirgi varianti korxonaning innovatsion rivojlanishining asosiy vazifalarining echimi va bu vazifalarning bajarilishini baholovchi ko’rsatkichlar tizimi bo’yicha konkret loyiha va tadbirlarni o’zida mujassamlashtiruvchi bo’limlar muvofiqligidan iborat. Dastur tarkibi va maqsadlari to’g’risida umumiy ma’lumotlarni, dastur boshlang’ich bo’limida ko’rish mumkin. Bunda ob’ektning asosiy muammolari, rivojlanish istiqbollari, bunga erishish yo’llari ifodalangan. Bu bo’lim o’z ichiga barcha bo’limlarning miqdoriy ko’rsatkichlarini, shuningdek resurslar bilan ta’minlanganlik xarakteristikalari va dasturni amalga oshirish natijalarini oladi. Dasturning boshqa bo’limlari qat’iylashtirilmagan bo’lib, u yoki bu ishlab chiqaruvchining innovatsion strategiyasining aniq vazifa va yo’nalishlarini o’z ichiga olishi mumkin. Bizning fikrimizcha, bu bo’limlar tarkibiy jihatdan quyidagi qismlardan iborat bo’lishi kerak:

1) innovatsion salohiyatdan foydalanish va rivojlanish;

2) xodimlar kasb mahoratini oshirish, ularni qayta tayyorlash, malakasini oshirish;

3) bo’limlarning funktsional o’zaro aloqadorligini ta’minlash;

4) ishlab chiqarish apparatidan foydalanish samaradorligini oshirish;

5) korxona va innovatsion jarayonlar boshqaruvini mukammallashtirish;

6) axborot bazasini mukammallashtirish;

7) innovatsion faoliyatning ekologik, ijtimoiy xavfsizligi;

8) resurslar bilan ta’minlanganlik va moliyaviy manbalar;

9) bajaruvchilar birinchi ko’rsatilgan bo’limda fundamental izlanishlar va korxona boshqaruvi innovatsion strategiyasini amalga oshirish bo’yicha o’tkazilayotgan loyiha birlashtiriladi. Shuningdek, bu yerda kadrlar, fondlar, mablag’larning loyihalar bo’yicha ratsional taqsimlanish masalalari ko’rib chiqiladi.

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WRITING INTELLECTUAL STORIES AS A PERSONAL STYLE OF LYDIA DAVIS

Abstract: This article surveys a writing style of modern American writer-Lydia Davis. She is a virtuoso of a short story writing. She has been called "one of the quiet giants in the world of American fiction (Los Angeles Times). She also renowned "as an innovator who attempts" to remake the model of the modern short story (The New York Times Book Review). Lydia Davis as an innovator, she invented her own personal form and structure of writing short stories. Lydia Davis combines various genres into her short stories: from folklore to modern elements, such as: essays, anecdotes and parables.

Key words: flash fiction, "pure" genres, depersonalization of characters, pieces

Lydia Davis was born in 1947, in Northampton, Massachusets, US. She was noted for literary works of extreme brevity (commonly called "flash fiction"). She started her writing career from 1976--up to the present, her parents also were writers. Lydia Davis at her interview in Norway said about her parents: "They were minimally practical, to be practical have to be. So their great interest were: ideas, language, stories and world events". [42] She became a writer, thanks to influential atmosphere of the family, bright education and profound reading.There are a lot of creativities in her writing style: apart of distinctive structure, she also uses "dream" stories –stories from night dreams and also dream-like experiences: "stories from Flaubert"—stories which shaped out of anecdotes that Flaubert related in his letters: "letters of complaint". She writes intellectual stories, often with abrupt ending. Lydia Davis pays the specific attention the language, she deals with grammar, stylistic devices (repetition, methonomy etc.) which take place in her writing. Lydia Davis's attention to word choice and word order will prove that she has own style of writing. Her short stories even consist of one sentence. So short stories became miniatures, for example: her short story **"Spring Spleen"** *"I am happy the leaves are growing large so quickly. Soon they will hide the neighbor and her screaming child.*

In this short story Lydia Davis pays a great attention to a word choice for the title. "Spring spleen". The word " spleen" means -- melancholy, depression or even irritation then she started the story with "I am happy…" and ended up with the words: "screaming child". Her play of words makes readers read all her other stories. She is also a virtuoso of giving titles for her short stories. There are a lot of examples from her list of short stories: "*Young and Poor","The White Tribe","New*

[42] Lydia Davis Interview--Shaping Messy Material-- Louisiana channel, Interview by Christian Lund

Year's Resolution", "Oral History", "Right and Wrong", "The Bad Novel", "A Woman Thirty, "A Second Chance", "Collaboration with Fly", "Jane and Cane", "Disorder", "Paradox", "People are all the same, Madame and so on.

Her works are so interesting thanks to the genre of her prose for many young writers and critics. Ass The director of Gorky Moscow Academic Art Theater Doronina T.V. said: "There is no "pure" genres. All genres in literature may contain elements of other genres"[43]. In her works the description of persons is not characteristic at all, most of her characters are depersonalized, have no name, no description. However, the hero always has a thought, he thinks and reasons that, of course, makes him vivid. Sometimes an element of appearance or position of some heroes or characters can be described or revealed. For example: *"Happiest Moment"(Samuel Johnson is Indignant,* 2001*)* "*If you ask her what is a favorite story she has written, she will hesitate for a long time and then say it may be this story that she read in a book once: an English language teacher in China asked his Chinese student to say what was the happiest moment in his life. The student hesitated for a long time. At last he smiled with embarrassment and said that his wife had once gone to Beijing and eaten duck there, and she often told him about it, and he would have to say the happiest moment of his life was her trip, and the eating of the duck"*[44]. Here the title, given by the author is totally appropriate, if we consider Chinese mentality. There were four depersonalized characters without description, but the position in the society is known (one of the characters was an English teacher in China). The story begins with the question: "If you ask her." The author sends a message to the reader, that small things, happiness of others can make some people happy.

The predominant often narrative voice in her very short stories (some of them less than 11 words), turns a reader on various aspects of daily life. Lydia Davis is considered as a short story writer, she strongly refutes the combination of her writing as a poetry. She explains: "*Leaving aside whether or not some of my stories may be poetry, the problem of how to write an actual poem with line breaks still seems very interesting and mysterious for me. The truth is I don't know how to do it"*, but there are some of her short stories which are written in the form of a poem, thanks to the excellent word choice and strong differentiating sounds of words. In one of her story entitled "*Jane and Cane" (Varietes of Disturbances* 2007*)* we see a new way of writing a short story. *Mother could not find **her cane.** She **had a cane,** but she could not find her **special cane**. Her special cane **had a handle** that was **the head** of a dog. Then she remembered**: Jane** had **her cane**. Jane had come to visit. **Jane** had needed **a cane** to get back home. That was two years ago. Mother called Jane. She told **Jane** she needed her **cane. Jane came with a cane. When Jane came,** Mother was tired. She was in **bed.** She did not look at the cane. Jane **went** back home. Mother got out of bed. She looked at **the cane**. She saw that it was not the **same cane.** It was a plain cane. She called Jane and told her: it was not the*

[43] Translation in Lydia Davis's work Jonathan Evans , University of Portsmouth' 2011
[44] The article "Current understanding of a short story as a genre, Lee T.G. Far Eastern University of Humanities, 2014 (Khabarovsk, Russia).

same cane. *But Jane was tired. She was too tired to talk. She was going to bed. The next morning she came* ***with the cane***. *Mother got out of bed. She looked at the* ***cane. It was the*** ***right cane.*** *It had the head of a dog on it, brown and white. Jane went home with the other cane, the plain cane. After Jane was* ***gone***, *Mother complained, she complained on the* ***phone***: *Why did Jane not bring* ***back*** *the* ***cane***? *Why did* ***Jane*** *bring the wrong cane? Mother was tired. Oh, Mother was so tired of Jane and the cane*.

Among her works there are also works written in modern genres such as essays. An essay is understood as a short composition of a small volume and free composition on a particular topic, interpreted subjectively and usually not completely. The story "*Mothers"(Break it Down)* is not only similar in the form to the essay, but also resembles a child's composition, from his point of view. However some elements indicate the maturity of this "child", for example, "our youth", they have suffered for our sakes. There is an introduction which expresses the main theme of the story: "Everyone has a mother"[45] The author also entered a text to describe her: "She is a small woman, with eyeglass lenses so thick they seem black, when she turns her head away" This was created with the aim of showing the subjective vision of the hero, the closest person for us. The Mother, who gave birth to us, fed and now she needs our care and attention. This is the description of the surrounding world of the hero. The author put mothers in the center of the story to reveal the truth to the reader .

So Lydia Davis is a writer of a short story genre. She uses her own style of writing pieces. She uses a lot of forms and ways in her writing style.

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INCREASING THE PSYCHOLOGICAL COMPETENCE OF PARENTS IN THE EDUCATION OF EARLY CHILDREN AND FORMING CULTURAL BEHAVIOR IN CHILDREN OF PRESCHOOL AGE

Annotation: The better and more purposeful the teacher's relationship with the family, the better the child's upbringing will be. It serves as a school of life for some parents who do not have a clear idea about it.
Keywords: Morality, child, upbringing, play, psyche, need, school, period.

To train pedagogical psychologists to diagnose personal and interpersonal relationships in preschool children and to develop skills and competencies. According to the formation of the personality of children of kindergarten age, this period can be divided into 3 stages:

- The first period - from 3 to 4 years, is associated with the strengthening of emotional self-control;
- The second period - 4-5 years, associated with moral self-government;
- The third period is characterized by the formation of personal business and entrepreneurial characteristics.

In the preschool period, moral concepts become increasingly rigid. As a source of moral insights, there may be adults involved in their education, as well as peers. Ethical experiences are passed on and reinforced mainly through communication, imitation, in the process, and through the praise and criticism of adults. These assessments and compliments play an important role in the development of a child’s efforts to succeed.

During the kindergarten period, children develop new motives for communication, which are personal and business motives. Personal communication motives are related to internal problems that concern the child, and business motives are related to the performance of this or that task. The reading motives associated with the gradual acquisition of knowledge, skills, and competencies in these motives are as follows: Between the ages of 3-3.5, they express their attitudes toward their successes and failures, and this attitude is mainly o. is formed on the basis of self-assessments. And 4-year-olds can realistically assess their abilities. However, 4-5 year olds are not yet able to perceive and evaluate their personal characteristics, nor are they able to draw any definite conclusions about themselves. The ability to self-understand develops in kindergarten, and they try to think about what it was like before and what it will be like in the future.

Preschool personality research is a very complex process because many personality research methods are designed for adults and are not based on the child’s ability to self-analyze. In addition, psychodiagnostic personality traits are not fully formed and unstable in preschool age.

Child psychodiagnostics has only special projective methods at its disposal, such as methods for studying the child's motives for success and anxiety, or expert methods for assessing personality traits. Adults, educators and parents who know the child well will act as experts. Only in this way will we be able to assess the child's personality.

Our first methodology is designed to assess the level of development of children's motivation to succeed. It examines the active aspirations of preschool children to succeed in various situations. The motive for success is not innate. Perhaps by forming at a pre-school age, by the time a child is admitted to school, the child can become an unstable person. In children aged 5-6 years, this need varies greatly in their individual qualities. At the same time, children who have a strong motivation to succeed are more likely to achieve great things in life. If this need is underdeveloped, then the motivation to avoid failure is high in children.

According to the English philosopher Francis Bacon, “The child is the joy of the family, the support of the parents, the life force of society. "Because of children, life is sweeter and death is less horrible." Indeed, the child is the fruit of life, family pride, the future, happiness. However, parenting is a difficult task and parents are not always able to achieve the desired results in child rearing. From the first year of life, the main task of the family is to form the child's personality, that is, to take care of his upbringing.

In order to raise a child, the family must have the necessary conditions to meet the external conditions of the family, ie the family, hygiene, general culture and aesthetics, a separate place or room for the child to play and engage. The total income of the family should be spent appropriately, taking into account the needs of each family member. Children need to be taught to do their best to help the family clean toys, put books, clean their own beds, and feed their pets. This, in turn, will help to develop children's independence, overcome difficulties and strengthen their willpower. Family members, mutual respect between the community and a well-organized family life are important in upbringing. Sincere relations between family members: kindness, mutual respect and care, patriotism, diligence, general order and family traditions, unity of demands on children by adults play an important role . In the proper upbringing of a child, the prestige of the parent must be high, and in that case the upbringing of the child is not possible. Parents ’civic image, life, work, demeanor, and sense of responsibility to their families in society are the foundation of their reputation. Parents who combine work and social activities with family responsibilities, who are interested in their children’s lives, and who manage them skillfully are the most respected people - all of them mothers and fathers. Raising a child in a society is not a personal affair of the parents but a social duty of their parents. Parents are socially responsible for the upbringing of their children. A person’s dignity is measured by the benefits he or she brings to society. Parents are the primary caregivers of their children. Therefore, they must bring up their children in the spirit of the best traditions and family traditions of their peoples as possessors of noble virtues, knowledge and culture.

The role and authority of parents in society is very important in the upbringing of children. This thing is not determined by career. The best reputation is honest work. The reputation of honest work in society has a positive impact on the upbringing of children in the family. The child also strives to be like his parents. Children raised in a hospitable family are also hospitable. Psychological knowledge, of course, ensures that parents have a clear idea of what kind of people raise their children and what qualities they develop in them. In order to bring up a child properly, it is necessary to know and understand him well, and this requires pedagogical and psychological knowledge. They help parents analyze the child's behavior and choose the right path for his or her upbringing.

Parents must follow the rules of pedagogical and psychological ethics in the upbringing of children.

The moral formation of a child in a family begins with the birth of a child. It is formed under the influence of many factors. These factors include the nature of the family relationship, the example of the parents, their level of education, their level of culture, and their aesthetic culture and ultimately the organization of the family.

These factors constitute the content of moral upbringing in the family and include a number of features: In some families, the upbringing of the child is solely the responsibility of the mother, while the father refrains from doing so. Historical experience shows that in ancient times, fathers were involved in the upbringing of boys and mothers in the upbringing of girls, but they were mainly under the control of men, as long as children were brought up in kindergartens and schools. .

If parents treat children equally, if they are kind and caring, demanding and determined, children's lives will yield the expected result. Discipline is violated if one demands it and the other does not.

Every parent wants their child to be a mature person. The birth of such a child is important not only for their benefit, but also for the benefit of society. The civic duties of parents require the same. Therefore, it is important to remember that every parent is primarily educating the future citizens of the country.

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WAYS TO INCREASE THE EFFECTIVENESS OF EDUCATION IN HIGHER EDUCATION

Annotation: Effective knowledge gained in higher education will be the basis for future careers. The most important task of teachers is to prepare students for the future. Unusual and interactive methods should be used to engage students. No matter how much the material base, standards, curricula, programs and textbooks are improved in education, the achievement of the expected main result, the provision of in-depth and thorough knowledge, the achievement of high quality mastery is the responsibility of the teacher conducting direct theoretical and practical training, creativity, inquisitiveness, pedagogical skills.
Keywords: higher education, globalization, computerization, process of modernization, academic goals, enthusiasm, management, pedagogical process, encourages, market economy, self-awareness

Principals, teachers, and other members should pay sufficient attention to improving the quality and effectiveness of education. In an era of globalization, computerization, and the process of modernization, it is necessary to improve the quality and efficiency of education. Improving the quality and effectiveness of education allows people to achieve their academic goals satisfactorily and enhance the status of educational institutions in society. Therefore, teachers need to provide students with insights into their field in order to teach in an interesting way, using new and unusual methods. In addition, teachers develop a sense of job satisfaction, develop motivation to perform work tasks, and feel comfortable in the work environment. Students can feel comfortable and develop an interest and enthusiasm to enrich their academic performance. The main directions considered in this research work are: strategies aimed at improving the quality and effectiveness of education by teachers, additional ways to improve the quality and efficiency of the education system, and improving the quality and effectiveness of education through effective management.

The standards and curricula are normally implemented on the basis of subjects and concepts that are being taught. Furthermore, the learning abilities and age groups of students too are taken into consideration. When the teachers are instructing students regarding English, science or social science lesson plans, then they need to ensure that they provide adequate explanations in terms of the concepts and dictate notes. Whereas, in subjects such as, mathematics, when students need to solve numerical problems, then the teachers are required to write on the black-board and provide explanation to the students. But it is vital on the part of the students to pay adequate attention in classes.

According to the Resolution of the President of the Republic of Uzbekistan dated November 6, 2020 № PP-4884 ”Together with the Ministry of Preschool Education, the Ministry of Public Education and the Ministry of Higher and Secondary Special Education to take comprehensive measures to introduce the positive experience of Finland in the field of education in the education system of the Republic of Uzbekistan and the Program let it happen”.

In the current context, innovation activity is directly related to the content and organizational restructuring of higher education. The basis of these processes has been the rapid development of the theory of pedagogical education in recent years. Among the modern innovative directions in the development of pedagogical education can be distinguished the development of private innovation theory in the field of personal (private) education, the organizational and structural model of education, the development of a multi-level system of education. In order to realize the future of life, a person consciously re-establishes his activity and uses the opportunities of the educational process for this purpose. In particular, this process is the age of the student, the period of adolescence is an important stage in the development of this process. The next idea of this concept is related to the development of pedagogical subjectivity: the student goes through the position of "learner", "student", "teacher". If a higher education institution is considered to be “a place for boys and girls to grow up, not a place and time to study”, then the pedagogical process at this university is learning through its implementation. the subject of creative-self-reconstruction of the incomparable pedagogical process, which activates the student's self-development, is an opportunity for both the student and the educator. The role of the teacher will also change: from "master" work to the transfer of knowledge on the basis of pedagogical technology, in the position of "consultant" who organizes joint activities to develop pedagogical skills in students, becomes a designer of his future career. Accordingly, the introduction of integrative learning technologies remains relevant. In this regard, the Institute of Educational design problems should take the lead in today's topical issue. In addition, the block of pedagogical and psychological sciences in the field of teaching each subject in higher education should be engaged in the implementation of rapid technological research. It is worth noting the organizational and structural model of pedagogical education. These include small-scale, multi-stage, and multi-level models. Each of the above models is considered as an independent holistic education, which has its own streams and is directly related to specific socio-cultural and economic conditions. There are opportunities for higher education on the basis of the secondary special education system, and an interconnected curriculum has been developed. The development and implementation of a multi-level system of higher education as a strong innovative process can be set. In this regard, the experience of Western European countries has been comprehensively analyzed and evaluated, and in the context of the Republic of Uzbekistan, based on our own mentality, a unique multi-level system of higher education has been created. It is necessary for the principals, heads, educators and other members to pay adequate attention towards bringing about improvements in the quality and efficiency of education. With advancements taking place and with the advent of globalization and modernization, it is necessary to improve quality and efficiency of education. Improving quality and efficiency of education would enable the individuals to satisfactorily achieve academic goals and enhance the standing of educational institutions within the community. Furthermore, the educators will incur the feeling of job satisfaction, develop motivation towards the implementation of their job duties and feel pleasurable within the working environment. Furthermore, students would also feel pleasurable and develop interest and enthusiasm towards enriching their academic performance. The main areas that have been taken into account in this research paper are, strategies implemented by teachers to improve quality and efficiency of education, additional ways to enhance quality and efficiency of the system of education, and improving quality and efficiency of education through effective administration. Quality in the system of education is referred to the concept, which is evolving at a rapid pace over a period of time. Excellence and values are crucial terms, which need to be taken into consideration to bring about improvements in quality and efficiency of education. But in the system of education, there are differences in terms of national education sectors, cultures, and stakeholders. Stakeholders include, students, teachers, policy-makers, business community, unions and so forth. All the individuals need to work in co-ordination and integration with each other to enhance the quality of the system.

In conclusion, quality of education primarily is focused upon the learning achievements of students,and bringing about reformations in traditional curriculum and standards. Another aspect of quality is, it pertains to the relevance of what is taught and learned. The system should be compatible to the needs and requirements of individuals. The education that is provided in schools, training centres and higher educational institutions, should make provision of knowledge and information to the students that would be beneficial and meaningful to them in enriching their lives.

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GENERAL WAYS OF MANAGEMENT AND HIERARCHY OF REGULATORY SYSTEMS

Annotation: The article provides information on the general ways of regulating the body and the hierarchy of regulatory systems, as well as the general characteristics and properties of hormones.
Keywords: Control systems, endocrine system, immune system, ontogeny, enzyme, hormone, peptide.

• As a result of the action of control mechanisms, the speed of all chemical reactions and physicochemical processes in the cells is harmonized, the functions of all organs are harmonized and the body responds to changes in the external environment. In the normal functioning of multicellular organisms, there must be a connection between all cells, organs, and tissues. This connection is made through 4 management systems:

• Control is carried out by nerve impulses and neurotransmitters through the central and peripheral nervous system;

• Endocrine system - hormones released from the endocrine glands into the bloodstream regulate metabolic processes in target cells;

• Paracrine and autocrine system - their products are released into the intercellular space and bind to nearby cells (prostaglandins, JCT hormones, histamine, etc.);

• Immune system - through specific proteins (cytokines, antibodies).

•Hormones are integrative regulators. The physiological effects of hormones depend on various factors, for example: the concentration of hormones (rate of secretion, metabolism, inactivation and excretion), the propensity to protein carriers, the number of receptors in target cells. Hormone levels are controlled through feedback. Most hormones act through the hypothalamic-pituitary system, some are subordinated to the MNS. Cytokines, mainly small-molecule proteins, play an important role in intercellular communication. They bind to receptors on the cell membrane, transmit the signals to the nucleus, and provide cell differentiation through the induction of certain genes. Cytokines are characterized by:

• Synthesized as a result of the immune response, are mediators of immune and inflammatory reactions, mainly autocrine, sometimes with parkrin and hormonal effects;

• Affects growth and differentiation factors;

• Has pleiotropic activity (polyfunctional).

General ways of control and hierarchy of regulatory systems. Due to the influence of the control system, the organism works in an optimal mode and is able to respond to external impressions as well as internal changes. The fact that the internal environment of the body remains the same is called homeostasis. Some indicators may change in the following cases of the organism:

1. Ontogeny. During ontogeny, the activity of different genes varies, some of which cease to function, and some become active at certain periods. As a result, metabolic processes, organ structure, functional status change.

2. Cyclic changes (biorhythms). It is known that the activity of enzymes, the amount of hormones and some metabolites fluctuate cyclically. These changes may depend on the season of the year, the time of day.

3. Changes in physiological activity. They depend on the functional state of the motor activity, nervous system, sensory organs, digestive system.

4. Adaptive changes in the body due to external factors. An example of this is the increase in heat production in the cold, the increase in hemoglobin concentration when the amount of oxygen in the air is low.

5. The reaction of the external environment to response to damaging factors. Examples include the synthesis of antibodies against antigens, an increase in the synthesis of microsomal hydroxylases under the influence of foreign substances, the formation of thrombi when blood vessels are damaged, an inflammatory reaction, and so on.

The regulation of metabolism plays a special role in maintaining homeostasis in the body, and its following levels are distinguished:

First level. Includes intracellular mechanisms of administration. In this case, the activity of enzymes plays a special role and can be affected in three ways:

A) can be affected by inhibition or activation of enzymes, changes in environment and temperature, cofactors and coenzymes, the amount of intermediate metabolites.

B) by induction or repression of the synthesis of enzymes and some proteins, they can change their amount by changing the rate of decomposition.

C) by influencing the passage of substances through the membrane.

The endocrine system is the second level of management. In response to a specific effect, hormones are released from the endocrine glands, and they, according to internal mechanisms in the target cells, alter the metabolism there accordingly. The hormone, which performs its function, is broken down by special enzymes.

The third level of control is the receptors with the nervous system that receive information from both the external and internal environment. Mediator leads to changes in metabolism through intracellular mechanisms of regulation. Endocrine cells that respond by synthesizing and releasing a hormone in response to a nerve impulse can also be effector cells.

The three levels of control cited are interconnected and operate as a single system. The addition of hormone production to the control system allows for remote control, i.e. the cell is exposed to other cells in addition to controlling its own metabolism.

Hormones are substances of an organic nature that, after being formed in special cells of the endocrine glands, pass into the bloodstream and have a regulatory (regulatory) effect on metabolism and physiological functions.

According to their chemical nature, hormones are divided into three groups:

1. Hormones of peptide (protein) nature.

a) complex proteins - glycoproteins; these include FSG, luteinizing hormone, TTG, etc;

b) simple proteins: prolactin, STG, insulin, etc;

c) peptides: include AKTG, glucagon, calcitonin, somatostatin, vasopressin, oxytocin, etc;

2. Amino acid products include: catecholamines, thyroid hormones, melatonin, etc .;

3. Steroid compounds and fatty acid products (prostaglandins).

A) Steroids are a large group of hormonal substances; these include adrenal hormones (corticosteroids), sex hormones (androgens and estrogens), 1.25 - dioxycholecalciferol, and others.

B) Eicosanoids are products of polyunsaturated fatty acids (arachidonate) that contain three classes of compounds: prostaglandins, thromboxanes, and leukotrienes. They are water-insoluble unstable compounds that exert their effects on cells near the site of synthesis.

E. Sutherland's research and the discovery of cyclic adenosylmonophosphate play a major role in the emergence of modern understanding of the molecular basis of the biological mechanism of action of many hormones. It is known that the direction and fine-tuning of the information transfer process, first of all, provides the cell with the presence of receptor molecules that carry hormonal information. These information receptors cause a change in the concentration of binders within the cell, called a secondary messenger. The amount of messenger depends on the activity of the enzymes that produce and break them down.

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INGLIZ VA RUS TILLARIDAGI SOMANTIK FRAZEOLOGIZMLARNING SEMANTIK-GRAMMATIK TAHLILI: "YURAK" KOMPONENTI DOIRASIDA

Annotatsiya: Mazkur maqolada "heart" ("yurak") somatik komponentining tuzilishi va mazmuni, uning rus tilidagi ekvivalenti bilan frazeologik birliklarning til tizimidagi o'rni va ma'nosini aniqlash maqsadida qiyosiy tahlil qilingan. Kelgusida ushbu natijalaridan ma'ruza kurslarida, shuningdek tarjima bo'yicha darsliklar, mashqlar to'plamlari va frazeologik lug'atlarni tuzishda amaliy xulosalar va tavsiyalar shaklida foydalanish mumkin.

Kalit so'zlar: iboraviy birliklar, somatik, identifikatorlar

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SEMANTIC-GRAMMATICAL ANALYSIS OF SEMANTIC PHRASEOLOGISMS IN ENGLISH AND RUSSIAN: WITHIN THE FRAMEWORK OF THE "HEART" COMPONENT

Annotation: in this article, a comparative analysis was made to determine the structure and meaning of the somatic component "heart" ("heart"), the role and meaning of phraseological units in the language system with its Russian equivalent. In the future, these results can be used in lecture courses, as well as in the form of practical conclusions and recommendations in the compilation of textbooks on translation, sets of exercises and phraseological dictionaries.

Keywords: phraseological units, somatic, identifiers

Ko'p yillar mobaynida bizning mamlakatimizda chet tillarini o'rganish tor doiradagi masala bo'lib kelayotgan edi, ammo bugungi globallashuv davriga kelib aholi o'rtasida nafaqat imkoniyatlar, balki bu bilan bir qatorda chet tillarini keng qatlamlar tomonidan o'rganish uchun ehtiyojlar ham paydo bo'ldi. Biroq, bu jarayon frazeologik burilishlar kabi lingvistik hodisaning mavjudligi bilan murakkablashadi. Shunga qaramay, frazeologik birliklar nutqni boyitadi, uni obrazli, jonli va ko'p qirrali qiladi. Ular odamlarning o'ziga xos madaniyatini, dunyoqarashi va dunyoqarashining o'ziga xos xususiyatlarini, qolaversa, ularning tarixini o'zlarida aks ettiradilar.

"Frazeologik aylanma tarkibi va tuzilishi jihatidan barqaror, leksik jihatdan bo'linmaydigan va ma'no jihatidan ajralmas, alohida leksema (lug'aviy birlik) vazifasini bajaradigan ibora yoki jumla" [4, P. 147]. Frazeologizmlarning o'ziga xos xususiyati shundan iboratki, frazeologik birliklar asl kombinatsiyani yoki alohida so'zni qayta ko'rib chiqish va yangi ma'noni shakllantirish jarayonida paydo bo'ladigan ikkinchi darajali nominatsiyaning maxsus turi mahsuli sifatida qaraladi.

Frazeologik birliklarning tarkibi hali hanuz tadqiqotchilarning eng dolzarb bahs markazida turgan masala sifatida muhokamalarga sabab bo’lmoqda.

Frazeologik birliklarning barqarorligi, ularning ekvivalentlarining tengligiga asoslanib, ba'zi olimlar, masalan, L. P. Smit, V. P. Jukov, V. N. Teliya, N. M. Shanskiy, A. Makkai, U. Vaynrayx frazeologik birlikar tarkibiga turli xil iboralarni: maqollar, maqollar, aforizmlar, hikmatli so'zlar kiritsa, boshqalar (V.V. Vinogradov, NN Amosova, AM Babkin, AI Smirnitskiy) frazeologizmga tegishli frazeologik birliklarinigina mazkur bo’limga xos deb hisoblaydilar. Aynan ushbu fikrllar farqlanishi frazeologik birliklarning tasniflanishida uchraydigan xilma-xillikni keltirib chiqaradi, ammo ularning hech biri maqbul emas.

Har qanday tilda qadimiy va juda keng frazeologik birliklar qatlami mavjud (V.P.Shubinaning bergan statistikasiga qaraganda, u taxminan 15% ni tashkil etadi [5, 83], R.M. Vayntraub bu ko'rsatkichni 30% gacha oshirgan [1]), ayniqsa bu tadqiqotchilarda, ularning - somatik frazeologik komponentlarning takrorlanish darajasi va funksional ahamiyatiga asoslanib katta qiziqish uyg'otadi.

Somatik (yunonchada μoma - tana) frazeologizmlarni inson yoki hayvon tanasining bir qismi nomini o'z ichiga olgan frazeologik birliklar tashkil etadi. Insonlar hayvonlar, o'simliklar, atrof-muhitda mavjud bo’lgan jismlar, shuningdek jonsiz narsalarni o'z fazilatlari bilan tasvirlashi odatiy holdir, bu esa lingvistik antropomorfizmga olib keladi. Bundan tashqari, somatik lug'at diniy, mifologik, falsafiy va boshqa ekstralingvistik kontekstlar bilan bog'liq ko'plab barqaror birlashmalar bilan uug’unlashadi.

Somatik frazeologiya tillarda ko'plab analoglarning mavjudligi bilan tavsiflanadi. bu nafaqat o’zlashtirma iboralar orqali, balki ma'no jihatidan o'xshash frazeologik birliklarning paydo bo'lishiga olib keladigan umumiy qonuniyatlar, “somatik leksemalar ko'chirilishining universal xarakterini namoyish etadigan, ularning frazeologik birliklar tarkibidagi funktsional va semantik dinamikasi” bilan ham izohlanadi.

Somatik frazeologik birliklar, aksariyat hollarda, odamning yoki hayvonning xulq-atvorini kuzatish asosida metafora yoki metonimik nutqqa aylanadi: *step on smb’s toes – задеть ч.-л. чувства – kimningdir izzat-nafsiga tegmoq*.

Rus va ingliz tillaridagi frazeologik birliklarning keng tarqalgan umumiy manbalari: Injil, fransuz tilidan kirib kelgan frazeologik birliklar, taniqli yozuvchilarning adabiy asarlari, iqtiboslari, tarixiy shaxslar tomonida keltirilgan fikrlar va boshqalarning mavjudligi ushbu lug'aviy birliklarining obrazli va uslubiy o'xshashligiga ta'sir ko'rsatgan. Shunga qaramay, bugungi kunda ham frazeologik birliklarni rus tilidan ingliz tiliga va aksincha tarjima qilinganda, obrazlilikning almashinishiga olib kelishi mumkin. Fikri ojizimizcha, o’tgan yillar biz hozirda tadqiq qilayotgan tillarda bir-biriga aynan o’xshash bo’lgan frazeologik birliklarning o’ziga xos transformatsiyasini keltirib chiqarishiga olib kelgan.

Masalan, *«Not worth a bean» («не стоить и боба») –«гроша ломаного не стоить» - bir chaqaga ham arzimaydigan, «Buy a pig in a poke («купить поросенка в мешке»)» – «купить кота в мешке» - nimaligini bilmasdan sotib olmoq* va boshqalar.

Frazeologik birliklarning tarjimasi ijodiy yondashishni talab qiladi. Frazeologik burilishlar o'zlarining "mentalitetiga" ega - ya'ni ularda milliy o'ziga xoslik jihati bo'lib, ularni so'zma-so'z tarjima qilib bo'lmaydi. Boshqa tomondan, to'liq o'zgartirilgan frazeologik birlik xalq tafakkuridagi mantiqni asl holatini aks ettirmaydi. Sapir-Vorfning leksik nisbiylik gipotezasiga muvofiq: "tilning tuzilishi - bu tafakkur strukturasining "belgisi" va ma'lum bir tilda so'zlashadigan insonning atrofdagi dunyoni o'rganishdagi o'ziga xos uslubi" [7]. Shuning uchun frazeologik birliklarning tarjima qilayotganda ekvivalent, asli frazeologik birlikka murojaat qilish yoki kontekstga mos keladigan o'xshashlikdan foydalanish tavsiya etiladi.

Shu tariqa chet tilidan foydalanilgan paytda, so'zlovchi so'zlarning aniq tarjimasini bilishi, nutqini maksimal darajada tinglovchining sof nutqiga aylantirishi kerak. Bu borada frazeologiyani leksikologik, grammatik, uslubiy, fonetik, falsafiy, tarixiy, mantiqiy va mintaqaviy nuqtai nazardan bilish yordam beradi. Dunyoning istalgan tilida mavjud bo'lgan iboralarning boy qatlami nutqni har jihatdan betakror qilib bezaydi.

Yuqorida keltirilgan fikrga Akademik V.V.Vinogradovning semantik va stilistik tasnifi asosida "yurak" komponentini o'z ichiga olgan frazeologik birliklarning tuzilishi va mazmunini qiyosiy tahlil qilish orqali amin bo'lish mumkin. "Yurak" komponentining tanlanishi ushbu somatizmning yuqori mahsuldorligi va keng ibora hosil qiluvchi kuchga egaligi bilan bog'liq. Ushbu komponent bilan ishlatiladigan frazeologik birliklar juda ko'p va ulardan foydalanish ham aholi orasida keng tarqalgan.

Quyidagi qiyosiy tahlil A.V. Kuninning [2] katta inglizcha-ruscha frazeologik lug'ati, T.G. Solomonikning zamonaviy inglizcha iboralari lug'ati [3], Amerika inglizcha iboralari [6], Inglizcha iboralar [7], Longman Dictionary of English Idioms [8], Richard A. Spears American Idioms Dictionary [9] manbaalari asosida olib borildi.

Ingliz tilidagi "yurak" somatik leksemasiga xuddi shu ma'noga ega bo'lgan rus tilining "qalb" somatik leksemasi tengdir. Ushbu til birligini tarjima qilishdagi barcha variantlarini ko'rib chiqamiz:

1. Yurak - anatomik organ sifatida. Masalan, *«**heart** attack» — «сердечный приступ»* - "yurak xuruji" yoki *«**heart** pumps blood» — «сердце перекачивает кровь»*"yurak qonni haydaydi"

2. Qalb - ma'naviy tarkibiy qism sifatida. Masalan, *«in my **heart** I know that she is right» — «в душе я знаю, что она права»*- "yuragimda uning haqligini bilaman"

3. Jasorat, botirlik – xarakterning xususiyatlari sifatida. Masalan, *«at the **heart** of smth» «отважный человек»; «удалец»* - "jasur odam"

4. Sevgi, muhabbat - hissiy tarkibiy qism sifatida. Masalan, *«dear **heart**» — «душа моя», «любовьмоя», «сердце моё»* - "jonim", "sevgilim", "yuragim"

5. Markaz - geografik nuqtai nazardan. Masalan, *«in the **heart** of Empire» — «в сердце империи»*- "imperiya markazida".

6. Mohiyat, mantiq, asos: *«the **heart** of the matter» — «суть дела»* - "masalaning mohiyati".

7. Qartadagi shakl - *«queen of **hearts**» — «дама червей»* - "yurak malikasi".

"Yurak" denotatining etimologiyasi qadimgi ingliz tilidagi "heorte" - "root" dan kelib chiqqan bo'lib, u o'z navbatida protogermancha "khertan" - "tahlil" konversiyasiga aylandi, natijada qadimgi Inglizcha so'zlar "Heorte" va "heart" kelib chiqqan. Ushbu variantlarni nemischa so'zlar bilan taqqoslash mumkin: "herz" - "heart, center, soul", gollandcha "hart" "qattiq; qo'pol; kesish; “shafqatsiz” va Islandchada "hjarta "-"Yurak" va boshqalar.

Quyida inson tanasining ichki a'zolarini nomlash uchun ishlatiladigan splanxnimik lug'atga oid bo’lgan "yurak" denotatsiyasining ma'nosini ko'rib chiqamiz va tahlil qilamiz. "Yurak" so’zini tavsiflovchilar quyidagilar: sevgi, mehr, jasorat, samimiylik, hamdardlik, rahm-shafqat, do'stlik, saxiylik, ehtiros va boshqalar. Ma'naviy fazilatlardan tashqari, ramziy ma'noda "yurak" hayotiylikni, inson qalbini, xotiralarini anglatadi. Insonning xarakteri haqida gapiradi. Yordam, rozilik, maslahat, donolikni bildiradi. Yaxshilik va yomonlik, baxt kabi tushunchalarni, shuningdek taqvodorlik, oldindan o'ylash, pushaymon bo'lish, qo'rquv, og'riq va umidni o'z ichiga oladi.

O’tkazilgan tahlil natijalariga ko’ra quyidadi jadvalni ilova qilish mumkin. Unda turli xildadi frazeologik birliklarning soni va foiz ko’rsatkichi berilgan.

1-jadval - "yurak" komponenti bilan somatik frazeologik birliklarni tahlil qilish

Frazeologik birliklar turi	Soni	Foiz ko’rsatkichi
Iboralar	30	58,8
Majoziy birikmalar	7	13,7
Aforizmlar	5	9,8
Maqollar	6	11,8
Injilga oidlar	3	5,9

Xulosa qilib aytganda, "yurak" tarkibiy qismiga ega somatik frazeologik birliklarning eng keng guruhi iboralar (umumiy sonning 58,8%), iboralar, aforizmlar, maqollar va Injil iboralari mos ravishda 13,7%, 9,8%, 11,8% va 5,9% ni tashkil qiladi.

Yuqoridagi tahlil shuni ko'rsatdiki, "yurak" somatik leksemasi, asosan, samimiylik, sevgi va og'riq kabi his-tuyg'ularning a'zosi. Somatik frazeologizm birliklari ko'pincha insonning ichki dunyosini tavsiflash uchun ishlatiladi. Shuni ham yodda tutish joizki, ikkala millatdagi yurak so'zi hissiyotlar, mehr-oqibat, muhabbatni anglatadi. Ayni paytda ruslar "qalb" so'zini, inglizlar esa "yurak" so’zini ko’proq ishlatadilar.

Rus va ingliz tilida so'zlashadigan mamlakatlar xalqlarining turli xil fikrlash uslublariga qaramay, ushbu frazeologik birliklarning sezilarli o'xshashliklarga ega ekanligi yuqoridagi kichik tadqiqot orqali aniqlandi. Yurak tarkibiy qismiga ega bo'lgan ingliz va rus somatik frazeologik birliklarning aksariyati ma'no va obraz jihatidan bir-biriga mos keladi, chunki bu lug'at qatlami keng tarqalgan va xalqlarning milliy yoki tarixiy xususiyatlari bilan bog'liq emas (bu boshqa mavzular bilan bog'liq lug'atda juda kam uchraydi). Ingliz tilidagi frazeologik birliklar orasida, asosan Volter davridagi fransuz adabiyotidan olingan ko'plab frazeologik birliklar mavjud,ular esa zamonaviy so'z birikmalaridan, shu jumladan mashhur qo'shiqlar: Sting, Celine Dion, Backstreet Boys va boshqalar tufayli ingliz tilida joylashgan.

Yuqorida aytib o'tilganlarga asoslanib, frazeologik birliklarda somatik komponent "yurak" dan foydalanish chastotasi uning odamlar hayotidagi ma'nosini aniqlaydi.

Tadqiqot shuni ko'rsatdiki, somatik frazeologik birliklar turli xil semantik ma'nolarga ega, ular har doim ham taqqoslanadigan tilning semantik ma'nosiga to'g'ri kelmaydi, lekin "yurak" komponentiga kelsak, ingliz tilida u asosan rus tilidagi "qalb" so'zining identifikatori vazifasini bajaradi.

Frazeologik birliklar tilshunoslik bo'limidagi ulkan va samarali guruhlardan biriga kiradi va ko'plab ilmiy ishlarga qaramay, batafsilroq izlanishni talab qiladi.

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THE IMPORTANCE OF ACTIVE LISTENING IN COMMUNICATION AND SECOND LANGUAGE ACQUISITION. STEPS TO IMPROVE ACTIVE LISTENING SKILLS TO REACH EFFECTIVE AND SUCCESSFUL INTERPERSONAL INTERACTIONS

Abstract: During learning English language all section, such as listening, reading, speaking is important to learn and understand to be knowledgeable in English. Especially, listening has essential role to learn English language. Listening is one of the primary skills that is crucial for effective communication in our daily life, jobs and academic pursuits. Through understanding the importance of active listening skills in communication and second language acquisition, communicators and language learners can enjoy successful and effective interactions with other people. In this article, the author attempts a better understanding of active listening skills by defining and reviewing research done in the same field and shows the significance of the topic in question in an effective communication and second language acquisition. It also suggests methods, strategies and ways to enhance active listening skills that communicators and language learners can apply to their interest to overcome the challenges they face specifically, with active listening.

Key words: Active listening, communication, second language acquisition, steps, ways

Although listening is widely acknowledged as the main receptive skill in linguistics , still, there is little known about different types of listening, specifically, active listening among speakers and language learners . When we are asked to define what listening actually is, we often think about the process of getting information through hearing. But the case is much more different than that. Hearing is the process that occurs naturally when sound waves hit the ears, that is, it comes by perceiving different sounds. Considering it, we can say that hearing is more passive activity as it involves no effort . However , listening is an active, goal-oriented and conscious process that requires more careful attention and effort from listeners. Until the late 1950s, many linguists perceived listening as a passive approach since listening is based on non-verbal cues . But in 1957 , American psychologists Carl R. Rogers and Richard . E. Farson coined the term ‘‘ active listening” in a paper of the same title . Later, in 1987 they included it in their ‘‘ Communication in business today ’’ , a volume that deals mainly with communication matters in business world . An excerpt from the volume says that active listening is different from other types of listening skills in that the listener has a specific responsibility . Writers describe an active listener as ‘‘ He actively tries to grasp the facts and the feelings in what he hears, and tries , by his listening , to help the speaker to work out his own problems '' (Rogers & Farson ,1987) . After that, linguists began to differentiate between passive listening and active listening . But let us go back to the distinction between hearing and listening. Both skills involve perceiving sounds , however, the main contrast lies in the degree intention and purpose . The similar distinction can be drawn to listening itself. After Rogers and Farsons's research, terms , such as active and passive listening began to appear in modern linguistics and business. It is very important that we know the difference between ''hearing'' and ''listening'' as well as the distinction between ''active'' and ''passive'' listening if we want to be an effective communicator and language learner. Business dictionary of English defines active listening as follows:'' The act of mindfully hearing and attempting to comprehend the meaning of words spoken by another in a conversation or speech''. The assumption that says that listening is totally passive would be misleading since the person who is listening to the other person speaking understands the content of the speech and recognizes the message that the speaker wants to deliver, he is not just hearing (Lindslay & Clay) . Here, we can see that unlike passive listening, which focuses on the "bigger picture" of what is being said. This type of listening can be seen when we are listening while driving to work, walking, doing housing chores, dancing and etc. Here we are not completely focused on what we are listening but rather, we are getting the overall message of what the listening content is all about. By contrast, active listening does not involve multitasking, it requires listeners to be more attentive to details and focus on what the other person exactly wants to convey. Emotions feelings and body language can also be expressed by the speaker and be understood by the listener, that is, active listening is closely related to emphatic listening. Rogers used emphatic listening method in his psycho-therapeutic treatments, which enabled him to make the therapy more effective as he reflected clients' experience into his techniques. Similarly, Levitt (2001) employed active listening technique as a paraphrased version of the patients' message, so that they would also feel their voices heard. Again, it is the type of listening that seeks meaning to get and obtain information through analyzing and understanding the speech . According to Dr Azize Ergeneli , some of the key concepts of active listening are:

1.1. Displaying involvement in what the person is saying; paying attention;

1.2. Carefully observing the person speaking;

1.3. Resisting distractions;

1.4. Trying to stay focused on what is being said;

1.5. Asking for clarification of anything that we do not fully understand; sharing your views ;

1.6. Delaying or withholding judgements.

As it can be seen from above, in this type of listening, one is fully engaged with the other person talking in a positive way by paying close attention, paraphrasing, reflecting, delaying judgements, and clarifying. Therefore, implementing it in our daily conversations and foreign language teaching and learning can facilitate more intensive and effective atmosphere.

2. THE IMPORTANCE OF ACTIVE LISTENING IN COMMUNICATION.

Learning to actively listen to other people is the most crucial skill one can have. How well one can listen has a great influence on his job, career, and the quality of his relationships with others. In that, communication is an integral part of our everyday lives and is at the heart of everything we do each day, active listening encircles the most of communication: feeling and perceiving the other person and make them feel heard and valued can make the best of an effective communication. It has the potential to resolve or create conflicts; cementing or ruining relationships; or create misunderstandings if not used accordingly. Without actually having a listen to what is being said, it is difficult to logically give relevant or appropriate responses or make sense in our reactions. As a communication technique, in many professional areas listening is of utmost importance. A one-to-one tutor, manager, therapist, entrepreneur, social worker, and many more need to know how to actively listen as a part of their job. Not only does listening help them to set their work properly, but also, it brings many benefits in their personal interactions with others. As young couples or parents, men and women can prevent misunderstandings and conflicts that may arise between them through listening one another carefully. It has been suggested that active listening helps to overcome conversational narcissism, the act of putting ourselves first in a conversation. American author Tom Shachtman describes conversational narcissism as a part of individualism in which the word ‘’I’’ is used more often. It is natural that during conversation, individuals shift responses to themselves instead of listening to what the other person has to say. Such communicational barriers can be dealt with using active listening. Good communication skills often go far beyond speaking and listening. These skills also require understand and feel the emotions, body language, thoughts and other non-verbal behavioral acts, so that communicators have mutual understanding and feeling. Active listening means more than just listening, it also means our ability to wait and withhold judgments and not jumping to conclusions or solutions, or more often, being defensive.

In the excerpt from 1957 article, Carl Rogers and Richard Farson say that,’’ like other behavior, listening behavior is contagious. This has implications for all communication problems, whether between two people or within a large organization. To ensure good communication between associates up and down the line, one must first take the responsibility for setting a pattern of listening’’. Here, authors are referring to the fact that AL can affect the mood and behavior of people interacting with each other. Another crucial aspect of active listening is avoiding conversational biases or shortcuts. The more we actively listen, the better we understand and get the important details, in that, when doing active listening, the risk of missing out the important pieces of information will reduce. Many studies show that AL is the valuable asset for the company and relationships between people. Many professional settings require active listening, such as management, counseling, hospitality, social sphere, education, health care, law and so forth. A study conducted by a group of hospital managers in Iran, Kerman, during July and

August, 2014 among hospital managers indicate that, those managers who listen actively are generally more efficient and open in their interactions with the stuff and clients. Results show that AL score was 2.34 out of 3. That meant that hospital mangers work largely depended on actively listening as it is also the main factor for patients to get better and get proper diagnosis and treatment. Similarly, in teacher-student and parents-children relationships are mainly based on listening attentively to what the other person. It has been suggested that, when the kids know that they are being listened to, they are encouraged to speak up and express their ideas clearly and properly. It is because, children know that their parents or teachers are with them, they understand and they value their ideas. This helps children to feel free to convey their thoughts and ideas freely without the fear of being judged or misunderstood. To summarize, the art of active listening should be mastered if we want quality time in conversing with others to make it more effective, professional and intensive in any field, organization, family, friends and relationships between people.

3. THE IMPORTANCE OF ACTIVE LISTENING IN SECOND LANGUAGE ACQUISITION

Learning a language is a complex process in which both teachers and students need to put a lot of work in. Traditionally, when teaching a language, teachers focus more on developing learners' verbal skills, specifically, speaking skills. But, non-verbal communication skills such as listening, is also a n important part of a learning process and serve as a bridge to other skills and sub-skills that stem from it. Unlike hearing, active listening includes understanding, involvement and thinking. Here, both teachers and learners have the purpose of what listening content would include. As a receptive skill, listening directly enhances other productive skills such as speaking and writing. In order to be able to effectively speak in another language, learners should start from listening. Take for example, babies learning to talk. It has been found that the babies build their foundation of listening when they are still in their mother's womb. At that period, babies learn to differentiate sounds and later, they develop the ability to respond to utterances and spoken words. As a result, newborns start to learn a language: in this case, it is a spoken language and all the elements that spoken language would include. Pronunciation, accent, intonation, stress and pitch are acquired easily from the very young age as the studies suggest. Introducing listening, specifically active listening prior to language learning, helps to form the idea of what the language may sound or heard. In other words, prior listening precedes recognition of the language: vocabulary, pronunciation, grammar, sentence structure and other characteristics before they are able to speak. The situation is the same with language learners. If they are introduced with audio content of a language, the chances of developing an understanding of a language is higher. Here, understanding and comprehension play an important role in manifesting speaking response. Without proper understanding, learners would find themselves lost during conversations. Since listening comprehension includes understanding and giving response to the statement, active listening should be seen as a top priority in developing language skills and sub skills. Moreover, a good listener is also a good speaker. In order to be able to fluently speak, learners should first have a good grasp of understanding the spoken content. However, problem arises when the learners have difficulty in making out different sounds, accents, pronunciation characteristics, dialects or other aspects of spoken interaction. It may sound challenging for language learners to actively listen something when compared to native speakers. However, with proper practice of active listening, these communication barriers can be overcome. Through active listening process, most cultural barriers within one's mother tongue and learning language are lost and thus, many costly errors and nuances are avoided. Also , the contribution of AL in language learning is the process of information in the brain that is obtained through spoken communication. There, synthesis and analysis of processed information takes place and the brain processes the data, forms notions and makes responses. Therefore, it is commonly acknowledged that when we are learning a language, we gain 45% of language competence from listening, 30% from speaking, 15% from reading and 10% from writing . This means that, listening is the first skill that we gain most information about the language from. Teachers are now using more listening exercises during the class to help students get more involved in spoken language. As a matter of fact, the importance of active listening in language competency is now widely being understood. Teachers are also teaching to differentiate between passive hearing and active listening in their classes as many students who have achieved a certain level of language competence have a good ground in understanding the spoken context.

4. THE STEPS TO IMPROVE ACTIVE LISTENING

Active listening can be challenging for most people to develop. There are some reasons as to why both native and non-native speakers find listening difficult. There are some obvious reasons for this. First, we may have our own notions or responses about how things should be going. Second, we may have hard time in separating our feelings from others. Third, we may be waiting for the speaker to finish his response for any reason or so forth. However, applying some suggested methods and ways in our communication with others can actually make us an effective active listener. According to the article published in '' Forbes'' by Dianne Schilling, a few guidelines can make difference in our AL for better.

Give focused attention but be relaxed. Here we should block outer and inner distraction and pay undivided attention to listening content. Also, inner thinking and dialogue should be switched off so that we completely focus on what we are hearing.

Maintain an eye contact and face the speaker. Direct eye contact shows our intention to listening. Keeping an eye contact also means that we are willing to be open minded and interested in talk what the other person is talking about. It does not win and instant or intense eye contact but a reasonable one.

Watch body language. Being aware of our body posture, the non-verbal cues such as nodding, leaning slightly forward can create a warm atmosphere to welcome spoken interaction. Besides, it lets the speaker feel valued and heard.

Allow silence. It is very essential that we learn to keep calm when necessary and not to disturb them with our own statement. A pause allows the speaker to gather his thoughts, and interruption would make the speech conveyed with a lot of errors

Reflect. Here, we are not asked to exactly repeat what we may have heard but it is about paraphrasing and reflecting back. We repeatedly ask ourselves questions and repeat what have been just said in order not to forget the statement

Ask clarifying questions. The aim here is to make sure that we understand what we are listening. We can ask confirming questions that require short answers such as, yes or no answers. Or else, we can also ask the following questions: ‘’what you are saying is…’’, ‘’If I get you right…’’, ‘’what I understand is...’’ and so forth.

Defer judgments and keep an open-mind. That involves delaying judgments, assumptions or inferences until the speaker is done speaking. It is important to wait for what he or she has to say before formulating ideas because these prior judgments may distort valuable information.

Also, inner dialog and inner thinking can lead to inattentiveness while in communication. This affective state of mind and attitude can be the result of lack of motivation in listeners. It has been proven that learners do not normally learn effectively if they find learning processes or content boring. The same can relate with active listening. In order to spark an interest and get learners interested, teachers can use "**pre listening "** activities, such as asking question about the topic the listening content is going to be. Or, they may ask students what topic would be interesting for them to hear and learn. Pre listening activities act as "warm-up" exercises when used in classroom contexts and help both teachers and learners to get into the listening content. Another important thing is that listening content or listening process should be taught in a way that it is acquired naturally, that is, teaching listening skills should shift its focus from being directed to only academic content that can help learners pass their listening exams but to a wide range of topics that are based on real-life situations to help learners to reach fluency and to avoid communication barriers. Brown [ ] suggests that "make sure you do not overlook the importance of techniques that are particularly designed to improve listening competence, use techniques that are intrinsically motivating, develop listening in various contexts, facilitate the development of different listening strategies and include both bottom-up and top-down listening techniques. Here, like grammar, teaching listening should be based on **inductive** and **deductive reasoning** so that AL can be developed and communication would be more effective. In deductive approach (top-down), in our case, teaching listening, starts by giving rules, and then examples and then exercise or practice (goes from general to specific). By contrast, with an inductive approach (bottom-up), teachers start with examples and ask learners to find rules (goes from specific to general) and thus, allowing learners to listen actively (Selin & Özgür Yildirim) [3]

Additionally, we can suggest that **echoing** or **shadowing**, in other words, repeating what the speaker said inside or outside help us not to forget the important piece of information. For example, repeating telephone numbers after they have just been provided by the person we are talking to, assists us not to get that numbers wrong, not to make mistakes with other numbers or not to forget what has just been said. Similarly, trying to **‘’picture’’** what the speaker is describing aids us to get the proper idea of exactly what the topic is revolving around. If the speaker is giving directions on how to get to the city center, or talking about the process of making, for example, bread, the listener’s attempts to picture those directions to the city center and steps to make a bread would help him to understand better as he is drawing ways to get somewhere or making guidelines how to do something. Moreover, the act of **putting ourselves in the speaker’s shoes** and try to feel what he is feeling and wants to convey, would make us an effective and active listener. As we mentioned above, in doctor-patient relationship, feeling the emotions of clients and approach them accordingly can really make difference in curing and treating process. Carl Rogers and Richard Farson suggest that ’’being an active listener makes us better person’’. Here, they emphasize the benefits of AL in our relationships with others and in our lives and careers. In the field of education and second language acquisition, many educators suggest exercises to practice Al for gaining improvement. One of such methods is called **‘’micro listening’’,** that is, listening to short excerpt from a particular listening content and developing comprehension related to it. The term ‘’micro listening’’ is new in linguistics but gained much popularity among teachers and students in second language acquisition. Micro listening has been found more effective since unlike ‘**’macro listening’’**, the content here is short, easy to grab, interesting and does not require long attention span from the listener. Apart from that, micro listening develops listener’s focus as the content is short and probably, fast, listener tries to get as much as possible from what he is hearing and therefore, gives undivided attention to it. Here, the role of application and implementation of different listening exercises would help listeners to become active listeners.

As it stated above, AL in communication was mainly worked out by Rogers and Farson and has been a benchmark for effective communication. Similarly, its role in second language acquisition has developed linguistics to a great extent in terms of comprehension and making response. Again, listening is closely interconnected with other skills and sub skills that are needed to develop language comprehension and fluency. Specifically, AL, or active listening has a great part in language cognition,that is, being able to comprehend, understand,analyze, make inferences, compare and contrast, generalise or specify, classify or make associations, formulize, reason what they have learned in the target language. Therefore, it is essential for every communicator and language learner need to develop active listening strategies to reach smooth and meaningful conversations or gain fluency and understanding.

To conclude, the purpose of the paper was to review some of the basic concepts related to the definition of active listening, its importance in communication and second language acquisition and give suggestions from the studies of authors and writer's own observations to break through some of the challenges in developing AL in our interactions with others and in education. In the final lines, it is good to take a look at the following quote by Laurie Buchanan [6] "when we invest in active listening, the dividend is an expended capacity for compassion " to finish all the aforementioned views about the steps to strengthen our active listening skills.

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ПОКАЗАТЕЛИ АНТРОПОМЕТРИИ У ДЕТЕЙ В ЗАВИСИМОСТИ ОТ ТЯЖЕСТИ БРОНХИАЛЬНОЙ АСТМЫ

Аннотация: В данной научно-исследовательской работе изучена изменчивость показателей антропометрии у детей в зависимости от тяжести бронхиальной астмы. При изучении показателей антропометрии у детей в зависимости от тяжести течения бронхиальной астмы отмечались особенности в физическом развитии, которые проявлялись в дефиците массы тела, уменьшения темпа роста, проявления нарушения гармоничного роста у детей с более тяжелыми степенями течения бронхиальной астмы. Показатели разнились в зависимости от пола и возраста. В некоторых случаях имелась прибавка в весе в 3% случаях у мальчиков в возрастной группе 11-16 лет.

Ключевые слова: бронхиальная астма, антропометрия, дети, физическое развитие

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INDICATORS OF ANTHROPOMETRY IN CHILDREN DEPENDING ON THE SEVERITY OF BRONCHIAL ASTHMA

Abstract: In this research work, the variability of anthropometry indicators in children, depending on the severity of bronchial asthma, has been studied. When studying anthropometry indicators in children, depending on the severity of the course of bronchial asthma, peculiarities in physical development were noted, which manifested themselves in a deficit in body weight, a decrease in the rate of growth, manifestations of impaired harmonious growth in children with more severe degrees of the course of bronchial asthma. The rates varied depending on gender and age. In some cases, there was a 3% weight gain in boys in the 11-16 age group.

Key words: bronchial asthma, anthropometry, children, physical development

Актуальность. Одной из актуальных проблем бронхолегочной патологии является бронхиальная астма, которая является причиной изменения качества жизни, инвалидности, а в некоторых случаях смертельных случаев детей [1,9]. Многочисленные исследования данной патологии позволяют выявить истинную картину сложившейся ситуации распространения заболевания [4,5]. Авторы подобных публикаций отражают вопросы отклонения в физическом развитии детей у детей с патологией бронхолегочной системы [6]. Несмотря на многочисленное количество исследований по данной проблеме, вопрос о зависимости антропометрических показателей у детей от тяжести бронхиальной астмы остается в некоторой степени нерешенным и раскрыт не достаточно широко [2,7,8].

Целью настоящего исследования явилось изучение зависимости антропометрических значений, как показателя состояния физического развития детей, от тяжести течения бронхиальной астмы. Такая постановка цели, возможно, раскроет проблему профилактики отклонения развития ребенка при патологии бронхолегочной системы, в частности в отношении бронхиальной астмы.

Материалом и методами исследования явились 118 детей основной группы наблюдения возрасте от 3 до 16 лет, у которых диагностировалась бронхиальная астма с легкой (31), среднетяжелой (57) и тяжелой степенью (30). В контрольную группу исследования включено 47 практически здоровых детей, отобранных методом случайной выборки из 1-семейной поликлиники г.Андижана. Для исследования и оценки показателей физического развития изучались абсолютные и относительные (индексовые) показатели антропометрии согласно рекомендациям ЮНИСЕФ [3, 6]. Проведен сравнительный анализ между основной и контрольной групп исследования

Результаты исследования показали, нарушения в параметрах антропометрии встречаются во всех группах детей из группы наблюдения, но частота превышала у детей в группе с детьми с тяжелой степенью тяжести течения бронхиальной астмы. Но не все показатели были так различны. Сравнительный анализ отразил истинную картину данных исследований. Так, по массе тела не выявлялось достоверных различий и в сравниваемых группах дети по данному показателю имели примерно одинаковые значения: средняя масса тела отмечалась у 52% детей с легкой степенью БА, 47 % у детей со среднетяжелой степенью БА ($p>0,05$), а у детей с тяжелой степенью бронхиальной астмой встречалась в 20% случаях. В основной группе детей имевших БА легкой степени масса тела превышала средние величины и определялась в одинаковых количествах, которые составили 12,7%.

У детей из основной группы с бронхиальной астмой со среднетяжелой степенью масса тела ниже средних величин отмечена в 21% случаях, но в 5% случаях имели величины выше средних показателей.

По показателю антропометрии «рост» получены следующие данные: у детей с легкой и среднетяжелой степенью БА рост со средними значениями составил 52% случаев, а у детей с тяжелой степенью БА рост со средними данными составил 15,3%. Значение показателя роста ниже средних значений у детей с легкой степенью составил 13,8% , а у детей с тяжелой степенью составил 15,7% ($p>0,05$). Отмечались также значения по показателю «рост» выше средних значений. Такие значения больше отмечались у детей с легкой степенью течения бронхиальной астмы - в 14%случаях, со средней и тяжелой степенью с одинаковой частотой – 8,7% случаях ($p>0,05$). Исследования показали, что статистической достоверности между показателями роста при сравнении детей с низкими и очень низкими значениями не выявлено. Такой же вывод делается с показателем роста с высокими и очень высокими значениями данного параметра в тех же группах исследования – нет достоверных различий.

Сравнительный анализ по показателям антропометрии масса тела и рост из основной и контрольной группы детей показал, что средние значения по вышеуказанным параметрам у основной группы был ниже, по сравнению с детьми из контрольной группы здоровых детей во всех возрастных группах.

Изучение параметров антропометрии в исследуемых группах также выявил различия в показателях по полу и возрасту: у мальчиков младшего возраста из основной группы в 25% случаях обнаруживались различия – уменьшение - в средних значениях массы тела. В возрастной группе мальчиков 9-11 лет – также отмечался недостаток массы тела в 16 % случаев. В возрастной группе мальчиков от 11-16 лет имелся избыток массы тела у 3% детей с легкой степенью тяжести БА. В возрастной группе девочек 7-11 лет в 13% случаях отмечался дефицит массы тела. В группе девочек в возрасте 11-16 лет имелось меньшее количество со средним значением массы тела – 36%, дефицит массы тела отмечался у девочек в 14% случаях

Сравнительный анализ по показателям антропометрии «рост» показал, что имелись высокие значения в возрастной группе мальчиков в возрасте 8-11 лет и по сравнению с контрольной группой здоровых мальчиков их было на 51 % меньше в сравнении с основной группой того же возраста

Изучение индексовых показателей – индекса массы тела – показало, что имелись различия в этом показателе по полу в группе мальчиков 6-7 лет. У этих детей выявилось достоверно низкие значение индекса массы тела в сравнении с детьми из контрольной группы здоровых детей (14,8±0,7).

При исследовании показателя гармоничности физического развития выявлены статистические различия у детей с различными степенями тяжести бронхиальной астмы в основной группе исследования. У детей с легкой степенью БА по сравнению со среднетяжелой и тяжелой степенью имелись различия (соответственно 39,2%, 26% и 14% , $p<0,01$). Дисгармоничное развитие наблюдалось у детей с легкой степенью БА по сравнению со среднетяжелой и тяжелой степенью имелись различия (соответственно 36,4%, 39,1%, 43,1%) при котором эти различия статистически недостоверны. При исследовании получены сведения о резко дисгармоничном развитии детей с легкой степенью БА по сравнению со среднетяжелой и тяжелой степенью имелись различия (соответственно 36,5%, 25,4% и 16,0%, $p<0,05$).

Выводы. При изучении показателей антропометрии у детей в зависимости от тяжести течения бронхиальной астмы отмечались особенности в физическом развитии, которые проявлялись в дефиците массы тела, уменьшения темпа роста, проявления нарушения гармоничного роста у детей с более тяжелыми степенями течения бронхиальной астмы. Показатели разнились в зависимости от пола и возраста. В некоторых случаях имелась прибавка в весе в 3% случаях у мальчиков в возрастной группе 11-16 лет.

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СЕМАНТИЧЕСКАЯ СТРУКТУРА КОНЦЕПТА «ДРУЖБА/FRIENDSHIP» В АНГЛИЙСКОЙ ПАРЕМИОЛОГИИ

Аннотация: Данная статья посвящена реализации концепта «дружба/friendship» в английской паремиологии. На протяжении многих лет в работах, затрагивающих вопросы этого раздела языкознания, утверждалось, что пословицы, поговорки, присказки представляют собой национально специфические единицы языка, аккумулирующие культурный потенциал народа. Паремиологический фонд содержит общий пласт универсализмов - пословичных выражений, семантическая и синтаксическая структура которых полностью или частично совпадает - этимологически представляющих собой взаимные кальки, заимствования из классических языков, библейских текстов.

Ключевые слова: пословица, поговорка, присказка, паремиология, концептосфера, универсализм, паремия-эндемика, праксеологический.

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SEMANTIC STRUCTURE OF THE CONCEPT "FRIENDSHIP"IN ENGLISH PAREMIOLOGY

Abstract: This article is devoted to the implementation of the concept of "friendship"in English paremiology. For many years, in the works dealing with the issues of this section of linguistics, it was argued that proverbs, sayings, sayings are nationally specific units of the language that accumulate the cultural potential of the people. The paremiological fund contains a common layer of universalisms - proverbial expressions, the semantic and syntactic structure of which fully or partially coincides-etymologically representing mutual tracing papers, borrowings from classical languages, and Biblical texts.

Keywords: proverb, saying, saying, paremiology, conceptosphere, universalism, paremia-endemic, praxeological.

Тема национально-культурной специфики является достаточно традиционной для исследований в области паремиологии. На протяжении многих лет в работах, затрагивающих вопросы этого раздела языкознания, утверждалось, что пословицы, поговорки, присказки представляют собой национально специфические единицы языка, аккумулирующие культурный потенциал народа. Перефразируя известное выражение А.М.Бабкина, можно сказать, что паремиологический фонд — это «святая святых национального языка», в которой неповторимым образом проявляется дух и своеобразие нации[46].

Национальный язык — это не только средство общения, знаковая система для передачи сообщений. Национальный язык в потенции является как бы «заместителем» русской культуры[47]. Таким образом, изучая «концептосферу» - термин, введенный впервые Лихачевым — языка, мы, в сущности, изучаем концептосферу культуры, этнического менталитета, интерпретирующего понятия в рамках определенной мировоззренческой концепции, где специфика концепта как раз и определяется числом культурно значимых обыденных представлений — обиходных концепций, разделяемых членами какого-либо языкового социума[48].

Материалом для исследования паремиологического представления концепта дружбы послужили словари пословиц и поговорок в английском языке.

В английской лексикографии представлено 64 пословичных выражения в словаре G.L. Apperson, 88 - в R. Fergusson. В словарях пословиц М.И. Дубровина и С.Ф. Кусковской содержится соответственно 12 и 24 паремий.

В ходе исследования выяснилось, что паремиологический фонд обоих языков содержит общий пласт **универсализмов -** пословичных выражений, семантическая и синтаксическая структура которых полностью или частично совпадает - этимологически представляющих собой взаимные кальки, заимствования из классических языков, библейских текстов и т.д. Примерами таких паремий могут служить следующие пословицы: «Больше той любви не бывает, как друг за друга умирает» / Greater love hath no man than this, that a man lay down his life for his friends; «Избави мя, Боже, от друзей, а с врагами я и сам справлюсь» / God defend me from my friends; from my enemies I can defend myself; «Собака собаку знает (не ест)» / Dog doesn’t eat dog; «С собакой ляжешь — с блохами встанешь» / If you lie down with dogs, you will get up with fleas; «Лучше честный враг, чем коварный друг» / Better an open enemy than a false friend; «Короткий счет - длинная дружба» / Short reckonings make long friends; «Буде меня любишь, так и собаку мою не бей (люби)» / Love me, love my dog.

Самый многочисленный пласт пословичных выражений в обоих языках составляют паремии, имеющие общую семантическую структуру, но отличающиеся в плане выражения, так называемые семантические синонимы. Причем системность или кластерность - соотношение с другими своими семантическими синонимами, являющимися вариантами в плане выражения - здесь рассматривается как моноязычное явление, так и межъязыковое.

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Анализ семантической структуры таких межъязыковых синонимов привел к выявлению ряда общих для обоих языков семантических признаков дружбы:

Из общего количества (200) исследованных русских пословиц и поговорок, относящихся к ядру концептосферы и примерно такого же числа (188) английских пословичных выражений соответственно 13 и 10 представляют собой «обыденное» толкование/понимание друга/дружбы отправляющее к другу-помощнику и соратнику: «Отец - сокровище (наставник), брат - опора, а друг — и то и другое»; «Кто друг прямой, тот брат родной»; «Жить заодно, делиться пополам»; «Живут душа в душу»; «Куска хлеба не съедят друг без друга»; «У них даже лен не делен»; «Два горя вместе , третье пополам»; «Мы с тобой, как рыба с водой» / A friend in need is a friend indeed; A friend is another self; Among friends all things are common; A friend to everybody is a friend to nobody (none); He is my friend that succoureth me; A good friend is my nearest relation; A faithful friend is a medicine of life; One friend watcheth for another.

Очевидно, что русские пословицы в большей степени отражают идею взаимопомощи, взаимопонимания (в английских паремиях помощи и понимания), общей доли, единения во всем. Однако, здесь от друга ждут не только, что он будет «опорой», но и «наставником», «советником»; от друга ожидают, что он будет говорить всю правду в лицо, какой бы горькой она не была («Не тот друг, кто медом мажет, а тот, кто правду скажет»; «Не тот друг, кто в беде не оставит, а тот, кто на ум наставит»; «Не тот друг, кто потакает, а тот, кто на ум наставляет»; «Друг спорит - недруг поддакивает»); тогда как в английских паремиях в отношениях прослеживается больше независимости, личной свободы. Ожидается, что друг будет всегда отзываться о субъекте хорошо (He is a good friend that speaks well of us behind our backs), хотя в то же время выводится идея фальши в сладких речах (АП are not friends that speak us fair).

Наиболее многочисленны паремии, в семантике которых на первый план выведен *ценностный* компонент семантики концепта дружбы. Примечательно, что в обоих языках это достигается в большинстве случаев путем сравнения: «Хороший друг лучше плохой родни»; «Хороший друг лучше ста родственников»; Друзья прямые — братья родные»; «Кто друг прямой, тот брат родной»; «Верному другу цены нет»; «Друг дороже денег»; «Не мил и вольный свет, когда милого друга нет»; «Нет друга, так ищи: а нашел, так береги»; «Не имей сто рублей, а имей сто друзей»; «Человек без друзей, что дерево без корней»; «Без друзей, без связи, что телега без мази»; «Дерево держится корнями, а человек друзьями»; «Доброе братство милее богатства»; «Друг - ценный клад, недругу никто не рад» / Better lose a jest than a friend; A friend in court is better than a penny in purse; A friend in the market is better than money in the chest; It is good to have some friends both in heaven and hell; He quits his place well that leaves his friend there; It’s merry when friends meet; When friends meet, hearts warm; One enemy is too many; and a hundred friends too few; One God, no more, but friends good store; Friends tie their purse with a cobweb thread; A true friend is the best possession; They are rich who have true friends; No physician like a true friend.

Следующий семантический признак отправляет нас к *монетарно-фелицитарной* концепции дружбы с импликацией на фальшивость, более того, опасность таких отношений. Согласно данной концепции друзей бывает много только у богатых, «счастливых» людей, а бедным да «несчастным» приходится нести свою ношу самим, : «Деньги найдут друга»; «Друзей у богатых, что мякины около зерна»; «Кому счастье дружит, тому и люди»; «На обеде все соседи, а пришла беда, они прочь как вода»; «Хлеба нет, друзей не бывало»; «Счастья не стало и друзей мало»; «Друзья - до черного дня» / No friendship is strong that owes its rise to a pot; When good cheer is lacking, friend will be packing; Misfortune makes foes of friends; Friends through fortune become enemies through mishap; Poor folk’s friends soon misken them; Fresh fish and poor friends become soon ill savoured; Poverty parts fellowship; In time of prosperity, friends will be plenty; in time of adversity, not one amongst twenty; Rich folk have many friends; A false friend and a shadow attend only while the sun shines; While the pot boils friendship blooms.

Также не сложно вычленить в обоих языках *прагматическую* концепцию, соотносящую понятия дружбы и дела, где последние могут быть добрыми соседями, пока не затрагиваются их интересы: «На службе нет дружбы»; «Не в службу, а в дружбу»; «Дружба дружбой, а денежкам счет»; «Дружба дружбой, а денежки сами по себе»; «Дружба дружбой, а служба службой»; «Дорога вместе, а табачок пополам»; «Дружба дружбой, а табачок врозь»; «Будь друг, да без убытку»; «Хлеб-соль вместе, а табачок каждый свой курит»; «С соседом дружи, а тын городи»; «Счет дружбы не портит»; «Счет дружбе не помеха»; «Чаще счет — крепче дружба»; «Счет чаще - дружба слаще»; «Короткий счет - длинная дружба»; «Долг платежом красен»; «Ты - мне, я - тебе»; «Услуга за услугу» / Short (even) reckoning makes long friends; One good turn deserves another; Roll my log, and I’ll roll yours; Scratch my back, and I’ll scratch yours; A hedge between keeps friendship green.

Ряд пословиц реализуют причинно-следственные аспекты потери дружбы, вследствие ее *хрупкости и уязвимости.* Они предостерегают нас от необдуманных поступков, слов, наносящих непоправимый ущерб: «Дружба - как стекло, сломаешь — не починишь (разобьешь - не склеишь)» / A broken friendship may be soldered, but will never be sound; One may mend a tom friendship but it soon falls in tatters; A friend is not so soon gotten as lost; Lend your money and lose your friend; When love puts in, friendship is gone. Этот компонент семантической парадигмы концепта дружбы в большей мере вычленяется в английском языке.

Следующая паремиологическая группа отправляет к семантическому признаку *опасности* концепта дружбы, который вербализуется в основном через лексемы «friend», «enemy» и «foe» в английском: «Лучше честный враг, чем коварный друг»; Бывший друг - злейший враг»; «Дружба от недружбы близко живет»; «Неверный друг опаснее врага»; «Не бойся врага умного, бойся друга глупого» / Hatred with friends is succour to foes; Better an open enemy than a false friend; False friends are worse than open enemies; It is better to be stung by a nettle than pricked by a rose; A reconciled friend is a double enemy; Save a man from his friends, and leave him to struggle with his enemies; The friend that faints is a foe; Who hath too many friends, eats too much salt.

Целый ряд пословиц посвящен концептуально значимым представлениям о настоящей, проверенной, «старой» дружбе, противопоставляя ее короткой: «Новых друзей наживай, а старых не забывай»; «Старый друг лучше новых двух»; «Для нового друга не чурайся старым»; «Одежда лучше новая, а друг — старый»; «Вещь хороша новая, а друг — старый»; «Старая хлеб-соль не забывается» / The best mirror is an old friend; Friendship, the older it grows, the stronger it is; Old fish, old oil, and an old friend are the best; Old friends and old wine and old gold are the best; Old acquaintances will soon be remembered. И, конечно, отправляют к *верификационны* аспектам дружбы, проверить которую можно только временем.

И, наконец, третий, не менее многочисленный, пласт включает в себя так называемые паремии-эндемики - этноспецифические образования, не имеющие семантических эквивалентов в языке сравнения.

Национальной маркированностью обладают также пословицы, которые в своей семантике отправляют к понятию «друга в кавычках». Негативная коннотация, определяющая экспрессивно-оценочный оттенок таких единиц, достигается с помощью иронии. Такие выражения являются замечательной демонстрацией наличия национально-специфичного чувства юмора: «Его милее нет, когда он уйдет»; «Мы с тобой, что рыба с водой: я на лед, а ты под лед»; «Такие друзья, что схватятся, так и колом не разворотишь»; «И ты мне друг, и я тебе друг, да не оба вдруг»; «Так друга любит, что для него последний кусок хлеба сам съест».

В составе семантической структуры английских паремий можно вычленить следующие уникальные компоненты, позволяющие определить национально-специфическую семантику концепта дружбы в английском языке:

В основном они касаются праксеологических аспектов дружбы, направленных на ее нахождение и сохранение: Friendship increases in visiting friends, but in visiting them seldom; Little intermeddling makes good friends; Friends are like fiddle-strings, they mustn't be screwed too tight.

Единично представлен семантический признак рефлексии (No man has a worse friend than he brings with him from home).

Хотя при сопоставлении обнаружилось много общего в паремиологическом фонде исследуемой концептосферы обоих языков, все-таки сохраняется достаточно много расхождений, особенно в лексическом составе. Это объясняется тем, что русские и английские пословицы складывались в различных исторических условиях, отражая общественно-экономический уклад и условия развития, не совпадающие у двух народов. Расхождения касаются и используемых образов, и самих сентенций.

Сопоставление семантики русских и английских паремиологических единиц показало, что наряду с общими признаками, присущими обоим языкам, содержатся и уникальные, отправляющие к национальной специфике концепта дружбы. Они касаются в основном присущего английским пословицам семантического компонента «личной свободы», прослеживающегося в общих универсальных концепциях, а также праксеологических аспектов дружбы, относящихся к ее завоеванию и поддержанию.

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ОСНОВНЫЕ НАПРАВЛЕНИЯ ОБРАЗОВАНИЯ МОЛОДЕЖИ В АНТИКОРРУПЦИОННОЙ СРЕДЕ

Аннотация: В статье обсуждаются этимологическая концепция и определение термина «коррупция», а также ряд законодательных актов, отражающих правовые основы противодействия коррупции.

Ключевые слова: коррупция, право, энциклопедия, юридическое лицо, закон, налог.

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MAIN DIRECTIONS OF EDUCATION OF YOUTH IN ANTI-CORRUPTION ENVIRONMENT

Annotation: The article discusses the etymological concept and definition of the term "corruption", as well as a number of legislative acts reflecting the legal framework for combating corruption.

Key words: corruption, law, encyclopedia, legal entity, tax.

С первых дней независимости наша страна проводила последовательные реформы во всех сферах жизни государства и общества с целью построения гуманного демократического государства, основанного на верховенстве закона. Одна из самых острых проблем, стоящих сегодня перед миром, - это коррупция. Существуют разные взгляды на этимологическое понятие и определение термина коррупция. В частности, по мнению сторонников первой популярной идеи, этимологически термин «коррупция» происходит от латинского слова «correptio», что означает взяточничество. В энциклопедическом словаре юридических терминов понятие коррупции определяется как незаконное использование материальных и иных богатств, привилегий и связанных с ними возможностей лицами, уполномоченными выполнять государственные функции, а также незаконное владение этими богатствами и привилегиями отдельными лицами или юридические лица. описываются как разрешающие. [1]

Борьба с коррупцией в Республике Узбекистан - один из ключевых вопросов. Приняты многочисленные антикоррупционные законы. В то же время статьи 2, 15, 30, 44 и 58 Конституции, которая является основным законом Республики Узбекистан, устанавливают правовые нормы, направленные на предупреждение коррупционных правонарушений.

Так, статья 2 - ответственность должностных лиц перед обществом и гражданами; Статья 15 - деятельность государства, его органов и должностных лиц в соответствии с Конституцией и законами; Статья 30 - должностные лица должны предоставлять гражданам доступ к документам, решениям и другим материалам, затрагивающим их права и интересы; Статья 44 гарантирует, что каждый имеет право на судебную защиту своих прав и свобод и что он имеет право обжаловать незаконные действия должностных лиц; Статья 58 гласит, что должностные лица не могут вмешиваться в деятельность общественных объединений [2].

Немецкий философ Томас Гоббс совершает преступления, основанные на убеждении, что люди, гордящиеся своим богатством, могут избежать наказания за это, подкупив правительственные учреждения или простив их в обмен на деньги и другие подарки ...

Коррупция - это корень, который растет с течением времени, и он сказал, что это пренебрежение любым законом во имя всяких желаний. [3]

Французский Тимурид Марсель Брион отметил, что Амир Темур уделял особое внимание финансовой безопасности чиновников в администрации королевства, чтобы они не были жадными до своих подчиненных и народа.

Амир Темур говорит:

.... если солдат, охранник или милиционер отнимает что-то у гражданина и не платит за это, если он злоупотребляет своими полномочиями, он теряет не только шляпу, но и голову;

.... Мне не жаль злоупотреблений со стороны моих налогоплательщиков в области налогообложения. [4]

Первый Президент Узбекистана на пороге XXI века И.А. Каримов в своей книге «Угрозы безопасности, условия стабильности и гарантии развития» охарактеризовал коррупцию следующим образом:

«Коррупция - это, прежде всего, использование государственной службы для поддержки или прямой помощи организованной преступности», - сказал он. [5]

Среди теоретиков, политиков и практиков существуют разные взгляды и мнения относительно концепции коррупции, и многие пытаются выразить ее в более широком смысле. Некоторые ученые называют взяточничество коррупцией, а другие описывают его как широкомасштабную преступную организацию.

В борьбе с коррупцией, прежде всего, необходимо продвигать идеи патриотизма, благосостояния народа, справедливости против идей, которые его питают.

В самом деле, если чиновника не подкупить, корни коррупции иссякнут. Коррупция не допускается, если законы тщательные, жизненно важные и качественные.

Одним из духовных и образовательных инструментов в борьбе с коррупцией является обеспечение открытости и прозрачности системы управления. Как известно, коррупция - это тайный сговор между чиновником и лицом, заинтересованным в его службе. По этой причине обеспечение открытости и прозрачности деятельности чиновников является актуальной задачей.

Коррупция стремится глубже проникнуть во все сферы общественной жизни в процессе отсталости. Этот процесс, в свою очередь, может служить средством достижения конкретных политических и экономических целей организованной преступности в период реформирования социальных отношений в обществе, позволяя удовлетворить объективные социальные потребности, выявленные в той или иной сфере. Проявление и развитие коррупции напрямую связано с тем, что механизм борьбы с ней хорошо сформирован и постоянно совершенствуется или обновляется с учетом существующих изменений в обществе. В этом механизме правовые аспекты борьбы с коррупцией составляют его главное и важнейшее звено. Общеизвестно, что законность, эффективность и достижение намеченной цели любой деятельности является гарантией, а ее правовая основа служит инструментом. [6]

Для дальнейшего повышения эффективности борьбы с коррупцией необходимо:

1. Воспитывать подрастающее поколение в духе патриотизма, постоянно объяснять им, что такое халяль, а что харам;

2. Повышение правосознания и правовой культуры граждан;

3. При подборе управленческого персонала, помимо своих знаний, организационных и управленческих навыков, обращать внимание на их человечность и высокие моральные качества;

4. Установить общественный контроль за приемом молодежи на военную службу, в вузы и правоохранительные органы;

5. Формирование иммунитета против коррупции у студентов (студентов и курсантов), обучающихся в высших учебных заведениях;

6. Регулярное повышение заработной платы и своевременная выплата заработной платы сотрудникам государственных органов;

7. Необходимо вести регулярную пропагандистскую работу через СМИ.

Первый Президент Республики Узбекистан Ислам Каримов в своей книге «На службе у счастья и великого будущего нашей Родины - величайшее счастье» сказал о борьбе с коррупцией и ее предотвращении: Конечно, сегодня это мешает нашему прогрессу. говлар коп. В частности, необходимо предотвращать коррупцию и бороться с ней. Распространено мнение, что коррупция в мире непобедима. Я не согласен с этим. Есть пословица, что истинную коррупцию невозможно победить до конца. Но его можно преодолеть, если все мы, весь наш народ, встанем вместе и будем сражаться как единое целое. По телевидению необходимо показать, что к уголовной ответственности привлечен не только взяткодатель, но и взяткодатель.

Принятие 3 января 2017 года Закона Республики Узбекистан «О противодействии коррупции» [7] Президентом Ш.М.Мирзиёевым свидетельствует о появлении системного института борьбы с данным видом преступлений.

Целью этого закона является регулирование отношений в сфере противодействия коррупции. Закон предусматривает наличие органов и организаций, занимающихся антикоррупционной деятельностью, повышением правосознания и правовой культуры в области противодействия коррупции, антикоррупционных мер, антикоррупционные меры: четко определены такие вопросы, как выявление и пресечение правонарушений, неотвратимость ответственности и международное сотрудничество в борьбе с коррупцией.

Одним словом, в искоренении коррупции и эффективной борьбе с ней: повышение правосознания и правовой культуры каждого, формирование нетерпимого отношения к коррупции в обществе, повышение осведомленности по вопросам борьбы с коррупцией, правовое образование и обучение, научная -Важно повышение эффективности организации практической деятельности.

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МИХАИЛ ВАСИЛЬЕВИЧ ЛОМОНОСОВ

Аннотация: В этой статье о М.В. Ломоносове рассказывается о его жизни, его экспериментах с различными химическими и физическими явлениями, а также о его корпускулярной теории, предложении лампы ночного видения и о том, для чего нужен вискозиметр.

Ключевые слова: жизнь и творческий путь, корпускулярная философия, прибор ночного видения, вискозиметр.

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MIKHAIL VASILIEVICH LOMONOSOV

Abstract: In this article about M.V. Lomonosov tells about his life, his experiments with various chemical and physical phenomena, as well as his corpuscular theory, the proposal of a night vision lamp and what a viscometer is needed for.

Key words: life and career, corpuscular philosophy, night vision device, viscometer.

Русский естествоиспытатель, основоположник русского литературного языка, поэт, живописец, историк. Михаил Васильевич Ломоносов родился 19 ноября 1711 года в станице Мишанинская (ныне Ломоносово) Архангельской губернии Российской Империи. Его отец, Василий Дорофеевич, по натуре был человеком добрым, но воспитывался в невежестве и был купцом. Его мать, Елена Ивановна, была дочерью служителя церкви Мотигор. Мать М. В.

Ломоносова умерла очень рано, когда ему было всего девять лет. В 1721 году он женился на своем отце Феодоре Михайловне Усковой. Летом 1724 г. он тоже умер. Через несколько месяцев, вернувшись из торговли, отец женился на третьей вдове Ирине Семеновне. Для тринадцатилетнего Ломоносова третья жена отца оказалась «злой и ревнивой мачехой». Он начал помогать отцу, когда ему было 13 лет. Михаил Ломоносов обучал грамоте глава местной Дмитровской церкви С.Н. Сабельников. В 14 лет Ломоносов был безупречным и многозначительным писателем. Домашняя жизнь Ломоносова была невыносима и полна постоянных ссор с мачехой. Страсть Ломоносова к книгам особенно возмутила его мачеху. Тогда, зная, что отец Ломоносова хочет жениться на третьей жене, он решил переехать в Москву. Он уехал в Москву 15 декабря 1730 года. Там он учился в Славяно-греко-латинской академии. В этой академии он получил степени по поэзии, ораторскому искусству и философии. С 1734 по 1735 год учился в Киево-Могилянской академии, затем в Петербургском академическом университете (1735). Несколько месяцев он слушал философские лекции Джерома Миткевича, а также лекции по математике и физике. Затем он вернулся в Москву из Киева и окончил Славяно-греко-латинскую академию. 2 января 1736 года он вместе с 11 товарищами привез из Москвы отставного оратора Академии наук и художеств в Санкт-Петербурге Василия Попова и представил его как академика. С 1736 г. он изучал химию и металлургию в университетах Мербурга и Фрайбурга в Германии. Ломоносов основал науку химическую физику. Ломоносов внес значительный вклад во все области оптики и тепла, электричества и гравитации, метеорологии и искусства, географии и металлургии, истории и химии, философии и литературы, геологии и астрономии. . Он также сделал себе имя в истории как великий энциклопедист. Многие его научные труды переведены на иностранные языки. Михаил Васильевич Ломоносов создал грамматику русского языка и является основоположником современного русского литературного языка. Он также внес свой вклад в развитие терминологии, включив в русский язык термины из иностранных языков. По словам Пушкина, «не было ни поля, ни направления». В 1748 году он основал Первую химическую лабораторию при Российской академии наук. В 1755 году по инициативе Ломоносова был основан Московский университет (впоследствии переименованный в Ломоносовский). А.С. Пушкин так описывает деятельность Ломоносова: «Ломоносов охватил все сферы образования. Жажда знаний была сильнейшей страстью страстной души. Он добился многого не только как теоретик-естествоиспытатель, но и как последовательный практик, он твердо верил в это и страстно увлекался этим. Например, («Письмо об использовании стекла»). Ученый мечтал построить всю свою «Натурфилософию» на основе объединяющих идей, в частности, на идее «вращения», и смог доказать вращательное движение частиц. М. В. Ломоносов сформировал свою «корпускулярную философию», не только критикуя наследие алхимии и физической химии, но и продвигая эффективные идеи, которые он использовал на практике, формируя новую теорию, призванную стать основой современной науки. Ломоносов предложил корпускулярную (атомно-молекулярную) теорию и пришел к такому выводу: правило, согласно которому все микрообъекты материи (фотоны, электроны, протоны, атомы и т.д.) обладают как корпускулярными (частицами), так и волновыми свойствами. Представление о движении частицы по траектории и представление о направлении распространения волны - это совершенно разные физические процессы в классической физике. Эксперименты с фотоэлектрическим эффектом, эффектом Комптона и другими явлениями показывают, что фотоны тоже обладают свойствами. В этом случае энергия фотона связана с Ye и импульсом r, частотой света v и длиной волны X следующими соотношениями: E = hv, p = h / X (постоянная L-Планка). С другой стороны, явление дифракции потока электронов в кристаллы можно объяснить тем, что они обладают волновыми свойствами. Следовательно, важной характеристикой микромира является наличие двухмерных катодов. Явление дифракции при рассеянии частиц противоречит представлению о движении частиц по траектории и показывает, что они обладают волновыми свойствами. Мало того, в 1753-1754 годах он взял участок земли под строительство стекольного завода им. М.В. Ломоносова в селе Усть-Рудицы Копорского уезда, недалеко от Ораниенбаума, а в 1756 году землю передали ему под постоянное пользование. использовать. Во время строительства этого завода ученый продемонстрирует свои инженерные и дизайнерские навыки, начиная с выбора места для строительства, расчета строительных материалов и сжигания достаточного количества древесины и золы для первоклассных ямбургских песков и стекловаренных печей; проектирование заводских цехов, детальная разработка технологического процесса, проектирование лабораторных и производственных печей, оригинальных станков и инструментов; и заканчивается оформлением графических материалов, которое он выполняет своими руками или под своим непосредственным руководством. Усть-Рудицкий завод - уникальное и совершенно новое предприятие стекольной промышленности, возглавляемое создателем стекольной науки, которому отведена ведущая роль в экспериментальном процессе и в постоянно развивающейся лаборатории. Изначально фабрика производила только бисер, бусинки, стеклярусы и мозаичные композиции (эмали). Через год появятся самые разные «галантереи»: камушки, ожерелья, броши, вазы. С 1757 года фабрика начала производить посуду, туалеты и письменные принадлежности - все из разноцветного стекла, в основном бирюзового. Постепенно с годами началось производство крупных изделий: выдувных фигур, цветников, садовых украшений, литых досок для столов. Ломоносов создал и построил более десятка принципиально новых оптических приборов, русскую научно-практическую школу оптики. М. В. Ломоносов

создана катопто-диоптрийная система зажигания; Устройство «конденсатор света», которое он называет «трубкой ночного видения», предназначено для наблюдения за далекими объектами в море ночью или, как говорится в статье, «физической проблемой ночного видения». «Камни времени и корабли» . »И в 1756 году он продемонстрировал это на заседании Научного собрания. М. В. Ломоносов создал и построил оптический батоскоп или новый «прибор», позволяющий видеть дно рек и морей гораздо глубже, чем мы видим. Он также предложил и продемонстрировал устройство (вискозиметр) для качественного определения вязкости жидкостей.Вискозиметр, то есть клей, определяет, насколько он прилипает, плавится, затвердевает и т. Д. Продвигая свои оригинальные идеи, он улучшил преподавание языка, литературы, химии, физики, философии и географии в учреждении. Он научно сотрудничал со многими поэтами и писателями. Он научно сотрудничал со многими поэтами и писателями. Он умер от воспаления легких 4 апреля 1765 года в своем доме на берегу реки Мойки, а 8 апреля был похоронен на кладбище Александра Невского. Его литературное наследие продолжает изучаться поколениями. Нет сомнений в том, что универсальность его работы является источником силы для современных ученых. Невероятные инновации таких ученых, даже если они живут в эпоху, когда технологии еще не развиты, поражают. Такие ученые, как М. Ломоносов, заложили фундамент стремительно развивающейся мировой науки прошлого. Избегайте таких ученых. Ценные данные послужат программой для науки будущего.

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ОПАСНОСТЬ БЛИЗКОРОДСТВЕННЫХ БРАКОВ ОКАЗАЛАСЬ ПЕРЕОЦЕНЕННОЙ

Аннотация: У детей, рожденных в близородственных браках с наследственной отягощенностью и без таковой, отмечается высокий процент психоневрологических осложнений, в то время как дети, рожденные вне близкого родства, страдали незначительными отклонениями, обусловленными перинатальными факторами.

Ключевые слова: дети, психические расстройства, близкородственные браки, наследственная отягощенность.

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THE DANGER OF CLOSE MARRIAGE HAS BEEN OVERVALUED

Resume: Children born in closely related marriages with and without hereditary burdens have a high percentage of neuropsychiatric complications, while children born outside of a close relationship suffered from minor deviations due to perinatal factors.

Key words: children, mental disorders, closely related marriages, hereditary burden.

Актуальность. Ученые из Северной Ирландии утверждают, что по сравнению с общей популяцией у детей, рожденных в браке между двоюродными братьями и сестрами, существенно увеличивается риск развития депрессии и шизофрении[3].

Запрет на близкородственные браки (между кровными родственниками первой линии) уходит корнями в глубокую древность. Подобный запрет резко снижает вероятность выкидыша, мертворождения и развития наследственных заболеваний у потомства[1]. С другой стороны, браки между двоюродными братьями и сестрами (родственниками четвертой линии) не является редкостью во многих странах – но детям от таких браков грозит повышенный риск развития психических болезней во взрослом возрасте[2].

В европейских странах браки между двоюродными братьями и сестрами не являются большой редкостью, однако, по мнению исследователей из университета Квинс в Белфасте (Queen's University Belfast), среди детей, появившиеся на свет в брачном союзе «кузенов» и «кузин», чаще наблюдаются клиническая депрессия и шизофрения[4].

Авторы статьи, опубликованной 4 апреля в онлайновом журнале JAMA Psychiatry, провели анализ данных о состоянии здоровья ныне живущих граждан Северной Ирландии, которые родились между 1971 и 1986 годом.

В когорте общей численностью 363 960 человек 0,2% составляли дети, появившиеся на свет в родственных браках[3].

После учета других факторов риска ученые установили, что по сравнению с общей популяцией дети двоюродных братьев и сестер гораздо чаще принимали антидепрессанты и препараты для лечения повышенной тревожности (35,8% в исследуемой группе и 26,0% в общей популяции)[2].

Кроме того, детям кузенов и кузин чаще назначались антипсихотические препараты (антипсихотики принимали 8,5% потомства родственных браков и 2,7% представителей общей популяции соответствующего возраста).

Ученые из Белфаста определили, что по сравнению с общей популяцией риск развития шизофрении у потомства браков между двоюродными братьями и сестрами был выше в 2 раза, а вероятность развития депрессии у детей, рожденных в таких родственных браках, увеличивалась в 3 раза[4].

Вместе с тем, исследователи не обнаружили повышенного риска развития депрессии и шизофрении у детей, рожденных в браках между троюродными братьями и сестрами.

Цель исследования. Анализ современной научной базы по проблеме родственных браков, оценка их влияния на развитие той или иной патологии у детей.

Материалы и методы исследования. Из числа больных, состоящих на учете в Андижанском областном психоневрологическом диспансере (АОПНД), были отобраны 100 детей, рожденных в близкородственных браках в возрасте от 3 до 15 лет. Из них 47 мальчиков и 53 девочки.

I группу обследованных составили 52 ребенка из семей от близкородственных браков с наследственной отягощенностью.

II группа - 48 детей из семей от близкородственных браков без наследственной отягощенности.

Контрольная группа - 50 детей, родители которых не состояли в родстве и не имели наследственной отягощенности психическими заболеваниями. Группа была отобрана на основе 10 % репрезентативной выборки методом случайных чисел

Результаты исследования. Психические нарушения отмечались у всех детей в виде умственной отсталости, наличие судорожных припадков, аффективных расстройств, патологии поведения, признаков органического поражения головного мозга, выражающихся в неврологическом дефиците различной степени выраженности

При обследовании детей у тематических больных I группы при наличии родственных браков и наследственной отягощенности были выявлены следующие психические расстройства: наибольший процент занимает умственная отсталость различной степени выраженности – 52%, вторая по частоте встречаемости патология – это эпилепсия и неэпилептические припадки – 19%, нарушения поведения наблюдались в 15%случаев, дети с органическим поражением ЦНС составили 14% случаев.

Психические расстройства пациентов II группы отличались от первой группы превалированием судорожных синдромов и эпилепсии (46%), а также органическим поражением головного мозга (28%), на 3 и 4 местах соответственно – умственная отсталость (16%) и патология поведения (10%).

При обследовании детей контрольной группы выявились следующие психические расстройства: задержка психического развития (ЗПР)-40%, минимальная мозговая дисфункция (ММД)-36%, умственная отсталость-3%, судорожные синдромы и эпилепсия-9%, нарушение поведения-2%, органическое поражение ЦНС-10%.

При обследовании детей контрольной группы лидирующие позиции занимают ЗПР (38%) и ММД (36%). На втором месте стоят органические поражения головного мозга (10%) и эпилепсия (10%). Наименьший процент занимают умственная отсталость (4%) и патология поведения (2%). Следует особо отметить отсутствие у детей I и II групп нозологий ММД и ЗПР.

Таким образом, у детей, рожденных в близкородственных браках с наследственной отягощенностью, наиболее часто встречается умственная отсталость. Эпилептический синдром лидирует у детей, рожденных от близкородственных браков без наследственной патологии, зачастую на фоне органического поражения ЦНС. У детей, родившихся вне близкородственных браков и без наследственной отягощенности превалирует минимальная мозговая дисфункция и задержка психического развития.

Вывод. Несмотря на ряд положительных социальных и экономических сторон родственных браков, с точки зрения генетики и медицины следует принять во внимание негативное влияние кровнородственных браков, заключающееся в повышенном генетическом риске для потомства и высокой частоте врожденной патологии у новорожденных. Оценка социо-демографических аспектов близкородственных браков показывает, что их более широкое распространение во многих случаях объясняется плохим экономическим положением, отсутствием образования и низким уровнем социального обеспечения.

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ИНВЕСТИЦИОННАЯ СТРАТЕГИЯ И ЕЕ ЗНАЧЕНИЕ В СОЦИАЛЬНО-ЭКОНОМИЧЕСКОМ РАЗВИТИИ РЕГИОНА

Аннотация: В данной статье рассматривается взаимосвязь инвестиционной стратегии и значимых аспектов социально-экономического развития; инвестиционная децентрализация и ее применение в Ташкентской области; инвестиционная стратегия и ее основные разделы.

Ключевые слова: инвестиционная стратегия, децентрализация, стратегическое планирование, инвестиционная привлекательность, инвестиционные цели, инвестиционные ресурсы.

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INVESTMENT STRATEGY AND ITS IMPORTANCE IN THE SOCIO-ECONOMIC DEVELOPMENT OF THE REGION

Abstract: This article discusses the relationship between investment strategy and significant aspects of socio-economic development; investment decentralization and its application in the Tashkent region; investment strategy and its main sections.

Key words: investment strategy, decentralization, strategic planning, investment attractiveness, investment goals, investment resources.

Введение

В условиях современного стратегического планирования экономики немаловажное значение придается инвестиционной привлекательности страны и региона, в частности.

Повышение эффективности управления инвестициями региона находится в прямо пропорциональной зависимости от социально-экономического развития региона. Известно, что каждый из регионов обладает преимуществами, причем некоторые из них могут присутствовать и в других регионах, а некоторые – быть единственными в своем роде. Однако, в совокупности, отдельно взятый регион приобретает специфичность, свойственную только ему одному и таким образом приобретает привлекательность для конкретно взятого инвестора.

Можно сделать вывод, что даже несмотря на то, что у отдельно взятого региона количество факторов, благоприятных для инвестиционной деятельности будет равно одному или двум, данный регион может быть предпочтен инвестором. Так как именно эти факторы будут являться определяющими для его инвестиционной деятельности.

Применяя данный анализ к регионам Узбекистана стоит отметить, что каждый из них будет иметь свой ряд факторов, вызывающих инвестиционный интерес.

При рассмотрении, к примеру, выращивания сельскохозяйственных культур, мы можем увидеть следующее:

- ряд регионов обладает благоприятными условиями для сельскохозяйственной деятельности;
- климат в регионах различен и отдельно взятые регионы подходят для разных сельскохозяйственных культур;
- существуют регионы с недостаточными водными ресурсами, однако при внедрении капельного орошения этой проблемы можно избежать.

Использование инвестиционной привлекательности региона тесно связано с инвестиционной стратегией и должно быть учтено при планировании последней. Это позволит привлекать инвестиции в регионы, которые вначале могут показаться регионами с наименьшими привлекательными для инвестора факторами. Однако, правильное планирование и составление инвестиционной стратегии позволит задействовать и такие регионы, что приведет к более равномерному распределению инвестиций по стране.

Обзор литературы

Инвестиционная стратегия входит в систему стратегий, предусматривающих промышленную, инновационную и финансовую стратегии.

В литературе, понятие «инвестиционная стратегия» определяется как система целей и приоритетов инвестиционной деятельности, определяющая направления развития хозяйственной системы[49]. В свою очередь региональная инвестиционная стратегия должна представлять собой комплекс, взаимосвязанных по задачам, срокам осуществления и ресурсам целевых программ, отдельных проектов и мероприятий, обеспечивающих синергетический эффект при решении системных проблем экономического[50] роста.

Инвестиционную стратегию можно представить, как генеральное направление (программу, план) инвестиционной деятельности в регионе, следование которому в долгосрочной перспективе должно привести к достижению инвестиционных целей и получению ожидаемого экономического эффекта.[51]

Согласно мнению В.В. Трубниковой понятие инвестиционная стратегия определяет основу всего процесса управления инвестициями, формирование которой означает сокращение возможных альтернативных действий,

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[49] Бланк И.А. Финансовая стратегия предприятия// М.: Ника-центр, 2004.
[50] Чуб Б.А. Механизмы управления развитием региона // М.: Издательство «Луч», 2001.
[51] Угрюмова А.А. Механизм формирования инвестиционной стратегии региона. // Региональная экономика: теория и практика. – 2010, №18.

упрощение и ускорение процесса принятия решений. Стратегия устанавливает определенные стандарты, которыми должна руководствоваться группа лиц, принимающая стратегические решения.[52]

Рассмотрев различные мнения и точки зрения экономистов, автором выведено свое понятие инвестиционной стратегии. Инвестиционная стратегия – это документ, являющийся плановым и составленный государственными органами власти в целях создания благоприятного инвестиционного климата в регионе.

Анализ и результаты

Для того, чтобы понять связь инвестиционной стратегии с социально-экономическим развитием региона, остановимся на разделах стратегии. (Рисунок 1[53]). На данном рисунке, где ИД – инвестиционная деятельность, ИЦ – инвестиционные цели, ИР – инвестиционные ресурсы, мы можем увидеть следующее:

- инвестиционная стратегия состоит из шести основных разделов, взаимосвязанных между собой;
- при расставлении и достижении инвестиционных целей, необходимо соблюдение четкой последовательности этих целей;
- при разработке инвестиционной стратегии важно учесть формы реализации инвестиционной деятельности, например, проведение форумов и конференций, на которые возможно будет привлечь тиностранных инвесторов, а также приоритетные направления развития региона. Здесь необходимо также учесть социально-экономические аспекты развития региона;
- проводить оценку инвестиционной деятельности региона следует поэтапно, с учетом формализованных критериев оценки, моделирования оценочной системы и реализации процесса оценки инвестиционной деятельности;
- важное влияние на инвестиционную стратегию региона оказывают его инвестиционные ресурсы. Их влияние выражается в последующем выборе потенциальных инвесторов, а также в выборе существующих проблем в социально-экономической сфере региона;
- последний раздел – возможная инвестиционная активность региона определяется органами власти по направлениям и формам инвестиционной деятельности, при этом также определяются границы инвестиционной стратегии.

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[52] Трубникова В.В. Особенности инвестирования в региональную экономику// Региональная экономика: теория и практика. – 2010, №41.

[53] Разработано автором

Рисунок 1. Основные разделы инвестиционной стратегии

Таким образом, инвестиционная стратегия в первую очередь определяет концепцию развития региона, управление стратегическим выбором преобразований и самой планировочной составляющей оказывает существенное влияние на социально-экономическое развитие региона.

Заключение

Так как регион представляет собой самостоятельную, целостную систему, при выборе инвестиционной стратегии необходимо опираться на план социально-экономического развития региона, выделить при этом основные аспекты его дальнейшего развития и включить их в инвестиционную стратегию, составленную государственными органами власти.

Разработка инвестиционной стратегии особенно актуальна для регионов, не имеющими в своем составе крупные мегаполисы или не обладающими богатыми природными ресурсами. Тем самым инвестиционная стратегия способствует более равномерному распределению финансовых ресурсов между регионами. Это, в свою очередь, способствует реализации массива социальных и экономических обязанностей, возникающих у органов государственной власти перед населением.

Таким образом, укрепление доверия инвесторов к последовательной государственной политике, дальнейшая либерализация экономики, разработка последовательной инвестиционной стратегии, повышение роли государственных структур активно способствуют улучшению инвестиционного климата страны и повышают ее инвестиционную привлекательность.

В этой связи, Президентом Республики Узбекистан 01 августа 2018 года был издан Указ “О мерах по кардинальному улучшению инвестиционного климата в Республике Узбекистан”. Учитывая этот и другие, последовавшие за ним нормативные акты, регулирующие инвестиционную деятельность и способствующие ее развитию.

Реализация разработанных на сегодняшний день инвестиционных стратегий, одной из составляющих которых является децентрализация инвестиций, позволила увеличить приток иностранных инвестиций, благодаря проведению более наглядной демонстрации преимуществ конкретного региона, в нашем случае – Ташкентской области.

Так, результатом проведения международного инвестиционного форума в Нурафшане стало подписание соглашений на 1 млрд. долларов США – эта цифра еще раз подтвердила привлекательность региона по сравнению с остальными областями республики. Самыми крупными из подписанных проектов стали: строительство «умного города» в Нурафшане, логистический центр в Чиназе, создание комплексной туристической инфраструктуры в Бостанлыкском районе. Также следует отметить проект компании «Sigma chemical industry» по производству текстильных красок, стоимостью 70 млн. долл. США, благодаря которому будет создано 400 рабочих мест, а 80 процентов продукции будет экспортироваться, создание фармацевтического кластера Tashkent pharma park, на котором создано 1 700 рабочих мест, и предприятие “Евро глобал инвест”, стоисмостью 30,3 млн. Евро, которое обеспечило рабочими местами 400 человек. В целом темпы роста инвестиций за первое полугодие 2020 года увеличились на 60 процентов, по сравнению с аналогичным периодом прошлого года, прогноз плана, размер которого был определен 103,5 млн. Долл США достиг цифры в 175 млн. Долл США.

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СОСТОЯНИЕ МИКРОЦИРКУЛЯЦИИ У БОЛЬНЫХ С ХРОНИЧЕСКОЙ ВЕНОЗНОЙ НЕДОСТАТОЧНОСТЬЮ НИЖНИХ КОНЕЧНОСТЕЙ, ОСЛОЖНЁННОЙ ТРОФИЧЕСКИМИ ЯЗВАМИ

Аннотация: Обследованы 62 больных с посттромбофлебитическими и варикозными язвами нижних конечностей. С целью определения состояния микроциркуляции изучалась транскапиллярная диффузия по вено-венозному градиенту. С целью изучения резорбционно-транспортных возможностей лимфатической системы применялась методика непрямой лимфосцинтиграфии. Изучены уровень и мониторинг напряжения кислорода в ткани. У больных с хронической венозной недостаточность нижних конечностей осложнёное трофическими язвами выявлено нарушение микрогемо- и лимфоциркуляции в пораженной конечности. У больных с посттромбофлебитическими и варикозными язвами нижних конечностей необходима коррекции не только венозной недостаточности но и лимфатического дренажа в комплексном лечении данной категории больных.

Ключевые слова: венозная недостаточность, микроциркуляция, трофическая язва.

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THE STATE OF MICROCIRCULATION IN PATIENTS WITH CHRONIC VENOUS INSUFFICIENCY OF THE LOWER LIMB COMPLICATED BY TROPHIC ULTRA

Resume: 62 patients with post-thrombophlebitic and varicose ulcers of the lower extremities were examined. In order to determine the state of microcirculation, transcapillary diffusion along the veno-venous gradient was studied. In order to study the resorption and transport capabilities of the lymphatic system, the method of indirect lymphoscintigraphy was used. The level and monitoring of oxygen tension in the tissue were studied. In patients with chronic *venous insufficiency of the lower extremities, complicated by trophic ulcers, a violation of microhemo- and lymphocirculation in the affected extremity was revealed. In patients with post-thrombophlebitic and varicose ulcers of the lower extremities, it is necessary to correct not only venous insufficiency but also lymphatic drainage in the complex treatment of this category of patients.*

Key words: venous insufficiency, microcirculation, trophic ulcer.

Введение. Пока еще остается неудовлетворительной эффективность как консервативных, так и хирургических методов лечения хронических заболеваний вен нижних конечностей [8]. Высокая частота неудовлетворительных результатов объясняется часто тем, что изменения в венозной системе влекут за собой различные по тяжести и объему вторичные изменения в лимфатической системе [7],[9]. Являясь одним из ключевых звеньев в системе гомеостаза и гуморального транспорта, лимфатическая система вовлекается во все патологические процессы [3]. Нарушения в лимфатической системе и неадекватность ее функции не только влияют на развитие заболевания, но, нередко, и предопределяют их [1],[2],[4],[5]. Микроциркуляторному руслу отводят основную роль в поддержании циркуляторного гомеостаза, и в этом участвуют и лимфатические сосуды, являющиеся важным звеном функциональной и структурной организации микроциркуляторной системы [6],[10],[11].

Цель исследования. Изучить особенности лимфоотока и её влияние на микроциркуляцию у больных с посттромбофлебитическими и варикозными язвами нижних конечностей.

Материалы и методы. Изучены 62 больных с посттромбофлебитическими и варикозными язвами нижних конечностей. Наибольшую группу составляют больные с длительностью заболевания от 7 лет и более. Отеки наблюдались у 87% больных. Они достигали у некоторых больных значительной степени, их распространенность зависела от локализации и протяженности патологического процесса.

У данной группы больных в связи с развитием фиброзной ткани в подкожной клетчатки и в коже у 61% больных появлялась гиперпигментация, а у 42% больных - индурация в нижней и средней трети голени. У 14,3% больных отмечались более или менее выраженные явления целлюлита, дерматита или экземы.

С целью определения состояния микроциркуляции изучалась транскапиллярная диффузия по вено-венозному градиенту. Степень фильтрации жидкости и проникновения белка через стенку капилляра определялось при сравнении показателей гематокрита и содержания белка. Расчет потери белка проводили по формуле Лендиса на 100 мл крови. С целью изучения резорбционно-транспортных возможностей лимфатической системы применялась методика непрямой лимфосцинтиграфии радиофармакологическим препаратом технефит 99Тс меченный технецием 3-5 мб. Исследование производилось на Гамма камере MB 9200 производства

Венгрии с ЭВМ « Microsegans». Уровень и мониторинг напряжения кислорода в ткани нами производилось на аппарате ТСМ- 2 радиометр "Дания" с контактным датчиком типа Кларка. У данной группы больных изучены результаты ультразвуковой допплерографии вен нижних конечностей у 25% была окклюзивная форма поражения у 42% рекан ализованная и у 33% частично реканализованная.

Результаты и их обсуждение. При исследовании данных этих групп больных имелись значительные нарушения в транскапиллярном обмене. Количество капиллярного фильтра у больных с посттромбофлебитическими язвами возрастало до 14,1±0,4 мл, потеря белка до 4,88±0,5 %, также отмечалось снижение содержание натрия в крови в региональном кровотоке до 136±0,50 . Показатели у больных с варикозными трофическими язвами представлено в таблица №1. Таким образом, в связи с повышенным выходом белка и натрия из венозной части микрососудистого русла, отмечается снижение кислородно-осмотического давления, что приводит к фильтрации жидкой части крови в ткань и увеличению осмотического давления внеклеточной жидкости, что в дальнейшем приводит к отеку и ухудшению трофики тканей.

Таблица 1

Состояние транскапилярной проницаемости у больных с посттромбофлебитическими и варикозными трофическими язвами (n-53)

Клин.формы обсл.гр.	к-во кап.фильтр. (мл)	потер.белка (%)	К-во натрия м.моль/л
Посттромбофлеб итические трофи ческие язвы	14,1±0,4	4,88±0,5	136±0,50
Варикозн. бол. ослож.троф.язва ми	8,12±0,31	2,96±0,24	138±0,7
Контр.группа здор.лиц (n-22)	2,05±0,11	2,08±0,12	148±0,14

По мере расстройства микроциркуляции, ухудшается трофическое обеспечение тканей, о чем свидетельствуют имеющиеся значительные нарушения по доставке и утилизации в них кислорода. Изучение окислительно-восстановительных процессов с целью оценки нарушений тканевого метаболизма с помощью транскутанного напряжения кислорода. Так напряжение кислорода у больных с посттромбофлебитическими язвами в тканях у снижалось и находилось в пределах от 28 до 46 мм.рт.ст. Прирост уровня TcPO2 после кислородной пробы находилось в пределах 66-73%, кислородная емкость тканей снижалось до 16-18 мм.рт.ст. У больных с варикозными язвами также представлены в таблице № 2. .

Таблица 2

Транскутанное напряжение кислорода в тканях у больных с у больных с посттромбофлебитическими и варикозными трофическими язвами (n-47)

Клин.формы обслед. гр.	Уров.TcPO2тк. мл.рт.ст.	TcPO2тк.при кис.наг. (%)	Кисл.емк.тканей мл.рт.ст.
Посттромбофлебитические трофические язвы	28-46	66-73	16,2-18,5
Варик.бол.ослож. Троф.язвами	39-47	72-80	23-28
Контр.гр.зд.лиц (n-25)	57	90-95	53

Таким образом, по данным TcPO2 можно заключить, что у больных с венозными трофическими язвами имелись значительные нарушения доставки кислорода к тканям пораженной конечности

При радионуклидном исследовании у больных с посттромбофлебитическим трофическими язвами скорость лимфотока в конечности составила 7,5±0,6 мм/мин, а интенсивность выведения радионуклида в течении 1 часа составила 12%. У больных с варикозными трофичаскими язвами оно соответственно составила 8,2±1,4 и 13%.

Таким образом, обе группы больных имели выраженное нарушение лимфообращения в пораженной конечности. Показатели у контрольной группы здоровых лиц представлена в таблице №3.

Таблица №3

Скорость лимфотока и интенсивность выведения РФП из тканевого депо у больных с посттромбофлебитическими и варикозными трофическими язвами (n-38)

Клинич.форм обслед.гр.	Скорость лимфотока мм/мин	Интен.вывед.РФП из тканевого депо (%)
Постромбофлебитические трофические язвы	7,5±0,6	12
Варикоз. бол. ослож. троф. язвами	8,2±1,4	13
Контрольная группа здоровые лица (n-20).	14,1	24

Заключение. Таким образом, у больных с посттромбофлебитическими и варикозными язвами нижних конечностей в связи с нарушением функции как венозного так и лимфатического дренажа имеются выраженные нарушения микрогемо- и лимфоциркуляции в пораженной конечности. Это приводит к нарушению метаболизма, ухудшающей развитие и исход патологического процесса. Это указывает на необходимость коррекции не только венозного но и лимфатического дренажа в комплексном лечении данной категории больных.

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МЕТОДИКА КЕЙС-СТАДИ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ

Аннотация: В статье рассматривается кейс-метод как метод создания учебных ситуаций, обеспечивающих организацию профильного обучения иностранным языкам

Ключевые слова: Кейс-метод, ситуационный анализ, активные методы обучения, педагогические ситуации, иностранный язык

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CASE STUDY METHODOLOGY FOR TEACHING A FOREIGN LANGUAGE OF STUDENTS

Annotation: The article examines the case method as a method of creating educational situations that ensure the organization of profile teaching in foreign languages

Key words: Case method, situational analysis, active teaching methods, pedagogical situations, foreign language

В современном вузе дисциплина «Иностранный язык» является базовой на двух образовательных ступенях (бакалавриат-магистратура) и изучается в соответствии с профилем подготовки студентов. Обучение иностранным языкам в вузе осуществляется в рамках коммуникативно-деятельностного подхода, который предполагает формирование у студентов умений в различных видах иноязычной речевой деятельности (говорении, чтении, письме, аудировании).

Деятельностный подход предусматривает стимулирование познавательной деятельности студентов посредством их активного вовлечения в различные индивидуальные, групповые, коллективные формы обучения, имеющие в большинстве своем интерактивный характер. В рамках деятельностного подхода обучение иностранным языкам можно организовать как деятельность или с помощью деятельности. Практика обучения иностранным языкам в вузе показывает, что реализация деятельностного подхода к обучению возможна при использовании активных методов обучения.

Известный автор книги «Методы активного обучения», который был издан в 1991 году со стороны А.М. Смолкина дает следующее определение активным методам обучения. Активные методы обучения — это способы активизации учебно-познавательной деятельности студентов, которые побуждают их к активной мыслительной и практической деятельности в процессе овладения материалом, когда активен не только преподаватель, но активны и студенты. В своей классификации активных методов обучения для вуза А.М. Смолкин выделяет имитационные методы активного обучения, т.е. формы проведения занятий, в которых учебно-познавательная деятельность построена на имитации профессиональной деятельности. Все остальные относятся к не имитационным. Имитационные методы в свою очередь делятся на игровые и неигровые. К игровым относятся проведение деловых игр, инсценировок, к неигровым - анализ конкретных ситуаций или же кейс-методы.

Метод кейс-стади – это не просто методическое нововведение – это метод активного обучения на основе реальных ситуаций. Можно сказать, что этот метод направлен не столько на освоение конкретных знаний, или умений, сколько на развитие общего интеллектуального и коммуникативного потенциала студентов и преподавателей. Кейс – это маленькое литературное произведение, позволяющее не только получить информацию, но и погрузиться в атмосферу происходящего. Это помогает студентам представить себя в реальной жизненной ситуации, а не просто решать сложную задачу.

Проблема внедрения кейс-метода в практику высшего профессионального образования в настоящее время является весьма актуальной, что обусловлено двумя тенденциями: первая вытекает из общей направленности развития образования, его ориентации не столько на получение конкретных знаний, сколько на формирование профессиональной компетентности, умений и навыков мыслительной деятельности, развитие способностей личности, среди которых особое внимание уделяется способности к обучению, смене парадигмы мышления, умению перерабатывать огромные массивы информации; вторая вытекает из развития требований к качеству специалиста, который, помимо удовлетворения требованиям первой тенденции, должен обладать также способностью оптимального поведения в различных ситуациях, отличаться системностью и эффективностью действий в условиях кризиса.

Что дает использование кейс-метода в изучении иностранного языка?

- Повышает уровень знания иностранного языка в целом. Использование терминов и их понимание более эффективно, чем простое их заучивание, так как требует умения их использовать;
- Развивает творческое мышление, заставляя думать на языке;
- Развивает навыки проведения презентации (умение публично представить свою работу на иностранном языке); Учит формулировать различные типы вопросов;

- Развивает умение вести дискуссию, аргументировать ответы, что способствует развитию речи без опоры на готовый текст;
- Совершенствует навыки профессионального чтения на иностранном языке и обработки информации;
- Учит работать в команде и вырабатывать коллективное решение;
- Позволяет полноценно решить индивидуальную и групповую самостоятельную работу студентов.

Разбирая кейс, студенты фактически получают на руки готовое решение, которое можно применить в аналогичных обстоятельствах. Увеличение в «багаже» студента проанализированных кейсов, увеличивает вероятность использования готовой схемы решений к сложившейся ситуации, формирует навыки решения более серьезных проблем. Процесс создания кейса представляет собой сложную педагогическую систему и осуществляется в несколько этапов: Формирование дидактических целей. На этом этапе определяется место кейса в структуре учебного курса, выявление знаний, умений и навыков, формирование социальных компетенций студентов. Методической целью может быть иллюстрация к теории и чисто практическая ситуация, или их совмещение. Цель должна быть весомой, чтобы заинтересовать студентов. Этому будет способствовать напряженность ситуации, конфликт или драматичность, которые позволят принять быстрое, своевременное и правильное решение. Кейс должен быть написан понятным студенту языком, без лишней терминологии; Построение программной карты кейса. Карта состоит из определенных тезисов, которые воплощаются в тексте. Это как бы каркас, который обрастает информацией, деталями для решения проблемы.

Составляется схема кейса:

а) обозначается действие, действующие лица, дается их характеристика;

б) описывается ситуация (симптомы);

в) указываются элементы среды (внешние факторы);

- Социальная система для кейса. Сюда мы можем отнести организацию, учреждение, которые имеют непосредственное отношение к тезисам.
- Сбор информации в избранной системе. Информация дается объективной, достаточной и достоверной для составления тезисов;
- Построение модели ситуации. Ситуация максимально отражает деятельность системы, представленной в кейсе;
- Выбор жанра кейса. Преподаватель, который составляет кейс, выбирает вид кейса;
- Написание текста кейса. Это самая трудная часть, поскольку необходимо адекватно отразить собранную и проанализированную информацию, при этом помнить об аудитории, для которой составлен кейс;

- Диагностика правильности и эффективности кейса. Проводится учебно-методический эксперимент, построенный по определенной схеме, для выяснения эффективности кейса;
- Внедрение кейса в практику обучения.

Таким образом, приходим к выводу, что студент рассматривает случай, приведенный в кейсе, вникает в него, может прогнозировать и демонстрировать свое решение, выносимое на обсуждение.

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ОПТИМИЗАЦИЯ РАСЧЕТНЫХ ЦЕН ЗА СНИЖЕНИЕ ДРУГИХ ЗАТРАТ В СТРОИТЕЛЬНЫХ ОРГАНИЗАЦИЯХ

Аннотация: Строительная отрасль способствует развитию общества за счет строительства производственных и хозяйственных зданий и сооружений, социальных объектов, жилых домов, инженерных коммуникаций, инженерных коммуникаций. Поэтому очень важно проводить научные исследования, разрабатывать новаторские идеи и научно обоснованные предложения и рекомендации, направленные на организацию рационального и эффективного использования средств, выделяемых на строительные проекты в нашей стране. Актуальность темы данной диссертации определяется тем, что в данной работе упор делается на оптимизацию сметной стоимости строительных объектов за счет снижения других затрат, составляющих стоимость строительных работ.

Ключевые слова: строительная индустрия, экономика, модернизация, инвестиционные проекты.

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OPTIMIZATION OF ESTIMATED PRICES FOR REDUCING OTHER COSTS IN CONSTRUCTION ORGANIZATIONS

Abstract: The construction industry contributes to the development of society through the construction of industrial and service buildings and structures, social facilities, residential buildings, engineering communications, engineering communications. Therefore, it is very important to conduct scientific research, develop innovative ideas and scientifically based proposals and recommendations aimed at organizing the rational and effective use of funds allocated for construction projects in our country. The relevance of the topic of this dissertation is determined by the fact that in this work the emphasis is on optimizing the estimated cost of construction projects by reducing other costs that make up the cost of construction work.

Key words: construction industry, economics, modernization, investment projects.

Обоснование темы и ее актуальность. Строительная отрасль - один из локомотивов экономики в обеспечении социально-экономического развития страны. Строительная отрасль способствует развитию общества за счет строительства производственных и хозяйственных зданий и сооружений, социальных объектов, жилых домов, инженерных коммуникаций, инженерных коммуникаций. Анализ практики развитых стран показывает, что без привлечения инвестиций невозможно развитие экономики в достаточной степени. Основная часть инвестиций будет вложена в капитальное строительство. Отличительной особенностью инвестиционной программы на 2020 год является то, что «приоритет отдается проводимой работе по привлечению инвестиций для реализации проектов по модернизации отрасли, техническому и технологическому обновлению. Основная часть привлеченных инвестиций - более 70% - была направлена в первую очередь на строительство производственных мощностей, а доля инвестиций в приобретение новейшего современного оборудования составила около 40%. Это позволит завершить и ввести в эксплуатацию в 2021 году строительство 158 крупных производств на общую сумму 9,6 млрд 400 млн долларов США »1. Основные направления дальнейшего углубления экономических реформ в капитальном строительстве На основании задач, поставленных Постановлением Кабинета Министров Республики Узбекистан № 261 от 11 июня 2003 года «О порядке определения стоимости строительства. строительство объектов по договорным текущим ценам »Утверждено решением. На основании настоящего Положения сформирована система ценообразования в строительной отрасли республики. Система экономических норм строительных работ (Градостроительные нормы и правила SHNQs), разработанная в недавнем прошлом в рамках этого постановления, составляет основу действующего механизма ценообразования.

Наблюдения и анализ строительной отрасли за годы, прошедшие с момента введения свободных рыночных отношений, показывают необходимость постоянного развития и улучшения существующих нормативных документов. Поэтому очень важно проводить научные исследования, разрабатывать новаторские идеи и научно обоснованные предложения и рекомендации, направленные на организацию рационального и эффективного использования средств, выделяемых на строительные проекты в нашей стране. Актуальность темы диссертации определяется тем, что в данной работе основное внимание уделяется оптимизации сметной стоимости строительных объектов за счет снижения других затрат, составляющих стоимость строительных работ. Объект и предмет исследования. Строительные проекты в регионах страны и в Ташкенте за счет централизованных капитальных вложений. Объекты исследования.

Организационно-экономические отношения, возникающие при формировании стоимости строительных объектов, осуществляемых на основе инвестиционных проектов. Цель исследования. В процессе расчета сметной стоимости объектов строительства в текущих ценах необходимо выработать практические рекомендации по оптимизации сметной стоимости за счет снижения прочих затрат. Основные задачи исследования: • Изучить роль и значение строительной отрасли в развитии экономического потенциала страны, формы организации строительства и теоретические основы ценообразования в строительстве • Теоретические и нормативные -изучение методологических основ; • Анализ методологической базы для формирования прочих затрат и прочих затрат в смете строительных объектов; • Анализ локальных и ресурсных смет строящихся объектов строительства; • Определить способы оптимизации стоимости строительства за счет снижения других затрат при расчете сметной стоимости строительных проектов и дать теоретическое и практическое обоснование их влияния;

Разработать научно обоснованные предложения и рекомендации по оптимизации сметной стоимости объекта за счет снижения других затрат.

Обзор исследовательской литературы. Учебники и методические пособия написаны многими учеными за рубежом и в нашей стране по проблемам экономики строительства и ценообразования в строительстве, установления текущих цен в строительстве в условиях рыночной экономики. Например: В.М.Васильев, Ю.Панибратов В книге «Управление инвестиционными проектами строительства» подробно описаны основные цели и принципы капитального строительства, уровень информационной базы проектов в капитальном строительстве и методологические основы контроля инвестиционной деятельности и строительства. управление инвестициями. (В.М. Васильев, Ю.Панибратов «Управление строительными инвестиционными проектами» СПб .: АСБ, 1997). В учебнике В.Р. Дорожкина «Сенообразование и управление стоимостью в строительстве» описаны методологические основы ценообразования в капитальном строительстве. В учебнике рассмотрены различные методы капитального строительства в Российской Федерации и обоснованы их методологические этапы. (В.Р. Дорожкин «Сенообразование и управление стоимостью в строительстве» Воронеж: Изд-во им.Е.А. Болховитинова, 2003.). В книге Салимджанова И.К. «Сиены и сенообразование в строительстве» освещены актуальные вопросы о системе оценочной деятельности в строительстве, развитии системы ценообразования в строительстве в экономике страны, а также об основных видах и способах проведения оценки. (Салимджанов И.К. / Сиены и сенообразование. Москва. Финстатинформ, 2001-304 с.). За годы независимости в нашей стране практически не проводилось исследований по формированию ценообразования и сметы в строительстве. В книге И.Х.Давлетова «Экономика строительства» исследуются экономический потенциал экономики капитального строительства и строительных предприятий Узбекистана, основные и оборотные средства и способы их эффективного использования. (Давлетов IX, 2011) Книга В.Ю.Йодгорова, Д.Я. Бутунова и Е.Б. Хаитова «Сенообразования». в строительстве »подробно описан ресурсный метод ценообразования в строительстве. Кроме того, уточняется порядок составления сметы и принципы ценообразования ресурсов в строительстве. (Ёдгоров В.У. и др., 2012).

В.Ю.Йодгоров, Д.Я. Бутунов, пособие Е.Б. Хаитова «Конкурсные торги в строительстве и его организация» Изучены методологические основы организации конкурсных торгов по организации строительства объектов между заказчиком и подрядчиком и организационные вопросы (Ёдгоров В.Ю. и др. ., 2011).

Описание методологии, использованной в исследовании. Законы Республики Узбекистан, Постановления Кабинета Министров, Президента Республики Ш.М. Мирзиёева постановления и нормативные документы, внесенные Государственным комитетом по архитектуре и строительству, документы по формированию сметной документации на строительство в Республике Узбекистан, научные труды отечественных и зарубежных ученых, а также изданная экономическая литература по ценообразованию в строительстве. Методы исследования. В исследовании используются научное наблюдение, группировка и изучение статистических данных, сравнительный анализ, графический анализ, корреляционно-регрессионный анализ, экономико-математические методы и другие научные методы и методические пособия. Кроме того, работа включает в себя следующее: - анализ методики расчета оценочной стоимости связанных объектов, относящихся к данной группе, монографическим методом, т.е. на примере отдельного строительного объекта; - экономико-статистический метод - анализ основы использования текущих цен в строительстве и рациональности использования текущих цен в исследовании; - могут использоваться метод абстракции, финансово-математический метод, методы синтеза полученных результатов. Теоретическая и практическая значимость результатов исследования. Практическая значимость результатов, полученных в ходе исследования, складывается из теоретических выводов и практических рекомендаций, обобщенных в конце исследования. В частности, в ходе работы будут разработаны практические рекомендации, как оптимизировать стоимость строительства за счет снижения других затрат в бюджете строительных объектов и как их улучшить. Рекомендации будут использованы в дальнейшем для оптимизации сметной стоимости за счет снижения прочих затрат в процессе формирования стоимости строительства объектов. Результаты, полученные по окончании исследования, также могут быть широко использованы в исследовательских работах по формированию цен в строительстве. Заключение диссертации представлено как логическое завершение работы, в которой представлены научные нововведения в работе по оптимизации сметной стоимости за счет снижения других затрат в процессе формирования стоимости строительства объектов строительства, ее теоретическая и практическая значимость. и возможная экономическая эффективность.

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ТЕМПЕРАТУРНОЕ ВОЗДЕЙСТВИЕ НА КОЭФФИЦИЕНТ НЕИДЕАЛЬНОСТИ ФОТОЭЛЕКТРИЧЕСКИХ ПАРАМЕТРОВ СОЛНЕЧНОГО ЭЛЕМЕНТА

Аннотация: Рассмотрена влияние температуры на значения коэффициента неидеальности ВАХ освещенного СЭ. Получены полуэмпирические выражения для определения температурной зависимости коэффициента не идеальности ВАХ освещенного полупроводникового СЭ. Паказано, что значение коэффициента не идеалности фото ВАХ СЭ имеет разное значение для разных точек фото ВАХ а также что его значение почти не зависит от температуры в интервале 160 K < T < 500 K.

Ключевые слова: солнечный элемент, коэффициент не идеальности фото ВАХ, эффективные фото ток, эффективные напряжение, влияние температуры, значения фотогальванических характеристик.

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TEMPERATURE EFFECT ON THE COEFFICIENT NON-IDEAL PHOTOVOLTAIC PARAMETERS OF A SOLAR CELL

Abstract: Influence of temperature on values of fill factor of I-V characteristic illuminated solar cell investigated. Semi-empirical expressions for definition of temperature dependence of fill factor of I-V characteristic illuminated solar cell investigated semiconductor solar cell are received. It is shown that its value does not depend almost on temperature in the range of 160 K <T <500 K.

Keywords: The Silicon Solar CelL, fill factor of I-V, an effective photocurrent of short circuit, effective voltage of open circuit, influence of temperature.

Известно, что плотность фототока в цепи освещенного солнечного элемента (СЭ) определяется выражением:

$$j_{ф} = j_0\left(\exp\left(\frac{qU}{nkT}\right)-1\right)-j_{кз}, \qquad (3)$$

где j_0- плотность тока насыщения СЭ, U-напряжение и $j_{кз}$- плотность тока короткого замыкания. Из этой формулы для коэффициента не идеальности ВАХ освещенного СЭ можно получить выражение:

$$n = \frac{qU}{kT} \frac{1}{\ln(\frac{j_ф + j_{кз} + j_0}{j_0})} \tag{4}$$

Однако, используя это выражение, температурную зависимость коэффициента не идеальности ВАХ освещенного СЭ можно определить только экспериментальным путем, так как, нет выражения определяющее температурную зависимость напряжения и плотности фототока.

В работах [1, 2] исследованы корреляция между напряжением холостого хода (U_{xx}), плотностью тока короткого замыкания ($I_{кз}$), эффективного напряжения ($U_{эф}$) и эффективной плотностью тока ($j_{эф}$) от температуры в интервале 200К<T<500K и был сделан вывод о том, что коэффициент не идеальности ВАХ не зависят от температуры. В точке, где определяется плотность тока короткого замыкания, значение этого коэффициента близка к 1 ($n\approx1$). А в точке, при котором определяется эффективние значения фотогальванических характеристик больше 2 (n>2). Из этого следует, что значение коэффициента не идеальности ВАХ освещенного СЭ различаются на различных точках ВАХ. Действительно, коэффициент не идеальности ВАХ освещенного СЭ определяется выбранной точкой кривой фототока [3], поэтому он не может иметь одинаковое значение на различных точках ВАХ. Так, как в точке определения напряжение холостого хода, фототок равен нулю и при этом значение коэффициента не идеальности ВАХ близко к 1 [4].

Принимая во внимание вышесказанное, настоящая работа посвящена исследованию температурной зависимости коэффициента не идеальности ВАХ СЭ.

В работе [2] для плотности тока насыщения, напряжению холостого хода и плотности тока короткого замыкания при T_0 = 300 K, получены следующие выражения,

$$j_0 = j_{00} \exp\left[\frac{q\varphi}{k}(\frac{1}{T_0} - \frac{1}{T})\right], \tag{5}$$

$$U_{xx} = (U_{0xx} - \varphi)\frac{T}{T_0} + \varphi, \tag{6}$$

$$j_{кз} = j_{00} \exp\left[\frac{q\varphi}{k}(\frac{1}{T_0} - \frac{1}{T})\right] \times \left[\exp\left[\frac{q\varphi}{n_1 kT_0}(\frac{U_{0xx}}{\varphi} - 1 + \frac{T_0}{T})\right] - 1\right], \tag{7}$$

где -U_{0xx}- и j_{00} - напряжение холостого хода и плотность тока насыщения, при температуре T_0 = 300 K, n_1- коэффициент не идеальности ВАХ в точке где определяется плотность тока короткого замыкания (точка 1), φ высота потенциального барьера СЭ. Как известно, потенциальный барьер СЭ тоже зависит от температуры в явном виде:

$$\varphi = \varphi_0 - \gamma T\ , \qquad (8)$$

где φ_0– высота потенциального барьера СЭ при температуре абсолютного нуля, γ–температурный коэффициент потенциального барьера, а его значение для основных полупроводников лежит в диапазоне γ = 5×10^{-3} ÷ 5×10^{-5} В / К.

Когда фототок равен нулю, выходное напряжение СЭ является напряжением холостого хода, поэтому из (3) можно получить следующую формулу:

$$n_1 = \frac{qU_{xx}}{kT}\frac{1}{\ln(\frac{j_{кз}+j_0}{j_0})}\ . \qquad (9)$$

Подставляя (5) - (8), (10) и (11) в соответствующие формулы (9) и (12), получим выражение, для температурной зависимости коэффициента не идеальности ВАХ освещенного СЭ.

В работе [4] для эффективних значений напряжения и плотности тока СЭ получены следующие выражения:

$$U_{эф} = \frac{n_2 kT}{q}\ln\frac{j_{кз}}{j_0}\frac{n_2 kT}{qU_{xx}}\ , \qquad (10)$$

$$j_{эф} = j_{кз}\left(\frac{n_2 kT}{qU_{xx}} - 1 - \frac{j_0}{j_{кз}}\right)\ , \qquad (11)$$

где n_2- значение коэффициента не идеальности ВАХ в точке определения эффективних значений фотогальванических характеристик СЭ (точка 2).

Когда напряжение равно эффективному значению, плотность фототока также будет равна ее эффективному значению. Поэтому для коэффициента не идеальности ВАХ из формулы (3) можно получить:

$$n_2 = \frac{qU_{эф}}{kT}\frac{1}{\ln(\frac{j_{эф}+j_{кз}+j_0}{j_0})}\ . \qquad (12)$$

Результаты расчета температурной зависимости коэффициента не идеальности ВАХ в точке определения тока короткого замыкания по выражению (9) для СЭ, изготовленных на основе свидетельствуют о ее ничтожности. Другими словами, коэффициент не идеальности ВАХ освещенного СЭ не зависит от температуры в интервале 160 $K < T <$ 500 K. При этом выполнены расчеты для значений параметров: j_{00} = 3,468×10^{-10} А/см^2, φ_0 =1,12 В и γ =2×10^{-4} В/К и значение для коэффициента составляет n_1= 1,0018.

В таблице приведены результаты расчетов для СЭ на основе полупроводников для температурной зависимости коэффициента не идеальности ВАХ в точке опредения эффективного значения фотогальванических характеристик.

Как следует из таблицы, коэффициент не идеальности ВАХ слабо зависит от температуры в диапазоне 160 $K < T <$ 500 K; диапазон изменений коэффициента при этом составляет 2,1 < n_2 <2,3. Считаем, что эти изменения происходить из за более существенного изменения фототока в точке определения эффективных значений фотогальванических характеристик. Эти расчеты выполнялись для значений j_{00} = 3,468×10^{-10} А/см^2, φ_0 =1,12 В и γ =2×10^{-4} В/К. Максимальное значение коэффициента составляло n_2 = 2,5.

Таблица

Температурная зависимость коэффициента не идеальности ВАХ кремниевых СЭ, вычисленная для эффективной точки

T, K	**163**	**183**	**203**	**223**	**243**	**263**	**283**	**303**	**323**
N	*2.2177*	*2.2189*	*2.2200*	*2.2212*	*2.2223*	*2.2234*	*2.2245*	*2.2256*	*2.2267*
T, K	**343**	**363**	**383**	**403**	**423**	**443**	**463**	**483**	**503**
N	*2.2278*	*2.2288*	*2.2299*	*2.2309*	*2.2320*	*2.2330*	*2.2340*	*2.2351*	*2.2361*

Значение фототока в кремниевых структурах в $10^5 \div 10^6$ раз превышает значение темнового тока. Поэтому влияние температуры на темп рекомбинации носителей заряда в области объемного заряда *p-n*-перехода и, следовательно, на коэффициент не идеальности ВАХ для освещенного СЭ является несущественным. Не большое изменение значений *n* в эффективной точке ВАХ освещенного СЭ с температурой в основном связано с изменением последовательного и шунтирующего сопротивления кремниевой структуры с поверхностными омическими контактами. Следовательно, с физической точки зрения, можно считать более целесообразным использование уравнения (12) в экспериментальных задачах физики полупроводниковых приборов.

Таким образом, в настоящей работе исследовано влияние температуры на значения коэффициента не идеальности ВАХ освещенного СЭ. Получены полуэмпирические выражения для определения температурной зависимости коэффициента не идеальности ВАХ освещенного полупроводникового СЭ. Показано, что его значение почти не зависит от температуры в интервале 160 $K < T < 500$ K.

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ВАЖНОСТЬ ЖАНРА НАЙТИ В УСТНОЙ РАБОТЕ

Аннотация: В статье рассматривается жанр загадок и его значение как одного из жанров фольклора.
Ключевые слова: Фольклор, жанр, загадки, пазлы.

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THE IMPORTANCE OF THE GENRE TO FIND IN ORAL WORK

Resume: The article examines the genre of riddles and its significance as one of the genres of folklore.
Key words: Folklore, genre, riddles, puzzles.

Процесс обновления, духовного обновления и духовного возрождения в нашем мировоззрении и сознании через более широкую популяризацию памятников фольклора «воспитывает совершенного человека с независимым мировоззрением, основанным на бесценном наследии наших предков и современном мышлении» (И. Каримов) . Образцы фольклора являются одной из основ системы духовных ценностей, как уникальная форма художественно-эстетического восприятия мира, многовековой истории, быта, обычаев, нравственных взглядов, мышления нашего народа. . Один из таких жанров - загадки.

Энигма - это самостоятельный жанр фольклора, который создавался веками и передавался из поколения в поколение.

Загадка возникла в очень древние времена. Это позволяет определить более или менее древность объекта, форму и содержание некоторых головоломок. В древности загадка помогала определить сущность существа, сущность вещей, содержащихся в нем, путем сравнения и сопоставления природы, природных явлений и вещей. С древних времен люди постепенно приносили пользу и вред человеку в природе и обществе; одушевленные и неодушевленные объекты, как правило, создают головоломки, понимая различные объекты в пределах своего времени и представлений. Загадка не потеряла своей актуальности и сегодня, но придумываются и популяризируются новые загадки. Известно, что головоломка - это не просто развлечение или окружение через головоломку, Помимо знакомства с природой, это также инструмент для проверки интеллекта, интеллекта и остроты мысли. Потому что учит человека быть отзывчивым. Загадка - продукт духовного богатства народа и коллективного творчества, а также других жанров народного творчества: былины, сказки, песни, пословицы. Он широко связан со всеми существующими аспектами человеческой, общественной жизни, природных явлений и всегда основан на реальной основе. Он отражает различные объекты реального, материального мира, который нас окружает. Каждая головоломка - это самостоятельное целое произведение искусства со своей формой и содержанием. Чем больше аналогий, сравнения того, что озадачено, скрыто в головоломке, использовалось в древние времена, и чем больше это вышло из употребления сегодня, тем труднее найти ответ. Потому что учит человека быть отзывчивым.

Загадка - продукт духовного богатства народа и коллективного творчества других жанров народного творчества: былины, сказки, песни, пословицы. Он широко связан со всеми существующими аспектами человеческой, общественной жизни, природных явлений и всегда основан на реальной основе. Он отражает различные объекты реального, материального мира, который нас окружает. Каждая головоломка - это самостоятельное целое произведение искусства со своей формой и содержанием. Чем больше аналогий, сравнения того, что озадачено, скрыто в головоломке, использовалось в древние времена, и чем больше это вышло из употребления сегодня, тем труднее найти ответ. Потому что учит человека быть отзывчивым. Загадка - продукт духовного богатства народа и коллективного творчества, а также других жанров народного творчества: былины, сказки, песни, пословицы. Он широко связан со всеми существующими аспектами человеческой, общественной жизни, природных явлений и всегда основан на реальной основе. Он отражает различные объекты реального, материального мира, который нас окружает. Каждая головоломка - это самостоятельное целое произведение искусства со своей формой и содержанием. Чем больше аналогий, сравнения того, что озадачено, скрыто в головоломке, использовалось в древние времена, и чем больше это вышло из употребления сегодня, тем труднее найти ответ. Он широко связан со всеми существующими аспектами человеческой, общественной жизни, природных явлений и всегда основан на реальной основе. Он отражает различные объекты реального, материального мира, который нас окружает. Каждая головоломка - это самостоятельное целое произведение искусства со своей формой и содержанием. Чем больше аналогии, сравнения того, что озадачено, скрыто в головоломке, использовалось в древние времена, и чем больше это вышло из употребления сегодня, тем труднее найти ответ. Он широко связан со всеми существующими аспектами человеческой, общественной жизни, природных явлений и всегда основан на реальной основе. Он отражает различные объекты реального, материального мира, который нас окружает. Каждая головоломка - это самостоятельное целое произведение искусства со своей формой и содержанием. Чем больше аналогий, сравнения того, что озадачено, скрыто в головоломке, использовалось в древние времена, и чем больше это вышло из употребления сегодня, тем труднее найти ответ.

Чтобы найти ответ на загадку, вам нужно тщательно обдумать текст, понять, на что указывают, и попытаться определить или угадать, в чем состоит главная особенность и особенности загадки. Традиционные пазлы имеют много видов содержания, красочны по композиционному оформлению, создаются в разном порядке. Один из самых кратких, наименее распространенных жанров среди фольклорных произведений - найти. Настоящую загадку можно составить даже из двух слов. Например: “Бозсанг”, как представитель (Лягушка). Традиционные загадки часто рассказываются в виде однострочной прозы и в форме стихотворения, состоящего из двух, трех, четырех и более трех строк. В узбекском фольклоре, как и в большинстве других фольклоров, много загадок, состоящих из одной или двух строк. Например, однострочная головоломка: Jarti supra в начале банки. (Ухо) или золотая куча под землей. (Морковь) и т. Д. Искусство моделирования приводит к разгадыванию головоломок. Потому что что-то сравнивается с чем-то с помощью искусства метафоры, и дается информация о его наиболее важных особенностях. Взять, к примеру, загадку «Золотая куча подземелья». В этой загадке упоминаются три важных признака того, что скрыто в мантии:

1. Что это под землей.
2. Цвет золота желтый.
3. Подобие колышку.

Благодаря этим персонажам мы обнаруживаем, что ответ на загадку - морковь. Слово «куча» в тексте - образец искусства метафоры. Загадки в форме прозы и стихов:

1. Я сбежал яйцо с крыши. (Радуйся) - загадка в прозе.
2. Я ходил туда, понимаете?

Я ходил сюда, понимаете? Я щелкнул головой белого медведя, понимаете? (Ветер) - поэтическая загадка.

Словом, один из малых жанров устного творчества нашего народа - найти, и этот жанр учит детей наблюдательнее, полнее познавать жизнь, быть разборчивым. Но неправильно думать, что загадки касаются только маленьких детей, потому что взрослые тоже с интересом участвуют в разгадывании загадок и соревнованиях по поиску. Даже ученый З. Гусаинов сообщает, что долгими зимними ночами женщины пряли и ткали, а гости из других селений Самарканда, которые пришли на свадьбу и разбились по домам, играют друг с другом (быстро скажем), головоломки, т.е. найти. они сказали. В прошлом загадке велели проводить долгие ночи зимой, не скучая. Если ответивший на загадку человек находил ответ на загадку, он считался проигравшим в соревновании, а если не находил - считался победителем. В обоих случаях побежденная сторона либо пела газель, либо имитировала животное, либо пела песню, либо занималась физической активностью: приносила воду, сгребала снег, подметала дверь и так далее. Загадки - это жанр, который также в значительной степени способствует развитию человеческой речи, мышления и расширению мировоззрений.

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МАТЕМАТИКА ДАРСЛАРИДА ҚИЗИҚАРЛИ МАШҚЛАРНИНГ АҲАМИЯТИ ҲАҚИДА

Аннотация: Ушбу мақолада математика дарсларида фойдаланиш мумкин бўлган қизиқарли математик ўйинлардан фойдаланиш бўйича тавфсиялар берилган.

Калит сузлар: натурал сон, бўлиниш белгилари, софизм, арифметик амаллар.

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ABOUT THE IMPORTANCE OF INTERESTING EXERCISES IN MATHEMATICS LESSONS

Annotation: in this article, we are given recommendations on the use of interesting mathematical games that can be used in mathematics lessons.
Key words: natural number, signs of division, sofism, arithmetic actions.

Маълумки, ўқитиш жараёнидаги машқлар дидактик, билиш ва ривожлантириш вазифаларини бажаради. Дидактик вазифаларни бажарувчи машқлар бевосита қаралаётган тушунчаларни шакллантиришда муҳим аҳамият касб этади. Фақат аниқ мақсадга қаратилган қизиқарли машқларгина, қаралаётган тушунчалар хоссаларининг илмий жиҳатдан тўғри шаклланишида ўқувчиларда қизиқиш уйғотадиган восита бўлиши мумкин [1].

Бошланғич синфдан кейин яъни 5-синфда ўқувчиларда тушунчаларга бўлган қизиқиш янада ортади. Шуларни эътиборга олган ҳолда 5-6-7 синфларда мустаҳкамловчи ва такрорлаш дарсларида фойдаланиш мумкин бўлган қизиқарли машқларга мисоллар келтирамиз.

I. Натурал сонларни қўшиш мавзусига доир.

1. Бошланғич синфдан натурал сонларни қўшишнинг устун усули ўқувчиларга таниш. Масалан 15645+49651+15487+1195 сонларни қўшишда устун усулидан фойдаланилади [2, 3], яъни

$$\begin{array}{r} 15645 \\ 49651 \\ +15487 \\ 1195 \\ \hline 81978 \end{array}$$

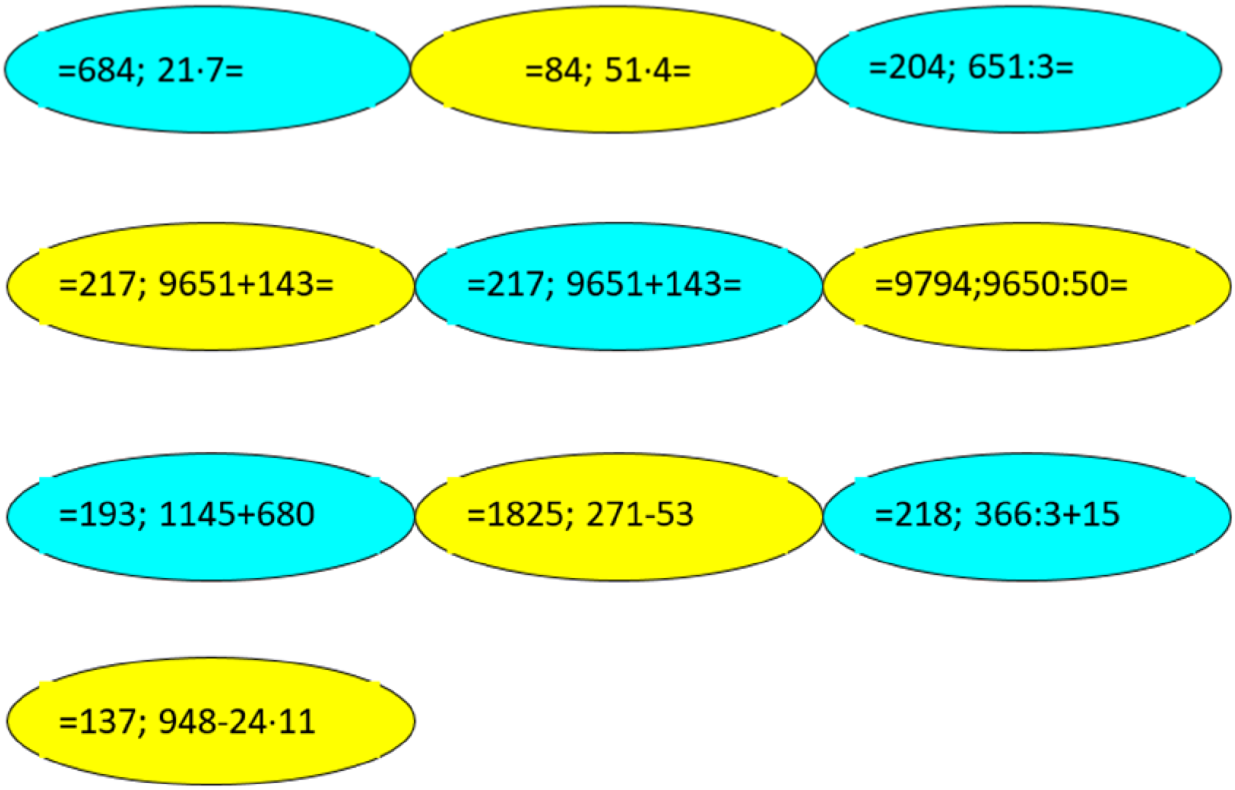
Кўп хонали сонларни қўшишнинг яна бир усули бор, яъни ҳар бир устундаги сонларни бир қаторга қўшиб ёзамиз, яъни

$$\begin{array}{r} 15645 \\ 49651 \\ 15487 \\ 1195 \\ \hline 18 \\ +\ 26 \\ 17 \\ 20 \\ 6 \\ \hline 81978 \end{array} \qquad \text{ёки} \qquad \begin{array}{r} 15645 \\ 49651 \\ 15487 \\ 1195 \\ \hline 6 \\ +\ 20 \\ 17 \\ 26 \\ 18 \\ \hline 81978 \end{array}$$

2. Натурал сонларни қўшишга доир мавзуни мустаҳкамлашда қуйидаги ўйин ҳам ўқувчиларнинг фикрлаш қобилиятини ривожлантиришга ёрдам беради.

Ўйин. Синфдан талабгор 8 та ўқувчи танлаб икки гуруҳга бўлинади. Ўқитувчи бирор икки хонали A сонни эълон қилади. Биринчи гуруҳ 1-9 гача бўлган ихтиёрий битта сонни танлайди, у сонга иккинчи гуруҳ 1-9 гача бўлган ихтиёрий битта сонни қўшади. Ҳосил бўлган сонга биринчи гуруҳ 1-9 гача бўлган ихтиёрий битта сонни қўшади ва ҳоказо. Бу жараён ҳосил бўлган йиғинди ўқитувчи томондан олдиндан айтилган A сон ҳосил бўлганча давом этади ва A сон ҳосил бўлган гуруҳ мағлуб бўлади. Ажратилган вақтга қараб A сонни кичикроқ ёки каттароқ сон танлаш мақсадга мувофиқ.

3. Такрорловчи дарсларда эса “Арифметик занжир” деб аташ мумкин бўлган қуйидаги ўйинни тавсия қиламиз. Бу ўйин шундан iборатки, квадрат ёки айлана шаклидаги қоғозлардан фойдаланилади. У қуйидагидан иборат.



Занжирнинг тоқ номерда турган қисмларини бошқа рангда, жуфт номерда турганларини бошқа рангда бўлиши ўқувчиларнинг фикрлашини осонлаштиради, ёки гуруҳлар сони нечта бўлса занжирнинг ранглари шунча қилиб, ҳар гуруҳга алоҳида рангдаги занжир бўлакларни бериш ҳам мумкин.

Биринчи гурух ўйинни бошлаб беради. Кейинги гуруҳга занжирнинг кейинги қисмини улаш учун 5 секунд (буни синфдаги ўқувчиларнинг фикрлаш тезлигини эътиборга олган ҳолда белгилаш мақсадга мувофиқ) вақт берилади. Берилган вақтда занжирнинг кейинги қисмини тўғри қўйган гуруҳга 5 балл, бироз кечикса 4 балл ва ҳ.к балл қўйилади, акс ҳолда белгиланган вақтдан 5 секунд ва ундан ортиқ кечикиб ёки занжирнинг кейинги қисмини нотўғри қўйган гуруҳга балл берилмайди ёки жарима балл олинади (бунда ўқитувчи ёрдамида занжирнинг кейинги қисми уланади). Занжирнинг охирги қисми бошига улангандан кейин ўйин тугаган ҳисобланади ва гуруҳларнинг умумий баллари элон қилинади ҳамда гуруҳдаги фаол ўқувчи гуруҳ сардорининг тавсияси билан рағбатлантирилади. Шу тариқа натурал сонлар устидаги арифметик амаллар мавзуси қизиқарли тарзда такрорланади.

II. Касрлар ва улар устида арифметик амаллар мавзусига доир. Ушбу мавзуни мустаҳкамлашда ҳам “Арифметик занжир” ўйинидан

фойдаланиш самарали натижа беради. Бунда ҳам ўқитувчи ўқувчиларни учта гуруҳга бўлади ва ҳар бир гуруҳга сардор сайлайди. Ҳар бир сардорга тайёрланган карточкалар берилади I даги каби ўйин давом эттирилади.

$$=\frac{1}{5};2+\frac{2}{3}$$

$$=\frac{8}{3};\frac{1}{2}+\frac{2}{5}$$

$$=\frac{9}{10};\frac{4}{9}-\frac{1}{6}$$

$$=\frac{5}{18};\frac{2}{5}:\frac{4}{15}$$

$$=1\frac{1}{2};1\frac{1}{3}\cdot\frac{3}{8}$$

$$=\frac{1}{2};\left(\frac{3}{7}-\frac{1}{14}\right):\frac{5}{14}$$

$$=1;\left(\frac{1}{3}-\frac{1}{6}\right):\frac{1}{6}$$

$$=1;2\frac{2}{3}\cdot\frac{3}{8}-\frac{1}{5}$$

$$=\frac{1}{4};\frac{3}{10}-\frac{1}{10}$$

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УКРЕПЛЕНИЕ ОСНОВАНИЯ ЖЕЛЕЗНОДОРОЖНОГО ПУТИ ПРИ ВЫСОКОСКОРОСТНОМ ДВИЖЕНИЯ ПОЕЗДОВ

Аннотация: В статью рассмотрена укрепления основания железнодорожного пути в несвязных грунта при забивки сваи под углом, которой обеспечивает общую устойчивость земляного полотна от воздействия подвижного состава при скоростном движения поездов.

Ключевые слова: Земляное полотно, скоростной движения поездов, основания, балластная призма, верхнего строения пути, песчаных грунт.

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STRENGTHENING THE BASE OF THE RAILWAYS AT HIGH -SPEED TRAINS

Abstract: The article deals with the strengthening of the base of the railway track in unconnected soils when driving a pile at an angle, which provides the overall stability of the roadbed from the impact of rolling stock during high-speed train traffic.

Keywords: Roadbed, high-speed train traffic, base, ballast prism, upper track structure, sandy soil.

При переустройстве существующих, проектировании и строительстве новых железных дорог под скоростное движение требуется решить целый комплекс технико-экономических задач. Это в первую очередь, вопросы обеспечения безопасности движения поездов, связанные с возрастанием сил взаимодействия пути и подвижного состава, увеличением вибрации, более интенсивным накоплением остаточных деформаций, снижением сроков службы основных элементов верхнего строения пути, увеличением объемов работ по текущему содержанию и ремонтам пути [1, 2, 3, 4].

Строительство и эксплуатация железнодорожных линий в пустынных зонах, состоящих из песчаных барханов, является очень сложной задачей, а отсутствие на указанной территории крупных и среднезернистых песков, а также качественного материала в виде связных или твердых грунтов для строительства железнодорожного земляного полотна и балластного слоя еще более усложняет выполнение данной задачи, а перевозка указанных материалов из других мест приводит к значительному повышению сметной стоимости строительства. Для решения этих проблем при строительстве и эксплуатация железнодорожных линий, воздвигаемых в пустынных условиях, необходимо определить факторы, оказывающие влияние на несущую способность балластного слоя, устранить их, а также разработать конструктивно-технологические решения, обеспечивающие стабильную и надёжную работу железнодорожного пути. С учётом того, что более 30% территории Республики Узбекистан занимают территории с подвижными песками, это вызывает возникновение серьёзных проблем при организации транспортных связей между областями страны и её улучшения. В частности, путем определения факторов, оказывающих влияние на грузоподъемность балластного слоя, а также их устранения, обеспечивается стабильная и надёжная работа железнодорожных линий [5].

В прошлом в качестве противодеформационных мероприятий применяли, в основном, традиционную замену грунта, виброуплотнение, стабилизацию путем увеличания толщины балласта под шпалой и увеличения плеча балластной призмы. Однако, использование традиционных способов усиления не всегда эффективно и приводит к большим затратам средств и времени. В самом деле, при полной замене грунта на проблемных участках требуется его разработка, вывозка и замена на качественные крупно – и среднезернистые пески. При производстве работ необходимо дополнительное укрепление откосов щитами для ликвидации осыпей. Кроме этого необходимо вводить во временную эксплуатацию второй путь на период реконструкции, или использовать болшое количество транспортных средств для вывоза старого грунта, что уже само по себе знаяительно увеличивает затраты на реконструкцию земляного полотна [6]. Новое построенная железнодорожная линия Бухара-Мискен основания земляного полотно песчаный грунт. Поэтому рассмотрим, какими способами можно укрепить этот грунтовой основания в условиях эксплуатации. Какое конструктивное решение может быть принято для предотвращения деформаций, которые могут возникнуть земляного полотна, когда грунт железнодорожного основания в процессе эксплуатации представляет собой песчаный. Укреплять основания можно эксплуатационных путей уплотнения грунтов, закрепления их различными инъекционными методами, а также с использованием постоянного электрического тока и термическим способом. Песчаные грунты укрепляют уплотнением и различными химическими инъекционными методами. Применение последних основано на более высоких значениях коэффициента фильтрации у песков, чем у глинистых грунтов. Глубинное уплотнение грунтовыми сваями. Глубинное уплотнение грунта можно выполнить с помощью грунтовых свай. Сущность этого способа заключается в устройстве на определенном расстоянии друг от друга скважин, которые заполняют уплотненным грунтом. Для образования скважин применяют способы, основанные на вытеснении природного грунта из объема, занимаемого скважиной. Вследствие этого и происходит уплотнение грунта между сваями.

Несущая способность основания грунтовых свай, в которых грунт доводится до состояния требуемой плотности. Разновидностью грунтовых свай являются песчаные, технология изготовления которых обеспечивает совмещение процессов извлечения трубы и устройства сваи. Песчаные сваи устраивают для уплотнения водонасыщенных рыхлых песчаных грунтов, мелких и пылеватых песков, песчаных грунтов с прослойками суглинков, глин или илов. Особенностью работы песчаных свай в водонасыщенных грунтах является то, что они работают как вертикальные дрены, ускоряя процесс уплотнения таких грунтов. Грунтовые сваи в основании размещают в шахматном порядке так, чтобы центры соседних свай образовывали равносторонний треугольник. При таком размещении достигается наибольший эффект уплотнения. Расстояния между осями свай выбирают из условия получения необходимой плотности грунта межсвайного пространства. Мы предлагаем забивки сваи под углом – это способствуют более равномерному распределению напряжений в грунте земляного полотна и передачи части вертикальных составляющих в грунт основания, что обеспечивает общую устойчивость земляного полотна от воздействия подвижного состава при скоростном движения поездов.

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ТУРИСТИЧЕСКИЙ ТЕКСТ КАК РАЗНОВИДНОСТЬ РЕКЛАМНОГО ТЕКСТА

Аннотация: В эпоху глобализации и широкой доступности сети Интернет, возрастает и роль туризма. На сегодняшний день можно обнаружить большое количество печатных и электронных источников с туристической информацией. Туристические тексты обладают своими, присущими только им особенностями, но, полагается, что туристический текст является разновидностью рекламного текста. В данной статье рассматриваются характеристики рекламного текста, позволяющие судить о том, что туристический текст является разновидностью рекламного текста. Приводятся основные особенности, которыми обладает текст рекламы, позволяющие судить о том, что туристический текст – это разновидность рекламного текста.

Ключевые слова: туризм, рекламный текст, туристический текст.

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TOURIST TEXT AS A VARIETY OF ADVERTISING TEXT

Annotation: In the era of globalization and the wide availability of the Internet, the role of tourism is also increasing. Today, you can find a large number of printed and electronic sources with tourist information. Tourist texts have their own unique features, but it is assumed that the tourist text is a kind of advertising text. This article discusses the characteristics of the advertising text, allowing us to judge that the tourist text is a kind of advertising text. The main features of the advertising text are given, which allow us to judge that the tourist text is a kind of advertising text.

Keywords: tourism, advertising text, tourist text.

Что же представляет собой понятие «рекламный текст»? Давайте подробнее рассмотрим этот вопрос. В современной лингвистической литературе можно найти ряд определений слова «реклама». В.В. Ученова полагает, что реклама «это ответвление массовой коммуникации, в русле которого создаются и распространяются информативно-образные, экспрессивно-суггестивные произведения, адресованные группам людей с целью побудить их к нужному рекламодателю выбору и поступку» [2], а по мнению Федщенко Л.Г. рекламный текст — это «коммуникативная единица, функционирующая в сфере маркетинговой коммуникации…». Из приведенных дефиниций, очевидно, что реклама — это вид коммуникации, а то, что она не может существовать вне рамок человеческого общества относит ее к одному из видов социальной коммуникации [1].

Помимо предоставления информации читателям рекламный текст имеет своей целью оказать эмоциональное воздействие на потребителя. «Одними из основных функций рекламного текста в первую очередь являются коммуникативные функции: воздействие и взаимодействие […]. Рекламный текст непременно должен выполнять данные функции, т.к. реклама является одним из видов коммуникации» [3]. Коммуникативная функция включает в себя передачу определенного объема рекламной информации, тогда как регулятивная функция направлена на регулирование поведения человека, оказание влияния на него. Именно поэтому при написании рекламных текстов рекламисты очень часто обращаются к психологии. Рекламные тексты должны, с одной стороны, заинтересовать потенциального покупателя, при этом казаться безобидными, с другой — искусно скрывать истинные намерения рекламодателя, являясь, при этом, простыми и доступными для понимания. Обычному покупателю намного понятнее разговорный стиль, который не перегружен сложными грамматическими конструкциями и претендует на форму дружеской беседы, которая богата использованием разного рода троп и слов полных личностной окраски. В современных рекламных текстах используются разнообразные средства практически всех языковых уровней: графического, фонетического, лексического, грамматического и синтаксического, а важным требованием, предъявляемым к рекламным текстам является максимум информации приминимуме слов. Туристических текст также своей целью имеет не только передачу информации, но и создание у получателя информации положительных эмоций и побуждение его приобрести данный туристический продукт. Для более легкого восприятия информации в туристических текстах используются простые грамматические конструкции, отсутствует сложная лексика.

Именно тот факт, что рекламный текст нацелен на то, чтобы побудить читателя что-то сделать, дает возможность говорить о так называемом перлокутивном эффекте, который данный текст несет в себе. Смысл перлокутивного эффекта состоит в том, что любое высказывание не просто сообщает информацию, но и стимулирует или заставляет читателя что-то сделать. Текст может оскорбить, напугать, обрадовать, то есть может заставить выполнить приказ, решить проблему [5]. Именно это и объясняет такое обилие разнообразных троп, средств выразительности, а также различных стилистических приемов, которыми богат рекламный текст.

При составлении рекламного текста используются коды различных семиотических систем. Это дает основание полагать, что рекламный текст принадлежит к так называемым креолизованным текстам. Ю.А. Сорокин и Е.Ф. Тарасов, которым принадлежит данный термин, определяют термин «креолизованные тексты» как «тексты, фактура которых состоит из двух негомогенных частей: вербальной (языковой / речевой) и невербальной (принадлежащей другим знаковым системам, нежели естественный язык)» [4]. По мнению исследователей, для таких текстов характерно структурное, функциональное и смысловое единство, целью которого является комплексное воздействие на адресата.

Помимо этого, составной частью любого рекламного текста является визуальный компонент, то есть в рекламном тексте прослеживается прочная взаимосвязь визуального (иконического) и вербального компонентов.

Невозможно представить себе туристическую информацию, которая не пестрила бы яркими картинками с изображением живописных мест. (Вряд ли было бы такое количество покупателей туристических услуг, не будь красивых пейзажей, сопровождающих рекламный текст и привлекающих к себе внимание). Однако роль изображения в процессе восприятия и интерпретации креолизованного текста неоднозначна. К примеру, художественный текст, который дополнен изображением, сложным или же простым для восприятия, находящийся при этом в отношении синонимии или же дополнения к тексту, уменьшает его эмоциональность, информативность и убедительность [1]. Можно объяснить это тем, что существуют психологические особенности восприятия креолизованного текста. Другими словами, читатель, который воспринимает текст без изображения, интерпретирует его, опираясь на характеристики, которые были извлечены из текста, из своей картины мира или же концептуальной системы, в которой содержатся лингвистические и экстралингвистические знания об описываемых предметах или явлениях. При добавлении изображения происходят изменения в восприятии информации, перестройке смыслового кода в сторону сужения его концептуального поля, что влечет за собой уменьшение возможностей интерпретации текста.

В рекламном тексте наблюдается обратный эффект: перестройка смыслового кода направлена в сторону расширения концептуального поля, что приводит к увеличению возможностей интерпретации текста [3]. Создатели рекламных текстов используют все возможные средства, чтобы привлечь внимание клиентов, будь то яркие, красочные картинки или же текст, изобилующий эмоционально окрашенной лексикой, которые также встречаются и в туристических текстах. Полагаю, что приведенные выше аргументы позволяют судить о том, что туристический текст — это разновидность рекламного текста.

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ПОДАЧА ЖИДКОГО ГАЗА И МЕРЫ БЫТОВОЙ БЕЗОПАСНОСТИ

Аннотация: Статья направлена на обеспечение потребности в газе определенной части населения в доме, оборудованном баллоном со сжиженным газом, снижение потребления газа в сети и приведение к нормализации потребления газа потребителями в сети.

Ключевые слова: газ, сжиженный газ, потребление газа, газовый баллон, газовая сеть, потребители, абоненты, учет, технические условия.

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LIQUID GAS SUPPLY AND HOUSEHOLD SAFETY MEASURES

Abstract: The article is aimed at ensuring the gas demand of a certain part of the population in a house equipped with a liquefied gas cylinder, reducing gas consumption in the network and leading to the normalization of gas consumption by consumers in the network.

Key words: gas, liquefied gas, gas consumption, gas cylinder, gas network, consumers, subscribers, accounting, technical conditions.

Президент Республики Узбекистан Шавкат Мирзиёев 14 сентября 2020 года провел видеоконференцию по вопросам учета и контроля электроэнергии и природного газа. Электричество и природный газ - важнейшие ресурсы для жизни и экономики. Поскольку инфраструктура этих сетей не модернизировалась в течение многих лет, было много потерь в их снабжении. Сама жизнь требует, чтобы автоматизированные системы открывали счета.

В настоящее время в результате растущего спроса на природный газ давление в газовой сети падает, что приводит к дефициту газа для потребления. Это, в свою очередь, вызвало различные протесты среди населения. Для устранения этих проблем целесообразно принять меры по обеспечению населения баллонами со сжиженным газом.

Если абонент желает использовать баллон со сжиженным газом, он должен обратиться в районное (городское) управление газификации. После этого абоненту необходимо пройти инструкцию по использованию сжиженного газа и подписать заметку. Схема установки баллонов со сжиженным газом в квартире составляется на месте и хранится в отделении газификации с пометкой.

Обеспечение безопасности домов, заправленных сжиженным газом, требует неукоснительного соблюдения следующих мер.

При покупке газовых приборов и баллонов в розничной сети для сжиженного газа они должны получить технические условия на их установку в газовой компании, а затем оформить в установленном порядке.

Если газ в доме сбрасывается из газобаллонного устройства, следует поддерживать коробку в исправном состоянии, при необходимости ремонтировать, красить, ремонтировать фундамент, обновлять надписи «Газ», «Опасно» [1].

В домах, переходящих на баллоны со сжиженным газом, домашним сантехником должны выполняться следующие работы:

- Проверить соответствие помещения техническим требованиям, наличие вентиляции;
- проверяет техническое состояние печи, правильность ее установки, выброс продуктов сгорания, герметичность газопровода;
- если на горелке установлена форсунка диаметром 1,2 мм, ее заменяют, очищают и подгоняют под форсунку диаметром 0,75 мм;
- разобрать и смазать все устройства пожаротушения на плите;
- Исправление дефектов и замена изношенных деталей;
- группа кранов и все трубы проверены мыльной пеной;
- горелки и форсунки фиксируют уровень пламени всех выполненных работ и инструктируют абонента по использованию сжиженного газа [2].

Установщик баллонов со сжиженным газом устанавливает баллон с соблюдением требований безопасности при установке баллона с газом. Запрещается включать и выключать электрическое освещение, открытый огонь, электрические обогреватели и нагревательные приборы, а также нагревательные плиты во время установки и замены баллона. Затем он объясняет домовладельцу, что отдел газификации уведомит диспетчерскую накануне о подаче газа в баллон или в случае неисправности.

Обеспечение определенной части населения баллонами со сжиженным газом позволяет решить проблему одновременно двумя способами. С одной стороны, удовлетворяет потребности дома в газе с помощью баллонов со сжиженным газом, с другой стороны, отключая дома с баллонами со сжиженным газом от газовой сети, сеть снижает потребление газа и нормализует потребление газа потребителям. Исходя из вышеперечисленных соображений, необходимо уделять больше внимания обеспечению потребителей баллонами со сжиженным газом, а также техническому персоналу Худудгазтаминота и ИТ-специалистам, активистам сообщества работать с населением каждый день, инструктировать по использованию сжиженного газа. газ и предотвратить аварии.

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РАСПРОСТРАНЕННОСТЬ СРЕДНИХ УРОВНЕЙ СИСТОЛИЧЕСКОГО АРТЕРИАЛЬНОГО ДАВЛЕНИЯ В НЕОРГАНИЗОВАННЫХ ГРУППАХ НАСЕЛЕНИЯ

Аннотация: Артериальная гипертензия остается самым распространенным, наиболее значимым фактором смерти во всем мире, и почти половина из этого контингента больных не подозревает о своем заболевании. Степень артериального давления напрямую зависит от уровня артериального давления (АД). В данной статье мы провели сравнительную эпидемиологическую характеристику среднего уровня артериального давления у разных слоёв населения.

Ключевые слова: артериальная гипертензия, среднее артериальное давление.

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PREVALENCE OF THE AVERAGE LEVELS OF SYSTOLIC BLOOD PRESSURE IN INORGANIZED POPULATIONS

Resume: Arterial hypertension remains the most widespread, the most significant factor of death in the whole world, and almost half of this contingent of patients is unaware of their disease. The degree of blood pressure directly depends on the level of blood pressure (BP). In this article, we conducted a comparative epidemiological characterization of the mean level of blood pressure in different segments of the population.

Key words: arterial hypertension, mean arterial pressure.

Введение: Артериальная гипертензия (АГ) остается хроническим неинфекционным заболеванием, которое в настоящее время распространено во всех странах мира [1]. По статистике последующих лет, 85% смертей от сердечно-сосудистых заболеваний приходится на ишемическую болезнь сердца (46,8 %) и инсульт головного мозга (38,7%), который обусловлен именно АГ [3]. Поэтому на этапе создания профилактичеких программ приоритет отдается именно этой троице [4]. Среди населения старше 18 лет АГ встречается в среднем у 25 % [2]. При раскрытии эпидемиологической характеристики современной АГ важно сопоставить распространенность умеренных уровней АД, основываясь на опыте, накопленном в превентивной деятельности.

Цель исследования - изучить и оценить сравнительную эпидемиологическую характеристику распространенности средних уровней систолического артериального давления (САД) в различных группах населения города Андижана.

Материалы и методы

В качестве объекта исследования были выбраны лица в возрасте 15-70 лет. (1574 мужчины, 2395 женщин). В исследовании использовались анкетные, эпидемиологические, инструментальные и статистические методы.

Полученные результаты

Средний уровень систолического артериального давления (САД) в общей популяции составляет 142,5±1,4 мм.рт.ст. (141±1,3 мм.рт.ст. у женщин, 144,8±1,5 мм.рт.ст. у мужчин).

В разных возрастных группах населения САД определялся следующим образом: в группе 15-19 лет - 119,3±0,96, в 20-29 лет - 123,2±0,87, т.е. выше на 3,9 мм.рт.ст. (P>0,05), в возрастной группе 30-39 лет 128,1±1,2 мм.рт.ст. или на 8,8 мм рт.ст. превышая предыдущую группу (P<0,05). В возрасте 40-49 лет САД 137,5±1,7 мм.рт.ст. или с разницей 18,2 мм.рт.ст. (P<0,05), в 50-59 лет - 151,2±2,1 мм.рт.ст. т.е. на 31,9 мм.рт.ст. выше, чем в первой группе (P<0,01), средний уровень САД в возрасте 60-69 лет составлял 153,4±2,5 мм.рт.ст. или 38,1 мм.рт.ст. выше чем в первой возрастной группе (P<0,01).

В мужской популяции САД у лиц 15-19 летнего возраста составлял 120,6±0,08 мм.рт.ст. и наблюдалось нарастание этого показателя с возрастом, т.е. в группе 20-29 лет отмечалось нарастание на 3 мм.рт.ст. (123,6±0,99 мм.рт.ст., P<0,05), в 30-39 лет поднялся на 7,8 мм.рт.ст.(188,4±1,4 мм. рт.ст., P<0,05), в возрасте 40-49 лет - на 17,8 мм.рт.ст. (138,4±1,8 мм.рт.ст., P<0,01), в 50-59 лет нарастал на 31,1 мм.рт.ст. (151,7±2,1 мм.рт.ст., P<0,01), в 60-69 лет – на 37,2 мм.рт.ст. (157,8±2,6 мм.рт.ст., P<0,01).

В женской популяции определялись следующие показатели САД в зависимости от возраста: в группе 15-19 лет - 118,4 мм.рт.ст., в возрасте 20-29 лет - 122,8 мм.рт.ст., т.е. выше на 4,4 мм.рт.ст. (P>0,05), в 30-39 лет - 127,7 мм.рт.ст., т.е. с разницей на 8,9 мм.рт.ст. (P>0,05), в 40-49 лет - 136,5 мм.рт.ст., т.е. на 18,1 мм.рт.ст. выше (P<0,05), в группе 50-59 лет - 150,6 мм.рт.ст., т.е. нарастая на 32,2 мм.рт.ст. (P<0,01), 156,9 мм.рт.ст. у 60-69-летних (выше на 38,5 мм.рт.ст., P<0,01).

Это означает, что уровень САД в исследуемой популяции нарастает с увеличением возраста. В результате этого одновременное проведение комбинированных профилактических мероприятий, планирование системы вторичной профилактики и раннее прогнозирование и реализация третичной профилактики играют научно-практическую роль, резко снижая социально-экономические потери, связанные с АГ среди исследуемых групп населения.

Обсуждение

Полученные результаты доказывают, что возраст считается фактором, сильно влияющим на уровень артериального давления, и с его нарастанием средний показатель артериального давления увеличивается, особенно после 50 лет этот процесс становится более заметным.

Выводы

Из результатов обследования, проведенного на основе новых диагностических критериев артериальной гипертензии у 15-70-летних неорганизованных групп населения города Андижана, сделан следующий вывод::

1. Средний уровень САД повышается в зависимости от возраста, особенно после 50 лет этот процесс приобретает ускоренный темп.

2. Средний уровень САД мужчин выше на 3,8 мм. рт.ст., чем у женщин.

3. При организации лечебно – профилактической работы АГ необходимо придавать значение возрасту и полу.

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ДИАГНОСТИКА ТУБЕРКУЛЕЗА ОРГАНОВ ДЫХАНИЯ ПОДРОСТКОВОМ ВОЗРАСТЕ

Аннотация: Диагностика туберкулеза традиционно включает три этапа: выявление больных, подтверждение диагноза и, в сомнительных случаях, проведение дифференциальной диагностики. Результат лечения, как правило, напрямую зависит от своевременности установления диагноза. Значительное увеличение заболеваемости туберкулезом в нашей стране за последнее десятилетие после длительного периода относительного благополучия привело к учащению случаев, когда диагноз туберкулеза устанавливается непоправимо поздно.

Заметно сократилась профилактическая работа по своевременному выявлению туберкулеза. Около 3/4 новых случаев туберкулеза обнаруживается в результате обращения в поликлиники или госпитализации в общесоматические стационары. В таких условиях первый этап диагностики – выявление больных туберкулезом – осуществляется главным образом работниками учреждений общей медицинской сети.

Ключевые слова: лучевая диагностика, туберкулез легких, десткой и подростковый возраст.

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DIAGNOSIS OF RESPIRATORY TUBERCULOSIS IN ADOLESCENTS

Resume: Diagnosis of tuberculosis traditionally includes three stages: identification of patients, confirmation of the diagnosis and, in doubtful cases, differential diagnosis. The result of treatment, as a rule, directly depends on the timeliness of the diagnosis. A significant increase in the incidence of tuberculosis in our country over the past decade, after a long period of relative prosperity, has led to an increase in cases when the diagnosis of tuberculosis is established irreparably late.

Preventive work on timely detection of tuberculosis has noticeably decreased. About 3/4 of new cases of tuberculosis are detected as a result of visits to polyclinics or hospitalization in general somatic hospitals. In such conditions, the first stage of diagnostics - the identification of patients with tuberculosis - is carried out mainly by employees of institutions of the general medical network.

Key words: radiation diagnostics, pulmonary tuberculosis, children and adolescence.

Актуальность. Активное выявление туберкулеза любой локализации — система организационных мероприятий по целенаправленному отбору и привлечению к обследованию следующих групп населения: - считающих себя здоровыми, но имеющих признаки заболевания туберкулезом (клинические, рентгенологические);

• по эпидемическим показаниям (независимо от наличия или отсутствия признаков заболевания туберкулезом);

• подлежащих профилактическим медицинским осмотрам в установленные сроки (так называемые декретированные или обязательные контингенты, группы риска);

• лиц, подлежащих профилактическому медицинскому обследованию (по действующим нормативам), но не обследованных по каким-либо причинам (сознательное уклонение, нетранспортабельность по причине тяжелого соматического заболевания и т.п.);

• лиц, не обследованных более 2-х лет; В перечисленных группах, согласно статистическим данным, чаще выявляется туберкулез, их эпидемическая опасность в качестве потенциального резервуара инфекции крайне высока.

Туберкулез (ТБ) является одной из наиболее широко распространенных в мире инфекций. По данным Всемирной организации здравоохранения (ВОЗ) треть населения земного шара инфицировано микобактериями туберкулеза. Ежегодно заболевают туберкулезом около 9 млн. человек, умирают от туберкулеза 1,5-2 млн. человек[4,7].

Основным методом лучевой диагностики туберкулеза органов дыхания у детей и подростков остаётся традиционное рентгенологическое исследование. Последние десятилетие отмечено стремительным внедрением в медицинскую практику компьютерной томографии (РКТ), которая позволяет выявить патологические изменения, невидимые или недостаточно четко различимые при традиционном рентгено-томографическом исследовании[1,5].

В повседневной клинической практике контроль за состоянием грудной полости после различных оперативных вмешательств осуществляется в основном с помощью рентгенологического исследования[2,4].

Наиболее частому рентгенологическому исследованшо больные подвергаются в течение первых двух-трех недель после операции, за этот сравнительно небольшой промежуток времени больной в целом получает значительную лучевую нагрузку.

В этой связи заслуживает внимания внедрение малодозовой цифровой рентгенографии (ЦР), а также использование в послеоперационном периоде ультразвукового исследования (УЗИ). Это дает возможность снизить лучевую нагрузку на пациента, что особенно актуально в детской и подростковой практике. Имеются работы о применении ЦР и УЗИ плевральной полости у детей в послеоперационном периоде.

Однако данные сравнительного анализа диагностической эффективности эхографии и цифровой рентгенографии у детей и подростков в послеоперационном периоде лечения туберкулеза легких в литературе отсутствуют. Не освящены также вопросы комплексной лучевой диагностики на этапах хирургического лечения[3,5].

Таким образом, в настоящее время не существует единого методического подхода в комплексной лучевой диагностике туберкулёза органов дыхания у детей и подростков в предоперационном и послеоперационном периоде. Исходя из этого, актуальным является создание оптимального алгоритма лучевой диагностики туберкулёза л

Цель исследования. Оптимизация лучевой диагностики туберкулеза органов дыхания у детей и подростков с использованием наиболее информативных и безопасных методов на различных этапах хирургического лечения.

Материалы и методы исследования. В работе анализируются результаты комплексного обследования детей и подростков с различными формами туберкулеза органов дыхания, которым проведено оперативное лечение в хирургическом отделении клинике АГМИ. Всего обследовано 112 человек, из них 49 мальчиков и 63 девочки. Преобладали подростки в возрасте 15-17 лет (73,%).

Результаты исследования. Выполненная в предоперационном периоде компьютерная томография привела к переоценке результатов предшествующих исследований и пересмотру объема и характера оперативных вмешательств у детей и подростков больных туберкулезом органов дыхания в 26,8% случаев.

Применение компьютерной томографии позволяет уточнить число и характер каверн в легком. Частота выявления у больных множественных каверн методом компьютерной томографии оказалась выше на 9,4% по сравнению с линейной томографией и на 15,1% по сравнению с аналоговой рентгенографией.

При оценке числа выявленных туберкулем совпадение данных линейной томографии с результатами рентгеновской компьютерной томографии составляет 83,3%, совпадение данных аналоговой рентгенографии с результатами рентгеновской компьютерной томографии - 76%. Компьютерная томография позволяет повысить результативность выявления полостей распада в туберкулемах на 16% — 26%.

Выявленные при рентгеновской компьютерной томографии изменения во внутригрудных лимфатических узлах повлияли на частоту лимфнодулэктомий, которая увеличилась с 20,5 до 57,1%. Сравнение данных патоморфологического исследования биопсийного материала и результатов рентгенологических методов исследования показало преимущество РКТ перед методами традиционной рентгенографии в выявлении перикавитарных фиброзных изменений в лёгких, что позволило у всех пациентов до операции дифференцировать кавернозный и фиброзно-кавернозный туберкулез.

Сравнительный анализ результатов традиционного рентгенологического исследования и цифровой рентгенографии, проведённых в послеоперационном периоде, позволяет считать оба метода практически равноценными, однако метод цифровой рентгенографии позволяет снизить лучевую нагрузку, что особенно важно у детей и подростков в послеоперационном периоде. Ультразвуковое исследование является наиболее информативным при выявлении изменений в плевре. Наличие плеврального выпота после операции у больных по данным ультразвукового исследования установлено в 90% случаев и в 65,2% - по данным рентгенографии. В случае, когда количество жидкости в плевральной полости не превышает 50 мл традиционное рентгенологическое исследование и цифровая рентгенография не информативны.

Вывод. Разработанный алгоритм исследований даёт возможность на предоперационном этапе с наибольшей степенью достоверности оценить характер изменений в лёгких, и на основе полученной информации определить целесообразность оперативного лечения, вид и объем планируемой операции, снизить лучевую нагрузку.

Рекомендации по использованию методов УЗИ и ЦР позволяют следить за динамикой изменений в лёгких и плевре в раннем послеоперационном периоде и, в случае необходимости, своевременно провести коррекцию проводимого лечения, а также значительно снизить лучевую нагрузку у детей и подростков.

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ОБРАЗ ПРОСТОГО ДЕХКАНИНА В ПРОИЗВЕДЕНИИ ТАГАЯ МУРАДА «ПОЛЯ МОЕГО ОТЦА»

Аннотация: В статье анализируется первый роман Народного писателя Узбекистана Тагая Мурада «Поля моего отца», имеющий уникальную форму и содержание. В произведении в образе главного героя Дехконкула изображён узбекский народ, который всю жизнь прожил в тоталитарном режиме, в которой религиозное образование запрещено. Роман включает в себя причины трагедии, случившейся с человеком, который был верен идеалам коммунистического строя государства. В дополнение к этому автор показывает преимущества и недостатки имиджа хлопкороба, который не знает своих прав, не интересуется окружающим обществом и даже не заботится о собственном здоровье, что является результатом прямого социального воздействия на судьбу и поведение человека.

Ключевые слова: Тагай Мурад, роман, узбекская проза, трагедии советской эпохи, образ несчастного человека, не знающего своих прав.

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THE IMAGE OF A SIMPLE FARM WORKER IN TAGAY MURAD’S ARTWORK "FIELDS OF MY FATHER"

Annotation: The article analyzes the novel “Fields left by my father” by the Uzbek folk writer Togay Murad, which has a unique style and content. It includes the reasons of the tragedy that happened to a person loyal to the ideals of the communistic system of the state, system where religious education is prohibited. In addition to this it shows the advantages and disadvantages of a cotton farmer's collective image who does not know his rights, is not interested in the surrounding society, and does not even care about his own health, which is the result of a direct social impact on the fate and behavior of a person.

Key words: Togay Murad, novel, Uzbek prose, Russian empire and the tragedies of the Soviet era, the image of an unhappy person who does not know his rights.

До Тагая Мурада в узбекской литературе было написано много произведений о повседневных заботах, мировоззрении, мечтах и надеждах узбекских дехкан-хлопкоробов. Хлопковое поле описывалось посредством красивых метафор и художественного слова. Хлопок воспевался в стихах, стихи ложились в песню. Хлопковая тема использовалась для украшения изящных фарфоровых изделий, называемых «пахта гулли», на которых красовался узор хлопкового цветка. Эти ценные изделия преподносились в качестве дара важным гостям, а простой дехканин, который всю жизнь на плечах нёс бремя выращивания хлопка, чай пил в простой пиале без прикрас.

Хлопковое поле стало полем героев, фотографии сборщиц хлопка в атласных платьях и коробочкой пушистого хлопка в височной области вошли в историю. В сезон сбора «белого золота» чрезмерно восхвалялись передовые сборщики из числа привлечённых к страде помощников. Однако, к сожалению, повседневные заботы земледельца, чьи руки были в мозолях от тяжёлого труда, не оценивались объективно.

О создании этого своего произведения Тагай Мурад говорил: «Я вырос с хлопком. С хлопком стал умнее. Грамоте учился с хлопком».

Наши сверстники также страдали от тягот вегетационного периода хлопчатника и «сбора урожая без грамма потерь» наравне с дехканами. Поэтому мы знаем не понаслышке, что значит крылатое выражение «белое золото создают золотые руки», поскольку с детства участвовали жарким летом в прополке хлопковых полей, и нас учили жить с заботой о благе государства. Мы хорошо знаем, что сбор сырца в холодную осеннюю пору, когда приходилось работать на поле с зари до позднего вечера, даже если наши руки были поцарапаны и кровоточили от одеревеневших хлопковых коробочек, – вовсе не романтично, как это обычно рисовали журналисты и писатели той эпохи. Но разве можно забыть своё беспокойное детство, когда вы часто оставались голодным в поле, ели кусок чёрствого хлеба, пили воду из арыка и пропалывали бесконечные ряды хлопчатника тяжёлым кетменём, если даже если вы и не хотите вспоминать прошлое?!

Такие мотивы, как «Переходное Красное Знамя», «Социалистическое соревнование», «Хлопковый штаб», «Хлопковый фронт», признаюсь, придавали нам сил. Учителя, следившие за нами во время хлопковых работ, унижали нас словами «Хлопок – это политика! Как тебе не стыдно, ты же узбек!», «Посмотри на свой рост, чего ты ленишься?!», «Чтоб отсохли твои руки, которыми ты собираешь так мало хлопка!», «Чего стоишь, как вкопанный?! Работай, давай!», «Не чеши языком, а собирай хлопок!», «Давай трудись, не умрёшь!», «Чаю хочешь?! Нет чая! Пей воду из арыка, хаккори!» (хаккори – в смысле позорный)», «И за что только государство вас учит?! За что государство вас кормит?!» и так далее. Многие из тех, кто занимался подобной собственной «политикой» и превратил наше счастливое детство в ад, уже ушли из жизни, но их «политические» окрики остались в нашей памяти.

Главный герой романа – Дехконкул отражается в образе обычного земледельца, на плечи которого писатель возлагает тяжёлую ношу. Поэтому Дехконкул надолго останется в вашей памяти как светлая личность. Посмотрите на имя героя – Дехконкул, то есть Раб земледелия! Безвольный раб, у которого руки в мозолях! События, изображённые в романе, соседи, с которыми он имел непосредственное общение, позволяют читателю в полной мере понять уникальность образа главного героя, его духовные переживания.

Тагай Мурад сумел показать, что проблемы всей нации не могут быть решены без облегчения труда сельчан, без достойной оплаты его работы и без повышения уровня экономической безопасности.

Обычно включение слишком большого количества деталей в произведение искусства делает его необоснованным источником скучной информации. Но в романе «Поля моего отца» в основе каждого маленького события, полного загадок, лежит огромный жизненный факт. Например, выращивание риса в камышовых зарослях силами пяти или шести корейцев, прибывших из Денау; требования чиновников, утверждавших, что «Узбекистан – не Корея» и необходимо превратить рисовое поле в хлопковое; отправка Зиёда – друга главного героя в поле, где распыляют ядовитый препарат для опадания листьев хлопчатника с умыслом того, что у последнего нет близких, которые могли бы беспокоится о нём; сон ребёнка, который не понимает, что такое смерть, его гибель; лживые утешения директором школы матери разлучённой с единственным сыном словами: «Фронт не может быть без жертв. Кто знает, может, он столкнулся с какой-либо бедой? Вы знаете старые верования…».

Обращение председателя колхоза во время ежедневного собрания к бригадирам, работавшим от рассвета до заката двенадцать месяцев в году: «Мы с вами до сих пор живём на субсидии, товарищи! Давайте избавимся от субсидий, и тогда сможем жить по-человечески!»; надпись на мемориальной доске, гласящая: «Советские люди будут жить при коммунизме в 1980 году»; участие надевшего парадный костюм Дехконкула в качестве передового бригадира в работе республиканской конференции, завершившейся абсурдным решением «чтобы создать новую хлопкоуборочную машину, нужен новый сорт «чиккабел» (в смысле тонкостебельный), чтобы создать новый сорт, нужна новая хлопкоуборочная машина»; его вход в женский туалет от незнания смысла обозначения букв «М» и «Ж»; случаи самосожжения семисот пятидесяти женщин в Узбекистане за последние два года и стихи об этом Ленинградского поэта Михаила Дудина... Десятки глубоко укоренившихся проблем, освещённых в романе, побуждают читателя к серьёзным размышлениям.

Существует правило, согласно которому нужно меньше использовать художественный вымысел, когда пишешь о реальных исторических личностях и событиях. Герои произведения Тагая Мурада – не исторические фигуры, но его заслуга в том, что почти все события, описанные в романе, он без преувеличения изображает образы такими, какие они были в реальной жизни.

Абдулла Каххор говорил в своей статье «От жизненного события к художественному вымыслу»: «Если писательство было бы лишь копированием обыденности, это была бы довольно простая задача. Копирование с жизни всё равно как копирование с книги» [54].

Писатель не только знакомит читателя с большим объёмом информации о судьбах исторических личностей недавнего прошлого, но и ставит перед ним требование иметь соответствующую информацию. В результате в воображении читателя воплощается образ дехканина во всей своей сложности, который почти век выращивает хлопок, но образ жизни никак не улучшился.

О том, как был написан роман, Тагай Мурад сказал: «Я полгода провёл на полях Сурхандарьи... Прочитал десятки учебников по хлопку. Изучил десятки книг о сельском хозяйстве».

Хотя с 4-го класса я участвовала в сборе хлопка, а с 7-го класса работала в колхозе, как читатель, пришла к выводу, что я ничего не знала о хлопководстве. В средней школе нас учили, что рабочие капиталистических стан объявляют забастовку с требованием ввести 8-часовой порядок рабочего дня. Но мы даже не задумывались, почему 14-летние подростки, как мы, которых отправили в поле рано утром, трудились в поте лица по 14 часов. Мы и не подозревали, что на поле будет 70 видов сорных трав, прополку которых нужно проводить с тяжёлым кетменём в руках, да ещё в самую летнюю жару. Хотя осенью мы собирали в среднем по 150–170 килограммов хлопка, нам и в голову не приходило считать, сколько коробочек придётся отделять от хлопка, чтобы собрать такое количество урожая. Теперь мы знаем, что для того, чтобы собрать 60 килограммов сырца, нужно «поклониться» не менее 15 тысячам коробочкам...

«Мы выращиваем продукт, имеющий стратегическое значение», – говорили нам. Но оказалось, что из каждой тонны советского хлопка получают 2 тысячи 420 метров ткани, которой не было в продаже[55]. Но я не могла самостоятельно подсчитать, почему токсичное химическое вещество бутифос, используемое для опадания листьев хлопчатника, стоило две тысячи пятьдесят рублей за тонну. Ведь эта сумма равна годовой заработной плате колхозника! А сколько наших соотечественников погибло, когда его распыляли прямо на людей, работающих в поле…

Мы все знали, что на дехканина, который днём и ночью работал на полях, смотрели свысока. Так сложилась судьба узбека, родившегося в сельской местности. Когда Дехконкул с порога подавал еду гостям председателя колхоза, он спросил: «Что мне теперь делать, хозяин?» Председатель сказал: «Это всё, идите уже!», не пригласив его к столу. Он даже

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[54] Абдулла Каххар. Сочинения, Шеститомник, 6-том, Т. Издательство имени Г.Гуляма 1971. стр 323-324.

[55] Тагай Мурод. Избранные произведения. Ташкент: издательско-полиграфическое акционерное общество “Шарк”, 2018. стр.43.

не думает о том, что его не ценят как труженика. Хотя мы жили в то время, когда роль хлопкоробов в социально-экономической жизни считалось высокой, когда их труд считался почётным, но они, эти бедные люди, не обладающие независимым умом, не имели самоуважения и чувство собственного достоинства...

В романе заключена общечеловеческая боль, которая влияет на чувства читателя, заставляет его волноваться.

Внутренние и внешние монологи героя произведения использовались как важное средство отражения духовного мира дехкан. (Писатель смело пользуется фольклорным стилем, и достичь удобочитаемости в переводе текста довольно сложно, поэтому оставляю как есть). В одних местах его мысли заставляют смеяться, в других – думать: «Теримчилар тераверади – теролмовчилар кучаниб юраверади», «Мен бетимнинг қалини – жонимнинг ҳузури, дея сур бўлиб–сур бўлиб туравердим», «Бир бефаросат қадамим туфайли эллик сўм кетар бўлди. Эллик сўм-а, эллик сўм!», «Мотоциклдай учқур техникани ичда ютиб бўладими? Майдароқ бир нима бўлса экан!» «Айтмайман-а, айтмайман! Бола–бақрамни қатор ўтирғизиб мақтандим!» «Меҳнат – меҳнатни таги роҳат, ўртоқлар!», «Молимиз илла бир кади сут беради, шуни-да мен ичиб олсам, болалар нимани ичади?», «Одам бировни урса – фалон моддага биноан кесилади. Нима учун одам ерни заҳар билан дорилайди, аммо жавобгарликка тортилмайди? Нима учун одам ерни заҳарлаб хўрлайди, аммо жавобгарликка тортилмайди?»…

Смысл приведённых примеров таков: «Сборщики всё равно собирают, кто собирает, всё равно не будет обирать», «Я стоял без участия, словно моя совесть покрыта шагреневой кожей», «Из-за одного необдуманного поступка мне приходится тратить пятьдесят рублей. Целых пятьдесят!», «Как можно скрыть от других такую мощную технику, как мотоцикл? Вещь ведь не маленькая!» «Скажу, а как же! Посажу детей рядом и буду хвастаться», «Труд – удовольствие, приносящее благоденствие, товарищи!», «Наша бурёнка даёт не много молока, если я его выпью, то что будут пить мои дети?», «Если человек кого-то ударил, то будет осуждён по такой-то статье. Но почему не призывают к ответственности того, кто отравляет землю?»…

Подобных приёмов в романе много. Например: «Кўсаккурт гул ич-ичидан қуригуничайин гул еди. Кўсаккурт гул чириб-чириб тўкилгунчайин гул еди. Кўсаккурт тишлари ўтмасланиб қолгунчайин гул еди». В смысловом переводе данный отрывок звучит так: «Червь несозревшего плода хлопчатника нажирается цветком до тех пор, пока сам не иссохнет. Он ест, пока цветок не засохнет. Ест до тех пор, пока зубы не отупеют».

Все эти слова, сказанные языком Дехконкула, яркими красками отражают особенности его характера, служат выявлению своеобразия его внутреннего мира. Более того, читатель сам должен догадаться о сокрытом смысле сказанной главным персонажем фразы.

События происходят в небольшом хозяйстве Денауского района Сурхандарьинской области, то есть в определённом месте и в определённое время. Когда Дехконкул говорит членам своей бригады, чтобы они завтра выходили на поле пораньше, пока прохладно, колхозники возражают, напоминая ему, что завтра – выходной день. Но он резко обрывает их, утверждая, что хлопчатник не знает выходных, что отдыхать они смогут только тогда, когда выйдут на пенсию: «Пахта бозорни биладими?! Дам оласан, пенсияга чиқ, пенсияни жарақ-жарақ олиб, еб ётасан!». Ответ на спорный вопрос, кто прав, а кто нет, мы находим во фразе матери Дехконкула, с горечью сказавшая о том, что она всю жизнь горбилась на хлопковом поле, вышла на пенсию и стала получать лишь 30 рублей: «Ҳа, пахталаринг қиёмат кетсин-а, пахталаринг қиёматгина кетсин-а! Мен пахта деб нима бўлдим? Бир беланги бўлдим! Улапам ўттиз сўм пенсия бўлди».

Кто бы мог подумать, что в те времена колхозник, зарабатывавший три рубля и тридцать семь копеек в день, получал пенсию равную одной трети минимальной заработной платы в 20 рублей!

Грубый бригадир, обращающийся с помощниками как с рабами, угрюмые управляющие, оскорбляющие подчинённых, как им вздумается, относящиеся к учащемуся как к преступнику за то, что не смог выйти на сбор хлопка, словно он виноват в том, что план не выполняется. Также, запугивание табельщика тем, что вычеркнет трёхдневное участие в сборе хлопка, избиение учащихся стеблем хлопчатка с незрелыми плодами только за то, что не выполнена установленная дневная норма сбора урожая… К тому же, есть правдивые истории о том, что питают помощников обедом без мяса, о директоре, который не приходит на поле, о футбольном стадионе школы, превратившийся в отхожее место, о заболевших поносом детей из-за сырости, о вшивости живущих в общежитии школьников, не посещающих баню, – всё это нам знакомо. Потому что мы тоже в детстве жили подобной жизнью.

На всех страницах газет, журналов, в книгах и документальных фильмах есть информация о сборе урожая хлопка, о нём написаны сотни очерков, корреспонденций. Но я до недавнего времени не могла найти ответа на вопрос, почему в то время, как главный герой хлопковой страды – девушка, собирающая урожай в атласном платье с коробочкой раскрывшегося пушистого плода на виске, так превозносят хлопок до небес.

Ответ на вопрос, как можно работать на поле в атласном платье, мы находим в романе Тагая Мурада, когда режиссёр, приехавший снимать документальный фильм о сборе хлопка, заставляет председателя колхоза купить ля двух мастериц ручного сбора сырца «еврейский» атлас, мотивирую это тем, что его фильм будут смотреть не только во всём СССР, но и за рубежом: “Ўзбек совет хотин-қизлари кийгани кийимга зор экан, демайдими? Дейди! Чет элларда Боймирза Ҳайит, Вали Қаюмхон, Булоқбоши каби буржуа-мафкуравий душманларимиз қадамимизни санаб юрибди! Буржуа-мафкурачиларимиз экранда чит кўйлак кийган ўзбек совет хотин-қизларини кўрса, нима дейди? Совет Ўзбекистони оч-юпун, демайдими? Дейди! Ана, ўзбек совет хотин-қизлари чит кўйлак кийиб пахта термоқда, демайдими? Дейди!”.

В переводе этот монолог звучит так: «Наши буржуазно-идеологические враги, такие как Боймирза Хаит, Вали Каюмхан, Булокбоши, находящиеся за границей, следят за каждым нашим шагом! Что скажут буржуазные идеологи, если увидят на экране узбекских советских женщин в простых платьях? Разве не скажут, что Советский Узбекистан нищенствует? Скажут! Ещё как скажут!».

«Что сложного в сборе хлопка? Сбор хлопка как сбор цветов! Пушистое «белое золото» словно улыбается нам. Мы бережно его берём и кладём в фартук... Собирать хлопок проще, чем цветы! У цветка есть шипы, о которых необходимо позаботиться. У хлопка нет шипов, поэтому мы берём его в ладони и кладём в фартук, вот и всё! Когда хлопок касается наших ладоней, нам это доставляет душевный покой и удовольствие», – говорит режиссёр сельской женщине, у которой надо было взять интервью. Иронично, но факт: она ни разу в жизни не красила губы.

Фактически, состояние сборщиков было немного лучше, чем у могильщика. Лица потрескались, загорелые, руки все в царапинах, всё тело покрыто пылью, пропитано клеем паутины, одежда постыдная. Если вы не носите рубашку с длинными рукавами, вас до плеч оцарапает хлопчатник, ноги по щиколотки в пыли, невыносимо зудит кожа. Руки, потрескавшиеся от утренней росы, начинают болеть, а иногда гноятся глубокие участки ран.

В третьем этапе сбора урожая, по словам Тагая Мурада, вы очищаете двести пятьдесят чашечек хлопка, чтобы собрать лишь один килограмм драгоценной продукции. Если при сборе четвёртого этапа сбора урожая выпадет снег, то вы будете дрожать от холода, сырость будет пронизывать всё ваше тело, ваши галоши отяжелеют почти на пять килограммов от липкой грязи на грядках. Но вам всё равно нужно будет собрать за день не менее 20 килограммов мокрого хлопка вперемежку с нераскрывшимися плодами хлопчатника, чтобы на грядках не осталось ни одного грамма так называемого «белого золота». Это правда, о которой нигде не написано.

«У нас нет трудностей, у нас всего вдоволь. В наших домах есть газ, радио и телевизор. Каждый вечер мы смотрим фильм в колхозном клубе. У нас есть все для хлопкоробов!»… Я считаю, что подобные фейковые интервью с девушками в то время нравились многим. На самом деле только в доме бригадира стоял старый телевизор со сломанным переключателем каналов.

Как вы считаете, сборщик хлопка, который с раннего утра до позднего вечера работает в поле, придя домой в девять часов вечера, будет ужинать или тут же пойдёт в клуб смотреть кино? Для 25 коллективов бригад в колхозе всего один клуб, который к тому же находится в 20-30 километрах от дома колхозника. В хлопкоуборочный сезон вся социальная деятельность людей, кроме похорон, запрещались, а тех, кто шёл по улице по своим делам, ловили, сажали в машину и отправляли собирать хлопок. Рынки были закрыты, и работали лишь после захода солнца.

Посмотрев на цветном телевизоре председателя колхоза передачу о Московском конкурсе красоты, полюбовавшись на изящных красавиц с белоснежными зубами и тонкой талией, Дехконкул невольно сравнивает их с женой: она носит всего одно платье и для дома, и на работу в поле. А уж краситься и следить за собой, у неё просто нет времени.

Когда жена заболела, он идёт к доктору Расулу. Доктор даёт ему несколько таблеток, и говорит, что если будет принимать их три раза в день, то через три дня выздоровеет. Дехконкул в недоумении спрашивает, а ненужно ли ему самому отсмотреть больную. В ответ доктор утверждает, что это необязательно, поскольку знает, в чём суть болезни женщины: из-за жары, когда организм нуждается в витаминах. В такой день работать в хлопковом поле невозможно. Собачье страданье! Причина болезни именно в этом, говорит доктор.

Дехконкул отвечает, что, мол, у них есть всё, в том числе и витамины. Ведь они выросли на хлопковом поле, слава Аллаху, не умерли. «Посмотрите на моё лицо: кто сказал, что у нас нет витаминов? Их хватить и для жены. Достаточно, чтобы витамины были у главы хозяйства!», – заключает он.

Писатель не реагирует прямо – положительно или отрицательно – на это событие, то есть на разговор Дехконкула с доктором Расулом. В этой детали, сочинённой автором, вы также заметите элементы больших и малых бытовых проблем, не удивитесь простодушию главного героя, а просто улыбнётесь горькой иронией.

Когда его жена сказала «У меня кружится голова, у меня малокровие», он отвечает: «Выпей воды», то вы невольно спросите себя, что это за человек такой?! Он деханин, мастер хлопководства, говоря словами словам некоторых литературоведов, «феномен», то есть редкий человек.

Но мне так и хочется сказать, что он неудачник, простофиля, которого ни с кем не перепутаешь. Дехканкул вырос под влиянием советской идеологии, далёк от религиозных убеждений, почти не видел воспитания и примера отца, и хотя рос на руках одинокой женщины, любви к жене у него нет, однако нельзя сказать, что он слабоумный. Просто у него нет права выбора. А жить красиво нет никаких возможностей.

Через образ жены Дехконкула автор стремится показать, как «социалистическая революция» повлияла на жизнь сельской женщины, жизнь которой практически не изменилась в системе, предоставившей женщинам равные права с мужчинами. Хотя уже много лет ходят слухи, что они равны, на самом деле никого не беспокоит тот факт, что физически слабым женщинам, не имеющим статуса и равных возможностей, даются слишком много задач и обязанностей, а её супруг даже не задумывался об этом.

Тот факт, что в произведении жизнь Дехконкула и его жены освещена более подробно, чем другие образы, придал этим персонажам уникальное, законченное значение. Подробно и убедительно выражен внешний конфликт, порождающий внутренний конфликт в семье.

То было время, когда система, превратившая жизнь сельской женщины в адское пристанище под лозунгом «Счастье стало биографией узбекских женщин», а правило «Каждый имеет право на хорошую жизнь» было неприменимо к узбекской женщине, живущей в забытом всеми кишлаке.

«Да кто она такая? Она туземка, чурка, а ещё смеет закрывать лицо!» - издевались над женщиной, оскорбляя её словами «чурка», «чучело»... На наш взгляд, столь унизительное отношение началось после Октябрьской революции, которая уравняла права женщин и мужчин, однако насильственно модернизировала Туркестанское общество по Западному образцу. Основной причиной того, что столь щекотливые темы долгое время не упоминались, является слишком тяжёлое бремя клеветы о том, что местные люди «занимаются национализмом».

Узбекская женщина, которая разводит тутовых шелкопрядов и выращивает коконы, жена Дехконкула, хочет носить атласное платье, которое днём с огнём не сыщешь, поскольку не продаётся в магазине. «Пусть принесёт «еврейский» атлас», – говорит она как и все женщины. Она имеет право завидовать, но отрез атласа стоит 200 сумов! Когда Дехконкул, который ни разу в жизни не дарил своей жене даже цветок, пошёл к кассиру хозяйства чтобы получить зарплату и осуществить мечту жены, тот сказал: «Во всем колхозе нет денежного завода, а государство денег не даёт. Деньги будем выдавать во время чеканки», и не выдал ему кровно заработанную зарплату.

Так и не добившись вожделенного атласа, в обиде на весь мир, жена Дехконкула сводит счёты с жизнью самосожжением. Начальство, пытаясь смягчить причину смерти женщины, спрашивает у знавших её людей: «А не было ли в её роду… как бы это сказать… ну, кто тронулся умом?». И, в конце концов выводит свой вердикт: «Словом, Дехконкулова – шизофреничка! На этом всё!». А на возражения мужа они резко отвечают: «Если она не была тронута умом, разве осмелилась бы на самосожжение? Тем более, в такое счастливое время!»

Несмотря на то, что автор романа не наделил эту женщину именем и не пользовался красивыми художественными метафорами для описания её образа, вы можете представить себе образ «безымённой» обычной кишлачной женщины, которая родила детей Дехконкула, и её образ останется в вашей памяти надолго.

Поскольку автор описывает слабость главного героя в отрыве от реальности, поверхностно и равнодушно наблюдая за ситуацией, в которую он попал, мы понимаем, что читатель тоже может попасть в такую ситуацию.

Цель писателя заключалась не только в том, чтобы иронизировать, но и в том, чтобы подчеркнуть, насколько серьёзной и даже трагичной были людские судьбы. Потому что под видом иронии кроется серьёзность.

Ирония обычно проявляется на фоне юмора и сатиры, как дополнение к юмористическим и сатирическим произведениям[56]. Однако, учитывая, что это наблюдается в произведениях, созданных не в юмористическом или сатирическом жанре, мы видим, что Тагай Мурад умел применять такой приём. Поэтому известный знаток советской литературы Геннадий Поспелов не считает юмор одним из видов пафоса, потому что юмор не выбирает объект, он может быть ориентирован на любой объект в зависимости от настроения субъекта. По этой причине, считает автор, иронию следует рассматривать как один из видов эмоциональности.

Когда автор оценивает главного героя и действительность, он даже отклоняется от этих принципов оценки и смотрит на них под другим углом. Комическое противоречие в объекте убедительно, потому что оно передано в речи главного героя, а не через установку автора:

– Газ? Бизда газ нима қилади?

– Газимиз бор, ана, Обшир қишлоғи адоғидан қувурда ўтиб ётибди.

– Қувурда ўтиб ётса, қайси бир мамлакатга ўтиб кетаяпти-да.

– Ишқилиб, газинг борми, бор-да. Шу газ бизники-да. Қайси бир мамлакатга кетса-да, ишқилиб, бизнинг газимиз-да.

– Ҳеч бўлмаса, баллон газинг бордир?

– Ўтин бор, таппи бор.

Вот перевод этого отрывка:

– Газ? Разве у нас есть газ?

– У нас есть газ, вон он, проходит по трубам у окраины кишлака Обшир».

– Если он проходит по трубе, значит, поступает в какую либо страну.

– Неважно, главное, газ есть. Этот газ наш. В какую бы страну он ни поступал, всё равно наш газ.

– По крайней мере, у вас есть газовый баллон?

– Есть дрова, есть таппи.

(Таппи значит коровий помёт).

Нам хочется верить, что в вышеприведённом диалоге Дехконкул просто смеётся над чиновниками своими поистине юмористическими взглядами. Так талантливый писатель ещё раз доказал огромную роль языка в художественной интерпретации в романе «Поля моего отца».

По настоянию председателя колхоза главный герой готовится ждать московских кинематографистов, мотивируя тем, что гости приносят довольство. Он приказывает Дехконкулу купить пару килограммов хурмы, поскольку они не растут в Москве, а гости приходят не ради плова, и их надо угостить чем-то необычным. Один килограмм хурмы стоит 3 рублей. Это значит, чтобы купить один килограмм хурмы за 3 рубля, дехканин должен

[56] Куронов Д., Мамажонов З., Шералиева М. Словарь литературоведения. – Ташкент: Akademnashr, 2010. – стр. 132.

работает с утра до вечера, поскольку получит 3 сума 37 копеек за однодневный труд или собрать 60 килограмм хлопка, что будет равно этой же сумме.

Теперь давайте подсчитаем, чего стоит Дехконкулу четыре больших и сочных граната, купленных им за 10 рублей для московских гостей. За килограмм собранного хлопка выплачивается 5 копеек. Цена двух гранат, составивших один килограмм – 5 рублей. Значит, он должен собрать как минимум 200 килограммов хлопка, но такое количество сырца не в силах собрать за день даже самые удалые сборщики… Вместо того, чтобы подумать о покупке одежды для своих детей, он вынужден принести в жертву гостям своего жирного барана, поскольку знает, что такое узбекское гостеприимство.

Да, узбекский народ терпелив, внимателен и гостеприимен. Нам стыдно, что мы страдаем, мы не жалуемся на свою жизнь, мы не говорим своим близким, даже если наша миска не видит мяса. Когда мы слышим о прибытии гостя, мы тщательно готовимся. Однако, чтобы отразить жизнь простого дехканина на киноленте, сцены снимаются на фоне поставленного у дома Дехконкула автомобиля «Волга», принадлежащего заведующему местным магазином, которого зовут Чори, а во дворе красуется конь спортсмена-наездника Нарбая…

Создатели фильма попросили бригадира сыграть роль, отвечая на их вопросы строго по сценарию. Когда его спросили: «Дехконкул ака, вы владелец этого дома. Простите за неуместный вопрос: в рабочее время вы дома?», в ответ услышали: «Сейчас только полдевятого, рабочий день начнётся через полчаса, а заканчивает в шесть вечера». Тем самым Дехконкулу пришлось прибегнуть ко лжи, что, в прочем, для него это обычное явление, и почему-то его не мучает совесть, когда он явно лжёт.

Писатель умело использует второстепенные образы для полного раскрытия характера своего произведения. К таковым можно отнести сюжет, когда на сбор хлопка привлекают семидесятилетнюю старушку, к тому же заставляют её позировать перед камерой как наглядный пример, ибо она собирает «белое золото». На самом деле женщина то и дело с уныньем говорит, что ей не дают спокойно помереть…

Так же, читатель смеётся над тем, как председатель становится подхалимистым в ожидании прихода ответственной за партийную идеологию Клары Хаджаевны, заставляя колхозников навести порядок на полевом стане, ослов привязать подальше от взора, а лошадь Самада-бобо оставить, поскольку, по словам председателя, «лошади – культурное животное». После отбытия важной гостьи он появляется перед своими подчинёнными «под градусом». Этот эпизод ярко демонстрирует стремление чиновников быть на высоком «политическом, классовом, социальном и профессиональном» идеологическом уровне того времени.

В качестве следующего примера второго плана можно привести портрет директора школы, который известен как ярый любитель пива: мы можем представить его внешний вид, телосложение, выражение лица, манеру одеваться, даже несмотря на то, что об этом в романе нет ни слова. Вот отношение директора к школьникам, вышедшие на сбор хлопка: «Жасадингдан эшак ҳуркади! Ўл-е, шу кунингга-е! Менга қара, қачон нормани бажарасан?! Айт, қачон, қачон, қачон!... Одам деган ўн килоям пахта терадими, а? Ўн кило-я?! Сичқон бир кунда инига йиққан пахта ўн бир кило бўлади!».

В переводе это звучит так: «Ты такой верзила, что осёл испугается! И не стыдно тебе? Лучше бы ты умер! Скажи же, когда норму выполнишь?! Отвечай, когда, когда, когда!... Не стыдно тебе собрать лишь десять килограммов, а? Всего то десять килограммов! Мышь за день способна собрать в своём гнезде одиннадцать килограммов!»

Директор школы, державший детей в страхе, не испытывает ни малейшего сочувствия к своим ученикам, напомнил мне директора нашей школы, которого мы так же боялись. Этот человек остался в нашей памяти как карьерист и непревзойдённый мастер вилять хвостом перед начальством, боящийся потерять свою должность.

Своеобразно ярко и колоритно отразил писатель образ третьего секретаря райкома партии Клары Хаджаевны, получившей образование в Москве. Её воспитывал чересчур чванливый отец. Как и подобает партийному работнику, она всегда опрятно укладывает свою причёску и одевается подобающим образом. Однако её высокое самомнение и чиновничья спесь перед простыми колхозниками не знает границ. В её образе писатель весьма тонко отобразил суть партийных работников, которые ради своих идеологических принципов никого не жалеют и не стремятся понять истинное положение социально уязвимых слоёв населения.

Деконкул старается общаться с ней по-свойски, ласково обратившейся к третьему секретарю райкома: «Омонгинамисиз, Кларабайча?», то есть «Как поживаете, Кларабайча?». Она же, в свою очередь, выражает крайнее недовольство, словами: «Нима-нима? Кларабайча? Какая байча? Мен Клара Ходжаевнаман!» («Что-что? Кларабайча? Какая байча? Я Клара Хаджаевна!»), демонстрируя тем самым своё превосходство над низшим сословием. У читателя невольно появляется презрение к образу секретаря райкома по идеологическим вопросам. Оно и понятно, ибо весь роман пронизан правдивой действительностью, которую мы пережили в недавнем прошлом.

Мне хочется завершить статью словами профессора Казакбоя Йулдашева, «Тагай Мурад был человеком загадочным: он жил в объятиях загадок, писал загадочные произведения, да и умер при загадочных обстоятельствах. Почему так написаны его произведения, до сих пор остаётся загадкой. Чем больше вы думаете об этом, тем больше ваши мысли блуждают в неизвестности. В конце концов, интерпретировать можно только повторяющиеся события, и в них можно найти определённую закономерность»[57].

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ЖЕЛЕЗОДЕФИЦИТНАЯ АНЕМИЯ У ДЕТЕЙ

Аннотация: Железодефицитная анемия — заболевание, для которого характерно снижение уровня гемоглобина в крови. По результатам исследований в мире около 2 миллиардов людей страдают данной формой анемии разной степени тяжести.

Больше всего подвержены этому заболеванию дети и кормящие женщины: каждый третий ребенок в мире страдает анемией, практически у всех кормящих женщин наблюдается анемия различной степени.

Данная анемия первый раз была описана в 1554 году, а препараты для ее лечения первый раз были применены в 1600 году. Она является серьезной проблемой, которая угрожает здоровью общества, так как оказывает не малое влияние на работоспособность, поведение, психическое и физиологическое развитие.

Это заметно снижает социальную активность, но, к сожалению, анемия часто недооцениваются, потому что постепенно человек привыкает к уменьшению запасов железа в своем организме.

Ключевые слова: железодефицитные состояния, железодефицитная анемия, детской возраст.

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IRON DEFICIENCY ANEMIA IN CHILDREN

Resume: Iron deficiency anemia is a disease characterized by a decrease in the level of hemoglobin in the blood. According to research results, about 2 billion people in the world suffer from this form of anemia of varying severity.

Children and lactating women are most susceptible to this disease: every third child in the world suffers from anemia, almost all lactating women have varying degrees of anemia.

This anemia was first described in 1554, and drugs for its treatment were first used in 1600. It is a serious problem that threatens the health of society, since it has no small effect on performance, behavior, mental and physiological development.

This significantly reduces social activity, but, unfortunately, anemia is often underestimated, because gradually a person gets used to a decrease in iron stores in his body.

Key words: iron deficiency states, iron deficiency anemia, childhood.

Актуальность. Профилактика и лечение железодефицитных состояний у детей являются актуальными проблемами педиатрии ввиду их высокой распространенности [5]. Отсутствие внимания педиатров к данной проблеме способствует тому, что сохраняющийся дефицит железа приводит к нарушению роста, развития и здоровья ребенка[6]. При правильной тактике лечения и профилактики удается избежать негативных последствий дефицита железа для здоровья ребенка. Актуальность обсуждения этой темы очень велика, так как анемии - это довольно таки распространенные заболевания, связанные с массой самых различных причин. Ионы железа выполняют в организме человека очень важную функцию. Они входят в состав белков, осуществляющих перенос кислорода, цитохромов и железосеропротеинов, железосодержащих ферментов. Поэтому недостаток железа в организме приводит ко многим негативным последствиям[2,6]. Избыточное содержание железа в организме тоже опасно. Оно приводит к развитию токсикозов, патологическому повышению уровня активных форм кислорода.

Анемия возникает во все периоды жизни человека не только при различных заболеваниях, но и при некоторых физиологических состояниях, например, при беременности, в период усиленного роста, лактации. Важное социальное значение имеет проблема анемий у детей раннего возраста, так как анемия в этом возрасте может привести к нарушениям физического развития и обмена железа[3,5].

Особого внимания требуют дети, родившиеся недоношенными или с дефицитом массы тела, а также дети матерей, страдавших анемией во время беременности. Чтобы избежать развития анемии, нужно строго следить за питанием ребенка, включая в меню железосодержащие продукты, а также фрукты и овощи. Чем разнообразнее рацион, тем меньше шансов, что ребенок будет испытывать недостаток в том или ином витамине или минерале[3,5,6]. Столкнулись ли ваши дети с такой проблемой, как анемия или нет, в любом случае, для полноценного развития ребенка необходимо поощрять активные игры и физические нагрузки, даже если ради этого придется проявить строгость и ограничить доступ малыша к телевизору, игровым приставкам и интернету. Многим родителям мультфильмы или видеоигры кажутся простым способом занять ребенка, однако благодаря развитию технологий около 30% современных детей ведут малоподвижный образ жизни. Это чревато не только анемией, но и набором лишнего веса, замедлением физического развития, проблемами с позвоночником, зрением и кровообращением[1,2,4].

Цель исследования. Изучить и проанализировать современный подход к лечению железодефицитной анемии.

Материалы и методы исследования: Под наблюдением находились 94 ребенка с ЖДА в возрасте от 5 месяцев до 17 лет, в том числе: до 1 года - 16 детей (17,0%), 1-3 года - 64 ребенка (68,1%), 4-12 лет - 4 человека (4,3%) и старше 12 лет - 10 подростков (10,6%).

Результаты исследования. При анализе анте и инgranатальных причин развития ЖДА у наблюдаемых детей выявлено, что гипосидероз беременной и гестоз наблюдались в 51,6 и 59,4% соответственно, угроза прерывания беременности - в 48,4%, кесарево сечение - в 31,3%, обильные менструации - у 23,4%, наличие у матери более 5 беременностей -14,1 %, перерыв между беременностями менее 3-х лет - 20,3%, занятия спортом - 12,5%, хронические инфекции - 10,9%, многоплодная беременность 6,3%, вегетарианство - 6,3% и донорство - в 6,3%.

Недоношенными родились 31,0% детей, у которых в последующем наблюдались избыточные прибавки в массе, приводящие к повышенной потребности организма в железе Крупный вес при рождении имели 24,1% детей Алиментарный дефицит железа как следствие несбалансированного питания (раннее искусственное вскармливание, в том числе неадаптированными молочными смесями, позднее введение или отсутствие в рационе мясных продуктов) выявлен у 39,1% детей. Более 1/3 детей были из благополучных семей с невысоким материальным достатком Нарушения менструального цикла выявлены у 100% девушек.

Интенсивный рост отмечен у 40% подростков, занятия спортом - у 20%, алиментарный фактор у 20% У всех пациентов в генезе ЖДА наблюдалось сочетание нескольких из указанных выше причин.

Проведенное исследование свидетстьствует о том, что ЖДА у детей раннего возраста обусловлена комплексом причин, включающих как неблагоприятное течение беременности и родов, отягощенный акушерско-гинекологический и социальный анамнез, так и алиментарный фактор и повышенные потребности ребенка в железе в периоды интенсивного роста.

Дефекты вскармливания отмечены у менее половины детей, что позволяет нам присоединиться к мнению многих отечественных исследователей о более значимой роли состояния здоровья матерей, патологического течения беременности и анемии беременных в развитии ЖДА у детей грудного и раннего возраста, чем алиментарная недостаточность. У подростков причинами развития ЖДА являются высокие темпы роста, занятия спортом, а также нарушения менструального цикла у девушек.

Анализ клинических проявлений ЖДА показал, что у детей наблюдаются разнообразные анемические и сидсропенические симптомы, частота и выраженность которых зависит от возраста пациентов, степени тяжести и длительности анемии.

Единственным симптомом, наблюдаемым нами в клинической картине всех обследованных детей, была бледность кожи и слизистых оболочек. Другим симптомом, выявленным у большинства пациентов, была вялость или слабость. Указанные анемические симптомы связаны с недостаточным обеспечением тканей кислородом Нарушение сна и эмоциональная лабильность встретились примерно у половины детей независимо от возраста. Головной мозг ребенка очень чувствителен к недостатку железа и выявленные нарушения поведения обусловлены прежде всего сидеропенией Физическое развитие ниже среднего было у 10 детей.

Типичными проявлениями сидеропении у детей первых трех лет жизни были снижение и/или извращение аппетита, тахикардия и функциональный систолический шум, кишечная диспепсия, мышечная Гипотония, включая гипотонию мышц брюшной сгенки и диафрагмы. Последнее приводило к относительно низкому расположению печени и селезенки и в ряде случаев создавало ложное впечатление об их увеличении. Гепатомегалия и спленомегалия, выявленные нами у более половины детей, явились характерными признаками этой возрастной.

У половины пациентов наблюдались сухость кожи, волос, их ломкость и выпадение, реже - ангулярный стоматит и глоссит. Трофические изменения со стороны желудочно-кишечного тракта, кожи, ее придатков, а также мышечная слабость, в том числе миокардиадьная, обусловлены тканевым дефицитом железа, приводящим к метаболическим нарушениям в клетках.

Выводы. Железодефицитная анемия - это клинико-гематологический синдром, характеризующийся нарушением синтеза гемоглобина в результате дефицита железа, развивающегося на фоне различных патологических (физиологических) процессов, и проявляющийся признаками анемии и сидеропении.

Для профилактики дефицита железа у грудных детей используют жидкие лекарственные формы: это могут быть растворы или капли для приёма внутрь, содержащие железа сульфат (Актиферрин), железа (III)-гидроксид полимальтозат (Мальтофер, Феррум Лек), глюконат железа, марганца, меди (Тотема), (Ферлатум); эти же препараты выпускаются в форме сиропов (Актиферрин, Мальтофер, Феррум Лек). Парентеральные ферропрепараты не используют в целях профилактики дефицита железа.

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БЮДЖЕТИРОВАНИЕ - ОСНОВА ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ УПРАВЛЕНИЯ ФИНАНСАМИ НА ПРЕДПРИЯТИИ

Аннотация: В статье рассматриваются вопросы использования бюджетирования для обеспечения эффективного финансового управления. Выделены условия организации системы бюджетирования на предприятии, виды бюджетов.

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BUDGETING IS THE BASIS FOR INCREASING THE EFFICIENCY OF FINANCE MANAGEMENT IN AN ENTERPRISE

Abstract: The article deals with the use of budgeting to ensure effective financial management. The conditions for organizing the budgeting system at the enterprise, types of budgets are highlighted.

Для того, чтобы устойчиво развиваться в современных условиях хозяйствования, организации должны применять современные и результативные инструменты планирования и финансового менеджмента, с целью обеспечения непрерывности и результативности ведения коммерческой деятельности.

Традиционные способы планирования уже не дают конкурентных преимуществ вследствие того, что это длительный и трудоемкий процесс, при этом трудно добиться высокой точности. Кроме того, при использовании, например, затратного механизма ценообразования, не учитывается конъюнктура рынка, основываясь только на нормативе рентабельности и общих затратах, что не позволяет осуществлять конкурентное ценообразование на производимую продукцию или оказываемые услуги.

Обосновать альтернативные варианты осуществления хозяйственной деятельности, которые находятся в соответствии с прогнозными сценариями развития организации, становится возможным только при осуществлении качественного планирования, которое осуществляется системно и согласовано на всех уровнях управления. Поэтому и требуется переход к бюджетированию, которое представляет собой многогранное и комплексное понятие, является основой современных методов финансового управления и становится инструментом принятия решений, способствующим более результативному использованию ресурсов организации.

Для обеспечения построения эффективной системы бюджетирования в организации требуется:

- установление менеджментом организации четких целей и решаемых задач при помощи данной системы;
- обеспечение приоритета стратегических целей организации над оперативными;
- организационная структура управления в соответствие с потребностями оперативного управления ведением бизнеса, а не производства продукции;
- обеспечение участия в процессах составления бюджета управленцев на всех уровнях управления;
- корректно сформированные центры ответственности;
- наличие развитой и структурированной под потребности организации информационной системы;
- наличие большого массива исходной информации;
- наличие квалифицированных пользователей;
- поэтапность внедрения системы [2; 3].

Бюджеты могут быть представлены в различных формах и видах, их структура бюджета обусловлена масштабом деятельности организации, предметом бюджета, квалификационными характеристиками сотрудников организации и уровнем интегрированности бюджета с финансовой структурой компании.

Общая схема построения сводного бюджета организации состоит из большого числа бюджетов, среди которых можно отметить следующие: бюджет продаж, бюджет производства, бюджеты затрат, бюджет движения денежных средств, бюджет доходов и расходов [1, с. 265].

Кроме того, выделяют такие виды бюджетов:

- краткосрочный и долгосрочный;
- постатейный, при котором в разрезе отдельной статьи имеет место жесткое ограничение суммы, и общий;
- статичный и гибкий. В статичном бюджете суммы не обусловлены производственным объемом и деловой активностью организации. В гибком

бюджете можно проследить обусловленность затрат конкретным параметром, описывающим объем производства и продаж;

- бюджет с нулевым уровнем и преемственный. Бюджет с нулевым уровнем разрабатывается заново, с нуля. Преемственный бюджет разрабатывается по шаблону. В процессе очередного бюджетирования в него вносятся корректировки, которые описывают те изменения, которые произошли в организации. Преемственный бюджет создать проще. Несмотря на это он обладает недостатками, которые проявляются в том, что могут образоваться «застойные участки» из прошлых периодов, в которые не были внесены изменения.

К достоинствам планирования на основе системы бюджетирования относят возможность пользоваться опытом разработки бюджетов, которые были составлены в прошлые периоды. Благодаря этому достигается возможность обеспечения точности финансового планирования, что немаловажно в конкурентных условиях функционирования субъектов хозяйствования.

Бюджетирование направлено на увеличение результативности функционирования организации как целостной системы путем координирования всех структурных подразделений. Система бюджетирования предусматривает специально организованную систему управления отдельными структурными подразделениями путем оценки экономических показателей в условиях постоянных изменений внешней и внутренней среды, что позволяет проанализировать степень финансовой состоятельности различных структурных подразделений или направлений предпринимательской деятельности.

Бюджеты структурных подразделений, которые разрабатываются в разрезе центров ответственности и включаются в сводный бюджет, который описывает, каким образом функционирует финансы организации.

При планировании деятельности с применением системы бюджетирования структурные подразделения организации, которые получают утвержденный бюджет к выполнению, могут самостоятельно расходовать величину средств, которые высвободились в результате экономии, что обуславливает материальную заинтересованность в том, чтобы все поставленные задачи были выполнены и благоприятным образом сказывается на состоянии финансов организации в целом. Кроме того, корпоративные коммуникации в процессе осуществления бюджетирования выходят на новый уровень развития, при котором менеджеры среднего и низшего звена осознают свои задачи и роль в управленческой системе, видят вектор развития компании.

При осуществлении процесса бюджетирования происходит изменение структуры средств организации, а также их источников, таким образом, организация получает возможность гибкого развития и возможность оценки рисков с целью их снижение до приемлемого уровня. Бюджетный процесс, настроенный строго и адекватно потребностям организации, способствует улучшению структуры активов и повышению эффективности их использования, что благоприятным образом сказывается на инвестиционной привлекательности организации.

Таким образом, бюджетирование закладывает прочную основу для контроля за результатами деятельности, нормативами, предусматривая процедуру анализа и учета. Бюджетирование координирует деятельность всей организации, способствует оценке производительности труда и эффективности менеджмента организации, стимулирует деятельность руководства структурных подразделений организации.

Бюджетирование позволяет оперативно оценить результаты функционирования организации, своевременно корректировать планы, увеличивая эффективность использования ресурсов в разрезе структурных подразделений и центров ответственности. Благодаря системе бюджетирования есть возможность свести воедино все локальные бюджеты предприятия, тем самым обеспечив прозрачность всех денежных потоков предприятия, создать основу для обеспечения финансового планирования на качественном уровне.

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НЕОБХОДИМОСТЬ ВОЗМОЖНОСТИ ПРИМЕНЕНИЯ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ ПРИ ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ

Аннотация: В статье рассматриваются инновационные методы достижения эффективности в процессе обучения русскому языку в образовательных учреждениях и важность их применения.

Ключевые слова: кластер, двухчастный дневник, чтение с паузой, метод проектирования, метод поиска ошибок, метод понимания.

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THE NEED FOR THE POSSIBILITY OF APPLICATION OF INNOVATIVE TECHNOLOGIES IN TEACHING THE RUSSIAN LANGUAGE

Annotation: The article discusses innovative methods of achieving efficiency in the process of teaching the Russian language in educational institutions and the importance of their application.

Key words: cluster, two-part diary, pause reading, design method, error search method, comprehension method.

Известно, что при изучении каждого предмета приходится выбирать специфические технологии, методы и инструменты. Для достижения высоких результатов в учебном процессе необходимо заранее планировать учебный процесс. При этом преподаватель должен выбрать технологию, которая будет использоваться, с учетом специфики предмета, процесса и условий обучения, потребностей и возможностей студентов, уровня знаний[58]. Это играет важную роль в качестве науки.

Подобный новаторский подход к изучению языка приведет к увеличению числа, изучающих язык при одновременном повышении качества уроков.

Многие люди в мире сегодня сотрудничают с носителями других языков в рамках своей деятельности. Из-за этого им необходимо хорошо знать языки. Это еще один сложный дар, который эпоха глобализации преподносит людям.

[58] http://idum.uz/ru/archives/5816

Следует отметить, что формированием и развитием навыков по основным видам речевой деятельности на русском языке может быть свободное владение языком. Используя данную методику в изучении русского языка, можно добиться успеха в этой области науки.

Коммуникативность играет важную роль в изучении любого языка. Потому что изучение второго языка требует, прежде всего, владения его фонетической стороной. Однако на практике студенты, изучающие другой язык, часто используют фонетическую систему своего родного языка или пытаются освоить звуковую систему изучаемого языка. Это не так уж и весело. В результате они сталкиваются с трудностями при использовании конкретных слов. Это часто приводит к нарушению нормативных аспектов этого языка.

Одним из современных, то есть инновационных способов обучения русскому языку является формирование коммуникативной компетенции, выражающейся в компонентах языка, речи и обучения.

Не секрет, что инновационные технологии также важны в процессе обучения русскому языку. Их развитие приводит к появлению новых подходов к изучению языка. Новаторские подходы делают уроки русского языка более подробными, интересными и яркими. Например, для развития творческих способностей, учащихся на занятиях необходимо использовать перспективные методические приемы:

- кластеры;
- инсерт (при самостоятельном изучении теоретического материала) ;
- заполнить таблицы;
- дневник из двух частей;
- читать с паузой;
- совместный поиск;
- взаимное обсуждение; круглый стол;
- изобретательские технологии решения проблем;
- «Поиск ошибок»;
- классические лекции;
- обучение с помощью аудиовизуальных техник;
- тесты, метод проекта и др[59].

Самостоятельный поиск материала по поставленной задаче, активная мыслительная деятельность студентов способствует повышению эффективности учебного процесса.

Правильная организация уроков с использованием инновационных технологий требует, чтобы каждый ребенок занимался решением удобной для него задачи. Потому что в этих условиях можно поддерживать его интерес к учебе.

[59] https://articlekz.com/article/12306

При обучении русскому языку на первых курсах высшего образования необходимо развивать у студентов базовую русскую речь. Для этого требуется понимание на слух, свободное воспроизведение простейших образцов и формирование навыков, позволяющих общаться в сфере образования.

Основа такого общения - коммуникативные навыки. Обучая студента говорить по-русски (реальное общение), обучая аудированию, чтению и письму (в определенных рамках), основная цель обучения может быть достигнута качественно.

Студентам необходимо не только приобрести практические навыки, но и сформировать у них уникальные личностные качества. Например, умение общаться, желание общаться, умение взаимодействовать в команде.

Изучение русского языка инновационным способом ускоряет процесс коммуникативной компетенции и межкультурного общения и способствует развитию страны. Использование инновационных технологий на занятиях показало, что отношение студентов к теме меняется, студенты не боятся проявлять инициативу в решении предложенных задач, выражать свое мнение, стремятся усвоить программный материал для выполнения заданий.

В заключение можно сказать, использование инновационных технологий в обучении русскому языку в высших учебных заведениях в будущем, как описано выше, послужит основой для приобретения студентами новых знаний, чтения и понимания произведений разных жанров на русском языке, основная цель - освоить русский язык.

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НОРМАТИВНЫЙ ПОРЯДОК ОРГАНИЗАЦИИ КАПИТАЛЬНОГО РЕМОНТА СТРОИТЕЛЬНЫХ ОБЪЕКТОВ ЖИЛОГО НАЗНАЧЕНИЯ

Аннотация: В современных условиях широко применяется капительный ремонт зданий для возможности обеспечения жильем населения. В статье рассмотрен нормативный порядок капительного ремонтопроизводства объектов жилого назначения.
Ключевые слова: капительный ремонт; нормативный порядок; строительный объект.

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REGULATORY PROCEDURE FOR THE ORGANIZATION OF MAJOR REPAIRS OF RESIDENTIAL CONSTRUCTION FACILITIES

Abstract: In modern conditions, capital repairs of buildings are widely used to provide housing for the population. The article considers the regulatory procedure for capital repair production of residential facilities.
Keywords: capital repairs; regulatory procedure; construction object.

Решение о проведении капитального ремонтопроизводства для строительного объекта жилого назначения определяется по результатам оценки технического состояния строительных конструкций и коммуникаций здания на основании норм и требований СП 54.13330.2016 [5], СП 13-102-200 [6], ГОСТ 31937-2011 [7], ВСН 53-86(р) [8], ВСН 57-88(р) [9], СП 70.13330.2012 [10] с учётом 384-ФЗ [25], Рекомендаций [26].

Нормативный порядок организации капитального ремонта строительных объектов жилого назначения предусматривает выполнение требований СП 368.1325800.2017 [27], при этом, в соответствии с нормами СТО НОСТРОЙ 2.33.13-2011 [28], СТО НОСТРОЙ 2.33.120-2013 [29], ГОСТ Р 56193-2014 [30], МДК 2-04.2004 [31], ВСН 61-89(р) [32], проектом производства работ определяется необходимость отселения жильцов, либо принимаются соответствующие организационно-технологические решения по производству ремонтных работ без отселения жильцов.

Организация капитального ремонтопроизводства выполняется в строгом соблюдении нижеперечисленных нормативов: МДС 12-29.2006 [33],

МДС 12-81.2007 [34], МДС 12-46.2008 [35], СП 48.13330.2019 [36], СП 49.13330.2010 [37], МГСН 301.01-96 (справочно) [38], ВСН 41-85(р) [39], СТО НОСТРОЙ 2.33.14-2011 [40].

Нормативный порядок организации капитального ремонта строительных объектов жилого назначения производится в последовательности, обозначенной в таблице 1.

Таблица 1 – Нормативный порядок организации капитального ремонта строительных объектов жилого назначения

№ п/п	Наименование периода	Характер работ
1	Подготовительный период	Подготовка разрешительной, рабочей и исполнительной документации, предусмотренной МДС 12-29.2006 [33], МДС 12-81.2007 [34], МДС 12-46.2008 [35], СП 48.13330.2019 [36], СП 49.13330.2010 [37], МГСН 301.01-96 (справочно) [38], ВСН 41-85(р) [39], СТО НОСТРОЙ 2.33.14-2011 [40], РД-11-02-2006 [41], РД-11-05-2007 [42], РД-11-06-2007 [43], СП 12-136-2002 [44], МДС 13-1.99 [45]
		Передача объекта в капитальный ремонт с оформлением акта по форме, предусмотренной СТО НОСТРОЙ 2.33.13-2011 [28]
		Организация общедомового собрания с доведением до жильцов объемов, порядка и методов производства ремонтных работ, не менее чем за 7 календарных дней до начала ремонтопроизводства (п. 5.2.2 СТО НОСТРОЙ 2.33.13-2011 [28])
		Установка информационного стенда, содержащего данные относительно объемов, порядка и методов производства ремонтных работ по форме, предусмотренной СТО НОСТРОЙ 2.33.13-2011 [28], а также знако-сигнальное обеспечение по ГОСТ 12.4.026-2015 [46];
		Организация административно-складской зоны в объеме, предусмотренном ПОР на основании СП 48.13330.2019 [36], СТО НОСТРОЙ 2.33.14-2011 [40]
		Установка временных защитных сооружений (козырьков, ограждений), предусмотренных ПОР, СТО НОСТРОЙ 2.33.13-2011 [28]
		Входной контроль качества строительных материалов и изделий, производимый с использованием методов, предусмотренных ГОСТ 16504-81 [47], СТО НОСТРОЙ 2.35.122-2013 [48], в частности проверка геометрических параметров по ГОСТ 21779-82 [49]
		Организация системы противопожарной защиты СП 48.13330.2019 [36], СП 49.13330.2010 [37], ГОСТ 12.1.004-91 [50] с учётом 123-ФЗ [51], СП 112.13330.2011 [52], 384-ФЗ [25], СП 372.1325800.2018 [53], СП 255.1325800.2016 [54], СП 1.13130.2009 [55], Правил противопожарного режима в Российской Федерации [56] с установкой пожарного щита, временных пожарных гидрантов и знако-сигнальной системы по ГОСТ 12.1.114–82 [57]
		Организация работы с ремонтно-строительным персоналом: – обучение и инструктажи, согласно СП 48.13330.2019 [36], СП 49.13330.2010 [37], СТО НОСТРОЙ 2.33.14-2011 [40], ГОСТ 12.0.004-2015 [58] и Порядка [59]; – обеспечение нормативных параметров производственной санитарии по ГОСТ 12.1.046-2014 [60], ГОСТ 12.1.019-2017 [61], СанПиН 2.2.3.1384–03 [62]; – контроль обеспечения ремонтно-строительного персонала спецодеждой и СИЗ по ГОСТ 12.4.011–89 [63];

№ п/п	Наименование периода	Характер работ
		– контроль обеспечения ремонтно-строительного персонала безопасным инструментом для производства работ по СП 2.2.2.1327-03 [64], РД 34.03.204 [65]
2	Основной период	Организация ремонтных работ в соответствии с СТО НОСТРОЙ 2.33.13-2011 [28], СП 48.13330.2019 [36], СТО НОСТРОЙ 2.33.14-2011 [40], МДС 12-29.2006 [95], МДС 12-81.2007 [96], МДС 12-46.2008 [97], СП 48.13330.2019 [36], СП 49.13330.2010 [37], МГСН 301.01-96 (справочно) [38], ВСН 41-85(р) [39]
		Порядок работ определяется СТО НОСТРОЙ 2.33.13-2011 [28], СТО НОСТРОЙ 2.33.120-2013 [29], ГОСТ Р 56193-2014 [30], МДК 2-04.2004 [31], ВСН 61-89(р) [32]
		Контроль времени производства работ, исключающий шумовое воздействие на жильцов вне рабочего периода: в выходные и праздничные дни, в будние дни - с 20^{00} до 8^{00} (п. 5.3.3 СТО НОСТРОЙ 2.33.13-2011 [28]). Нормы времени для каждого вида ремонтных работ устанавливаются по таблице 2 СТО НОСТРОЙ 2.33.13-2011 [28]
		Организация поточного строительного контроля с использованием соответствующих нормативов, предусмотренных СТО НОСТРОЙ 2.33.13-2011 [28], СТО НОСТРОЙ 2.33.120-2013 [29], СП 48.13330.2019 [36], СТО НОСТРОЙ 2.33.14-2011 [40], ГОСТ 16504-81 [47], СТО НОСТРОЙ 2.35.122-2013 [48], ГОСТ 21779-82 [49]
		Контроль соблюдения безопасных методов проведения работ по СП 48.13330.2019 [36], СП 49.13330.2010 [37], СТО НОСТРОЙ 2.33.14-2011 [40]
		Организация работ по ремонту строительных конструкций (в общем случае) в соответствии с нормами и рекомендациями СТО НОСТРОЙ 2.33.120-2013 [29], МДС 12-29.2006 [33], МДС 12-81.2007 [34], МДС 12-46.2008 [35], СП 48.13330.2019 [36], СП 49.13330.2010 [37], МГСН 301.01-96 (справочно) [38], ВСН 41-85(р) [39], СТО НОСТРОЙ 2.33.14-2011 [24] с учётом СП 70.13330.2012 [10], СП 71.13330.2017 [66], СП 28.13330.2017 [67], СП 72.13330.2016 [68]
		Организация работ по ремонту инженерных коммуникаций и оборудования по СТО НОСТРОЙ 2.33.120-2013 [29], МДС 12-29.2006 [33], МДС 12-81.2007 [34], МДС 12-46.2008 [35], СП 48.13330.2019 [36], СП 49.13330.2010 [37], МГСН 301.01-96 (справочно) [38], ВСН 41-85(р) [39], СТО НОСТРОЙ 2.33.14-2011 [24] с учётом положений СП 73.13330.2016 [69], СП 31.13330.2012 [70], СП 30.13330.2016 [71], СП 8.13130.2009 [72], СП 10.13130.2009 [73], СП 60.13330.2016 [74], СП 7.13130.2013 [75], СП 31-110-2003 [76], СП 256.1325800.2016 [77], ПУЭ [78], СП 134.13330.2012 [79], СП 31-108-2002 [80], СП 62.13330.2011* [81] при выполнении рекомендаций р. 5 СТО НОСТРОЙ 2.33.120-2013 [29], СТО НОСТРОЙ 2.15.3-2011 [82], Р НОСТРОЙ 2.15.1-2011 [83]
3	Заключительный этап	Комиссионный контроль качества производства ремонтных работ по СТО НОСТРОЙ 2.33.13-2011 [28], СТО НОСТРОЙ 2.33.120-2013 [29], СП 48.13330.2019 [36], СТО НОСТРОЙ 2.33.14-2011 [24] с оформлением соответствующей приёмосдаточной документации, предусмотренной МДС 12-29.2006 [33], МДС 12-81.2007 [34], МДС 12-46.2008 [35], СП 48.13330.2019 [36], СП 49.13330.2010 [37], МГСН 301.01-96 (справочно) [38], ВСН 41-85(р) [39], СТО НОСТРОЙ 2.33.14-2011 [40], РД-11-02-2006 [41], РД-11-05-2007 [42], РД-11-06-2007 [43], СП 12-136-2002 [44], МДС 13-1.99 [45], ВСН 42-85(р) [84]
		Организация уборки места проведения ремонтно-строительных работ, организация благоустройства придомовой территории согласно требованиям 190-ФЗ [85], СП 42.13330.2016 [86], СП 82.13330.2016

№ п/п	Наименование периода	Характер работ
		[87], СП 34.13330.2012 [88], СП 78.13330.2012 [89], СанПиН 2.1.7.3550-19 [90]
		Оформление и визирование в рабочем порядке акта приёма-передачи выполненных ремонтно-строительных работ по форме, предусмотренной СТО НОСТРОЙ 2.33.13-2011 [28]

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УДК 00

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РАЗВИТИЕ БАНКОВСКИХ ТЕХНОЛОГИЙ В ИНФОРМАТИЗАЦИИ СОВРЕМЕННЫХ ЭКОНОМИЧЕСКИХ ОТНОШЕНИЙ

Аннотация: На основе стратегии развития информационного общества Правительство РФ разработало и утвердило программу «Цифровая Экономика», которая направлена на формирование условий для развития общества знаний, рост качества жизни и благосостояния граждан России посредством повышения качества и доступности услуг и товаров, производимых с применением современных цифровых технологий, рост степени цифровой грамотности и информированности, а также безопасности как внутри России, так и за ее границами. В программе отмечено, что для российских бизнес-структур свойственен низкий уровень использования цифровых технологий. Однако на современном этапе в банковской отрасли фактор применения цифровых технологий и инноваций становится все более определяющим фактором конкурентоспособности банков. Более того, он оказывает все более значительное влияние на безопасность, финансовую устойчивость и финансовую стабильность банка. Конкурентоспособные, современные и инновационные банки являются необходимым условием повышения стабильности всей банковской системы России.

Ключевые слова: информационные технологии, банковские технологии, стратегия развития информационного общества, цифровые технологии, цифровая экономика.

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THE DEVELOPMENT OF BANKING TECHNOLOGIES IN THE INFORMATIZATION OF MODERN ECONOMIC RELATIONS

Abstract: On the basis of the information society development strategy developed and approved the Russian Government program “digital economy” which aims at the creation of conditions for the development of the knowledge society, increase the quality of life and well-being of citizens Russia by enhancing the quality and availability of services and goods produced using modern digital technologies, increasing digital literacy and awareness, as well as the security both within Russia and abroad. The programmer noted that Russian business structures peculiar to the low level of use of digital technology. However, at the present stage in the banking industry factor digitization and innovation is becoming increasingly determinant of competitiveness of banks. Moreover, it has an increasingly *significant impact on safety, financial stability and financial stability of the Bank. Competitive, modern and innovative banks are essential to improve the stability of the entire banking system in Russia.*

Keywords: information technology, banking technologies, information society development strategy, digital technology, digital economy

Первая половина 2017 г. была ознаменована как начало эпохи программы «Цифровая экономика». 9 мая 2017 г. Президент РФ утвердил стратегию развития информационного общества на 2017–2030 гг. [1]. На основе этой стратегии Правительство РФ разработало и утвердило программу «Цифровая Экономика», которая направлена на формирование условий для развития общества знаний, рост качества жизни и благосостояния граждан России посредством повышения качества и доступности услуг и товаров, производимых с применением современных цифровых технологий, рост степени цифровой грамотности и информированности, а также безопасности как внутри России, так и за ее границами [2].

В программе отмечено, что для российских бизнес структур свойственен низкий уровень использования цифровых технологий. Однако на современном этапе в банковской отрасли фактор применения цифровых технологий и инноваций становится все более определяющим фактором конкурентоспособности банков. Более того, он оказывает все более значительное влияние на безопасность, финансовую устойчивость и финансовую стабильность банка.

Конкурентоспособные, современные и инновационные банки являются необходимым условием повышения стабильности всей банковской системы России. От эффективного и стабильного функционирования банковской системы зависит состояние экономики России, так как банковская сфера выступает неотъемлемым элементом экономики страны, связывая между собой бизнес, физических лиц, государство и прочих финансовых участников.

Наиболее перспективной сферой применения цифровых технологий является цифровой банкинг. Ввиду этого развитие цифрового банкинга в России становится одной из главных задач для развития экономики страны в контексте ее диверсификации, повышения конкурентоспособности и инновационности.

Основные и перспективные направления развития современных банковских технологий в информатизации экономических отношений представляются в следующем:

1. Банками будут расширяться сервисы с внешними API.

Банки применяли интерфейсы прикладного программирования на протяжении большого количества лет, однако API – программные посредники, которые обеспечивают работу и подключение приложений, в том числе мобильных, с серверными офисными системами – будут все более часто применяться для оказания новых услуг. Преимуществами интерфейсов API является то, что они предоставляют возможности для того, чтобы реализовать инновационные контекстуальные решения, которые, скорее всего, никогда бы не были реализованы без банковского обслуживания в открытом формате. Банки все более часто сотрудничают с финансово-технологическими компаниями при помощи открытых API. Отчасти это вызвано требованиями регулирующих органов.

Новые нормативно-правовые акты, которые регулируют работу банков, к примеру, PSD2, обязывают банки предоставлять доступ к данным клиентов. Регуляторами приветствуются инициативы, которые обеспечивают деятельность банков в открытом формате, и банки вынуждены с помощью API открывать доступ в свои системы для третьих лиц, предоставляя им доступ к данным о состоянии счетов и позволяя им инициировать платежи.

Банки столкнулись с острой необходимостью в наиболее быстром внедрении технических новшеств, однако у них не получилось добиться значительных успехов в области цифровых инноваций, применяя исключительно внутренние ресурсы. В итоге предприятиям, которые изыскивают способы представить новые виды технологий, финансово-технологическим компаниям и банкам следует сотрудничать друг с другом для того, чтобы достичь своих целей. Банки ведут поиск новых подходов к цифровым инновациям, при этом финансово-технологическим компаниям необходим капитал, масштаб, данные, доверие клиентов и поддержка со стороны органов регулирования. Открытые интерфейсы API смогут помочь банкам предоставить клиентам более усовершенствованный и гибкий опыт.

За последние шесть лет компании, которые работают в области финансовых технологий, прошли путь от конкурентов банков до их партнеров. На текущий момент банки все еще пытаются контролировать цифровой опыт клиентов, в особенности в рамках защиты своих брендов. Но для его контроля банкам будет необходимо открыть доступ к своим серверам при помощи API.

2. В развитии мобильного банкинга будет меньше проблем.

Мобильный банкинг уже не относится к принципиально новым технологиям, однако он постепенно становится более простым в применении и со временем предоставит пользователям большее количество функциональных возможностей.

Согласно прогнозам аналитиков, потребители все чаще будут отдавать предпочтение мобильному банкингу нежели стандартному банковскому обслуживанию. Это будет происходить по мере того, как их клиентский, пользовательский и цифровой опыт будет становиться более информационно-обеспеченным и совершенным. Это предполагает слаженное цифровое банковское взаимодействие между бизнесом и потребителем, платежи между потребителями в один клик, биометрические системы аутентификации, которые не требуют ввода пароля, новые возможности, которые связаны с крипто валютами, диалоговые интерфейсы, предложения и сервисы, которые привязаны к географическому положению.

Тот факт, что компания Apple начала предоставлять услуги в области прямых пиринговых платежей, заставит банки повысить простоту пользования собственными мобильными предложениями и качества работы. Это объясняется тем, что банки хотят не отставать от других компаний в том, что относится к мобильным приложениям и сервисам. На современном этапе банкинг стал тем, чем занимаются все компании (не только непосредственно банки). Ввиду этого банки вынуждены обеспечивать свое онлайн-присутствие и предлагать приложения для того, чтобы конкурировать с простыми в пользовании предложениями прочих игроков. Сегодня уже недостаточным является просто предложение рядовых приложений.

В рамках развития мобильных приложений будет наблюдаться расширение цифровых платежей. За период с 2015 по 2019 год рост электронных платежей составил 17,6% (рисунок 1).

При этом ежегодные темпы роста уменьшатся, так как все больше транзакций что рост мобильных платежей с 2015 по 2019 год составил 21,8%, чему способствовало увеличение распространения мобильных устройств (рисунок 2) [6]. В данном случае наиболее значительное влияние на показатели роста оказал Китай.

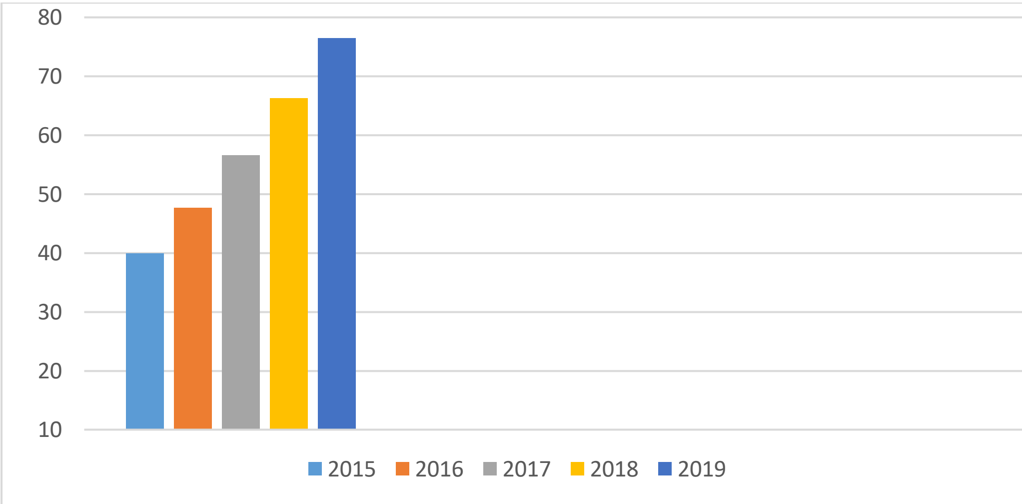

Рисунок 1 – Динамика роста электронных платежей в 2015-2019 гг. (млрд. долл. США)

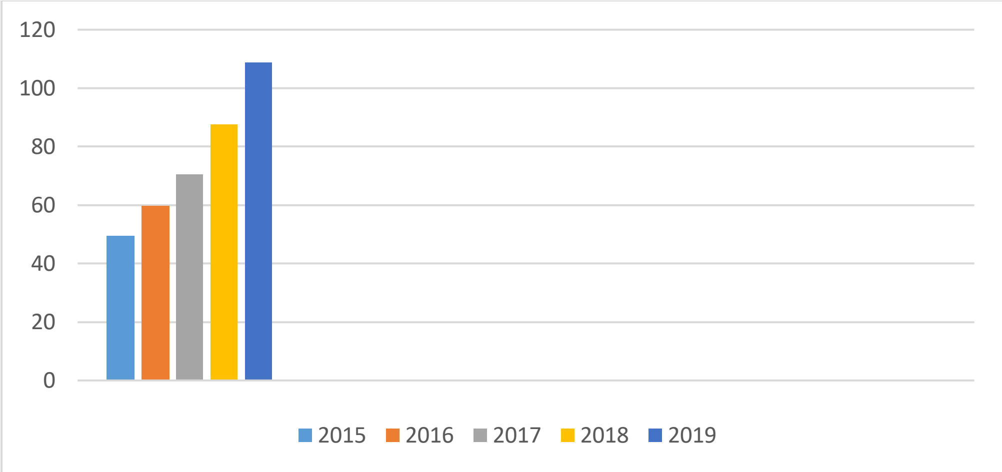

Рисунок 2 – Динамика и прогноз роста мобильных платежей в 2015-2019 гг. (млрд. долл. США)

3. Искусственный интеллект будет способствовать усовершенствованию опыта клиентов. Искусственный интеллект окажет банкам помощь в автоматизации процессов и повышении качества обслуживания клиентов. Банки уже значительно упростили процессы за счет интеллектуальной автоматизации, что, в свою очередь, оказывает помощь в демонстрации корпоративных данных, которые до этого традиционно были скрыты в глубинах сложных базовых систем.

Традиционно банки предлагали услуги и продукты большим группам клиентов, к которым применялся одинаковый подход, но для которых в реальности были характерны значительно различающиеся покупательские привычки, факторы удовлетворенности и мотиваторы. Данные позволяют создавать опыт и сервисы, которые учитывают потребности и особенности каждого потребителя.

Эксперты согласны с тем, что полная замена человека на текущем этапе невозможна, и в ближайшем будущем не появятся банковские системы, которые полностью находятся под управлением искусственного интеллекта. Однако искусственный интеллект позволит автоматизировать однотипные процессы и повысить качество обслуживания клиентов с помощью чат-ботов.

Это обуславливается тем, что стоимость использования роботов на 50% - 90 % дешевле, чем применение труда внештатных и штатных работников банка. Ввиду этого банки будут осуществлять все больше инвестиций в искусственный интеллект с целью повысить эффективность своей деятельности, сохраняя при этом высокое качество обслуживания клиентов. На современном этапе наблюдается рост спроса со стороны банков на экономичность операций при одновременном достижении исключительного уровня обслуживания при более низких расходах.

В ближайшие 2 или 3 года банки внедрят искусственный интеллект в свои приложения. В итоге в ближайшем будущем, когда, например, пользователь будет интересоваться, хватит ли у него средств для роскошного обеда в воскресный вечер, данные приложения будут достаточно умными, чтобы знать, какой будет ответ – «да» или «нет» (в зависимости от того, получил ли в эту пятницу пользователь определенную часть своей зарплаты или нет).

4. Интернет вещей будет применяться в малом масштабе.

Как и раньше, в 2018 году банки не проявят особого интереса, но будут присматриваться к Интернету вещей. В итоге прогнозируется рост количества проводимых концептуальных исследований, в рамках которых банками будут проводиться тестирования технологии интернета вещей в некоторых отделениях с высокой посещаемостью. Банкам нужно будет понять, как клиенты отреагируют на наличие датчиков в таких отделениях: согласно прогнозам, если все делать правильно, установление датчиков позволит расширить возможности и повысить общий уровень обслуживания клиентов. К примеру, банками могли бы использоваться датчики или радиомаяки для биометрической аутентификации клиента, который пришел в отделение банка. Полученная информация может потом быть передана в банкомат, который предварительно осуществит подготовку параметров снятия наличных средств на основе предпочтений конкретного клиента. Как только клиентом будет введен ПИН-код, он мгновенно получит деньги. Подобная транзакция способна превзойти ожидания клиента и увеличить привлекательность Интернета вещей. На текущий момент производители банкоматов уже занимаются внедрением в них такого функционала. Можно сделать вывод о том, что наиболее перспективными направлениями развития современных банковских технологий в информатизации экономических отношений являются такие технологии как сервисы с внешними API, менее проблемное развитие мобильного банкинга, искусственного интеллекта, интернет вещей.

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ОСОБЕННОСТИ ПРОВЕДЕНИЯ АУДИТА ФИНАНСОВЫХ РЕЗУЛЬТАТОВ ДЕЯТЕЛЬНОСТИ ОРГАНИЗАЦИИ

Аннотация: статья посвящена особенностям проведения аудита финансовых результатов деятельности организации .

Ключевые слова: аудит, цели аудита, финансовый результат, этапы проведения аудита, аудиторская проверка.

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FEATURES OF THE AUDIT OF THE FINANCIAL RESULTS OF THE ORGANIZATION

Resume: The the article is devoted to the peculiarities of the audit of the financial results of the organization.

Keywords: audit, audit objectives, financial result, audit stages, audit audit..

В современных условиях рыночной экономики показателем эффективности деятельности экономического субъекта выступает положительный финансовый результат, иными словами полученная прибыль.

Под финансовым результатом хозяйствующего субъекта понимается прирост либо же уменьшение объёмов капитала компании в ходе осуществления финансово-хозяйственной деятельности соответственно за ответный период, выраженный в форме как прибыли, так и убытка.

Финансовые результаты представлены абсолютными и относительными показателями, способствующими оценке структуры и динамики прибыли компании; факторов, оказывающих существенное влияние на ее размер; а также оценке обоснованности использовани прибыли; выявлению резервов для дальнейшего ее роста на предприятии.

Актуальность темы настоящего исследования обусловлена тем, что одной из главных целей деятельности современного экономического субъекта считается получение прибыли, которая выступает показателем результативности и эффективности деятельности компании и отражает оптимальность производства, качество производимой продукции, а также производительность труда и некоторые иные показатели использования ресурсов предприятия.

Таким образом, цель настоящего исследования заключается в изучении особенностей проведения аудита финансовых результатов деятельности организации.

Для достижения цели необходимо решить следующие задачи:

- рассмотреть цели, задачи и этапы проведения аудита финансовых результатов деятельности организации;

- определить проблемы и особенности совершенствования аудита финансовых результатов организации.

1 Цели, задачи и этапы проведения аудита финансовых результатов деятельности организации

Финансовые результаты организаций, прежде всего, характеризуют основные индикаторы эффективности, основываясь на которых, принимаются наиболее важные управленческие решения. С целью достижения наиболее положительных результатов деятельности экономических субъектов следует систематически и целенаправленно осуществлять анализ финансовых результатов. Поэтому, на основании вышесказанного, одной из наиболее актуальных частей аудита, безусловно, выступает аудит финансовых результатов деятельности предприятия.

Информация о финансовых результатах экономического субъекта должна быть зафиксирована в его бухгалтерской отчетности. Именно благодаря таким сведениям, отражающим итоги деятельности предприятия руководители могут предпринимать наиболее верные и эффективные управленческие решения, кроме того деловые партнёры могут полностью быть уверены в правильности принятого решения о сотрудничестве с ним и, тем самым, органы контроля, как правило, могут убедиться, прежде всего, в честности и добросовестности хозяйственной деятельности компании.

Таким образом, целью ведения бухгалтерского учёта и соответственно составления финансовой отчётности считается предоставление пользователям с целью принятия решений наиболее полной, правдивой и, что немало важно, беспристрастной информации, отражающей финансовое положение и результаты деятельности компании. Именно поэтому для определения точности и правильности отражения финансовых результатов деятельности экономического субъекта в бухгалтерском учете и повышения соответственно степени доверия пользователей непосредственно к указанной информации собственно и проводят аудит финансовых результатов компании.

В соответствие с Федеральным законом РФ «Об аудиторской деятельности», под аудитом понимается независимая проверка бухгалтерской (финансовой) отчётности аудируемого лица с целью выражения мнения, прежде всего, о достоверности указанной отчётности. Из этого следует, что, на мой взгляд, клюевой целью аудита финансовых результатов хозяйствующего субъекта является осуществление проверки достоверности отражения в рамках бухгалтерского учёта финансового результата компании и точности его формирования. Наряду с этим, во время проведения проверки в обязанности аудитора входит:

- исследование порядка осуществления учёта финансовых результатов компании и проверки полноты, своевременности и достоверности осуществления их учёта;
- анализ учётной политики в части финансовых результатов хозяйствующего субъекта;
- проверка первичной документации и регистров непосредственно на достоверность;
- оценка корректности проведения учёта операций в рамках указанного учёта;
- проверка соблюдения требований бухгалтерского и налогового законодательства РФ, а также иных нормативных правовых актов.

Необходимо отметить, что в качестве основных источников информации аудита финансовых результатов экономического субъекта выступают, прежде всего, первичная документация компании, подтверждающая как доходы, так и расходы экономического субъекта; Главная книга организации; учётные регистры; Бухгалтерский баланс организации; Отчёт о финансовых результатах предприятия; учредительные документы (устав, учредительный договор) и т. д.

Наряду с этим, аудитор в процессе осуществления проверки руководствуется положениями Федерального закона РФ «О бухгалтерском учёте», Федерального закона РФ «Об аудиторской деятельности», ПБУ 9/99 «Доходы организации» и ПБУ 10/99 «Расходы организации».

В целом, осуществление аудита финансовых результатов экономического субъекта делится на три основные этапы: ознакомительный, основной и заключительный этап. Перед проведением контроля внешний аудитор проводит планирование проверки экономического субъекта, то есть, он знакомится со всеми особенностями деятельности предприятия, проводит тестирование системы внутреннего контроля и, тем самым, определяет аудиторский риск. Согласно этому аудитор разрабатывает план предстоящей проверки, а также программу аудита. Кроме того, на первом этапе осуществление аудита финансовых результатов экономического субъекта аудитор проверяет заключительные записи соответственно по итогам отчётного года по счёту 90 «Продажи» и закрытие финансового результата от обычных видов деятельности на счет 99 «Прибыли и убытки».

Далее на втором (своего рода основном) этапе проведения проверки аудитор осуществляет оценку влияние всех выявленных в ходе первого этапа аудита финансовых результатов экономического субъекта отклонений на показатели выручки, валовой прибыли, себестоимости, а также управленческих и коммерческих расходов предприятия, прибыли (убытка) от продаж.

Задачи аудитора на третьем этапе аудита финансовых результатов экономического субъекта проведение обобщения полученной при осуществлении им аудиторской проверки информации. На основании данного обобщения формируется отчёт аудитора, после чего данный отчёт с результатами проверки передаётся вместе со всей рабочей документацией руководителю аудиторской проверки.

Подводя итог, я отмечу, что аудит финансовых результатов хозяйствующего субъекта осуществляется согласно классической (традиционной) аудиторской схеме, представленной тремя этапами, а именно подготовительным,основным и заключительным этапами. Так, в задачи первого этапа входит знакомство аудитора с финансово-хозяйственной деятельностью хозяйствующего субъекта. Прежде все, аудитор проводит проверку счета 90 «Продажи», кроме того, контролирует закрытие финансового результата по обычным видам деятельности, инспектирует произведённые списания со счета 99 «Прибыль и убытки» на нераспределенную прибыль соответственно счёт 84. После чего переходит к основному этапу аудита финансовых результатов, согласно которому аудитор проводит проверку формирования как основных, так и прочих доходов и расходов, а также использование запасов и резервов хозяйствующего субъекта. В задачи заключительного этапа проведения аудита финансовых результатов компании входит подведение итоговых результатов проверки, разрабатываются рекомендации и формируется отчет по проделанной работе с подкреплением соответствующей документацией.

Таким образом роль и значение проведения аудита финансовых результатов для современного предприятия информативно представлены в нормативных правовых актах и современных различных литературных изданиях, тем не менее, довольно часто на практике даже самые опытные и наиболее ответственные специалисты вовсе не застрахованы от возникновения определённых проблем, речь о которых пойдёт далее.

2 Проблемы и совершенствование аудита финансовых результатов организации

Определим комплекс проблем, возникающих в процессе проведения аудита финансовых результатов российских компании на современном этапе который включает в себя:

- отсутствие наиболее стабильной и детализированной нормативной правовой базы в России;

- отсутствие унифицированной рабочей документации с целью осуществления аудита финансовых результатов организации;

- недостаточный уровень и качество автоматизации современного процесса аудита финансовых результатов организации, связанный с достаточно высокой платностью программного обеспечения;

- имеющаяся незаинтересованность администрации компании в практической ценности проведения аудиторской проверки, что, как нам кажется, придаёт ей несколько формальный характер;

- достаточно высокая трудоёмкость рассматриваемого в рамках настоящего исследования участка аудита.

С целью решения вышеуказанных проблем и недостатков осуществления аудита финансовых результатов предприятия целесообразно применить следующие пути для их решения, которые включают в себя:

1) создание эффективной и совершенной системы контроля качества, так как в настоящее время качество аудита в нашей стране вообще и аудита именно финансовой отчётности предприятия в частности все же остаётся в весьма неудовлетворительном состоянии. Следовательно, экономические субъекты, которые не проходят проверку системы контроля качества аудиторских услуг, должны быть исключены из Реестра аудиторских фирм;

2) усовершенствование нормативной правовой базы обеспечения финансовой отчётности и аудиторской деятельности в нашей стране на основе международных стандартов;

3) усовершенствование методики составления и ведения аудиторской рабочей документации и порядка реализации результатов проведённого аудита согласно внутрифирменным стандартам аудита;

4) на достаточно высоком уровне освоение «культуры общения» непосредственно с финансовой отчётностью компании, её составлением и умением прочтения;

5) повышение уровня осведомлённости руководства хозяйствующего субъекта по вопросам проведения аудиторских проверок финансовых результатов;

6) разрешение использования аудитором индивидуального подхода соответственно к объекту аудиторской проверки;

7) усовершенствование документального оформления аудиторской проверки.

Кроме того, с целью устранения указанных выше проблем при организации учёта финансовых результатов компании, на наш взгляд, целесообразно внедрить соответственно в организационную структуру экономического субъекта службу внутреннего контроля, при этом деятельность которой будет нацелена на выявление ошибок данного учётного участка с целью их своевременного устранения и анализа деятельности хозяйствующего субъекта в целом.

Таким образом, с целью улучшения аудита финансовых результатов экономического субъекта, я считаю, необходимо, прежде всего, ориентироваться в процессе его осуществления на эффективную систему контроля качества, поскольку в настоящее время качество аудита финансовой отчётности предприятия оставляет желать лучшего. При этом, аудиторам в современной действительности следует дифференцированно подходить к проведению проверки экономических субъектов и улучшать само качество аудита, основываясь на повышении доверия к аудиторским организациям.

Использованные источники:

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КОНТРОЛЬ СРЕДСТВ И ИМУЩЕСТВА, ЧИСЛЯЩИХСЯ НА ЗАБАЛАНСОВЫХ СЧЕТАХ В БЮДЖЕТНОЙ ОРГАНИЗАЦИИ

Аннотация: рассмотреть особенности контроля средств и имущества, числящихся на забалансовых счетах в бюджетной организации
Ключевые слова: забалансовые счета, учет, бюджетная организация, учетный процесс.

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CONTROL OF FUNDS AND PROPERTY REGISTERED ON OFF-BALANCE SHEET ACCOUNTS IN THE BUDGET ORGANIZATION

Purpose: to consider the features of the control of funds and property listed on off-balance sheet accounts in the budget organization
Keywords: off-balance sheet accounts, accounting, budget organization, accounting process.

Актуальность темы исследования определяется значимостью построения системы эффективного контроля средств и имущества в бюджетной организации.

Использование забалансовых счетов бюджетной организацией определяется необходимостью учетного процесса имущества и денежных средств, которыми пользуется бюджетное учреждение, но которыми оно пользуется. Также на забалансовых счетах учитываются бюджетной организацией определенные законом бланки строгой отчетности и обязательства бюджетной организации.

Настольными книгами любого бухгалтера в бюджетном учреждении являются план счетов бухучета и инструкция по его применению №174н. Документы утвердил Минфин приказом от 16 декабря 2010 года. Именно в этой инструкции закреплен перечень забалансовых счетов, предусмотренных в бюджетных организациях. Список состоит из 31 пункта: 27 основных (с 1 по 27) и четыре дополнительных (30, 31, 40 и 42).[3]

Рассмотрим более подробно особенности контроля и учета имущества и средств числившихся на определенных забалансовых счетах бюджетной организации.

Наиболее часто бюджетной организацией используется забалансовый счет 01 «Имущество, полученное в пользование». Данный счет предназначен для контроля имущества бюджетной организации, которое было получено ей для пользования. При изучении особенностей построения контрольного процесса по данному забалансовому счету необходимо отметить, что учетному процессу на данном счете подлежит все движимое и недвижимое имущество, которое получила бюджетная организация в пользование.

Учет по забалансовому счет 01 «Имущество, полученное в пользование» осуществляется только того имущества, которое бюджетное учреждение получение с правом их пользования без закрепления права оперативного управления данным имуществом. [5]

Необходимо отметить несколько нововведений, касательно построения учетного процесса на данном забалансовом счете. До внесения изменений приказом Минфина России № 89н на забалансовом счете 01 учитывались земельные участки, закрепленные за учреждением на праве постоянного (бессрочного) пользования.

Заметим, что до внесения изменений приказом Минфина России № 89н на забалансовом счете 01 учитывалось недвижимое имущество в течение времени оформления государственной регистрации прав на него (до момента принятия его к балансовому учету). После внесения изменений приказом Минфина России № 89н указанное имущество при наличии законно обусловленного права оперативного управления на объект недвижимости следует учитывать на соответствующем счете аналитического учета счета «Основные средства».

При организации контроля на данном забалансовом счете важно уделять внимание стоимости имущества, переданного в пользование бюджетной организации. Важно также организовать контроль учетного номера имущества. При этом необходимо отметить, что учетный номер определяется собственником имущества. [4]

Также важно учитывать, то, что стоимость имущества отраженного на данном забалансовом счете может корректироваться в зависимости проведения балансодержателем переоценки, переданного им в аренду или в безвозмездное пользование объекта основных средств. Основанием для такой корректировки является Справка (выписка из Акта переоценки) балансодержателя имущества. При организации контроля необходимо проводить сверку данных отображенных на забалансовом счете и выписки из Акта переоценки. В случае обнаружение несоответствия необходимо внести корректировку.

Подводя итог можно сделать вывод, что контроль забалансового счета «01 имущество, переданное в пользование бюджетной организации», определяется контролем соответствия данных об оценке стоимости имущества в документах и их отображения на счете.

Деятельность значительного количества бюджетных организаций предполагает собой наличие бланков строгой отчетности. Передвижение бланков строгой отчетности внутри организации отображается на забалансовом счет 03 «Бланки строгой отчетности». Важно отметить, что бланки строгой отчетности списывают с балансового счета на забалансовый именно в момент выдачи их со склада материально-ответственному лицу. При проведении контрольных мероприятий очень важно проверять правильность списания бланков строгой отчётности с балансовых на забалансовые счета.

По мнению Минфина, БСО за балансом следует учитывать до момента их оформления (передачи) по назначению либо списания. Аналогичные правила прописаны в п. 337 Инструкции № 157н. При этом в силу названной нормы учреждениям необходимо решить, по какой стоимости вести забалансовый учет БСО: в условной оценке или по стоимости приобретения бланков. Свое решение необходимо закрепить в учетной политике.

При контроле учетного процесса бланков строгой отчетности на забалансовых счетах также важно учитывать, что на данном счете могут учитываться только бланки строгой отчетности. Как показывает практика очень часто организации учитывают на забалансовом счете и обычные бланки.

Для бланков строгой отчётности должны быть определены законом особые условия использования и хранения, а также порядок их нумерации и серии.

Начальник отдела методологии бюджетного контроля и аудита департамента бюджетной политики и методологии Минфина России Павлова Елена Владимировна в своей статье, в частности, определяет, что многие учебные заведения высшего и среднего образования на забалансовом счете «Бланки строгой отчетности» учитывают и бланки студенческих билетов, что в корне не соответствует требованиям введения бухгалтерского учета. Так как для таких бланков законом не предусмотрен особый порядок хранения и использования. А также отсутствуют требование о серии и номере. [4]

Подводя итог можно сделать вывод, что построение контрольного процесса по забалансовому счету 03. «Бланки строго отчетности» предполагает собой в первую очередь контроль правильности отображения учетной информации по забалансовому счету и контроль учета бланков строгой отчётности.

Также необходимо отметить особенности учетного процесса по забалансовому счету 07 «Награды, ценные подарки, сувениры». На данном забалансовом счете бюджетной организацией организуется учет наград, подарков и сувениров. Необходимо отметить, что балансовая стоимость наград в данном случае составляет 1 рубль, подарки и сувениры оцениваются по реальной стоимости. При организации контрольного процесса важно проверить правильность указанной цены для сувениров и подарков, а также соотв6свтии цены, указанной в документах, той, что указана на забалансовом счете.

В деятельности бюджетных организаций достаточно часто имеет место ситуация, когда бюджетная организация получает обеспечение, выраженное в неденежной форме в качестве обеспечения исполнения обязательства. В частности, это может быть при осуществлении закупок. Учет данных финансовых средств осуществляется на забалансовом счете 10 «Обеспечение исполнение обязательств». Принятие к забалансовому учету такого имущества осуществляется на основании оправдательных первичных документов в сумме обязательства, в обеспечение которого получено имущество.

Контроль операций по данному забалансовому чету в первую очередь включает оценку правильности оформления первичных документов по передаваемому в качестве обеспечения имуществу, оценку правильности стоимости данного неденежного обеспечения, а также порядок отображения полученного неденежного обеспечена на забалансовом счете. [5]

Если рассматривать общие правила организации учетного процесса на забалансовых счетах, то можно отметить, что в отличие данных видов счетов является и то, что на них отображается только два вида проводок: зачисление ценностей на определенный период и их списание при наличии обоснования. Соответственно при проведении контрольных мероприятий очень важно уделить внимание правильности и обоснованности проведения списания ценностей по забалансовым счетам. При проверки проверяется документальное обоснования списание ценностей, правильной учетного процесса.

Подводя итог можно сделать вывод, что организация учетного процесса на забалансовых счетах бюджетных организаций является важным процессом. При контроле учета на забалансовых счетах необходимо учитывать специфику забалансового счета, а также особенности деятельности бюджетной организации.

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РОБОТИЗАЦИЯ В ТУРИСТСКОЙ ОТРАСЛИ

Аннотация: в статье представлены основные роботы российского производства, которые уже используются в крупных городах. Приведены их основные характеристики.

Ключевые слова: робот, туризм , туристская отрасль

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ROBOTIZATION IN THE TOURISM INDUSTRY

Annotation: The article presents the main Russian-made robots that are already used in large cities. Their main characteristics are given.

Key words: robot, tourism, tourism industry

Современный мир – мир передовых технологий, инноваций, оцифровки данных . На сегодняшний день огромную роль играют роботы. Они используются повсеместно: в быту, на работе, в экономике.

Одной из популярных сфер экономики является туристская отрасль – развивающийся комплекс туробъектов. Поскольку приток туристов велик, необходимость в быстрой обработке данных возрастает, соответственно, расширяется штат рабочих. Однако для более эффективного процесса предпочтительнее использовать роботов.

Робот Василий сможет работать продавцом, гидом, экскурсоводом, промоутером и многим другим. Вася распознает речь и способен ответить на любые ваши вопросы. Также вы можете видеть сенсорный экран на его груди, на него он может выдать вам всю интересующую вас информацию. Так же он подключается к интернету, откуда может черпать всю интересующую вас информацию.

Второй Промобот является первый официально трудоустроенный робот. Также Василий способен определять пол и примерный возраст говорящего. По его просьбе может включить музыку, видео и даже прочитать мысли

Робот Виталий - – автономный робот 4 поколения. Он предназначен для работы в местах повышенного скопления людей, в которых помогает людям с навигацией, общается и отвечает на любые вопросы, транслирует промо-материалы и запоминает каждого, с кем приходилось общаться.

У Promobot есть режим знакомства: он предлагает познакомиться человеку, который подходит к нему, узнает имя этого человека, запоминает черты лица и вносит в базу. Если, через некоторое время, он увидит его снова, то обязательно поздоровается и обратится по имени.

Общение с посетителями: приветствие, развлечение, ответ на вопросы. Благодаря инновационной нейросетевой системе, обширной лингвистической базе и интеграции с поисковыми системами Promobot является отличным собеседником. Робот поддерживает 7 языков.

У головы и корпуса 3 степени свободы. Способен подстраиваться под рост человека и двигать корпусом во время общения. Автоматически ищет людей и может следовать за лицом человека. Активно жестикулирует при общении и реагирует на тактильное взаимодействие. Различная подсветка в зависимости от контекста общения и прикосновений.

Русский «промобот» 4-й серии уже сегодня может полностью заменить человека во многих сферах. Его набор программно-аппаратных средств позволяет клиентам получать услуги, не отходя от робота. Для этого он оснащен принтером печати чеков и фотопечати, терминалом оплаты и диспенсером выдачи карт.

Монти может стать замечательным помощником в кафе и даже полноценной заменой бармена.Механический бариста Монти может налить сок, приготовить выбранный сорт кофе и подать заказанные снэки. И если в приготовлении горячего напитка его скорость ограничена кофемашиной, то сок он разливает быстрее, чем человек: до 250 стаканчиков в час.

Исходя из функций, которые выполняют данные роботы, можно сделать вывод, что использование роботов в туристской отрасли обепечивает более слаженную и эффективную работу с большими потоками информации.

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МЕТОДИКА РАЗВИТИЯ СКОРОСТНО-СИЛОВЫХ СПОСОБНОСТЕЙ У ДЗЮДОИСТОВ 13-15 ЛЕТ

Аннотация: Статья посвящена проблеме повышения эффективности процесса физической подготовке дзюдоистов 13-15 лет. В исследовании представлена методика развития скоростно-силовых способностей юных борцов. Особенностью методики является то, что сочетание комплекса общеподготовительных упражнений, выполняемых методом динамических усилий, и укороченных схваток, проводимых с максимальной интенсивностью, положительно повлияет на развитие скоростно-силовых возможностей борцов 13 и 15 лет.

Ключевые слова: дзюдо, скоростно-силовые способности, борцы 13-15 лет.

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METHODS OF DEVELOPMENT OF SPEED AND STRENGTH ABILITIES IN JUDOISTS AGED 13-15

Annotation: The article is devoted to the problem of increasing the efficiency of the process of physical training of judoists aged 13-15 years. The study presents a methodology for the development of speed and strength abilities of young wrestlers. The peculiarity of the method is that the combination of a complex of general training exercises performed by the method of dynamic efforts, and shortened fights conducted with maximum intensity, will positively affect the development of speed and strength capabilities of wrestlers aged 13 and 15..

Keywords: judo, speed and strength abilities, wrestlers 13-15 years old.

Введение Борьба дзюдо является олимпийским видом спорта. В отличии от других видов единоборств дзюдо отличается красотой и амплитудой своих бросков. Основной задачей в борьбе дзюдо является победа над соперником за счет установленных в правилах технических действий. Для высокой оценки технического действия борцу необходимо провести техническое действие над соперниками на спину при этом, контролировать его до конца падения. Обязательным условием для высокой оценки является сила и скорость проведения приема [9].

Дзюдоист должен иметь высокий уровень развития всех физических качеств. Только при развитой особой ловкости можно предвидеть и уклоняться от атаки противника, а также выполнять любые технические действия. Без специальной выносливости невозможно вести активную борьбу на протяжении всего времени встречи. Сила нужна для преодоления веса соперника и активного сопротивления при броске [2, 5].

Характерной чертой соревновательной деятельности в дзюдо являются повышенные требования к проявлению максимальных усилий в кратчайшие сроки, как можно быстрее, чтобы бросок был неожиданный для соперника [1, 4].

Многие специалисты говорят, что спортсмен, обладающий наибольшей скоростью выполнения технических действий и достаточной силой для выполнения амплитудного броска, имеет преимущество в борьбе [6, 8].

Несмотря на то что все физические качества в дзюдо имеют высокую значимость, одним из наиболее востребованных являются скоростно-силовые способности. [3, 4].

Организация и методы исследования. Предполагается, что методика развития скоростно-силовых способностей, сочетающая комплекс общеподготовительных упражнений, выполняемых методом динамических усилий, и укороченных схваток, проводимых с максимальной интенсивностью, положительно повлияет на развитие скоростно-силовых возможностей борцов 13 и 15 лет.

Основным методом, используемый в контрольной группе, был метод непредельных усилий, а в экспериментальной – метод динамических усилий. Специальная силовая подготовка осуществлялась во время тренировочных схваток.

В ходе эксперимента занятия проводились пять раз в неделю по 1,5 часа в обеих группах. Изменение в тренировочной деятельности не осуществлялось. Было лишь сокращенно время тренировочных схваток до 30-60 секунд. Данное временное ограничение способствовало выполнению технического действия одной из сторон в кратчайшие сроки, а не растягивать поединок на все соревновательное время. Дзюдоисту необходимо было провести атакующее действие в период от 30 до 60 секунд встречи. После удачно проведенной атаки встреча останавливалась. Интервал отдыха между встречами составлял 3 минуты. Количество сокращений за тренировку - 10-15. Во время тренировочных поединков соперники менялись таким образом, чтобы все поединки проводились с участниками своей весовой категории и партнеры при этом не повторялись.

Результаты исследования В начале исследования, до проведения педагогического эксперимента, мы провели тестирование скоростно-силовых способностей у всех участников эксперимента. В тестировании приняли участие 16 человек, которые после проведения тестирования с помощью метода попарной выборки были распределены на две группы по 8 человек – контрольную и экспериментальную. Как показала обработка результатов тестирования до начала эксперимента между группами не было достоверных отличий ни по одному из показателей тестирования, следовательно группы однородны, и проводить сравнение между ними корректно (таблица 1.).

Таблица 1

Сравнение результатов предварительного тестирования
в контрольной и экспериментальной группах.

Виды контрольных испытаний	Контрольная	Экспериментальная	t	P
	$\overline{X}_1 \pm m_1$	$\overline{X}_2 \pm m_2$		
Прыжок в длину с места (см)	209 ± 5,1	211 ± 5,3	0,3	> 0,05
Толкание ядра (м, см)	6,77 ± 0,14	6,80 ± 0,13	0,2	> 0,05
Бросок ядра за голову (м, см)	15,34 ± 0,3	15,40 ± 0,27	0,2	> 0,05
10 бросков партнера своего веса через бедро (сек)	27,6 ± 0,5	28,4 ± 0,5	1,1	> 0,05

По окончании эксперимента было проведено итоговое тестирование. Чтобы определить, насколько достоверны изменения, произошедшие в каждой группе в ходе эксперимента, было проведено сравнение показателей итогового теста с показателями предварительного теста в каждой группе. Результаты математической обработки представлены в таблицах 2 и 3.

Таблица 2

Сравнение результатов предварительного и итогового тестирования
в контрольной группе.

Виды контрольных испытаний	До эксперимента	После эксперимента	t	P
	$\overline{X}_1 \pm m_1$	$\overline{X}_2 \pm m_2$		
Прыжок в длину с места (см)	209 ± 5,1	219 ± 4,3	1,5	> 0,05
Толкание ядра (м, см)	6,77 ± 0,14	7,13 ± 0,13	1,9	> 0,05
Бросок ядра за голову (м, см)	15,34 ± 0,3	16,06 ± 0,25	1,9	> 0,05
10 бросков партнера своего веса через бедро (сек)	27,6 ± 0,5	25,8 ± 0,6	2,4	< 0,05

Как видно из таблицы 2, в контрольной группе произошли положительные изменения во всех показателях тестирования. В упражнении « Прыжок в длину с места» результат улучшился на 10 см, в толкании ядра на 36 см, в броске ядра на 72 см. Несмотря на это, математическая обработка говорит о том, что произошедшие изменения не являются достоверными (P>0,05). И только в тесте «10 бросков партнера своего веса через бедро» результат улучшился на 2 секунды и оказался достоверным (P<0,05).

Несколько иная картина наблюдается в экспериментальной группе (таблица 3.)

Таблица 3

Сравнение результатов предварительного и итогового тестирования в экспериментальной группе.

Виды контрольных испытаний	До эксперимента	После эксперимента	t	P
	$\overline{X}_1 \pm m_1$	$\overline{X}_2 \pm m_2$		
Прыжок в длину с места (см)	211 ± 5,3	227 ± 4,3	2,3	< 0,05
Толкание ядра (см)	6,80 ± 0,13	7,25 ± 0,12	2,6	< 0,05
Бросок ядра за голову (м, см)	15,40 ± 0,27	16,30 ± 0,24	2,6	< 0,05
10 бросков партнера своего веса через бедро (сек)	28,4 ± 0,5	25,5 ± 0,5	4,2	< 0,01

Из таблицы 3 видно, что в во всех показателях тестирования произошли положительные изменения. Прирост в испытании «Прыжок в длину с места» составил 16 см, в испытании «Толкание ядра» - 45 см, в броске ядра 90 см и время выполнения 10 бросков партнера на скорость уменьшилось на 3 секунды.

Результаты математической обработки свидетельствуют о том, что по всем показателям имеющиеся изменения достоверны на 5%-ном уровне значимости (P<0,05), а в испытании «10 бросков партнера своего веса через бедро» изменения достоверны на 1%-ном уровне значимости.

Вывод. Отличительной особенностью упражнений в данной методике, должны быть кратковременное выполнение задания с кратчайшим по времени достижением результата.

Использование укороченных упражнений в рамках тренировки положительно влияет на развитие скоростно-силовых способностей дзюдоистов 13-15лет. Помимо уменьшения времени схватки у дзюдоистов, применялся комплекс общеподготовительных упражнений, выполняемых методом динамических усилий, проводимые с максимальной интенсивностью. Которые также оказались эффективны для развития скоростно-силовых способностей дзюдоистов 13-15 лет. Об этом свидетельствуют достоверные положительные изменения во всех показателях тестирования в экспериментальной группе.

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ГОСТИНИЧНЫЙ БИЗНЕС: СОСТОЯНИЕ И ТЕНДЕНЦИИ РАЗВИТИЯ

Аннотация: В современных социально-экономических условиях можно говорить о высокой степени неоднородности отечественного рынка гостиничных объектов, представленный как старыми гостиницами, так и новыми отелями различных типов и категорий. Насыщение рынка объектами, в соответствии с изменениями в требованиях целевой аудитории, стандартов сервиса и качества обслуживания, привело к обострению конкурентной борьбы за гостя. При этом особое внимание заслуживают проблемы, связанные с процессами заполнения номерного фонда в условиях сокращения туристских потоков и ограниченности туристских ресурсов в местах локализации гостиничного предложения.

Ключевые слова: гостиницы, туризм, номерной фонд, тренды развития.

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HOTEL BUSINESS: STATE AND DEVELOPMENT TRENDS

Abstract: In modern socio-economic conditions, we can talk about a high degree of heterogeneity of the domestic market of hotel facilities, represented by both old hotels and new hotels of various types and categories. The saturation of the market with objects, in accordance with changes in the requirements of the target audience, service standards and quality of service, led to an intensification of competition for the guest. At the same time, special attention should be paid to the problems associated with the processes of filling the room stock in the context of reduced tourist flows and limited tourist resources in the places where the hotel supply is localized.

Key words: hotels, tourism, rooms, development trends.

Основная проблема, которая стоит перед менеджментом гостиниц – снижение загрузки номерного фонда, ухудшение финансово-экономических показателей деятельности, растущее недовольство гостей к сервису. Причем трудности возникают и у объектов, недавно вышедших на гостиничный рынок, сказываясь на их прошлом успехе. Реалии современного рынка таковы, что приводят к ограничению жизненного цикла гостиничных проектов, а при условии отсутствия запаса финансовой прочности концепция будет лишена возможности маневрировать, осуществлять плановое развитие и адаптацию к рыночным изменениям.

Рынок индустрии гостеприимства представлен различными предложениями по оказанию услуг размещения, предоставляемые поставщиками-предприятиями в виде крупных объединений гостиниц (сетевые гостиницы), независимыми гостиницами и отелями, управление которыми осуществляется владельцем.

Тенденции рыночного развития предопределяют необходимость новых форм ведения бизнеса, стратегий, затрагивающих как формы организации, так и степень удовлетворенности потребностей клиента, стандарты сервисного обслуживания. Глобализация и прогрессивно развивающиеся технологии в гостиничном секторе оказывают качественное воздействие на функционирующие на рынке субъекты.

Наиболее интенсивно гостиничный бизнес развивается в крупных городах РФ (Москва, Калининград, Санкт-Петербург), а также в основных курортных зонах (Сочи, Дальний Восток, акватория Байкала). Реализация масштабных проектов аккумулирует ввод в эксплуатацию различных средств размещения всех категорий. Оценка статистической информации свидетельствует о существенном росте числа средств размещения с 2000 года – более чем в 4 раза. В период 2000 – 2015 гг. количество гостиниц выросло примерно на 70%, в 2016 году зафиксирован стремительный прирост гостиниц на 62% с 5697 до 9243, что связано с изменения в методике расчетов Росстата и включением в данную группировку микропредприятий. В период 2017 – 2019 гг. также наблюдается положительная динамика изменения числа гостиниц и аналогичных средств размещения с 18753 в 2017 году, 21302 в 2018 году до 21312 в 2019 году.

Таблица 1

Число гостиниц и аналогичных средств размещения в 2017 – 2019 гг.

Показатель	2017	2018	2019
Число гостиниц и аналогичных средств размещения – всего	18753	21302	21312
в них мест, тыс.	1137	1299	1348
Из общего числа гостиниц и аналогичных средств размещения:			
гостиницы	10901	11676	12086
в них мест, тыс.	822	889	912
мотели	381	422	432
в них мест, тыс.	12	13	13
хостелы	1406	1833	1737
в них мест, тыс.	105	158	155

Гостиничный рынок и рынок других средств коллективного размещения вырос в 2019 году на 5,7%, при этом туристский поток достиг 81,8 млн. туристов. По состоянию на конец 2019 года гостиничный рынок современного стандарта России, по расчетам Центра экономики рынков, основанным на статистике Росстат, включал в себя порядка 592,7 тыс. номеров, что составляло 23,2% суммарного номерного фонда всех коллективных средств размещения. Более 20% всего фонда гостиничных номеров приходится на Краснодарский край, 14,4% – на Москву. В Краснодаре количество гостиничных номеров в 2019 году составило 122,2 тыс. В столице – 85,6 тыс. гостиничных номеров высшей категории.

Особая роль в рыночных условиях отводится гостиничным сетям, которые обладают рядом преимуществ. Согласно результатам проведенного анализа, на начало 2020 года в России насчитывается 511 гостиниц, находящихся под управлением сетевых операторов, с совокупным номерным фондом на уровне 86,7 тыс. номеров. На момент анализа в России функционировали 35 отечественных и 22 международных сетевых оператора - 45% существующего предложения сетевых отелей сформированы гостиницами Москвы, Санкт-Петербурга и Сочи. За ними со значительным отрывом следуют Воронеж (3,5%), Краснодар (3%) и другие города. Наибольшие доли по номерному фонду распределяются между Москвой (25%), Санкт-Петербургом (14,5%), Сочи (18%), Екатеринбургом (2,5%) и Нижним Новгородом (2%) (рис. 4).

Анализ гостиничного рынка по типам номерного фонда показывает различные предпочтения потребителей и соответствие уровня, обеспечиваемого предпринимателями. Особое внимание в данном контексте следует уделить сегменту малых средств размещения, на которые приходится большая часть мест, предоставляемых для размещения туристов. В целом наблюдается устойчивый рост малых средств размещения, которые в динамике отражают их рост в общей совокупности коллективных средств размещения с 74,4% в 2016 году и 79,6% в 2017 году до 80,9% в 2018 году. Структурная характеристика гостиниц и аналогичных средств размещения и специализированных средств размещения подтверждает преобладание роли малых средств размещения.

В 2020 году гостиничный рынок оказался одним из наиболее подверженных влиянию кризисного явления, в качестве ключевых трендов следует выделить:

– сокращение глубины бронирований – путешественники в силу фактора неопределенности стали отказываться от планирования поездок заранее;

– рост внутреннего туризма – на фоне ограничений люди предпочитают внутренние направления международным;

– загрузка и тариф гостиниц в туристических локациях демонстрируют уверенный рост;

– снижение числа деловых поездок – глобальные компании пересматривают свои корпоративные политики о командировках;

– замедление ввода нового гостиничного предложения.

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ДИАГНОСТИКА И ЛЕЧЕНИЕ КОМПРЕССИОННЫХ ПЕРЕЛОМОВ ПОЗВОНОЧНИКА У ДЕТЕЙ СОВРЕМЕННЫМИ МЕТОДАМИ

Аннотация: Переломы являются следствием воздействия силы, величина которой превышает сопротивление кости. Компрессионные переломы не являются исключением и зачастую становятся последствием травмы.

Обычно они сопровождаются ушибом головы, деформацией позвоночника в области травмы и отечностью мягких тканей. В результате травмы нарушается работа органов малого таза и конечностей, а также возникает сильный болевой синдром.

У детей в подавляющем большинстве случаев возникают компрессионные переломы грудного отдела позвоночника, причем одновременно поражается несколько соседних позвонков. Но при компрессионном переломе у детей, особенно младшего возраста, не всегда удается проследить связь между эпизодом приложения силы к позвоночнику и наличием перелома, поскольку они могут случиться даже при незначительной нагрузке.

Ключевые слова: дети, множественные переломы позвонков, компрессионный перелом, взрывной перелом, грудной отдел, жесткий гиперэкстензионный корсет.

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DIAGNOSTICS AND TREATMENT OF SPINE COMPRESSION FRACTURES IN CHILDREN WITH MODERN METHODS

Resume: Fractures are the result of a force greater than the resistance of the bone. Compression fractures are no exception and are often the result of trauma.

They are usually accompanied by a bruise of the head, deformity of the spine in the area of injury, and swelling of soft tissues. As a result of the injury, the work of the pelvic organs and limbs is disrupted, and a strong pain syndrome also occurs.

In children, in the overwhelming majority of cases, compression fractures of the thoracic spine occur, and several adjacent vertebrae are simultaneously affected. But with a compression fracture in children, especially young children, it is not always possible to trace the connection between the episode of application of force to the spine and the presence of a fracture, since they can occur even with a slight load.

Key words: children, multiple vertebral fractures, compression fracture, explosive fracture, thoracic region, rigid hyperextension corset.

Актуальность. Актуальность проблемы лечения детей с компрессионными переломами тел позвонков грудной и поясничной локализации обусловлена частотой встречаемости данных повреждений, а также значимостью социальных и экономических проблем, возникающих на этапах проводимого лечения в остром периоде и в ходе восстановительной терапии[2,6].

Несмотря на то что в целом повреждения позвоночного столба в структуре детского травматизма сравнительно редки и составляют в среднем 1–3 % от общего числа травм опорно-двигательного аппарата, у 20–30 % пациентов повреждения локализуются в грудном отделе позвоночника, у 30–50 % – в поясничном [1,3]. До 80 % повреждений являются именно компрессионными переломами, относящимися к типу A1 по классификации AOSpine Thoracolumbar Classification System [4,5]

В настоящее время частота встречаемости повреждений позвоночникау детей возросла, что связано с применением на догоспитальном и госпитальном этапах современных визуализационных приборов (цифровое рентген-исследование, КТ, МРТ).

Для детей более характерны компрессионные переломы тела позвонка, относящиеся к серьёзным повреждениям опорно-двигательного аппарата. Компрессионные переломы тел позвонков (1-2 %) при неправильном лечении могут привести к асептическому некрозу позвонка, кифосколиозу и другим патологическим состояниям, что нередко заканчивается инвалидностью. При рентгенодиагностике переломов поперечных и остистых отростков следует учитывать добавочные точки окостенения, которые могут быть ошибочно приняты за переломы[3,5].

Также в дифференциальной диагностике необходимо учитывать врождённые клиновидные позвонки и другие аномалии развития позвонков, которые могут быть ошибочно приняты за переломы. В публикации представлены результаты комплексного обследования и лечения 85 детей с травмой позвоночника[4].

Возраст детей составил от 3 месяцев до 16 лет. В 20 случаях выявлены компрессионные переломы позвоночника на различных уровнях (шейный - 1; верхне-грудной - 4; средне-грудной - 10; нижне-грудной - 2; поясничный - 3). В 25 случаях был диагностирован ротационный подвывих позвонка С, в 3 -

травматический разрыв межпозвоночного диска, в 29 - переломо-вывих копчика.

Осложнённые повреждения позвоночника, сопровождающиеся поражением спинного мозга и корешков, отмечены у 7 пациентов. Учитывая анатомо-физиологические особенности повреждений позвоночника у детей, преимущественно использовались консервативные методы лечения.

Цель исследования Изучение особенностей диагностики, клиники и лечения травм позвоночника у детей.

Материал и методы исследования. Изучены 60 медицинских историй болезней детей, пролеченных с различными повреждениями позвоночника в отделениях нейрохирургии и ортопедии в клинике АГМИ за период с 2019 по 2020 гг.

Результаты исследования. В 15 случаях выявлены компрессионные переломы позвоночника на различных уровнях (шейный – 1; верхне-грудной – 4; средне-грудной – 10; нижне-грудной – 2; поясничный – 3).

В 15 случаях был диагностирован ротационный подвывих позвонка CI , в 3 – травматический разрыв межпозвоночного диска, в 19 – переломо-вывих копчика. Осложнённые повреждения позвоночника, сопровождающиеся поражением спинного мозга и корешков, отмечены у 7 пациентов.

Всем поступившим пациентам проводилось комплексное клинико-неврологическое и инструментальное обследование, которое включало рентгенографию позвоночника (у всех детей), МСКТ (56 пациент), а в некоторых случаях (прежде всего осложнённая травма) – МРТ позвоночника и спинного мозга (4 пациентов).

У 35 (58,3 %) из 60 детей использовались консервативные методики лечения. Основная задача консервативного лечения при компрессионных переломах заключалась в ранней и полной разгрузке переднего отдела позвоночника. Это достигалось вытяжением при повреждении шейного или верхне-грудного отделов позвоночного столба – вытяжение осуществляют с помощью петли Глиссона.

При повреждении средне-, нижне-грудного и поясничного отделов позвоночника проводилось вытяжение при помощи лямок за подмышечные впадины и реклинации на валиках с курсом лечебной физкультуры по Гориневской – Древинг. Лечебную физкультуру назначали с 1-го дня. Такое лечение обеспечивало разгрузку тел повреждённых позвонков и предотвращало их дальнейшую деформацию.

При правильном и своевременном лечении происходило восстановление формы сломанного позвонка. Чем младше ребёнок, чем более выражены потенции роста, тем быстрее и полноценнее происходит восстановление анатомической формы сломанного позвонка. Необходимо учесть, что дети требуют постоянного внимания со стороны персонала и родителей, так как довольно быстро по исчезновении болей считают себя здоровыми и не соблюдают лечебный режим.

Длительность пребывания ребёнка в постели зависела от степени компрессии сломанного тела позвонка, количества повреждённых позвонков и возраста пострадавшего. Этот срок колебался от 3 до 6 недель. В вертикальное положение ребёнка переводили в специальном реклинирующем корсете.

При необходимости (несоблюдение постельного режима) использовали реклинирующий корсет в более ранние сроки. Сроки ношения реклинатора и занятия лечебной физкультурой в среднем составили 3–4 месяца.

Восстановление высоты повреждённого тела позвонка происходило в течение 1,5–2 лет, что и определяет срок диспансерного наблюдения. Рентген-контроль проводился через 3–12 и 24 месяца после травмы. Нарастания компрессии позвонков и развития асептического некроза тела позвонка нами не отмечено. У 7 пациентов с ротационным подвывихом позвонка CI при поступлении проводилось вытяжение на петле Глиссона.

Во всех случаях удалось достичь вправления подвывиха, рецидивов выявлено не было. В остром и подостром периодах повреждений копчика проводилось консервативное лечение амбулаторно или в стационаре по месту жительства.

При вывихах и переломовывихах копчика ручное закрытое вправление не проводилось, так как при этом, по нашему опыту, даже в ранний период часто не удаётся достичь стабильной коррекции (высокий риск рецидивов). Кроме того, сохраняется риск повреждения прямой кишки при проведении данной манипуляции. У 28пациентов с переломовывихом копчиковых позвонков выполнялось удаление копчика. Осложнений в виде повреждения сфинктера, полового нерва отмечено не было.

В дальнейшем отмечалось купирование болевого синдрома с полной социальной адаптацией пациентов.

Выводы. Клиническая картина повреждений позвоночника у детей представлена болевым и мышечнотоническим синдромами, а при осложнённой травме – двигательными, чувствительными и тазовыми нарушениями.

У детей с травмой позвоночника необходимо проводить полный комплекс диагностических мероприятий, включающий МСКТ позвоночника, а при осложнённом характере повреждения – МРТ спинного мозга. У детей целесообразно использовать консервативные методики и максимально щадящие хирургические вмешательства.

Расширенные оперативные вмешательства у детей, прежде всего раннего возраста, имеют весьма ограниченное применение.

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ПРИМЕНЕНИЕ ПРОСТАГЛАНДИНОВ ДЛЯ ПОДГОТОВКИ ШЕЙКИ МАТКИ И ИНДУЦИРОВАНИЯ РОДОВ У ПЕРВОБЕРЕМЕННЫХ

Аннотация: Для научного и практического акушерства большое значение имеет изучение особенностей формирования готовности организма беременной женщи ны к родам при физиологическом и осложненном течении беременности.

Решение закончить беременность прежде, чем начнутся спонтанные роды, является одним из наи более драматических путей вмешательства в естест венный ход развития беременности и родов. Доводы, выдвигаемые в поддержку элективного родоразрешения, которое может достигаться как путем индукции родов, так и кесарева сечения, варьируют, начиная от жизненных показаний до совершенно тривиальных. Если планируется индукция родов и вагинальное родоразрешение, тогда главное внимание следует уде лять состоянию шейки матки.

Ключевые слова: шейки матки, простагландины, первобеременных.

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APPLICATION OF PROSTAGLANDINS FOR PREPARATION OF THE CERVIC AND INDUCTION OF LABOR IN PREGNANT WOMEN

Resume: For scientific and practical obstetrics, it is of great importance to study the characteristics of the formation of the readiness of the body of a pregnant woman for childbirth in the physiological and complicated course of pregnancy.

The decision to end the pregnancy before spontaneous labor begins is one of the most dramatic ways of interfering with the natural course of pregnancy and labor. The arguments put forward in support of elective delivery, which can be achieved by both induction of labor and caesarean section, range from vital indications to downright trivial. If induction of labor and vaginal delivery are planned, then the main attention should be paid to the condition of the cervix.

Key words: cervix, prostaglandins, primary pregnant.

Актуальность. В акушерской практике часто возникает необходимость досрочного родоразрешения, связанная чаще всего с экстрагенитальной патологией (гипертоническая болезнь, сахарный диабет и др.) и осложненном течением беременности (гестоз, перенашивание, патологическое состояние плода, иммунноконфликтная беременность и др.).

На сегодняшний день индукция родовой деятельности является общепринятым акушерским методом, применяемым для улучшения перинатальных результатов [6]. Современные системы диагностики состояния матери и плода дают основания для программированного ведения родов у беременных с высоким риском развития перинатальной патологии [2, 1,3].

Кардинальным вопросом, определяющим стратегию современного акушерства, является прогнозирование, профилактика и раннее выявление возникающих в процессе родового акта осложнений, что даст, несомненно, возможность своевременного выбора оптимального метода родоразрешения [4].

Своевременная и правильная оценка состояния готовности ("зрелости") шейки матки к родам имеет большое значение для прогнозирования течения предстоящих родов и, особенно, при выборе времени и метода родовозбуждения [2].

Известно, что даже при неосложненном течении беременности ко времени спонтанного начала родов в среднем у 10% обнаруживается "незрелая" или недостаточно "зрелая" шейка матки, в том числе у 16,5 % первородящих, и у 3,5% повторнородящих [1,5], а при сопутствующих соматических заболеваниях эти показатели возрастают. Так при НЖО II степени при доношенной беременности незрелая шейка матки встречается в 15,4%, при НЖО III степени — в 30,4% [6].

При незрелой или недостаточно зрелой шейке матки роды сопровождаются преждевременным излитием околоплодных вод (57,2%), дискоординацией (16%) и слабостью родовой деятельности (28,1%), не поддающейся медикаментозной коррекции, а в 35,4% повышению оперативных методов родоразрешения [2].

Как в нашей стране, так и за рубежом в настоящее время применяются различные способы подготовки шейки матки к родам. Однако до сих пор остается открытым вопрос о наиболее оптимальной схеме, поскольку все методы имеют ряд недостатков, а их использование, к сожалению, не всегда приводит к желаемому результату.

Исторически первыми методами, разработанными для подготовки шейки матки к родам, были механические (нефармакологические) [1]. Эти методы не получили большую популярность из-за опасения инфицирования и наличия материнского дискомфорта [3]. Наиболее популярным на сегодняшний день является применение простагландинов (PO), моделирующих естественные эффекты в начале родов. Однако как показала мировая практика, фармакологические методы влекут наибольший процент осложнений и побочных эффектов, что лимитирует их широкое применение [5].

В нашей стране длительное время применялся традиционный способ комплексного использования эстрогенов. Однако данный метод, как показывает практика, малоэффективен (особенно при недоношенной беременности), проводится длительно в течение 2-10 дней и, зачастую, требует повторного применения [4,6].

Цель исследования. Оценить безопасность и эффективность применения простагландина Ei для подготовки организма беременной к родам и стимуляции родовой деятельности в различных акушерских ситуациях.

Материалы и методы исследования. Нами проведена подготовка беременных к родам путем назначения мизопростола в дозе 50 мкг, вводи мого интравагинально 106 беременным в III триместре беременности. Срок гестации 103 пациенток соответ ствовал 39–40 нед. У всех беременных было отсутст вие биологической готовности к родам (незрелая шейка матки), что и послужило основанием начала индукции, причем у 3 беременных срок гестации соответствовал 36–37 нед., в этих случаях показанием к досрочному прерыванию беременности послужил длительно текущий гестоз средней степени. Пациент ки были сопоставимы по возрасту, паритету и гинекологическому анамнезам.

Результаты исследования. В результате проведенных исследований было установлено, что срочные роды были у 99 (93,3%) рожениц, преждевременные роды у 3 (2,8%) и запоздалые роды также у 3 (2,8%).

При изучении общей продолжительности родов после применения мизопростола в дозе 50 мкг интравагинально последняя у первородящих составила 7,1 ± 0,3 ч. При этом продолжительность родов 6,1± 0,3 ч. была у 16 женщин. Максимальная длитель ность родового акта составила 8,7 ± 0,05 ч.

Состояние зрелости шейки матки после введения препарата оценивали по шкале Бишопа. Как показа ло исследование, «зрелая» шейка матки определялась уже через несколько часов (2–3 ч.) после начала индукции у 65 (59,6%) женщин, у 18 (16,5%) IV степень зрелости шейки матки отмечена через 4–5 ч. после начала индукции. У оставшихся 26 (23,8%) пациенток «зрелая» шейка матки отмечена через 6 ч. после введения препарата.

Представляет большой интерес время возникновения регулярных схваток после однократного введения 50 мкг мизопростола. Менее чем в течение 2 ч. с момента индукции мизопростолом регулярные схватки возникали у 67 (63,2%) женщин, из них 56 пациенток были первородящими, что составляет 52,8%, а свыше 2 ч. – у 38 (35,8%), из них 26 были первородящими, что составляет 24,5%. Таким образом, у 2/3 пациенток возникновение регулярной родовой деятельности наблюдается в течение первых 2 ч. после интравагинального введения 50 мкг мизопростола.

Как показало исследование, частота несвоевременного излития околоплодных вод составила 38 (35,8%). Слабость родовой деятельности отмечена в 9 случаях (8,09%), этим пациенткам применена дополнительная родостимуляция введением в/в окси тоцина. Существенно отметить, что гиперстимуляции матки не было ни у одной пациентки.

В результате проведенной индукции родов появились 106 новорожденных, 3 (2,08%) недоношен ных с признаками гипотрофии, связанной с гестозом средней степени.

Дети, рожденные в результате «чистой» простагландиновой индукции, оценены в среднем на 8 / 8 баллов по шкале Апгар, что соответствует норма тивным показателям. Адаптационный период протекал без осложнений, и на 5–6-е сутки они были выписа ны в удовлетворительном состоянии домой. Новорожденные, появившиеся на свет в родах, где допол нительно применена родостимуляция окситоцином 9 (8,09%), также находились в удовлетворительном состоянии и были оценены на 7 / 8 баллов по Апгар. Однако адаптационный период в этой группе протекал с некоторыми осложнениями. Так, травмати зация головки плода отмечена у 2 (22,2%) новорожденных, в связи с чем эти 2 новорожденных были выписаны на 7–8-е сутки, у оставшихся 7 детей период адаптации протекал без патологических отклонений. 3 недоношенных ребенка с признаками гипотро фии на 5-е сутки были переведены в отделение дохаживания.

Последовый и ранний послеродовый периоды у пациенток исследованной нами группы протекал благополучно, без каких-либо осложнений. Гипо- и атонического кровотечений не отмечено ни в од ном случае. Все родильницы выписаны на 5–6-е сутки после родов.

Клинический анализ течения беременности и родов, состояния плода и новорожденного ребенка показывает, что подготовка беременных к родам назна чением интравагинального введения мизопростола при незрелой шейке матки оказалась эффективной у большинства беременных женщин. При этом существенно отметить, что имеет место одновременное быстрое созревание шейки матки и вступление в роды в течение ближайших 2 ч. у 2 / 3 пациенток.

Вывод. 1. Применение ПГ Ei позволяет:

• эффективно и в достаточно короткий срок проводить подготовку беременных к родам;

• успешно проводить родовозбуждение при отсутствии неблагоприятного влияния на состояние матери, плода и новорожденного;

• эффективно индуцировать родовую деятельность у женщин с преждевременным излитием околоплодных вод, особенно при незрелой шейке матки.

2. Применение ПГ Ei является безопасным у беременных с разной степенью акушерского риска и позволяет ограничиться стандартными методами наблюдения за состоянием матери, плода и течением родового акта.

3. Низкая стоимость препарата делает его широко доступным для беременных и рожениц, снижает затраты на медикаментозное обеспечение родов.

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ОРГАНИЗАЦИЯ СИСТЕМЫ МОНИТОРИНГА РЫНКА ТУРИСТСКИХ УСЛУГ В РЕСПУБЛИКЕ КРЫМ

Аннотация: Взаимодействие туризма с сопутствующими секторами экономики, влияющими на ее развитие, подтверждается достаточно целостной группой индикаторов, используемых статистической наукой в части применения большого спектра показателей в туристской сфере и не только. Современная статистика, как на государственном уровне, так и региональном не дает достаточно полной картины состояния туризма. В настоящее время возникает потребность в формировании системы мониторинга в сфере туризма, которые позволил бы вовремя вырабатывать и принимать необходимые решения в управлении отраслью и, соответственно, экономикой.

Ключевые слова: индикаторы, система мониторинга, экономика региона

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ORGANIZATION OF A SYSTEM FOR MONITORING THE TOURIST SERVICES MARKET IN THE REPUBLIC OF CRIMEA

Annotation: The interaction of tourism with related sectors of the economy that affect its development is confirmed by a fairly complete group of indicators used by statistical science in terms of applying a large range of indicators in the *tourism sector and not only. Modern statistics, both at the state level and at the regional level, do not give a sufficiently complete picture of the state of tourism.*

Currently, there is a need to form a monitoring system in the tourism sector, which would allow to develop and make the necessary decisions in time in the management of the industry and, accordingly, the economy.

Keywords: indicators, monitoring system, the region's economy

Одна из важнейших функций мониторинга в сфере туристской деятельности Республики Крым – это подготовка предложений и рекомендаций по развитию и совершенствованию туристской деятельности, механизмов регионального регулирования и управления в сфере туризма. Состояние экономической и социальной сферы Крымского региона в виду сложившихся и укоренившихся традиций, истории, природы и ресурсного потенциалов, воедино связано с его туристско-рекреационной сферой. В данном контексте предполагается его обособление в самостоятельный межотраслевой хозяйственной комплекс и обозначение нового импульса в развитии туристско-рекреационного комплекса с учетом сложившихся мировых трендов в данной сфере. Дополнительно в регионе оцениваются показатели на региональном, муниципальном уровне и на уровне предприятий сферы туристических услуг.

На региональном уровне оцениваются следующие показатели:

- степень поддержки туризма государством;
- состояние материальной базы;
- инвестиционная привлекательность;
- структура населения (демографическая и социальная);
- показатели безопасности туристских путешествий;
- квалификация кадров в сфере туризма.

На муниципальном уровне происходит мониторинг таких показателей, как.

1. Уровень доходов.
2. Структура расходов.
3. Количество туристских фирм.
4. Безопасность предлагаемых услуг.
5. Средняя цена турпакета.
6. Условия труда работников.
7. Социальный пакет.
8. Заработная плата.

На уровне предприятий процесс мониторинга затрагивает такие показатели, как:

1. Возраст потребителя туристических услуг.
2. Предпочтения в туристическом отдыхе.
3. Расходы на отдых.

После проведения мониторинга органами региональной власти составляется план развития отрасли, при этом используются такие методы, как: математический метод анализа, метод прогнозирования, метод моделирования, статистические методы [3].

Информационное обеспечение исследования рынка туристских услуг и прогнозирование его состояния осуществляются комплексно, при этом используется информация количественного и качественного характера.

В Республике Крым для целей мониторинга туристических процессов создается информационная система, позволяющая обеспечить доступ к информационным и вычислительным ресурсам, обрабатывать информационные потоки в соответствии с требуемыми алгоритмами, хранить результаты обработки, формировать выходные данные, а также проводить аналитические расчеты относительно тренда и прогнозировать состояние рынка туристских услуг (рис.1).

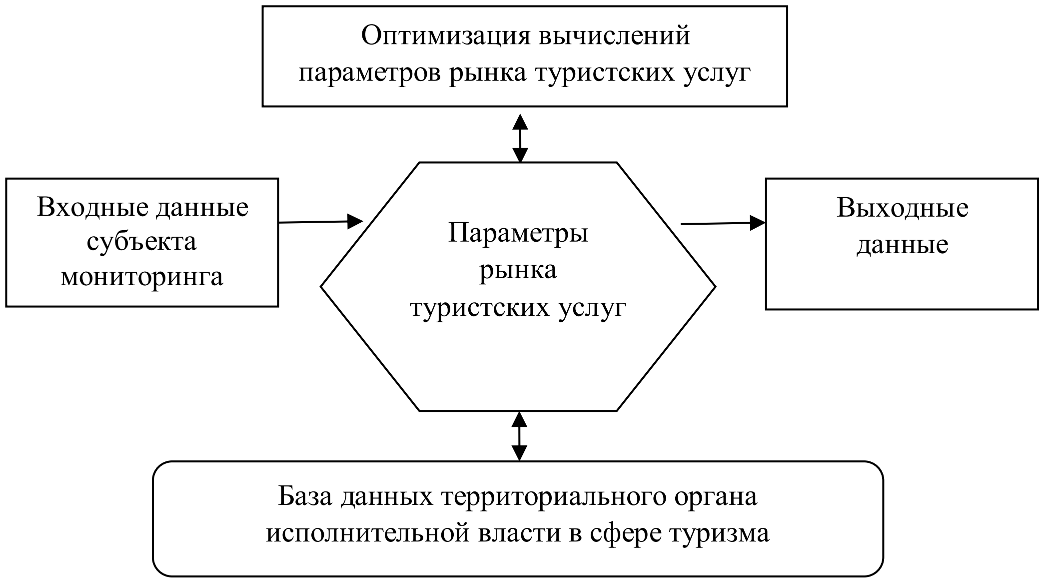

Рис. 1. Схема информационных потоков рынка туристских услуг Республики Крым, образующихся в процессе мониторинга

Однако, следует отметить, что в областях с высокой вовлечённостью в сферу туризма и санаторно-курортного отдыха (лечения) слабо оценивается мультиплитикативное влияние рынков курортно-рекреационного комплекса на экономику субъекта в целом и в разрезе территориальных образований субъекта, региона, в частности. Так, не предусмотрена раздельная отчётность по удовлетворению потребностей местного населения и туристов применительно к оценке вклада туриндустрии в развитие сельского хозяйства и животноводства, услуг питания, транспорта, связи, других отраслей и сегментов экономики, и в целом – в рост валового регионального продукта [2, 4].

Подводя итог, можно сделать вывод, что система мониторинга и эффективности организации туристических процессов Республики Крым требует модернизации, ведь только оптимально выстроенная система мониторинга позволит региону сформировать положительный туристический образ, повысит его узнаваемость и эффективность функционирования.

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ВОЗРАСТНАЯ ГИСТОФИЗИОЛОГИЯ БЕЛОЙ ПУЛЬПЫ СЕЛЕЗЕНКИ В РАННЕМ ПОСТНАТАЛЬНОМ ОНТОГЕНЕЗЕ

Аннотация: Селезенка является крупнейшим лимфоидным органом в организме человека и млекопитающих, вносящим весомый вклад в развитие и поддержание клеточного и гуморального иммунного ответа, врожденного и приобретенного иммунитета, количественный и качественный состав иммуноцитов крови, лимфы и других лимфоидных органов.

Ее развитие в раннем постнатальном онтогенезе сопровождается взаимодействием и установлением связей между гемопоэтическими и стромальными клеточными популяциями многочисленных микроанатомических зон на территории органа.

Лимфодеструктивное, лимфодегенеративное и лимфопролиферативное действие стресса способно изменить эти взаимоотношения и привести к продолжительному нарушению иммунного ответа

Ключевые слова: селезенка, онтогенез, постнатальной период.

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AGE HISTOPHYSIOLOGY OF THE WHITE SPLEEN PULP IN EARLY POSTNATAL ONTOGENESIS

Resume: The spleen is the largest lymphoid organ in humans and mammals, making a significant contribution to the development and maintenance of the cellular and humoral immune response, innate and acquired immunity, the quantitative and qualitative composition of immunocytes in blood, lymph and other lymphoid organs.

Its development in early postnatal ontogenesis is accompanied by interaction and establishment of connections between hematopoietic and stromal cell populations of numerous microanatomical zones on the territory of the organ.

The lymphodestructive, lymphodegenerative and lymphoproliferative effects of stress can change these relationships and lead to a long-term impairment of the immune response.

Key words: spleen, ontogenesis, postnatal period.

Актуальность. Известно, что с возрастом увеличивается вероятность развития аутоиммунных, эндокринных, инфекционных и раковых заболеваний[2]. В старении иммунной системы наибольшую роль играет гетерогенная инволюция тимуса. У людей пожилого и старческого возраста значительная часть тимуса замещена жировой и соединительной тканью.

При этом инволютивные изменения селезенки изучены недостаточно и вполне вероятно, что при старении часть функций тимуса делегируется селезенке[4].

В настоящем обзоре проанализированы данные по развитию и возрастным изменениям селезенки с точки зрения иммунологии[1].

У человека селезенка закладывается на 5-6 неделе эмбрионального развития в толще дорсальной брыжейки, куда мигрируют клетки лимфоидного ряда. В начале развития селезенка представляет собой плотное скопление мезенхимальных клеток, пронизанное первичными кровеносными сосудами. В дальнейшем часть клеток дифференцируется в ретикулярную ткань, которая заселяется стволовыми клетками[3].

На 7-8 неделе развития в селезенке появляются макрофаги. На 2-4 месяце эмбриогенеза внутрь селезенки, начиная от капсулы, врастают тяжи, из которых в дальнейшем формируются трабекулы. На 12 неделе развития селезенки в ней впервые появляются В-лимфоциты. В этом же периоде формируются синусоидные капилляры и другие кровеносные сосуды, в сосудистом русле селезенки появляются широкие венозные синусы, разделяющие ее на островки.

На 3-4 месяце внутриутробного развития островки кроветворных клеток располагаются равномерно вокруг артерии (Т-зона), тогда как в конце 4 и в течение 5 месяца происходит концентрация лимфоцитов и макрофагов сбоку от артерии (В-зона). Впоследствии из лимфоцитов формируются периартериальные лимфоидные муфты и лимфоидные узелки.

Процессы миелопоэза в селезенке человека достигают максимального развития на 5 месяце внутриутробного периода, после чего их активность снижается и прекращается к моменту рождения. Основную функцию миелопоэза в антенатальном периоде выполняет красный костный мозг[2].

Одновременно с развитием узелков происходит формирование красной пульпы, которая становится морфологически различимой на 6 месяце внутриутробного развития. На 9 месяце эмбриогенеза в лимфоидных узелках появляются центры размножения иммунных клеток, что свидетельствует об усилении лимфопоэза в селезенке к моменту рождения.

Цель исследования. Целью настоящего исследования стало изучение возрастной динамики В-зон селезенки экспериментальных животных в раннем постнатальном онтогенезе.

Материалы и методы исследования. Нами проведено иммуногисто-химическое изучение популяции В-лимфоцитов белой пульпы селезенки белых крыс породы Sprague Dawley: новорожденных, в возрасте 5, 10, 15, 20, 25 и 30 дней от роду - по 8 животных в каждой группе.

Парафиновые срезы фиксированной формалином селезенки окрашивались иммуногистохимически на CD20 (маркер В-лимфоцитов) с применением авидин-биотин-пероксидазного метода с последующей количественной оценкой изображения в программе имидж-анализа Image Pro+.

Результаты исследования. Полученные результаты продемонстрирова-ли, что В-лимфоциты присутствуют в селезенке, начиная с периода новорожденности. В возрасте 5 дней в органе уже присутствуют элементы Т- зональности, однако зоны еще не имеют отчетливых контуров, в то время как В-зоны не определяются.

В возрасте 10 дней появляются очертания крупнейшего В-клеточного компартмента селезенки - ее маргинальной зоны, однако плотность CD20+иммунореактивных клеток в ней еще мала. В возрасте 15 дней в белой пульпе начинают намечаться контуры единичных первичных лимфоидных фолликулов, плотность клеток в которых заметно возрастает к 20-му дню жизни, соответствующему периоду перехода на самостоятельное питание.

В 25-дневном возрасте в селезенке появляются редкие вторичные лимфоидные узелки. К 30-му дню селезенка демонстрирует дефинитивную микроструктуру с объемной белой пульпой, широкими ободками маргинальной зоны вокруг ее компартментов, высокой плотностью CD20+иммунореактивных клеток не только в лимфоидных фолликулах, но и в маргинальной зоне. Количественный иммуногистохимический анализ показал, что рубежными возрастными периодами для развития В-зон белой пульпы селезенки являются возраст 10 дней (грудной период), 20 дней (период перехода на самостоятельное питание) и 25 дней (инфантный период). По данным имидж-анализа имеет место резкое увеличение удельной площади CD20-иммунореактивных клеток при переходе от грудного периода к подсосному ($p<0,01$) и от подсосного - к инфантному ($p<0,05$), что соответствует общей тенденции роста В-зон в раннем постнатальном онтогенезе.

В его формировании в раннем постнатальном онтогенезе отчетливо проявляются количественные сдвиги, в целом отражающие возрастающую в описываемые возрастные периоды естественную антигенную нагрузку на растущий организм экспериментальных животных.

Вывод. Таким образом, по данным иммуногистохимического исследования, В-клеточный компартмент в селезенке крыс, который отстает в развитии от Т-зон, все же начинает формироваться раньше, чем это принято было считать до сих пор, исходя из результатов рутинного гистологического исследования.

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ВОЗРАСТНАЯ ИММУНОАРХИТЕКТОНИКА СЕЛЕЗЕНКИ

Аннотация: Селезенка выполняет функции иммунного контроля крови. Находится она на пути тока крови ив магистрального сосуда большого круга кровообращения - аорты в систему воротной вены, разветвляющейся в печени. Располагается селезенка в брюшной полости, в области левого подреберья, на уровне от IX до XI ребра. Масса селезенки у взрослого человека (20-40 лет) составляет 192 г у мужчины и 153 г у женщины. длина селезенки в этом возрасте 10-14 см, ширина 6-10 см и толщина 3-4 см.

Ключевые слова: селезенка, иммуноархитектоника, внутриутробный период.

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AGE IMMUNOARCHITECTONICS OF THE SPLEEN

Resume: The spleen serves as the immune control of the blood. It is located on the path of blood flow into the main vessel of the systemic circulation - the aorta into the portal vein system, which branches out in the liver. The spleen is located in the abdominal cavity, in the region of the left hypochondrium, at the level from IX to XI ribs. The mass of the spleen in an adult (20-40 years old) is 192 g in a man and 153 g in a woman. the spleen is 10-14 cm long at this age, 6-10 cm wide and 3-4 cm thick.

Key words: spleen, immunoarchitectonics, prenatal period.

Введение. Закладка селезенки появляется на 5-6-й неделе внутриутробного развития в виде небольшого скопления клеток мезенхимы в толще дорсальной брыжейки. Вскоре в мезенхимном зачатке появляются клетки лимфоидного ряда, а также образуются щели - будущие сосуды селезенки, вокруг которых осуществляется тканевая дифференцировка органа. На 2-4-м месяце развития формируются венозные синусы и другие кровеносные сосуды[2]. Одновременно внутрь селезенки от капсулы врастают тяжи клеток - будущие трабекулы.

Вокруг венозных синусов появляются очаги гемопоэза, а в конце 4-го месяца и на 5-м месяце в селезенке уже обнаруживаются скопления лимфоцитов - будущие периартериальные лимфоидные муфты и лимфоидные узелки. Постепенно количество лимфоидных узелков в селезенке увеличивается, в ник появляются центры размножения. К 8-му месяцу жизни плода гемопоэз в селезенке уменьшается и в дальнейшем прекращается, а интенсивность лимфоцитопоэза, наоборот, нарастает[1].

У новорожденного селезенка округлая, имеет дольчатое строение Масса селезенки равна примерно 9,5 г. В этот период белая пульпа составляет от 5 до 10% от массы органа. На 3-м месяце постнатального развития масса селезенки увеличивается до 11-14 г (в среднем), а к концу первого года жизни равна 24-28 г. Количество белой пульпы (периартериальные лимфоидные муфты, лимфоидные узелки и эллипсоиды) в это время достигает максимального значения (20,9%). у ребенка 6 лет по сравнению с годовалым масса селезенки удваивается, к 10 годам достигает 66- 70 г, в 16-17 лет составляет 165-171 г.

Относительное количество красной пульпы (82-85%) в течение жизни человека почти не изменяется. Содержание белой пульпы в селезенке ребенка 6-10 лет равно 18,6%, к 21- 30 годам снижается до 7,7-9,6%, а к 50 годам не превышает 6,5 % от массы органа[3].

Цель исследования. Является изучение закономерностей возрастной динамики морфо-функциональных особенностей селезенки экспериментальных животных в различные возрастные периоды постнатального онтогенеза.

Материалы и методы исследования. Объектом исследования послужили 88 белых крыс-самцов породы Sprague Dawley в возрасте от рождения до 1 года, относящиеся к следующим возрастным периодам препубертный период, период полового созревания, период молодого и среднего возраста.

Результаты исследования. Качественные иммуномодуляционные изменения в селезенке белых крыс породы Бр^ие-ОауЛеу завершаются, по данным иммуногистохимического исследования, появлением вторичных лимфоидных узелков на 20-ый дней после рождения, соответствующий концу периода перехода на самостоятельное питание

Количественные иммуномодуляционные изменения, характерные для преювенильного, ювенильного и молодого возраста у крыс, проявляются увеличением объема и клеточности белой пульпы последовательно в ее Т-зонах (популяции лимфоидных клеток фенотипа СП90+, С045ЯС+, СОЗ+, СЭ8+, и стромальных клеток фенотипа ОХ-62+ и СЭ68+), маргинальной зоне (популяции лимфоидных клеток фенотипа С020+, СОЗ+, С0451^С и СЭ8+) и В-зонах (популяции лимфоидных клеток фенотипа СЭ20+ и стромальных клеток фенотипа белок 8100+)

В среднем возрасте у крыс иммуномодуляционные сдвиги в селезенке носят инволютивный характер, затрагивают последовательно ПАЛВ, лимфоидные фолликулы и маргинальную зону и проявляются гипоплазией и гипоцеллюлярностью белой пульпы

Редукция Т-клеточных компартментов в среднем возрасте характеризуется уменьшением удельной площади как лимфоидных, так и стромальных клеток, при этом отмечено более раннее (начиная с 6-месячного

возраста) снижение удельной площади стромальных клеток (фенотипа OX-62+) и более позднее (начиная с 9-месячною возраста) - лимфоидных клеток (фенотипа CD90+, CD45RC+, CD8+)

Уровень спонтанной пролиферации лимфоидных клеток, по данным иммуногистохимического окрашивания на PCNA, как в Т-, так и в В-зонах селезенки, возрастающий от рождения до преювенильного периода, с момента достижения половой зрелости является относительно стабильным показателем, оказываясь менее чувствительным к иммуномодулирующему действию возраста в стареющем организме экспериментальных животных

Основным механизмом гипоцеллюлярности ПАЛВ в среднем возрасте является уменьшение траффика С090+иммунореактивных лимфоцитов клеток в селезенку, сопровождающееся параллельным снижением CD45RC+ (наивных Т-лимфоцитов), а также снижением удельной площади СЭ8+клеток, при этом изменению удельной площади лимфоидных клеток предшествует сокращение доли стромальных клеток (фенотипа OX-62+)

Ведущим механизмом гипоплазии лимфоидных фолликулов в среднем возрасте является усиление апоптоза лимфоидных клеток, при этом сокращению удельной площади лимфоидных клеток (фенотипа CD20+, CD45RC+) у стареющих крыс предшествует начинающееся в молодом возрасте уменьшение содержания стромальных клеток (фенотипа белок S100+)

Вывод. В выделении возрастных периодов наиболее существенных качественных и количественных перестроек в периферической иммунной системе, которые определяют иммунный статус организма и его чувствительность к действию патологических иммуномодулирующих факторов.

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МОДЕЛИРОВАНИЕ ПИЩЕВОЙ БЕЗОПАСНОСТИ

Аннотация: В статье рассматривается применение математических моделей, описывающих поведение контаминантов в двух направлениях.

Ключевые слова: вероятностная микробиология, патогены, моделирование, математические модели 1-е, 2-е, 3-е, агропроизводство, применение моделей

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FOOD SAFETY SIMULATION

Annotation: This article discusses the application of mathematical models describing the behavior of contaminants in two directions.

Key words: probabilistic microbiology, pathogens, modeling, mathematical models 1-st, 2-nd, 3-nd, agricultural production, application of models

Введение

Некоторые явления в пищевой безопосности вынуждают качественный подход глубокого изучения поведения химических и микробных контаминантов в ПП. Математические модели могут быть полезним инструментом в реализации данного изучения. В данной статье рассматривается применение математических моделей, описывающих поведение контаминантов в двух направлениях: 1) вероятностная микробиология и 2) миграция химических соединений из упаковочных материалов. Математический подход для оценки риска обсуждается также. Одноко, целью статьи не является загружать читателя математическими уравнениями. Уравнения приводятся лишь для иллюстрации различных подходов, применяемых для освещения вышеотмеченной задачи.

Результаты и их обсуждение

I. Вероятностная микробиология-моделирование поведения микроба.

За последние деятелетия диоксины и ПХБ, а также микробные опасности, тикие как листерия и бациллис достигли значительное распространение и стали критическими для здоровья потребителя. Вероятностная микробиология может рещить эти проблемы. Разработанная модель даст возможность быстрого способа оценки сроков хранения в соответсвии с микробным повреждением и оценить микробную безопасность ПП. Такая информация можеть быть применима для различных условий хранения и способствует принять корективные меры. Более того, возможности IT возросли экспоненциально, цены упали, сделав возможным для каждого пользователя доступ к появляющимся методологиям моделирования.

Вероятностной пищевой микробиологии можно дать такое опроделение, как применение математических выражений для описания поведения микробов в ПП.[1] она основывается на допушение, что отношения рассматриваемый популяция микроорганизмов к факторам внешней среды воспроизводима и, что характеризуя окружающую среду, исходя из тех факторов, которые наиболее сильно подавляют рост и появление микроорганизмов, вожможно из последного наблюдения, чтобы предсказать отношение этих микробов к другой, схожей окружающей среде[2]. Эти знания можно описать и суммировать математической моделью, которая может быть использована для предсказания количественного поведения популящи микробов ПП, т.е. рост, вымирание образование токсинов по навыкам окружающей ПП среды за все время.

Классически, модели могут быть разделены на 3 группы: начальная модель описывающая эволюцию во времени количества бактерий в заданных, установленных условиях. Когда эти условия блогоприятны для бактерий 1-я модель будет моделью роста, в то время как в условиях стресса, это модель будет моделью инактивации. 2-я модель занимается влиянием условый окружающей среды, как T,PH, α_w или состав атмосферы, на 1-ю модель. В 3-й модели предыдущие два суммируются и применяются осторожном (бережном) упаковывание. В данной статье будут суммированы текушие инструменты моделирования: будут обсуждаться различные типы 1-й и 2-й модели (некоторые), освещаются процедуры разработки модели и приводятся некоторые показательные примеры.

Совсем недавно разработана вероятностная модель для роста бактерий в специалных условиях окружающей среды, т.е. при наличии ряда стрессов, которые в отдельности не влияют, но вместе подавляют рост[2]. Эти модели, также названные моделями «рост/ нет роста» интерфейсными моделями, освещают переход между моделю роста и моделью инактивации.

Предполагается, что традиционное разделение вероятностной микробиология на кинетические и вероятностние моделе является искусственным. Они аргументируют, что 2 типа модельного подхода представляют удобнем окончания спектра требований моделирования, с исследованием обоих концов случайно сходящимся вместе это может быть доказано моделями «рост/ нет роста», который является логическим продолжением модели кинетики роста. Когда окружающие условия становятся более стрессными, скорость роста медленно падает, лаг-фаза продолжается до тех пор, пока скорость роста не станет равной нулью, или лаг-фаза достигнет вечно. В пределах сумерный зоны моделирование нуждается в смещении от кинетической модели, когда окружающие условия все ещё поддерживают рост, к вероятностной модели, когда достигается интерфейс «рост/ нет роста», демонстрируя тесную связь между 2 типами моделей.

Обычно используется для моделирования роста клеток как функция времен кривая сигмондного роста, хотя иногда кримлияется 3-хфазная липейная модель в качестве укрощения[5]. Пример приведен на рис.9.2. символы показывают собранным данные, в то время как сплошная линия представляет модель сигмондного роста. Кривые роста в основном чертяте на основанной шкале для плотности клеток как функцию времени, т.к. рост микробов является экспоненциальным феноменом, но иногда предпочитается база натурального логаризма ln.

Традиционно, кривая сигмондного роста описивается, используя 4 параметра скорость экспоненциального роста μ_{max}, лаг-фаза уровень инокулума и максимум плотности клеток N_{max}. Скорость экспоненциального роста определяется как крутая касательной к экспоненциальной фазе, так тангенс точки прилипание, в то время как лаг-фаза определяется как время в течении которого экстрополированная касательная линия пересекает уровен инокулума [5]. Время генерации (GT) , время необходимое для удвоения клеток в час или день, может быть рассчитан из μ_{max}:

$$GT = \frac{lg2}{\mu_{max}}$$

В 80-х годох была предложена нелинейная модели. Гибсон с сотр.[3] ввели функцию Гомерца в пищевую микробиологию, делая её способным выражать log(cfu/мл)как функцию времени, используя сигмоидную форму.

$logN(t)=A+Dexp\{exp[-B(-M)]\}$, где

$N(t)$-плотность клеток по времени t

A-значения нижней асимитоты

разность значения между верхней и нижней асимитотойN_{max}-N_o

M-время, при котором скорость роста является максимальной

B-относится к скорости роста

Параметри модели Гомперц могут быть преоброзованы в характеристику классической первычной кривой роста

$N_o=A$

$N_{max}=A+D$

$\mu_{max}=BD/exp(1)$

$\lambda=M*1/B$

В соответствии с моделью Гомперц Гибсоном была предложена логарифмическая сигмоидная кривая для предсказания роста бактерий

$$log\ N(t)=\frac{D}{A+exp[-B(t-M)]}$$

Полученные результаты схожи с функцией Гомперца, но логарифмеческая модель является симметричной моделью, в то время как кривые роста-нет. Поэтому модель Гомперца была предпочтительной, чем логорифмическая модель. В раннех исследованиях точка знания двигалась от статической 1-й модели к динамической 1-й модели. Предполагалось[6], что динамическое дифференциальное уравнения 1-го порядка для предсказания как роста микробов, так и их инактивации по отношению к времени и к температуре. Она была одной из 1-х разработанных моделей, которая была способна учитывать изменяющуюся во времени температуру всей температурной области роста и инактивации. Также можно было иметь ввиду предыдущую историю продукта. В специальных случаях постоянства температуры модель ведет себя подобно соответствующей модели Гомперца.

2-я модель динамического роста была разработана[7] и она основывается на диференциальном уравнение 1-го порядка.

$\frac{dx}{dt} = \mu(x)x$, где *x(t)*-концентрация клеток при времени t, $\mu(x)$-скорость специального роста. Если $\mu(x)=\mu_{max}=$ то уравнение описывает чистый экспоненциальный рост.

Дифференциальное уравнение 1-го порядка сводится к двум корректированным функциям: адаптация функции *α (t),* описывающая гладкий переход от уровня инокулума к экспоненциальной фазе роста, и функция ингибирования u(x), описывающая переход от экспоненциальной фазы роста к стационарной фазе. Поэтому структурой для модели роста является:

$d_x/d_t=\mu_{max}\alpha(t)$ и $(x)x$

Вторичные модели

2-е модели моделируют влияние внутренних*(pH, α_w и др.)* и внешних *(T,P,C и др.)* факторов на рост микроорганизмов внутри матрикса ПП. Были построены различнем моделным подходы, простирающие от полностью эмпирических моделей к более механистически ориентированные попытки со множеством переменных в формуле модели. Примерами могут быть 4 группы моделей: 1)модель Аррениуса и её модификации, 2)модель Белерадека или квадратный корень модели, 3)модель кардинальных значений, 4)модели зависимости от поверхности[8] или полиномалны модели.

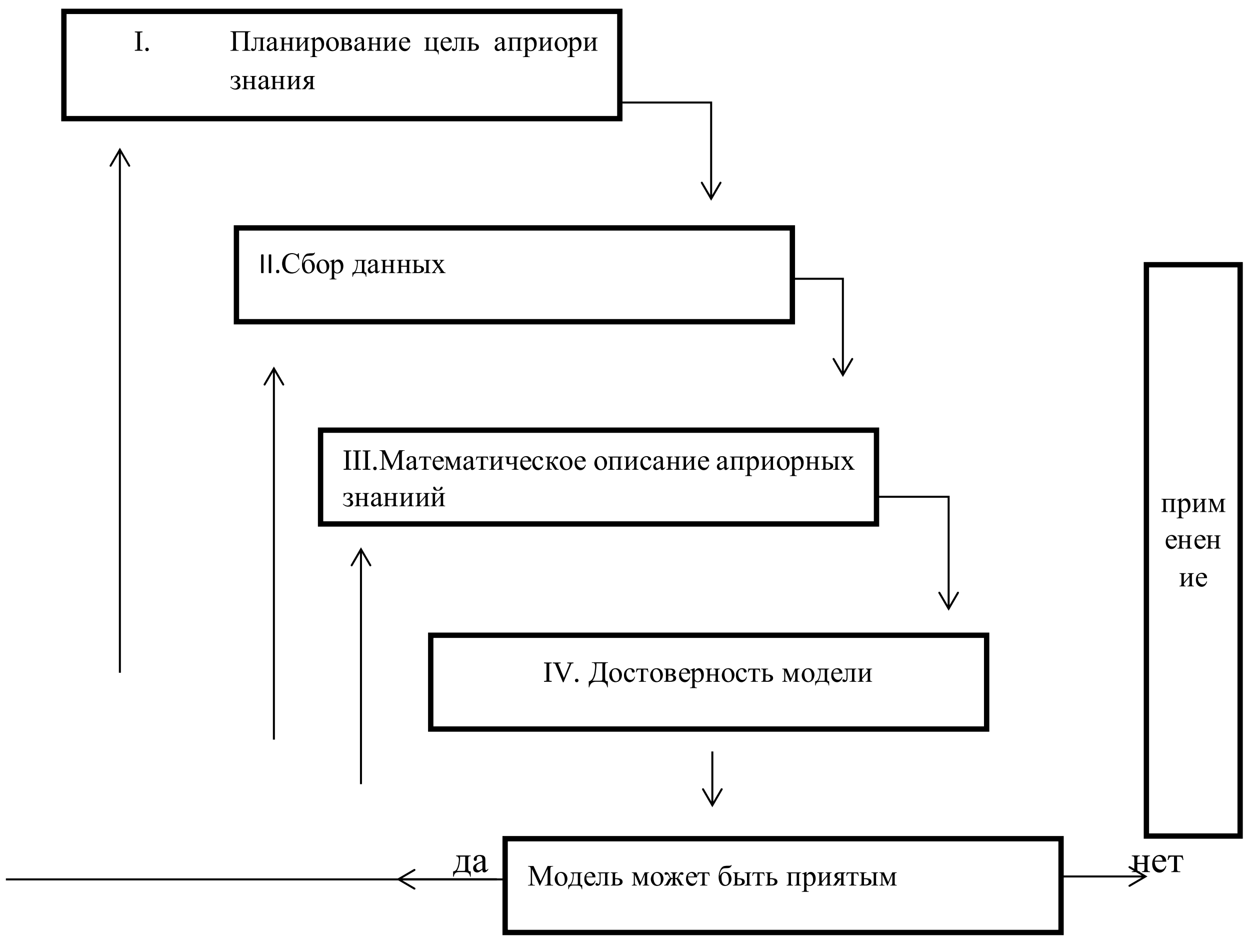
Третычные модели

Наиболее хорошо известными 3-ми моделями являются PMP-pathogen modelling programm, который разрабатывался(USDA) PMP= ПМП-потоген US Drug модулирующим администрация программы. Она описывает поведение различных патогенных бактерий как функцию условий окружающей среды. Модель содержий кривую роста, кривую инактивации, наблюдение, охлаждение и модели облучения. Модель регулярно обогащается текущими знаниями по моделированию. PMP можно скачать из вебсайта USDA.

Другой хорошо известной программой является предсказывание повреждения морские пищевых продуктов (SSP-Seafood Spoilage Predictor), который фокусирован на порчу морской свежей рыбы, как функцию температуры и газовой среды. Реалистическая комбинация время-температура может быть определена и будет предсказан последующий рост бактерий, вместе с оставшиеся срок хранени ям. Программу можно легко скачать из интернета.

Разработка предсказывающей модели в области пищевой безопасности в основном осуществляется в 4 стадии: 1) планирования 2) сборданных и анализ 3) пример функции 4) проверка и поддержка (рис1):

Модельный цикл



Вероятностная микробиология нацелене на количественный расчет роста микробов в ПП, с применением математического моделирования. Для определения того, что предположение предоставляет хорошое совпадения описания роста микробов в ПП. Модель должен быть проверен по предсказывающей способностью[9]. Проверку следовало бы проводить в питательной среде, но особенко лучше в реальном ПП.

Точность модели можно оценить графически, откладывая наблюденные значения против соответствующих значений вероятностной модели. Более того, среднеквадратичную (MSE) ошибку и значения R^2 также можно использовать в качестве индикации достоверности модели, когда она применяется для ПП. Росс(10) предложил указания по возможностям математических моделей, используемых в вероятносной микробиологии. Цель этих указаний заключалась в способности оценить достоверность таких моделей, когда они сравниваются с наблюденными, не использиванные для генерации модели, особенно в ПП, и следовательно оценить их utility помочь в решениях по качеству и безопасноста ПП. Дальнийшая цель заключалась в предоставлении простых и количественных измерений достоверности модели.

Заключение

Применение вероятностных моделей может быстро предоставляеть информацию и поэтому, является важный для ценить реальное значения и полезность предсказывающих моделей. Однако, важно подчеркнуть, что их применения не сможет полностью заменить микробный анализ образца или значения технических навыков и работу опытного микробиолога. Это можно описать следующим образом: модель является хорощим дискусионным партнером, дающим вам хорошую идею, указывая вам правильное направления, но подобно другим дискуссионным партнеромбывает не всегда прав. Она должна рассматриваться как один из инструментов, который дает решение, активный в сфере ПП, имеет свои позиции для консолидации их решений. (в табл. суммированы многие применения, предложенные для вероятностной пищевой микробиологии)

Абстракт (Резюме)

В статье приводится обзор литературных данных и сообственные суждения по вопросом математического моделирования качестве и безопосности ПП. За основу взят поведение микроорганизмов в различных условиях хранения и переработки сырья и продукции агропроизводства. Рассматриваются такжее условия и сферы применения различных типов (1-х,2-х,3-х) моделей вероятностной микробиологии.

Табл1: Возможные сферы применении вероятностной пищевой микробиологии

I. Анализ опасности и конгтроль крит.точек(HACCP)
1. Предворительный анализ опасности
2. Идентификация и установление критических контролных точек
3. Корректирующии действия
4. Оценка значений взаимодействие между переменными
II. Оценка риска
1. Оценка изменения числа микробов в цени производства
2. Оценка экспозиции к определенному патогену
III. Изучения условий жизни микробов
1. Предсказание роста специальных вредителей ПП.
2. Предсказание роста специальных потогенов в ПП.
IV. Исследование и разработка продукта

1. Эффект изменения состава ПП на пищевую безопосность и порчу ПП.
2. Влияние переработки на пищевую безопосность и порчу ПП.
3. Оценка влияния отклонений от специфических обстоятельств

V. Интегральная функция температуры и активные гигиенические дейсвия

1. Температурные последствия в цени охлаждения на безопосности и порчи ПП

VI. Обучение

1.Обучение технического и особенно не технического персонала

VII. Дизайн опытов

1. Число образцов, которые необходымо приготовить
2. Определение интервала между взятием проб.

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ИННОВАЦИОННОЕ РАЗВИТИЕ СЕВЕРНОГО МОНОГОРОДА КАК ОСНОВНОЕ НАПРАВЛЕНИЕ ДИВЕРСИФИКАЦИИ ЭКОНОМИКИ

Аннотация: статья посвящена изучению сущности инновационного развития северных моногородов как основного направления диверсификации экономики. В ней отражены аспекты инновационного развития моногородов. Помимо этого, в работе оценена роль инновационного развития для северных моногородов и рассмотрены направления их развития.
Ключевые слова: региональная экономика, моногорода, диверсификация экономики, инновационное развитие, направления развития.

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INNOVATIVE DEVELOPMENT OF THE NORTHERN MONOTOWN AS THE MAIN DIRECTION OF ECONOMIC DIVERSIFICATION

Annotation: the article is devoted to the study of the essence of innovative development of northern single-industry towns as the main direction of economic diversification. It reflects the aspects of innovative development of single-industry towns. In addition, the paper evaluates the role of innovative development for northern single-industry towns and considers the directions of their development.
Keywords: regional economy, single-industry towns, economic diversification, innovative development, development directions.

Моногород — это населенный пункт, основная часть работоспособного населения которого трудится на одном или нескольких (немногих) градообразующих предприятиях, как правило, одного профиля.

Можно сделать вывод, что если в моногородах возникают какие-либо проблемы на градообразующем предприятии, то в них складывается тяжелая финансовая ситуация, проявляющаяся в росте безработицы и спаде производства, что мешает их экономическому росту и развитию.

Также стоит отметить, что данная ситуация может являться следствием недостаточного финансирования основных социальных статей со стороны государства. Например, если государство не вкладывает достаточно средств в поддержку инфраструктуры моногорода и ее работоспособности, то это может привести к ветшанию всех объектов и разрушению городов.

Моногород может рассматриваться как целостное социально - экономическое образование, в неразрывной связи его социальных, экономических и инженерно-технических структур при безусловной приоритетности социально – демографических и, в целом, общегосударственных задач его развития.

Проблемы небольших моногородов и поселков городского типа заключаются прежде всего в том, что их настоящее и будущее полностью зависит от состояния и перспектив развития градообразующего предприятия – от политики собственника предприятия в отношении своего бизнеса, а также от политики государства в отношении моногородов

Специфической проблемой моногорода, препятствующей принятию комплексных решений по его выживанию и развитию, является проблема отсутствия реальных рычагов воздействия на градообразующие предприятия со стороны администрации моногородов, связанная с жесткой зависимостью города от политики, проводимой менеджментом и собственниками градообразующих предприятий. То есть, органы местного самоуправления не имеют права, в соответствии с действующим законодательством, оказывать влияние на решение по приватизации, банкротству и закрытию градообразующего предприятия, то есть на решения, определяющие судьбу моногорода и проживающего в нем населения.

В целях необходимой для устойчивого развития моногорода, особенно в период кризиса, координации работы по разработке и реализации стратегии и тактики стабилизации, выживания и развития моногорода, на его территории должен быть наделенный необходимыми полномочиями координатор в лице местной власти.

Все вышесказанное указывает на то, что объектом внимания федеральных государственных органов, требующим в той или иной форме федеральной поддержки в процессе выведения из кризиса и последующего развития должны стать все без исключения монофункциональные городские населенные пункты РФ, включая поселки городского типа, а судьбу их как особого типа населенных мест необходимо определять в рамках федеральной экономической, промышленной и социально- демографической и территориально – региональной политики с учетом ее военно-политических и геополитических аспектов. Промедление с финансированием этих объектов может привести к необратимым последствиям и разрушению городов.

Стоит отметить, что для осуществления инновационного развития северных моногородов с 2014 года свое существование начал Фонд развития моногородов, задачей которого является - содействие в развитии инфраструктуры и диверсификации экономики моногородов с целью стабилизации их социально-демографического и экономического статуса. Предметом деятельности Фонда развития моногородов является развитие моногородов с наиболее сложной социально-экономической ситуацией. Из 321 моногорода в России такими считаются порядка 100 в 30 субъектах федерации.

Также нельзя не сказать, что одной из основных задач Фонда является формирование и обучение управленческих команд по развитию моногородов. Фонд оказывает содействие в подготовке и участвует в финансировании инвестиционных проектов в моногородах. Фонд участвует в софинансировании расходов субъектов Российской Федерации и муниципальных образований для реализации проектов по строительству и реконструкции объектов инфраструктуры.

Одними из главных целей фонда являются: создание в моногородах с наиболее сложной социально- экономической ситуацией рабочих мест, не связанных с градообразующим предприятием, и привлечение в моногорода инвестиций путем реализации инфраструктурных и инвестиционных проектов.

Результаты деятельности фонда по развитию моногородов с 2015 по 2019 год можно оценить достаточно положительно: например, было создано 16 090 рабочих мест и привлечено 98,5 млрд. рублей инвестиций.

Можно сделать вывод, что в современное время происходит активное содействие в развитии инфраструктуры и диверсификации экономики моногородов с целью стабилизации их социально-демографического и экономического статуса.

Рассмотрим направления развития моногородов. Для этого отметим приоритеты региональной научно-технической и инновационной политики моногорода:

- Создание конкурентоспособной научно-технической продукции
- Сохранение и развитие научно - технического потенциала
- Формирование нормативно-правовой базы
- Создание организационного механизма научно-технической и инновационной деятельности

Необходимо сказать, что основными целями формирования региональной инновационной системы для сферы малого наукоемкого предпринимательства моногорода являются:

- Распространение и использование результатов научных исследований и разработок, а также новых технологий
- Создание механизмов и стимулов, направленных на развитие малых и средних инновационных предприятий, работающих в области коммерциализации технологий
- Поддержка развития базовых элементов инфраструктуры

При этом предстоит решить следующие задачи:

- Продолжить развитие соответствующей инфраструктуры
- Привлечь необходимые финансовые ресурсы

- Скоординировать действия всех участников региональной программы развития инновационной инфраструктуры и использовать возможности для международного сотрудничества
- Обеспечить концентрацию ресурсов регионального и федерального бюджетов

Также нельзя не отметить, что основными направлениями региональной инновационной политики являются:

- Формирование эффективной системы координирования и управления инновационными процессами
- Формирование принципов и механизмов стимулирования и активизации развития регионального потенциала инновационной сферы
- Регионализация научной деятельности на основе поддержки инновационного предпринимательства
- Активное внедрение инновационных технологий
- Создание предпосылок для расширения объема производства и сырьевых ресурсов
- Разработка мероприятий по обеспечению ресурсоэнергосбережения
- Избирательное развитие принципиально новых технологий с целью повышения экспортного потенциала области по наукоемкой продукции
- Интеграция научно-технического потенциала региона в международные связи на основе взаимного трансферта технологий и специалистов

Следовательно, можно сказать, что инновационная политика моногорода способна стать одним из рычагов экономики, благодаря которому можно будет преодолеть спады и застои в ее развитии, а также насытить рынок новой разнообразной и конкурентоспособной продукцией. Успех данной политики и ее эффективность будут зависеть от концентрации научно-технического потенциала региона на ключевых участках производства.

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ОСОБЕННОСТИ ОПЕРАТИВНОГО И СТРАТЕГИЧЕСКОГО УПРАВЛЕНИЯ ФИРМОЙ

Аннотация: Особенности оперативного и стратегического управления фирмой представлены через BSC (аббревиатура от «BALANCED SCORE CARD» - это система сбалансированных показателей – основа для информационного взаимодействия руководителя с подразделениями и должностными лицами организации). В успешных коммерческих компаниях оперативное бюджетирование служит одним из инструментов реализации стратегии. По сути, сформулированные собственниками и топ-менеджментом предприятия стратегические цели определяют то, какие именно показатели будут заложены в бюджеты. О том, как именно отразить цели бизнеса в бюджетах, – представим в нашей работе, акцентируя внимание на особенностях оперативного и стратегического управления.

Ключевые слова: BSC, ССП, «оперативное управление фирмой», «стратегическое управление фирмой», «BALANCED SCORE CARD» «система сбалансированных показателей».

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FEATURES OF OPERATIONAL AND STRATEGIC FIRM MANAGEMENT

Annotation: The features of the operational and strategic management of the company are presented through the BSC (abbreviation for "BALANCED SCORE CARD" - this is a balanced scorecard - the basis for informational interaction between the head and the divisions and officials of the organization).

In successful commercial companies, operational budgeting is one of the tools for implementing the strategy. In fact, the strategic goals formulated by the owners and top management of the enterprise determine which indicators will be included in the budgets. How exactly to reflect business goals in budgets - we will

present in our work, focusing on the specifics of operational and strategic management.
Key words: BSC, «operational management of the company», «strategic management of the company», «BALANCED SCORE CARD.

Особенности оперативного и стратегического управления фирмой в том, что можно напрямую увязать бюджеты со стратегическими целями можно с помощью сбалансированной системы показателей деятельности (ССП или BSC от англ. BALANCED SCORE CARD).

Есть несколько элементов ССП, которые оказывают непосредственное влияние на содержание бюджетов компании:

- перспектива «Финансы» – в ней собраны финансовые цели и показатели по компании (стратегической хозяйственной единице) в целом, которые напрямую отражаются в бюджетах с соответствующей аналитикой: статьи, номенклатура, клиенты и т. д. [1];
- декомпозиция ключевых показателей деятельности (аббревиатура: KEY PERFORMANCE INDICATORS, KPI) до уровня показателей (аббревиатура: PERFORMANCE INDICATORS, PI) отдельных центров финансовой ответственности (аббревиатура: «ЦФО»);
- процессы обратной связи, а другими словами – процедуры учета и контроля достижения KPI и PI;
- план стратегических мероприятий – по сути это комплекс мер, которые предстоит выполнить для достижения поставленных целей. Разумеется, у подобного плана будут свои финансовые показатели (как минимум предстоящие расходы), которые найдут свое отражение в бюджетах.

Теперь подробнее о влиянии каждого из этих элементов на подготовку и дальнейшую работу с бюджетами в системе оперативного и стратегического управления фирмой. Представим, как связаны бюджеты с перспективой «Финансы»: перспектива или, другими словами, группа целей «Финансы» в сбалансированной системе показателей будет у любой компании. Пример такой перспективы представлен на схеме:

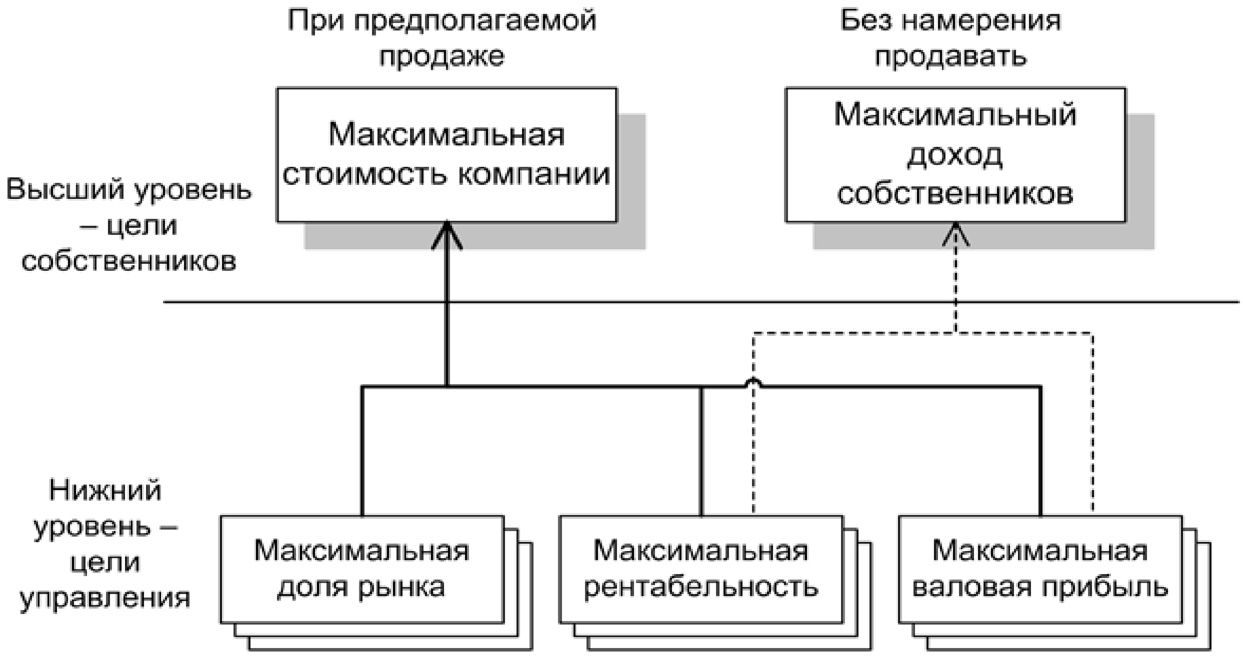

Схема. Перспектива «Финансы» карты целей верхнего уровня [2]

Как видно из схемы, перспектива представляет собой структуру финансовых целей, которые должна достичь компания для своих собственников. Степень же достижения целей характеризуется через ключевые показатели деятельности. Показатели для финансовых целей в подавляющем большинстве случаев финансово-экономические (исключениями могут быть натуральные показатели продаж или позиций на рынке, не включенные по каким-либо причинам в бюджеты), поэтому напрямую связаны с системой бюджетов. Примеры такой связи представлены в таблице 1.

Таблица 1. Связь целей и показателей перспективы «Финансы» с бюджетами [3]

№	Цель	Показатель (KPI)	Бюджет
1	Максимальная стоимость компании	Стоимость чистых активов компании	Бюджет по балансу
2	Максимальный доход собственников	– Дивиденды начисленные; – Дивиденды выплаченные	Бюджет распределения прибыли; Бюджет выплат акционерам
3	Максимальная доля рынка	Средневзвешенная доля рынка по основным категориям товаров	Бюджет продаж; Бюджет доходов от реализации
4	Максимальная рентабельность	Рентабельность основной деятельности	Бюджет доходов и расходов по основной деятельности
5	Максимальная валовая прибыль	Валовая прибыль, начисленная за период	

Пример особенностей оперативного и стратегического управления во взаимной увязке целей компании и бюджетов через ключевые показатели деятельности: собственники производственной компании хотят получить в течение трех ближайших лет дивиденды на сумму один миллиард рублей. При этом они считают приемлемым направить на выплату дивидендов лишь 40 процентов чистой прибыли, а оставшиеся 60 процентов реинвестировать в бизнес. С учетом таких требований владельцев компании, менеджментом были разработаны следующие ключевые показатели деятельности (см. таблицу 2):

Таблица 2. Цели и показатели верхнего уровня перспективы «Финансы»

№	Цель	Показатель (KPI)	Значения показателей, млн руб.			
			2021 год	2022 год	2023 год	Итого
1	Максимальный доход собственников	Дивиденды выплаченные	200	350	450	1000
2	Рост реинвестиций в бизнес	Объем реинвестиций	300	525	675	1500

Среднеотраслевой для рассматриваемой компании уровень рентабельности бизнеса составляет 12 процентов.

Желая быть несколько более эффективными, чем конкуренты, собственники планируют постепенный «отрыв» от них по рентабельности (см. таблицу 3):

Таблица 3. Динамика показателя «Рентабельность» перспективы «Финансы»

№	Цель	Показатель (KPI)	Значения показателя, %			
			2021 год	2022 год	2023 год	Итого
1	Максимизация рентабельности	Рентабельность основной деятельности	12	14	15	15

Исходя из показателей «Дивиденды выплаченные», «Объем реинвестиций» и «Рентабельность основной деятельности» менеджментом определяются требования к росту показателей «Валовая прибыль» и «Объем реализации» (см. таблицу 4):

Таблица 4. Динамика показателей «Валовая прибыль» и «Объем реализации» перспективы «Финансы»

№	Цель	Показатель (KPI)	Значения показателей, млн руб.			
			2021 год	2022 год	2023 год	Итого
1	Максимизация валовой прибыли	Валовая прибыль	500	875	1125	2500
2	Рост объема реализации	Объем реализации	4167	6250	7500	17 917

Как связаны бюджеты с декомпозированными показателями:

При создании ССП, после построения карты целей верхнего уровня (или еще можно встретить название «Карта генерального директора»), показатели этого самого верхнего уровня (KPI) раскладываются по центрам финансовой ответственности (ЦФО) на более детальные показатели (аббревиатура: PERFORMANCE INDICATORS, PI).

ЦФО на своем уровне и через свои бюджеты стремятся достичь спущенные им показатели (PI), при достижении которых выполняются и показатели более высокого уровня (KPI), и соответственно – компания приближается к выполнению поставленных целей.

Показатели центров ответственности в свою очередь связаны с их операционными бюджетами. Пример такой взаимосвязи представлен в таблице 5:

Таблица 5. Взаимосвязь декомпозированных показателей центров ответственности с бюджетами (фрагмент) [4]

Уровень компании			**Уровень центра ответственности**		
№	**Цель верхнего уровня**	**Показатель (KPI)**	**Декомпозированный показатель (PI)**	**ЦФО**	**Бюджет**
1	Максимальная рентабельность	Рентабельность основной деятельности	Доходы от реализации основной продукции	Центр дохода «Продажи»	Бюджет продаж
			Себестоимость реализации основной продукции	Центр затрат «Производство»	Бюджет производственной себестоимости
			Коммерческие расходы	Центр затрат «Продажи»	Бюджет расходов на реализацию
			Административные расходы	Центр затрат «Дирекция»	Бюджет административных расходов

Для производственной компании, о которой рассказывалось выше, был установлен ряд необходимых показателей: валовая прибыль, объем реализации и рентабельность. Этих данных достаточно, чтобы рассчитать общую сумму приемлемых расходов (объем реализации за вычетом валовой прибыли).

Следующий шаг – распределение этих суммарных расходов по бюджетам. Для этого компания воспользовалась экспертной оценкой руководителей центров ответственности и статистикой расходов.

Суть особенностей оперативного и стратегического управления в том, что менеджмент компании считает стратегически необходимым снижать в объеме затрат долю производственной себестоимости для увеличения расходов на рекламу, маркетинг и продвижение, то есть произойдет рост доли коммерческих расходов. Долю же административных затрат предлагается оставить на стабильном уровне.

В итоге значения показателей расходов по центрам ответственности, бюджетам и периодам распределились следующим образом -см. таблицу 6:

Таблица 6. Распределение значений показателей расходов по ЦФО, бюджетам и периодам [5]

Декомпозированный показатель (PI)	ЦФО	Бюджет	Тип показателя	Значения показателей			
				2021 год	2022 год	2023 год	Итого
Доходы от реализации основной продукции	Центр дохода «Продажи»	Бюджет продаж	Значение, млн руб.	4167	6250	7500	**17 917**
Справочно: Итого «Объем затрат»	–	**Консолидированный бюджет доходов и расходов**	**Значение, млн руб.**	**3667**	**5375**	**6375**	**15 417**
Себестоимость реализации основной продукции	Центр затрат «Производство»	Бюджет производственной себестоимости	Доля в затратах, %	70	65	60	–
			Значение, млн руб.	2567	3494	3825	**9886**
Коммерческие расходы	Центр затрат «Продажи»	Бюджет расходов на реализацию (БДР)	Доля в затратах, %	20	25	30	–
			Значение, млн руб.	733	1344	1913	**3990**
Административные расходы	Центр затрат «Дирекция»	Бюджет административных расходов	Доля в затратах, %	10	10	10	–
			Значение, млн руб.	367	538	638	**1543**

Как обеспечить учет фактических значений ключевых показателей:

Важный элемент сбалансированной системы показателей – это процессы обратной связи. Имеются в виду те бизнес-процессы компании, в ходе которых возникают фактические значения стратегических показателей. Такие процессы бывают двух типов:

- процессы достижения показателей – основные производственные процессы компании, в рамках которых реализуется стратегия и, как следствие, возникают и значения показателей ее достижения.

Пример: процесс «Продажи» – реализация этого процесса, кроме непосредственно отгрузки продукции покупателям, приводит к формированию фактического значения показателя «Доходы от реализации основной продукции»;

- процессы стратегического учета – процессы, специально созданные для учета значений стратегических показателей. Пример: процесс «Управленческий учет», в ходе которого учитывается, в частности, показатель «Коммерческие расходы».

Пример описания процессов, которые обеспечивают учет фактических значений стратегических показателей:

Менеджмент производственной компании, о которой шла речь в примере выше, оценив, какие показатели для него стратегически важны, определил список соответствующих процессов (см. таблицу 7. Процессы обратной связи).

Таблица 7. Процессы обратной связи

Декомпозированный показатель (PI)	**Процесс обратной связи**	**Тип процесса**
Доходы от реализации основной продукции	Процесс продаж	Процесс достижения показателей
Себестоимость реализации основной продукции	Процесс производственного учета	Процесс стратегического учета
Коммерческие расходы	CRM-учет	Процесс стратегического учета
Административные расходы	Управленческий учет	Процесс стратегического учета

Как влияет план стратегических мероприятий на бюджеты компании

В идеале разработка сбалансированной системы показателей завершается созданием плана стратегических мероприятий по достижению сформулированных целей. Такой план – это, по сути, портфель проектов по внедрению тех или иных критических для реализации стратегии инструментов управления.

При этом у любых проектов, и в том числе тех, которые входят в план стратегических мероприятий, есть различные параметры оценки эффективности. Часть этих параметров нефинансовые: затраченное время, отклонение фактических календарных сроков от плановых, оценка качества полученных результатов проекта. Но обязательно будут и финансовые параметры, которые найдут свое отражение в бюджетах. Например, проект «Внедрение системы стратегического учета» имеет четко заданные расходы, которые будут учтены в «Бюджете административных затрат».

Пример взаимосвязи плана стратегических мероприятий и бюджетов компании: в производственной компании разработан план стратегических мероприятий. Определены затраты на его реализацию (см. таблицу 8. План стратегических мероприятий).

Таблица 8. План стратегических мероприятий

№	Мероприятие	Бюджет, млн руб.	Критерий успеха
1	Постановка и внедрение автоматизированного управленческого учета	1,5	Автоматизированное формирование Управленческого баланса по плану и по факту
2	Постановка и внедрение автоматизированного CRM-учета	2	Автоматизированный расчет CRM-показателей по каждому Клиенту в онлайн-режиме
3	Автоматизация производственного учета	2,5	Функционирование автоматизированных рабочих мест на каждом производственном участке

Вывод: предлагаемый подход к определению особенностей оперативного и стратегического управления абсолютно универсален.

Технология увязки стратегических целей и бюджетов может быть с успехом использована как крупным холдингом, так и небольшим предприятием. Но для ее применения потребуется формализованная стратегия и сбалансированная система показателей.

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ПЕДАГОГИЧЕСКИЕ ПСИХОЛОГИЧЕСКИЕ ОСНОВЫ КУЛЬТУРНОЙ СТРУКТУРЫ ЧЕРЕЗ СОЦИАЛЬНЫЕ КОМПЕТЕНЦИИ У ВЗРОСЛЫХ ДЕТЕЙ В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ ОРГАНИЗАЦИЯХ

Аннотация: статья представляет собой исследование проблемы педагогических особенностей формирования культуры через социальные компетенции у детей дошкольного возраста на основе научных, теоретических, методических, социально-политических источников, анализ сложившейся ситуации на практике.

Ключевые слова: дошкольное образование, большая группа, культура, педагогика, социальная психология.

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PEDAGOGICAL PSYCHOLOGICAL BASIS OF CULTURAL STRUCTURE THROUGH SOCIAL COMPETENCES IN ADULT CHILDREN IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Resume: The article is a study of the problem of pedagogical features of the formation of culture through social competences in preschool children on the basis of scientific, theoretical, methodological, socio-political sources, analysis of the current situation in practice.

Keywords: preschool education, large group, culture, pedagogy, social psychology.

Человеческое развитие - очень сложный процесс. Это происходит под действием внешних воздействий, а также внутренних сил. К внешним факторам относятся природная и социальная среда, которая окружает человека, а также целенаправленная деятельность, направленная на формирование у детей определенных черт. Внутренние факторы включают биологические и генетические факторы. В процессе развития ребенок вовлекается в различные виды деятельности (игра, работа, учеба, спорт и т. Д.) И взаимодействует (с родителями, сверстниками, незнакомцами и т. Д.). При этом он проявляет определенную активность. Это помогает иметь определенный социальный опыт. Для каждого периода развития ребенка одно из занятий будет основным, ведущим. Один тип сменяется другим, но каждый новый вид деятельности возникает в рамках предыдущего. Общение важно для нормального развития ребенка с рождения. Только в процессе общения ребенок может овладеть человеческой речью. Это, в свою очередь, играет ведущую роль в деятельности ребенка и изучении окружающей среды. Характеристики детей 3-7 лет при реализации непрерывного духовного образования в системе дошкольного образования, включая развитие навыков управления своими эмоциями, появление навыков этичного управления своим поведением, появление личностных качеств, интереса к социальным мотивы и национальные традиции стремление к проявлению, потребность добиться успеха, чувство собственного достоинства, возникновение духовно-нравственного отношения к окружающим, развитие ведущих форм детской деятельности - общение, игры, упражнения, речь и основы духовности . Педагоги и родители учат детей этого возраста самосознанию в процессе основной деятельности, осваивают духовный и нравственный опыт взрослых через общение, наблюдение и имитацию, учат их оценивать свое поведение и поведение других, создавать новые мотивы посредством занятий и ролевые игры. создавать и укреплять, приобретать духовные и нравственные навыки, обучать правилам безопасности в повседневной жизни, давать представление о взрослых, их работе, профессиях, личных качествах разных профессий, игре, отношениях, семейных отношениях , необходимость заботы о близких, национальные и общечеловеческие ценности воспитываются через формирование качеств характера, эффективное использование национальных педагогических методов в воспитании детей и передовые достижения современных педагогов. На основе «Концепции непрерывного духовного образования», направленной на духовное воспитание детей 3-6 (7) лет, формирование личностных качеств, включая управление эмоциями, социальную мотивацию, интерес к национальным традициям, заботу о любимых один".

Разработка и реализация комплексных мероприятий, организация региональных тренингов, семинаров, форумов на базе передовых педагогических и информационных технологий, направленных на повышение знаний, навыков, компетенций и компетенций родителей и воспитателей в области воспитания детей, подготовленных для дошкольников спектаклей, песен и танцы, различные театрализованные представления, спектакли, национальные игры, узбекские народные сказки, легендарные герои, наши великие предки, древние национальные архитектурные памятники, природа Узбекистана, порядок оформления и оснащения на основе национальной символики, умственные и активные игры направлена на формирование у девочек духовно-нравственных качеств, таких как смелость, национальная гордость, решительность, предприимчивость, ария, скромность, скромность, довольство, трудолюбие, мечтательность в детях, творческое мышление, творческие способности, внутренние способности, конструктивная игра Важно готовить молодых людей как совершенных людей, гармонично развитых личностей, формировать высокодуховную личность на всех этапах системы непрерывного образования, обеспечивать экологическое просвещение, личную гигиену, экологическое просвещение в природе. Социальность играет важную роль в социализации ребенка. Эта социальная среда постепенно усваивается ребенком. Если после рождения ребенок развивается преимущественно в семье, то его дальнейшее развитие происходит в новых и новых условиях - дошкольных учреждениях, школах, внешкольных образовательных учреждениях, различных местах отдыха. По мере взросления «территория» социальной среды расширяется. Чем больше окружения осваивает ребенок, тем больше он или она будет пытаться занять более широкую область круга. Ребенок всегда пытается найти среду, которая ему удобна, хорошо его понимает, уважительно относится к нему. Таким образом, он перемещается из одной среды в другую. Среда важна для процесса социализации, формирования ребенка, накопления им социального опыта. Личностная и социально-психологическая подготовка ребенка к школе - это формирование у него готовности к новым формам общения, новой социальной позиции - позиции ученика. Положение ученика по сравнению с положением дошкольного воспитателя требует, чтобы ребенок следовал новым для него правилам, связанным с другим положением в обществе. Эта личная готовность проявляется в уникальном отношении ребенка к школе, учителю и учебной деятельности, сверстникам, родственникам, самому себе. Используя современные технологии, педагог может искать собственные знания, самостоятельно изучать и анализировать и даже делать собственные выводы. В этом процессе педагог создает условия для развития, формирования, познания и воспитания личности и команда. так же как и руководство, действует как посредник. В современных инновационных процессах для решения задач, стоящих перед системой образования, они смогут усваивать новую информацию и оценивать свои знания, принимать необходимые решения, становиться независимыми и свободно мыслящими людьми. Поэтому роль и значение современных методов обучения и инновационных технологий в образовательном процессе в МТТ несопоставимы. Формирование культуры в дошкольном образовании через социальные компетенции у детей старшего возраста - Образование должно быть направлено на полное развитие личности, талантов, умственных и физических способностей ребенка. Образование должно подготовить ребенка к активной взрослой жизни в свободном обществе, чтобы родители, культурные необходимо воспитывать молодое поколение в духе уважения к их самобытности, языку и ценностям, культуре и ценностям других, чтобы гарантировать их образование и зрелость. В научно-исследовательской работе и дошкольном образовании говорилось выше. Проблема привития культуры через социальные компетенции у детей старшего возраста в дошкольном образовании не изучалась отдельно от всего образовательного процесса. В связи с этим мы назвали тему нашего исследования «Интеграция культуры через социальные компетенции у детей старшего возраста в дошкольных учреждениях".

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РАЗВИТИЕ У УЧАЩИХСЯ САМОСТОЯТЕЛЬНОСТИ И КОММУНИКАТИВНЫХ СПОСОБНОСТЕЙ КАК ОСНОВНАЯ ЦЕЛЬ ОБУЧЕНИЯ

Аннотация: Одной из задач современного образовательного процесса является подготовка специалиста, востребованного на рынке труда, компетентного, ответственного, свободно владеющего своей профессией. Для современного общества явно недостаточно только усвоения определенной суммы знаний по различным дисциплинам.

Ключевые слова: умение, проблемное обучение, студент, исследовательское обучение, навык, исследовательский поиск, проблемная ситуация, современное образование.

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DEVELOPMENT OF THE STUDENTS 'SELF-ASSESSMENT AND COMMUNICATIVE ABILITIES AS THE MAIN OBJECTIVE OF LEARNING

Annotation: One of the tasks of the modern educational process is to train a specialist who is in demand on the labor market, competent, responsible, fluent in his profession. For modern society, it is clearly not enough just to assimilate a certain amount of knowledge in various disciplines.

Key words: skills, problem learning, student, research training, skill, research search, problem situation, modern education.

Главная цель исследовательского обучения – формирование способностей самостоятельно, творчески осваивать и перестраивать новые способы деятельности в любой сфере человеческой культуры. В исследовательском обучении исследование выступает не просто набором методов и приемов учения, а является его содержанием и смыслом. У студентов, таким образом, формируется представление об исследовании не просто как о наборе частных когнитивных инструментов, позволяющих продуктивно решать познавательные задачи, а как о ведущем способе контакта с окружающим миром и даже шире – как стиле жизни.

Главная задача современного образования смещается с трансляции знаний на развитие у студентов потребностей и способностей эти знания добывать;

- студент не просто потребляет информацию, а сам порождает знание;
- сочетание продуктивных и репродуктивных методов обучения.

Далеко не всё, что следует освоить студенту, он должен открывать в ходе самостоятельного исследования. А потому использование исследовательских методов обучения должно сочетаться с применением методов репродуктивных. Образовательная программа, выстроенная в соответствии с идеей исследовательского обучения, состоит из трех компонентов, а, следовательно, включает три относительно самостоятельные подпрограммы:

1. Тренинг. Специальные занятия по приобретению студентами специальных знаний и развитию у них умений и навыков исследовательского поиска.
2. Исследовательская практика. Проведение студентами самостоятельных исследований и выполнение ими творческих проектов.
3. Мониторинг. Содержание и организация мероприятий, необходимых для оценки и управления процессом решения задач исследовательского обучения (мини-курсы, конференции, защиты исследовательских работ и творческих проектов и др.)

Подготовка специалиста, способного мыслить творчески, самостоятельно применять решения в трудных ситуациях, ориентироваться в информационном пространстве – приоритетное направление в современном образовании. Именно поэтому, ремесло преподавателя заключается в умении выбрать для себя оптимальный набор методов, средств и форм обучения, обеспечивающих эффективность учебного процесса, исходя из его целей и задач. Стоит отметить, что использования только традиционных методов не может полностью обеспечить формирование исследовательских умений и навыков студентов. Целесообразно обращаться к таким приемам и методам, как технологии коллективного способа обучения, игры (интеллектуально-познавательные, развивающие, деловые, ролевые), исследования, работа с источниками, диспуты, выполнение развивающих комплексных заданий и лабораторно-практических работ. Преподаватель не должен быть только источником знания, он должен стать организатором процесса обучения, главная цель которого – формирование у студентов исследовательских умений и навыков. Центральное место в процессе формирования необходимых компетенций занимают дисциплины по изучения информационных технологий. Однако не стоит забывать, что ни компьютер, ни информационные технологии сами по себе не способны сформировать у студентов присущие им качества, они являются лишь вспомогательными средствами решения мировоззренческих задач, а найти эти решения студент может лишь с помощью грамотного, творчески работающего преподавателя. Следовательно, задачей преподавателя на уроках информатики является формирование у студентов информационной компетентности – одного из основных приоритетов в современном общем образовании, который носит обще-учебный и обще-интеллектуальный характер. При использовании традиционной методики преподавания вся нагрузка ложится на преподавателя, нагрузка студентов минимальна в плане учебной деятельности. Преподаватель при такой методике преподавания играет роль "Умельца", то есть он передает предмет, который он знает, не давая возможность студентам самим формировать навыки поисковой, исследовательской и других деятельностей на учебных занятиях. Другими словами, студенты приходят на уроки, чтобы получить весь готовый материал, не прилагая усилий на его поиск, обработку. Они при такой методике проведения занятий затрудняются в будущем времени искать, добывать какие – то знания самостоятельно, затрудняются самостоятельно делать выводы, доказывать свою точку зрения, другими словами, "не умеют работать" с информацией. Такой методики преподавания дисциплины недостаточно для более качественного усвоения материала. Приходится искать новую методику преподавания.

Проблемное обучение является одним из основных методов, который использует преподаватель информатики и информационных технологий для формирования исследовательских умений и навыков у студентов. Сегодня под проблемным обучением понимается такая организация учебных занятий, которая предполагает создание под руководством преподавателя проблемных ситуаций и активную самостоятельную деятельность студентов по их разрешению, в результате чего и происходит творческое овладение профессиональными знаниями, навыками, умениями и развитие мыслительных способностей. Не так важно приобретенное знание, как развитие способности мышления. Начальным моментом мыслительного процесса обычно является проблемная ситуация. Это познавательная задача, которая характеризуется противоречием между имеющимися знаниями, умениями, отношениями и предъявляемым требованием. Мыслить человек начинает, когда у него появляется потребность что-то понять. Мышление обычно начинается с проблемы или вопроса, с удивления или недоразумения, с противоречия. Сама проблема идет впереди знаний студентов, она принуждает их искать и находить нужную информацию, получать знания из различных источников информации.

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КОМПЛЕКСНАЯ ОЦЕНКА ТУРИСТИЧЕСКИХ И РЕКРЕАЦИОННЫХ ПОТЕНЦИАЛ КАШКАДАРЬИНСКОЙ ОБЛАСТИ

Аннотация: При оценке туристического потенциала важно всесторонне оценить туристические ресурсы, географическое положение и другие важные факторы региона. В статье использованы несколько методов исследования: межрегиональный подход, географически-сравнительный, картографический, социологический и статистический анализ, а также научная литература и статьи, а также туристические карты. На региональном уровне проанализирована комплексная оценка памятников природного, экономического и материально-культурного наследия Кашкадарьинской области, занимающей особое место в развитии туризма в Узбекистане с точки зрения рекреационного ресурсного потенциала.

Ключевые слова:. рекреация,, потенциал, рекреационный ресурс, зонирование, туристическая инфраструктура, минеральные воды, средства размещения, хостель, инвестиция.

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COMPREHENSIVE ASSESSMENT OF TOURIST AND RECREATION POTENTIALS OF KASHKADARYA REGION

Abstract: When assessing the tourist potential, it is important to comprehensively assess the tourist resources, geographical location and other important factors of the region. The article uses several research methods: an interregional approach, geographic-comparative, cartographic, sociological and statistical analysis, as well as scientific literature and articles, as well as tourist maps. At the regional level, a comprehensive assessment of monuments of the natural, economic and material and cultural heritage of the Kashkadarya region, which occupies a special place in the development of tourism in Uzbekistan from the point of view of the recreational resource potential, has been analyzed.

Key words: recreation, potential, recreational resource, zoning, tourist infrastructure, mineral waters, accommodation facilities, hostel, investment.

Введение. Развитие туристической индустрии в стране требует оценки туристического потенциала региона, выявления его возможностей и существующих проблем в развитии туризма, комплексной оценки туристско-рекреационных ресурсов, разработки различных проектов и решений. При комплексной оценке экономического развития региона оценивается инвестиционный климат, внешнеэкономическая деятельность и экономический потенциал регионов, а также развитие транспортной сети и вопросы обеспечения необходимыми условиями для проживания.

Оценка туристско-рекреационного потенциала региона требует комплексного исследования с использованием различных методов, межрегионального подхода, методов сравнительно-географического, картографического, социологического и статистического анализа и других методов.

Сегодня сфера услуг, в том числе в развитых странах, стала ведущей отраслью национальной экономики, то есть основным создателем ВВП. Структурно они направляют нашу экономику на развитие внутреннего и зарубежного туризма, более эффективное использование туристических ресурсов и туристско-рекреационного потенциала, его комплексную оценку, изучение и внедрение современных инновационных социально-экономических инструментов устойчивого развития. В этой связи, очевидно, что туристические и рекреационные услуги имеют особое место и значение.

Цель и задачи работы. Основная цель данного исследования - комплексная оценка рекреационного потенциала природных, климатических, социально-экономических, материальных и культурных памятников и инфраструктуры Кашкадарьинской области, играющей важную роль в социально-экономическом развитии страны, и разработка научно-практических предложений.

Основная часть. При оценке туристско-рекреационного потенциала региона необходимо разработать комплекс мероприятий, направленных на выявление туристско-рекреационных ресурсов, возможностей и проблем развития туризма, рационального использования и целесообразности существующих туристско-рекреационных ресурсов, разработать различные проекты и экономические решения для развития регионального туризма [1; с.116]. Оценка туристско-рекреационного потенциала региона включает в себя всестороннее изучение данного вопроса при помощи комплексного исследования, межрегионального подхода, эколого-географического, сравнительно-географического, картографического, социологического и статистического методов анализа [2; с.275-276].

Теоретические основы оценки туристско-рекреационного потенциала разработаны в 70-х годах XX века российскими учеными В.С. Преображенским, Ю. А. Ведениным и Н. Н. Мирошниченко [3], А. Г. Исаченко [4] Д. Л. Арманд [5], Л. Я. Мухиной [6], Мироненко Н.С., И.Т. Твердокслебовым [7], А.Г. Исаченко [8], Н. С. Позднее при изучении этих проблем Ю.А. Худеньких [9], А.А. Сафарян [10] и другие разработали теоретические и практические методы оценки рекреационного потенциала региона.

При оценке туристического потенциала важно оценить туристические ресурсы региона, географическое положение и другие соответствующие факторы. Учитываются географические, природно-климатические, демографические исследования, планирование тенденций и прогнозы их изменений в развитии межрегионального и субрегионального туризма, планирование развития объектов туристической индустрии, инвестиции в туристическую отрасль и т. д. [1; с.28].

Оценка климатических условий территории Кашкадарьинской области при организации туризма и отдыха также нашла отражение в работе А.Х. Юсупова (1995). Одним из характерных факторов для южных регионов Узбекистана является неустойчивая погода. Это наблюдается в термальном воздухе, особенно на орошаемых территориях. В Мубарекском, Дехканабадском, Китабском, Шахрисябзском районах повторение непогоды встречается редко, что составляет 2-10%. В Каршинском и Гузарском районах погода переменчивая и умеренная.

А.Х. Юсупов выделяет широкие и перспективные зоны (Гиссар-Кухитанг, Гузар-Дехканабад) и районы (Термез-Денов, Келиф-Шерабад и Карши) в развитии курортных сетей на юге Узбекистана. В рекреационных целях по природно-климатическом районировании южных регионов Узбекистана он выделяет 6 регионов: 1. Термез-Дейнов, 2. Бабатаг. 3. Келиф-Шерабад. 4. Гисар-Кохитанг. 5. Карши. 6. Гузар-Дехканабадский район. Развитие курортной сети в 1, 3 и 5 районах ограничено, 2 - малоперспективное, 4, 6 районы являются перспективными направлениями для развития курортной сети [12; с.12].

Медицинский и оздоровительный туризм играет особую роль в развитии внутреннего и международного туризма, а гидроминеральные ресурсы имеют важное значение в развитии этого вида туризма. Кашкадарьинская область богата минеральными водами подземных вод и лечебными грязями, которые очень разнообразны и распространены практически по всей области.

Минеральные воды широко используются в лечебно-профилактических мероприятиях, что позволяет учитывать их, а также источники климатического отдыха и лечебные грязи, представляют необходимую основу для развития медицинского и лечебного туризма [13; с.102]. Минеральные воды - это сложные химические растворы, которые содержат различные химические и биологические компоненты или обладают какими-либо определенными физическими свойствами, оказывающими лечебное воздействие на организм человека.

Кашкадарьинская область богата лечебныеми подземными водами - гидрокарбонат натрия на северо-востоке Карши, в Мубарекском районе, углеводородно-натриево-йодно-бромные минеральные воды в селе Ходжахайрон Касбинского района, углеводородно-натриево-натриево-щелочные йодно-бромные минеральные воды в северном Майманаке, хлоридо-натриевые, хлоридо-натрий-йодо-бромные минеральные воды в

Кокдале, Яккабагском районе, родоновые (70 °С) термальные минеральные воды в селе Алачабоб Касанского района, хлоридно-кальций-йодно-железные минеральные воды в Шуртане, хлоридно-кальциево-йодно-железные в селе Зеварда Миришкорского района, хлоридно-кальциево-гидрокарбонатные минеральные воды обнаружены в Орта-Булаке, сульфатно-натриевые воды в Нишанском районе, сульфатно-натриево-йодобромоксидные минеральные воды на участке Юлдузкок Шахрисабзского района, сероводородные минеральные воды в селах Консой и Ходжаипок Дехканабадского района. По температуре минеральные воды можно разделить на 6 категорий: очень холодные (<4 °С), холодные (4-20 °С), горячие (20-37 °С), термальные (37-42 °С), высокая термическая (> 42 °С), очень горячая (> 100 °С). Термальные минеральные воды удобны и ценны для бальнеологического использования.

Месторождения лечебных грязей, в составе которых содержатся сульфиды, различные соли, микроэлементы, встречаются в селе Ходжаипок Дехканабадского района и в селе Шурсой Шахрисабзского района. Такие месторождения лечебных грязей широко распространены в области, но пока мало изучены. Сегодня в области функционируют 11 санаториев. Из них 3 в Шахрисабзском районе, 1 в Шахрисабзе, 2 в Китабском районе, 1 в Яккабагском районе, 2 в Карши 1 в Касанском районе и 1 в Мубарекском районе. Количество мест в них - около 1500.

Учтены виды природных ресурсов, их распределение по регионам и степень доступности природных туристических ресурсов, и в результате сравнительно-картографического анализа все районы области были разделены на четыре группы по уровню удобства: Китаб, Шахрисабзский, Яккабагский районы - очень удобные, Камашинский, Декканабадский, Чиракчинский районы - удобные, Каршинский, Касанский, Гузарский районы - умеренно благоустроенные и районы Нишан, Касби, Мубарек, Миришкор - разделены на неблагоустроенные группы. В целях развития туризма в регионах, создание средних и малых гостиниц, гостевых домов, кемпингов, санаториев, домов отдыха, детских лагерей, санитарных и торговых точек будет способствовать дальнейшему увеличению туристического потенциала.

Городские и сельские районы Кашкадарьинской области целесообразно разделить на следующие 3 группы по потенциалу материального и культурного туризма. Высокий потенциал (более 150) - Яккабагский, Шахрисабзский, Китабский районы, средний потенциал (50-150) - Карши, Гузар, Касби, Касан, Чиракчи, Камаши, Каршинский район, Шахрисабз, в группу с низким потенциалом (менее 50) входят Дехканабад, Миришкор , Мубарекский, Нишанский районы [14; с.69-70] (Таблица 1).

Из таблицы видно, что большинство городских и сельских территорий Кашкадарьинской области (53,3%) относятся к группе со средним потенциалом по материальному и культурному туристскому потенциалу. Следует отметить, что в эту группу входят и новоосвоенные районы пустынной зоны Каршинской степи.

1-таблица

Группировка городских и сельских территорий по потенциалу культурно-туристического отдыха, 2019 г.

Группы *	Городские и сельские районы		Название городского и сельского районы	Всего объектов материального культурного наследия	
	кол-во	%		кол-во	%
I - высокий потенциал (более 150)	3	20,0	Яккабаг, Шахрисабз, Китаб	554	42,2
II - средний потенциал (50–150)	8	53,3	Карши, Гузар, Касби, Касан, Чиракчи, Камаши, г. Карши, г. Шахрисабз	684	52,2
III - Низкий потенциал (менее 50)	4	26,6	Дехканабад, Миришкар, Мубарак, Нишан	73	5,5
По областам	15	100,0		1311	100,0

Таблица составлена автором.

*Количество объектов материального культурного наследия.

Также, если города и районы, относящиеся к группе 1, демонстрируют высокий потенциал в этом отношении, то городские и сельские округа 3- ей группы, наоборот, характеризуются низким туристическим потенциалом.

Для оценки влияния историко-культурного туризма на развитие устойчивого и внутреннего туризма можно использовать показатель плотности памятников истории и культуры в регионе на городском и районном уровнях. По состоянию на январь 2019 года в Кашкадарьинской области зарегистрировано 1311 памятников (объектов) историко-культурного наследия. Из них 1041 памятник археологии, 200 памятников архитектуры, 43 памятника монументального искусства, 27 достопримечательностей. Когда мы разделили их по площади городов и районов на 100 км^2, плотность была следующей: если наибольшая плотность приходится на Яккабагский район - 21,5 на каждые 100 км^2, то в других районах она составляет соответственно 9,6- в Шахрисабзском районе, 9,0 -в Китабском районе, 14,0 -в Каршинском районе, 4,1- в Гузарском районе, 14,6- в Касбинском районе. 4,9 – в Касанском районе, 2,7- в Чиракчинском районе, 2.5 – в Камашинском районе, 59- в городе Карши, 58 – в городе Шахрисабзе, 1,0- в Дехканабадском районе, 0,5- в Миришкорском районе, 0,2- в Мубарекском районе, 0,3 – в Нишанском районе. (таблица 2).

2-таблица

Плотность памятников истории и культуры на 100 км^2 в городах и районах Кашкадарьинской области

№	Города и районы	Общее количество памятников истории и культуры	Плотность памятников истории и культуры
1	Яккабагский район	237	21,5
2	Шахрисабзский район	159	9,6
3	Китабский район	158	9,0
4	Каршинский район	128	14,0
5	Гузарский район	109	14,.0
6	Касбинский район	95	14,6
7	Касанский район	92	4,9
8	Камашинский район	66	2,5
9	г. Карши	59	59
10	г. Шахрисабз	58	58
11	Чиракчинский район	77	2,7
12	Дехканабадский район	40	1,0
13	Миришкарский район	18	0,5
14	Мубаракский район	8	0,2
15	Нишанский район	7	0,3
	По областам:	1311	13,1

Таблица составлена авторами.

В масштабах страны инвестиционная привлекательность играет важную роль в оценке экономического потенциала региона. Инвестиции играют важную роль в привлечении капитала на предприятия в этой стране, развитии производства и обеспечении экономического роста. Можно рассмотреть экономический облик страны или региона, динамические процессы и характеристики в инвестиционном секторе. Инвестиционная привлекательность региона оценивается по двум показателям: инвестиционный потенциал и инвестиционный риск. Инвестиционный потенциал определяет долю региона на рынке страны, и инвестиционный риск также может создать проблемы для инвесторов на региональном уровне. Следует отметить, что общий инвестиционный потенциал состоит из 9 частей: рабочая сила, финансы, производство, потребительская, институциональная, инфраструктурная, природные ресурсы, туризм и инновации. Если кратко проанализировать классификацию регионов по инвестиционному потенциалу каждого региона, можно сделать следующие выводы.

Развитие туристической инфраструктуры является важным экономическим показателем туристско-рекреационной привлекательности региона. Важнейшая составляющая туристической инфраструктуры – это средства временного размещения туристов. Основу туристической инфраструктуры составляют объекты размещения, то есть любой объект, предоставляющий услуги временного размещения.

К объектам размещения относятся гостиницы, туристические базы и комплексы, дома и зоны отдыха, пансионаты, кемпинги, мотели, гостевые дома, частные дома, юртовые и палаточные городки, санатории и другие объекты, где предоставляются гостиничные услуги (услуги по размещению), а также размещение включает наземный транспорт, оборудованный для проживания.

В области функционируют 53 гостиницы, состоящих из 1275 номеров на 2426 мест. По регионам - в Карши - 25 гостиниц, 11- в Шахрисабзе, 3 - в Мубарекском районе, 3 - в Китабском районе, 2- в Касанском районе, 2 -в Гузарском районе, 1- в Нишанском районе, 2 - в Дехканабадском районе, 1 -в Камашинском районе, 1- в Шахрисабзском районе, 1 - в Чиракчинском районе и 1 гостиница в Каршинском районе. Также имеются 47 гостевых домов: 6 - в Карши, 37 - в Шахрисабзе, 2 - в Китобском районе, 1 - в Шахрисабзском районе и 1 - в Чиракчинском районе. В гостевых домах 187 номеров и 366 мест (таблица 3).

3-таблица

Количество и расположение гостиниц и аналогичных средств размещения в городах и районах Кашкадарьинской области

№	Города и районы	Все	Шундан									
			Гостиницы		Семейные гостевые дома		Хостеллар		Количество санаториев		Количество баз отдыха и туризма	
			кол-во	кол-во мест	кол-во	кол-во мест	кол-во	кол-во мест	кол-во	кол-во мест	кол-во	кол-во мест
1	г.Карши	35	25	1298	6	30	2	165	2	188	-	-
2	г.Шахрисабз	49	11	583	37	318	-	-	1	80	-	-
3	Китаб	9	3	72	1	10	-	-	2	308	3	745
4	Мубарак	5	3	72	-	-	1	20	1	40	-	-
5	Гузар	2	2	48	-	-	-	-	-	-	-	-
6	Касан	3	2	42	-	-	-	-	1	200	-	-
7	Дехканабад	2	2	57	-	-	-	-	-	-	-	-
8	Шахрисабз	14	1	120	2	28	-	-	3	562	8	1986
9	Карши	3	2	86	-	-	-	-	-	-	1	236
10	Камаши	1	1	25	-	-	-	-	-	-	-	-
11	Чиракчи	3	1	10	1	10	-	-	-	-	1	278
12	Нишан	1	1	36	-	-	-	-	-	-	-	-
13	Яккабаг	7	-	-	-	-	-	-	1	70	6	1489
14	Миришкар	-	-	-	-	-	-	-	-	-	1	-
15	Касби	-	-	-	-	-	-	-	-	-	-	-
	Все	**134**	**53**	**-**	**47**	**-**	**3**	**-**	**11**	**-**	**20**	**-**
	Количество мест			**2426**		**386**		**185**		**1448**		**4734**

Таблица составлена автором

При оценке 134 гостиниц и аналогичных объектов размещения в области самые высокие показатели в городах Шахрисабз и Карши, средние - Шахрисабзском, Китабском, Яккабагском районах, низкие – в Мубареке, Гузаре, Касане, Чиракчи, Дехканабаде, Каршинском, Нишанском, Камашинском, Миришкорском, и Касбинском районах. В районах со средним и низким доходом целесообразно строить средние и малые гостиницы, гостевые дома, кемпинги, мотели, лужайки, кафе, рестораны и магазины.

Уровень развития транспортного сектора также является важным фактором развития туристической индустрии. Строительство железной дороги Ташгузар-Байсун-Кумкурган в Кашкадарьинской области и организация участия электрифицированных скоростных поездов между городами Ташкент-Карши, Карши-Китаб, Ташкент-Карши-Термез создали большие удобства для туристов. Электрификация железнодорожной системы, проходящей через регион в Сурхандарьинскую область, и увеличение количества станций также будут способствовать перемещению туристов, а строительство железных дорог, въезжающих в страну и выезжающих из страны через соседние регионы, может увеличить международные туристические потоки. Кроме того, прохождение через регион международных и национальных дорог увеличит поток туристов.

Основными проблемами туристической инфраструктуры являются плохое состояние этих транспортных маршрутов, низкий уровень гостиниц, размещения и услуг, а также очень низкий уровень финансирования туризма в регионах. На сегодняшний день в регионе реализуются более 30 туристических инвестиционных проектов, в том числе в Карши и Шахрисабзе, Каршинском районе, Касане, Мубареке, Шахрисабзском районе, Китабе, Яккабаге, Чиракчи, Нишанском и Дехканабадском районах. К сожалению, в Миришкорском, Касбинском, Камашинском и Гузарском районах нет ни одного проекта. В городе Карши ведётся строительство Аквопарка и оздоровительного центра, реализуются 16 проектов в зоне отдыха Чаман на побережье Кашкадарьи, осуществляется проект Ecotour в Шахрисабзском районе совместно с государством Казахстан на сумму 1 миллион 700 тысяч долларов США, ведётся работа по организации кемпингов в Каршинском, Касанском и Яккабагском районах ООО «Соф хизмат» совместно с Турцией на сумму 1,3 млн. долларов, на базе лечебной гидрокарбонатно-натриевой термальной (42 °С) минеральной воды местными инвесторами ведётся строительство оздоровительного центра в Мубарекском районе, начато строительство подвесной дороги протяжённостью 5 км до пещеры Амир Темира в селе Тарагай Чиракчинского района. Также местными инвесторами планируется реализация проектов по строительству в селе Ходжаипок Дехканабадского района и в селе Шуркуль (Солёное озеро) в Нишанском районе оздоровительных центров на основе горячего (37 °С) минерального озера Кансай (минерализация 275 0/00) и лечебных грязей. Ведётся работа по развитию этнотуризма в селах Гилян и Куль Шахрисабзского района, экотуризма в селах Сарчашма и Сувтушар, агротуризма в селах Варганза и Хазрати Башир Китабского района, экстремального туризма в селах Татар, Зармаст и Вори Яккабагского района. Строятся гостевые дома, кемпинги, создаются необходимые условия по организации дополнительных услуг на широтной станции по направлению астрономического туризма на территории

Китабской широтной станции, а город Шахрисабз будет преобразован в бренд «Город фестивалей» в направлении MICE-туризма.

Выводы. На основе междисциплинарного статистического анализа каждого региона была произведена комплексная оценка туристического потенциала для устойчивого развития туристической индустрии, что имеет большое значение в развитии туризма в регионе. В городах Карши и Шахрисабз, Китабском, Шахрисабзском и Яккабагском районах, богатых объектами историко-культурного туризма, паломничества, имеющими необходимые условия для этно, агротуризма, горного туризма, экотуризма и рекреационные ресурсы желательно на базе субъектов хозяйствования и государственно-частного партнерства увеличить число больших и малых объектов (гостиницы, гостевые дома кемпинги, мотели, санатории, дома отдыха, детские лагеря, кафе и рестораны, санузлы, торговые и транспортные услуги). При этом особое внимание необходимо уделить организации отелей с учётом местных традиций, обычаев, менталитета.

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ОПЫТ КОМБИНИРОВАННОЙ АНТИГИПЕРТЕНЗИВНОЙ ТЕРАПИИ У БОЛЬНЫХ С МЕТАБОЛИЧЕСКИМ СИНДРОМОМ

Аннотация: Метаболический синдром (МС) представляет собой комплекс факторов риска сердечно-сосудистых заболеваний и сахарного диабета (СД) типа 2. Основными компонентами МС являются артериальная гипертензия (АГ), ожирение, нарушения углеводного и липидного обмена. В настоящее время в большинстве стран мира наблюдается тенденция роста заболеваемости МС.

Прогностическое значение МС определяется мощным влиянием многочисленных факторов кардиоваскулярного риска, коррекция которых представляется важным направлением лечебно-профилактических мероприятий. Не вызывает сомнений тезис о том, что коррекция уровня артериального давления (АД) при МС должна проводиться параллельно с тщательным контролем уровня глюкозы плазмы, общего холестерина, массы тела и других факторов риска.

Ключевые слова: анти-гипертензивные препараты, воспаления, метаболический синдром.

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EXPERIENCE OF COMBINED ANTIHYPERTENSIVE THERAPY IN PATIENTS WITH METABOLIC SYNDROME

Resume: Metabolic syndrome (MS) is a complex of risk factors for cardiovascular diseases and type 2 diabetes mellitus (DM). The main components of MS are arterial hypertension (AH), obesity, disorders of carbohydrate and lipid metabolism. Currently, in most countries of the world, there is a tendency for an increase in the incidence of MS.

The prognostic value of MS is determined by the powerful influence of numerous cardiovascular risk factors, the correction of which seems to be an important area of therapeutic and prophylactic measures. There is no doubt about the thesis that the correction of blood pressure (BP) in MS should be carried out in parallel with careful control of plasma glucose levels, total cholesterol, body weight and other risk factors.

Key words: antihypertensive drugs, inflammation, metabolic syndrome.

Актуальность. За последние годы опубликованы результаты нескольких крупных проспективных исследований, свидетельствующие о пользе жесткого контроля АД. Именно такая тактика приводит к максимальному снижению частоты сердечно-сосудистых осложнений и смертности. Согласно рекомендациям Европейского общества кардиологов, целевые уровни АД должны быть ниже 140/90 мм рт. ст., тогда как у лиц с сахарным диабетом и метаболическим синдромом эти величины еще ниже - 130/80 мм рт. ст. [1].

Достижение целевых уровней АД с помощью одного антигипертензивного препарата возможно лишь у 30-40% больных с мягкой и умеренной АГ. Так, в исследованиях ALLHAT, INVEST, LIFE и STOP применение комбинации двух и более препаратов привело к достижению целевых уровней АД в среднем на 78% [2]. По данным исследования РОСА, лечение больных с АГ в России характеризуется частой и не всегда обоснованной сменой препаратов и более редким применением комбинации лекарств, что уменьшает возможность достижения целевого уровня АД и приверженности больных лечению [3].

Вопросы рациональной фармакотерапии, оптимального выбора ЛС при различных заболеваниях имеют особую актуальность[2,5,7]. Это определяется, с одной стороны, расширением фармацевтического рынка и появлением большого количества новых ЛС, с другой - увеличением распространенности различных коморбидных состояний, которые во многом затрудняют проведение лекарственной терапии и требуют особого внимания к контролю эффективности и профилю безопасности ЛС[4,6,7].

В последние десятилетия во всем мире отмечается неуклонный рост распространенности МС, который объединяет в себе комплекс сердечно-сосудистых факторов риска: абдоминальное ожирение, артериальную гипертензию (АГ), дислипидемию, инсулинорезистентность. По данным различных авторов, среди лиц старше 30 лет распространенность МС составляет 10-30%, причем у женщин МС встречается в 2,4 раза чаще, чем у мужчин [1,3,5].

Цель исследования. Целью исследования является достижение целевого уровня АД у больных с метаболическим синдромом с применением двух антигипертензивных препаратов, а также изучение их системных метаболических эффектов.

Материалы и методы исследования. Исходно 100 больных АГ и/или ожирением в возрасте 35-59 лет прошли скрининг с целью выявления метаболического синдрома.

Результаты исследования. Исходные показатели маркеров воспаления и инсулинорезнстентности у больных АГ с метаболическим синдромом.

У больных АГ с МС исходный уровень ЬвСРБ составил 3,37 (2,3;6,4) мг/л, что на 36,5% выше аналогичного показателя в группе контроля (p=0,001). Уровень 1САМ-1 исходно составил 331,6 (297,3;396,4) нг/мл, что достоверно выше на 29,2% аналогичного показателя в группе контроля (p=0,003). Исходный показатель индекса HOMA составил 3,82 (2,93;4,40), что превышает аналогичный показатель на 45,3% (p=0,006)

Основной задачей настоящего исследования было достижение целевых уровней АД с применением ступенчатой схемы антигипертензивной терапии. Согласно классификации ВОЗ/МОАГ(1999), три четверти больных с МС имели АГ I степени, а одна четверть - АГ II степени. Наряду с этим у 11 (55%) больных с МС, по данным анамнеза и инструментальных исследований (опросника Роуз, представленным медицинским документам и ЭКГ в покое), выявлена ИБС (перенесенный инфаркт миокарда и/и стенокардия напряжения ФК I-II ст). При этом до исследования антигипертензивную терапию получали 40% больных с МС, липидснижающую - 25% и антиагрегантную - 25%.

Согласно протоколу исследования, на первом этапе пациенты получали спираприл 6 мг/сут, через 4 недели при недостижении целевого уровня АД к базовой терапии добавляли второй препарат - нифедипин ретардной формы в дозе 40 мг/сут. На фоне 4-недельной монотерапии спираприлом систолическое АД (САД) достоверно снизилось на 7%, диастолическое АД (ДАД) - на 8,9%, что сочеталось с достижением целевого уровня АД (< 130/85 мм рт. ст.) у 55% пациентов с МС. Добавление нифедипина-ретарда к спираприлу привело к снижению САД на 11% и ДАД - на 14% от исходного уровня.

В нашем исследовании для достижения целевого уровня АД в качестве второго препарата была использована ретардная форма нифедипина. В экспериментальных и клинических исследованиях было показано, что антагонисты кальция - дигидропиридины пролонгированного действия - обладают антиатеросклеротическим эффектом, способствуют снижению гипертрофии левого желудочка и микроальбуминурии [17]. В исследованиях ALLHAT, ELSA И STONE было показано, что антагонисты кальция пролонгированного действия не уступают ингибиторам АПФ, диуретикам и бета-блокаторам в плане снижения сердечно-сосудистых осложнений [2]. В исследование INSIGHT у пациентов (n=6321) с высоким коронарным риском, получающих нифедипин GITS частота развития диабета оказалась достоверно меньшей по сравнению с диуретиками [2]. Выбор ретардной формы нифедипина обусловлен еще и тем, что у 55% больных с МС была диагностирована ИБС (перенесенный инфаркт миокарда и/или стенокардия напряжения).

По итогам 3-месячного исследования у 18 (90%) пациентов с МС были достигнуты целевые уровни АД. Анализ полученных результатов свидетельствует, что у 11 больных этот эффект был получен на фоне монотерапии спираприлом 6 мг/сут, тогда как на промежуточном этапе 9 больным с МС был назначен нифедипин-ретард 40 мг/сут.

Несмотря на то, что пациенты получили устные рекомендации по изменению образа жизни (соблюдение диеты и регулярные физические нагрузки) на фоне антигипертензивной терапии антропометрические показатели не изменились. Исходно средний вес пациентов был 89,2±5,7 кг, после лечения этот показатель составил 89,8±5,6 кг. Аналогичные данные получены по ИМТ (до исследования - 32,5±0,9 кг/м^2, после - 32,8±0,9 кг/м^2) и окружности талии (до исследования - 104±2 см, после - 104±3 см).

На момент включения в исследование у всех пациентов была выявлена ИР (>2,27, HOMA IR), тогда как у 60% пациентов были обнаружены нарушения углеводного обмена: сочетание нарушения толерантности к глюкозе и высокой гликемии натощак (30%); высокая гликемия натощак (20%) и нарушение толерантности к глюкозе (10%).

На фоне антигипертензивной терапии уровни глюкозы натощак (до лечения - 6,0±0,3 ммоль/л, после - 5,8±0,3 ммоль/л) и через 2 часа на фоне ТТГ (до лечения - 7,0±0,6 ммоль/л, после - 6,7±0,5 ммоль/л) практически не изменились. При этом отмечалось достоверное снижение концентрации иммунореактивного инсулина в крови натощак на 34% и маркера инсулинорезистентности (HOMA IR) - на 35%.

Вывод. Подводя итоги проведенного исследования, можно сделать следующие выводы. Монотерапия спираприлом приводит к достижению целевого уровня АД у 55% больных с МС и мягкой АГ. Добавление ретардной формы нифедипина к спираприлу увеличивает этот показатель до 90%. Комбинация спираприла и ретардной формы нифедипина наряду с хорошим антигипертензивным эффектом обладает некоторым позитивным метаболическим действием, а именно, снижением инсулинорезистентности, триглицеридов и увеличением ХС ЛВП. Переносимость комбинированной антигипертензивной терапии оказалась хорошей.

Таким образом, комбинация ингибитора АПФ - спираприла и антагониста кальция дигидропиридинового ряда - ретардной формы нифедипина может рассматриваться в качестве одной из эффективных и безопасных комбинаций антигипертензивной терапии у больных с метаболическим синдромом.

Использованные источники:

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ТЕКУЩЕЕ СОСТОЯНИЕ И ПЕРСПЕКТИВЫ РАЗВИТИЯ ТЕХНОЛОГИИ RFID

Аннотация: В данной статье проводится анализ технологии RFID. Описывается необходимое техническое оснащение для внедрения системы RFID. Приведены преимущества и недоставки данной технологии, а также рассмотрены перспективы развития данной технологии в Российской Федерации.
Ключевые слова: Автоматизация, инвентаризация, RFID, учет основных средств, радиочастотная идентификация.

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CURRENT STATUS AND PROSPECTS FOR RFID TECHNOLOGY

Abstract: This article analyzes RFID technology. The necessary technical equipment for the implementation of the RFID system is described. The advantages and disadvantages of this technology are given, as well as the prospects for the development of this technology in the Russian Federation.
Key words: Automation, inventory, RFID, fixed asset accounting, radio frequency identification.

Технология RFID отличает высокая скорость считывания и обработки данных о товаре (до нескольких тысяч этикеток в секунду). Причём, количество этих данных абсолютно ничем не ограничивается. RFID даже может считывать информацию одновременно с нескольких носителей.

Кроме того, метку товара и устройство RFID можно располагать произвольно по отношению друг к другу; вовсе не обязательно, чтобы этикетка находилась в зоне видимости аппарата. Считывание информации происходит автоматически, стоит этикетке попасть в поле действия антенны. При этом, качество сигнала не может испортить ни гарь, ни шум, ни грязь.

Система RFID представляет собой несколько радиометок непосредственно на товаре и считывающее устройство. Соответствующее программное обеспечение накапливает полученную информацию, анализирует её и связывает в единый комплекс данных.

Радиометки делятся на активные и пассивные в зависимости от дальности излучаемого сигнала. Активные метки передают сигнал за счёт собственного элемента питания, при этом, зона охвата у них может достигать 100 метров. Пассивные радиометки излучают сигнал за счёт энергии считывающего устройства. Дистанция их функционирования зависит от мощности устройства и обычно не превышает 8 метров.

Повсеместное внедрение системы RFID началось ещё в 2005 году. Первыми ласточками в этом направлении стали такие крупные компании, как Wal-Mart, Tesco и Metro. В 2006 году были подведены предварительные итоги их использования. Специалисты пришли к следующим выводам: 85% компаний, инвестировавших средства во внедрение системы RFID, окупили вложенные в неё средства всего за 5 лет.

Плюсы RFID:

– Оптимизация и ускорение процесса обслуживания покупателя

– Возможность удалённого формирования корзины покупателя: благодаря системе RFID, товар отслеживается на всех этапах цепи, от производителя до продавца, что приводит к уменьшению торговых площадей.

– Ликвидация ручного ввода данных о товаре в компьютерную базу данных. Исключение сотрудников из участия в процессе движения товара от склада к витрине или прилавку.

– Способность покупателя быстрее и проще получить информацию об интересующем его товаре.

– Возможность планировать процесс поставок, что приводит к уменьшению складских площадей.

– Отслеживание товаров на складе в режиме реального времени, что приводит к ускорению процессов приёма и отгрузки продукции. Исключение ситуаций нехватки товаров на складе.

– Создание системы, которая обеспечивает доставку товаров именно в нужные магазины, так как товар не задерживается в пути, а его перегрузка идёт точно в соответствии с графиком. Оптимизация маршрута транспортировки.

Какой бы совершенной на первый взгляд ни казалась система RFID, её внедрение идёт достаточно сдержанными темпами. Прежде всего, это связано с высокой ценой продукта. Правда, как и всякое оборудование, радиометки быстро дешевеют. По статистике, это происходит со скоростью до 2 раз в год.

Вторая причина, которая препятствует быстрому внедрению RFID, - это отсутствие глобальных стандартов для этой системы. Правда, совсем недавно крупнейшие мировые фирмы-производители RFID продукции создали внутри Международной организации по стандартизации (ISO) и Международного электротехнического комитета (IEC) рабочую группу, которая занимается созданием международных стандартов систем радиочастотной идентификации. Ожидается, что принятие глобальных стандартов должно решить проблему совместимости систем RFID различных производителей.

Из-за высокой цены системы радиочастотной идентификации компании пока не очень охотно внедряют RFID на своих предприятиях. Пока новой технологией интересовались лишь компании, которые занимаются продажами дорогостоящей техники. И так будет до тех пор, пока стоимость RFID не будет сопоставима с затратами на внедрение штрихового кодирования. Однако, прогресс не стоит на месте, и на сегодняшний день в нашей стране уже изобрели специальные устройства, которые позволяют считывать радиометки с помощью обычного сканера для штрих-кода.

Кроме того, многие считают, что технология RFID может негативно сказаться на безопасности. Допустим, может сложиться ситуация, когда обычный сотрудник компании, например, грузчик или экспедитор, получит в свой мобильный телефон информацию о состоянии всего Вашего склада. Либо другой вариант: какой-то там экспедитор забывает на Вашем складе маленькое устройство, которое стирает всю информацию о товаре! Только представьте, все данные по продукции на складе утеряны!

Специалисты полагают, что внедрение технологии радиочастотной идентификации может привести к резкому росту воровства в магазинах. Ведь у нечистого на руку покупателя, наверняка, появится соблазн сорвать с товара метку и уйти, не оплатив его. Кроме того, система RFID предполагает, что в зале магазина нет кассира, а оплата товара происходит автоматически.

Как бы там ни было, но со временем система RFID, так или иначе, займёт место штрихового кодирования. Просто пока этот процесс идёт не слишком быстро, прежде всего, из-за дороговизны этого нового продукта. Кроме того, кто может гарантировать, что как только все торговые сети и магазины перейдут на новую технологию радиочастотной идентификации, где-то в научных лабораториях тотчас же не изобретут новую, более совершенную систему для решения подобных задач.

Пока система штрихового кодирования вполне позволяет достичь главной цели любой компании-ритейлера, а именно обеспечить максимальную скорость обслуживания покупателей. Но нельзя забывать тот факт, что любое торговое предприятие – это своего рода цепочка взаимосвязанных уровней, функциональность и эффективность работы которых и определяет общую рентабельность и производительность всего предприятия.

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АВТОМАТИЗАЦИЯ ИНВЕНТАРИЗАЦИИ КАК ИНСТРУМЕНТ СОВЕРШЕНСТВОВАНИЯ УЧЕТА ОСНОВНЫХ СРЕДСТВ

Аннотация: В данной статье проводится анализ технологии RFID. Описывается процесс инвентаризации с помощью данной технологии. инструментов автоматизации инвентаризации, приведены основные преимущества RFID инвентаризации по сравнению с существующими аналогами

Ключевые слова: Инвентаризация, основные средства, бухгалтерский учет, RFID, система учета основных средств

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AUTOMATION OF INVENTORY AS A TOOL FOR IMPROVING FIXED ASSETS ACCOUNTING

Abstract: This article analyzes RFID technology. The process of inventory using this technology is described. Inventory automation tools, the main advantages of RFID inventory are given in comparison with existing counterparts

Keywords: Inventory, fixed assets, accounting, RFID, fixed asset accounting system

Автоматизация инвентаризации как инструмент совершенствования учета основных средств

В экономике рыночных отношений основные средства выступают как важнейшая экономическая категория. Основные средства — наиболее существенный сегмент собственного капитала организации — имущество.

Основные средства играют огромную роль в процессе труда, так как они в своей совокупности образуют производственно-техническую базу и определяют производственную мощь организации. На протяжении длительного периода использования основные средства поступают в организацию и передаются в эксплуатацию; изнашиваются в результате эксплуатации; подвергаются ремонту, при помощи которого восстанавливаются их физические качества; перемещаются внутри организации; выбывают из организации вследствие ветхости или нецелесообразности дальнейшего применения.

Формирование рыночных отношений в стране заставляет по-новому подойти к постановке учета на отдельных участках финансово-хозяйственной

деятельности организаций, в том числе учета основных средств. Для организации учета основных средств, важное значение имеют следующие предпосылки: классификация, установление принципов оценки и единицы учета основных средств; выбор форм первичных документов и учетных регистров; внедрение автоматизированного учёта.

Вопрос об автоматизации учета основных средств сегодня актуален как

для крупных, так и для небольших организаций. Оперативное обеспечение актуальной информацией о фактическом количестве, местоположении и состоянии используемого имущества сокращает издержки на длительную и трудоемкую инвентаризацию основных фондов организации.

В средних и крупных организациях инвентаризация представляет собой непростой и продолжительный процесс. Однако в наше время с целью постановления подобных вопросов, большая часть российских организаций переходят к автоматизации процесса инвентаризации.

Если ранее инвентаризация основных средств на основе штрих-кода занимала 1 месяц с участием 3 человек, то для проведения RFID инвентаризации необходим 1 день с участием составляет 1 человека (4000 основных средств, 168 комнат). За счет увеличения скорости учета основных средств оператор получает возможность проводить периодические RFID инвентаризации основных средств в течение месяца. Появилась возможность получать список основных средств, распределенных по годам эксплуатации, что позволяет составлять планы на замену старых и закупку новых основных средств.

В процессе RFID инвентаризации основных средств может быть проверена правильность размещения имущества на территории, так как система содержит информацию о местах хранения объектов, что позволяет внедрить паспорт каждого помещения по оснащенности основных средств.

На проходных могут быть установлены RFID считыватели, с помощью которых возможно четко контролировать факты несанкционированного выноса основных средств.

Так как ручной ввод инвентарного номера при учете основных средств невозможен, контролер более не может фальсифицировать описи, создавая их без фактической проверки наличия основных средств. По количеству считанных основных средств определяется результативность его работы.

RFID метки, закрепляемые на основные средства, имеют практически неограниченный срок эксплуатации, что избавляет от необходимости проводить повторную маркировку основных средств.

В случае внедрения системы RFID инвентаризации и учета основных средств в рамках целой сети предприятий появляется возможность их централизованного контроля.

Функционал RFID системы учета основных средств обладает всеми описанными выше преимуществами, позволяя проводить быструю инвентаризацию основных средств, осуществлять ежедневный контроль, получать визуальное представление места эксплуатации, передвижение основных средств.

Состав системы RFID инвентаризации и учета основных средств включает: центральный сервер баз данных, рабочее место оператора баз данных, мобильные RFID терминалы у комиссии по инвентаризации основных средств, RFID метки, закрепляемые на основных средствах.

Все документы на основные средства поступают на мобильные RFID терминалы, посредством которых осуществляется контроль за основными средствами на местах и RFID инвентаризация основных средств. Так как вся информация о местах хранения основных средств заведена в базу данных центрального сервера и мобильного терминала, оператор тут же получает всю информацию, где должно находиться имущество, срок эксплуатации, кто является материально ответственным лицом, когда производилась закупка основных средств.

Система RFID инвентаризации и учета основных средств обеспечивает создание всего комплекса документации по объекту, делает возможной эффективную идентификацию объектов с получением всех необходимых о них сведений на любом этапе учета основных средств, реализует быструю и точную RFID инвентаризацию основных средств, позволяет контролировать перемещение основных средств внутри системы.

Таким образом, исходя из вышеуказанного, можно сказать, что значительная экономия времени - это главное достоинство автоматизированного процесса инвентаризации. Также к прочим положительным сторонам отнестся:

• снижение вероятности хищения имущества;

• повышение вероятности своевременного выявления окончания срока эксплуатации товара;

• вероятность избежать недостачи при приёме или выбытии основных средств;

• своевременный контроль, который позволит оперативно исправить неточности отражения документальных данных в аналитическом и синтетическом учёте.

На современном этапе уже можно утверждать, что все больше компаний применяют только автоматизированную инвентаризацию. Ведь в наше время успех в бизнесе заключается в стремлении внедрить и разработать технологии, которые частично покроют работу человека, вследствие чего повысят производительность, значительно сэкономят время и сократят количество ошибок допущенных работниками.

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ОБЗОР НАИБОЛЕЕ ЗНАЧИМЫХ ИЗМЕНЕНИЙ В БУХГАЛТЕРСКОМ УЧЕТЕ И НАЛОГООБЛОЖЕНИИ В 2021 ГОДУ

Аннотация: На законодательном уровне, классически, в начале каждого года разработаны и вступают в силу ряд поправок, редакций и нововведений, корректирующих сферу бухгалтерского учета. В статье приведен обзор наиболее важных изменений, которые в существенной мере повлияли на отражение фактов хозяйственной жизни организаций, так и формирование бухгалтерской финансовой отчетности в целом по организации, также налогообложения, трудового законодательства и электронного документооборота.

Ключевые слова: МРОТ, НДФЛ, электронная трудовая книжка, электронный документооборот.

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OVERVIEW OF THE MOST SIGNIFICANT CHANGES IN ACCOUNTING AND TAXATION IN 2021

Abstract: At the legislative level, a number of amendments, revisions and innovations that adjust the scope of accounting come into force at the beginning of each year. The article provides an overview of the most important changes that significantly affected the reflection of the facts of the economic life of organizations, as well as the formation of accounting financial statements in general for the organization, as well as taxation, labor legislation and electronic document management.

Keywords: minimum wage, personal income tax, electronic work record, electronic document management.

Новый 2021 год принес с собой достаточно много нововведений, как в сфере бухгалтерского учета, так и в налогообложении, некоторые из них мы и рассмотрим ниже.

Так из наиболее важных нововведений выделим внедрение ФСБУ 5/2019 «Запасы»[3], который впервые дает определение категории «запасы», дано определение последующего изменения единиц учета запасов, что ранее не предусматривалось, изменен порядок определения фактической себестоимости запасов, незавершенного производства и готовой продукции и т.д.; ФСБУ 6/2020 «Основные средства»[4], согласно которому внедрены понятия «Балансовая стоимость», «Группа основных средств», «Ликвидационная стоимость», «Инвестиционная недвижимость», «Элементы амортизации», «Обесценение», «Переоцененная стоимость» определение которым в предыдущих законодательных актах ранее не формулировалось.

Пандемия COVID-19 сковала человечество в определенные рамки, последствия которых оголили острый вопрос регулирования дистанционной работы, вопрос из тематики Программы «Цифровой экономики России», о законодательном регламенте правоотношениях работодателя и сотрудников на удаленной работе. Следствием вышесказанного стал Федеральный закон «О внесении изменений в Трудовой кодекс Российской Федерации в части регулирования дистанционной (удаленной) работы и временного перевода работника на дистанционную (удаленную) работу по инициативе работодателя в исключительных случаях» (от 8 декабря 2020 г. N 407-ФЗ)[2], который в силу 1 января 2021 года. В нем дано определение «Дистанционный сотрудник- работник, осуществляющий трудовую деятельность удаленно: вне места нахождения работодателя и принадлежащего ему стационарного рабочего места. При этом взаимодействие между удаленщиком и работодателем происходит через Интернет (информационно-телекоммуникационные сети общего пользования)».[1] Такой законодательный акт разграничивает правовое поле между работодателей и дистанционным сотрудником, определяет их права и обязанности, позволяет привлекать к выполнению удаленной работы группы лиц имеющие ограничения (инвалиды, молодежь, мамы в декретном отпуске, лица имеющие на попечении близкого родственника инвалида и т.д.), имеющих практический опыт или высокую квалификацию, но проживающих в других регионах или странах, а для сотрудника – позволяет выстраивать гибкий график выполнения работ, с обязательным соблюдением дедлайна, сократить расходы времени и денежные расходы на проезд к месту работы и обратно и т.д..

Еще одним ярким нововведением можно назвать обязанность вести расчеты и отчетность по НДФЛ в электронном виде, если число сотрудников превышает 10 человек, а также в случае если превышение численности случилось в течении года.

Последние 20 лет в РФ была стабильная ставка НДФЛ равная 13% от налогооблагаемой базы, однако, с этого года действует прогрессивная ставка, это означает, что и составляет она 15% для тех, кого заработная плата превышает 5 млн руб. в год и применяется она к сумме дохода, превышающего названный лимит. (Федеральный закон от 23.11.2020 № 372-ФЗ).

С 2021 года все работники будут получать пособия не от работодателя, а от территориальных органов ФСС РФ. Соответственно, организации будут перечислять страховые взносы в Фонд в полном объеме, не уменьшая сумму взносов на расходы по выплате пособий работникам.

Также с 1 июля 2021 года выплата пособий, которые выплачиваются за счет ФСС: пособия при рождении ребенка, пособия по уходу за ребенком, выплат чернобыльцам и прочих бюджетных отчислений, будет осуществляться на банковские карты платежной системы «Мир» (Письмо от 18.12.2020 № ИН-04-45/175).

Обязательство не распространяется на выплату больничных — за первые три дня их начисляет работодатель на любые карты. Так же на любые карты перечисляются зарплата, премии, отпускные, пособие по уходу за больным ребенком. Эти выплаты проводятся в обычном порядке, и сотруднику нет необходимости выпускать карту «Мир».

В случае, если карты «Мир» нет, деньги сотруднику переводятся на банковский счет, не привязанный к какой-либо карте, почтовым переводом или наличными, при этом работодателю нужно уведомить об этом ведомство, назначившее пособие (п. 5.4. ст. 30.5 Закона от 27.06.2011 № 161-ФЗ).

Заканчивается перевод всех организаций на электронную отчетность вне зависимости от размера и сферы деятельности. В 2020 году компании малого и среднего бизнеса могли сдать отчетность перед налоговой на бумаге. Все организации, в том числе и малые предприятия, обязаны сдавать бухгалтерскую отчетность в электронном виде. В иных случаях появится возможность заполнить отчетность через личный кабинет на сайте ФНС. (Федеральный закон от 28.11.2018 № 444-ФЗ.)

Еще один важный аспект касается перехода на электронный вариант ведения трудовой книжки, процесс стартовал с 1 января 2020 годи до 31 декабря 2021 года сотрудник имел право выбора оставить бумажную или перейти на электронную. После согласия на электронный вариант работодатель не несет ответственность за ведение бумажного варианта. Все вновь поступающие на работу сотрудники с 1 января 2021 года оформляются с помощью электронной трудовой книжки.

Итак, нами рассмотрены лишь часть, по нашему мнению наиболее важных изменений, вступающих в законную силу в 2021 году.

Таким образом, в заключении отметим, что планомерно выполняется Программа «Цифровая экономика РФ» и большая часть, вступающих в силу новаций, касается именно цифровизации: электронного документооборота, ведения электронных трудовых книжек, внедрения онлайн-кассы, регулирования дистанционной работы сотрудников, электронной выплаты пособий на определенную платежную систему и т.д.

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РОЛЬ НЕСТЕРОИДНЫХ ПРОТИВОВОСПАЛИТЕЛЬНЫХ ПРЕПАРАТОВ В ЛЕЧЕНИИ БОЛЕВОГО СИНДРОМА У ПАЦИЕНТОВ С ПОЯСНИЧНОЙ БОЛЬЮ

Аннотация: Нестероидные противовоспалительные препараты (НПВП, НПВС) — лекарственные средства, которые обладают обезболивающим (анальгезирующим), жаропонижающим и противовоспалительным эффектами.

Механизм их действия основан на блокировании определенных ферментов (ЦОГ, циклооксигеназа), они отвечают за выработку простагландинов — химических веществ, которые способствуют воспалению, лихорадке, боли.

Слово «нестероидные», которое содержится в названии группы препаратов, подчеркивает тот факт, что лекарственные средства этой группы не являются синтетическими аналогами стероидных гормонов — мощных гормональных противовоспалительных препаратов.

Ключевые слова: поясничный боль, нестероидные противовоспалительные препараты.

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THE ROLE OF NON-STEROID ANTI-INFLAMMATORY MEDICINES IN THE TREATMENT OF PAIN SYNDROME IN PATIENTS WITH LUMBAR PAIN

Resume: Non-steroidal anti-inflammatory drugs (NSAIDs, NSAIDs) are drugs that have analgesic (analgesic), antipyretic and anti-inflammatory effects.

Their mechanism of action is based on blocking certain enzymes (COX, cyclooxygenase), they are responsible for the production of prostaglandins - chemicals that contribute to inflammation, fever, pain.

The word "non-steroidal", which is contained in the name of the group of drugs, emphasizes the fact that drugs in this group are not synthetic analogues of steroid hormones - powerful hormonal anti-inflammatory drugs.

Key words: lumbar pain, non-steroidal anti-inflammatory drugs.

Актуальность. В настоящее время считается, что ПБ обусловлена сочетанием нейродегенеративных и дистрофических поражений дугоотростчатых суставов, межпозвонковых дисков, связочного аппарата позвоночника [1,5]. Важную роль в ее развитии играет изменение тонуса поперечно-полосатой мускулатуры – мышечный спазм, возникающий в ответ на болевые раздражители и приводящий к формированию нарушений осанки.

Крупные грыжи межпозвонковых дисков, являющиеся причиной болевого синдрома, значительно чаще встречаются у людей молодого и среднего возраста, ведущих активный образ жизни, испытывающих значительные физические нагрузки[3,7]. Относительно реже клинически значимые грыжи межпозвонковых дисков встречаются у пожилых пациентов, у которых источником болевого синдрома являются измененные суставы и связки позвоночника[6].

Неспецифическая боль в нижней части спины (БНЧС) – одна из наиболее частых причин обращения за медицинской помощью и назначения лекарственной терапии в современном мире. В первую очередь это связано с тем значением, которое придается в настоящее время проблеме хронической боли[5,8]. По современным представлениям, боль не только вызывает страдания и ухудшает качество жизни больного, но и выступает в роли фактора, серьезно влияющего на жизненный прогноз[4].

В связи с этим необходима разработка адекватных методов анальгетической терапии. Хроническая боль является важнейшей причиной потери трудоспособности и социальной активности в современной популяции, а необходимость ее лечения в течение длительного времени становится тяжким бременем для общества и государства[3]. С ней тесно связаны такие патологические состояния, как депрессия, нарушения сна, развитие и дестабилизация сердечно-сосудистых заболеваний.

Цель исследования. Изучить эффективности нестероидные противовоспалительные препараты у пациентов с поясничной болью.

Материалы и методы исследования. Изначально в основную группу больных, на протяжении 10 дней получавших комбинацию Артрозана (по 15 мг/сут) и Комбилипена (по 2 мл в/м), были включены 48 больных с острой ПБ. В последующем из исследования по различным причинам выбыли 4 больных. Окончательному анализу были подвергнуты результаты наблюдения за 44 пациентами.

Результаты исследования. Группу сравнения составили 19 пациентов, получавших только Артрозан и не получавших Комбилипен. Средний возраст пациентов группы сравнения (10 мужчин и 9 женщин) составил 47,1±6,8 года. Группы были полностью сопоставимы между собой по основным клиническим и демографическим показателям.

Критерии включения больных в исследование: возраст от 18 до 75 лет; болевой синдром в области поясницы вне зависимости от наличия или отсутствия корешкового синдрома; доброкачественный характер заболевания, подтвержденный радиологическим исследованием (рентгенография, компьютерная или магнитно-резонансная томография поясничного отдела позвоночника, исследование состава периферической крови (количество клеточных элементов белой и красной крови, СОЭ); длительность болевого синдрома не более 4 нед.; готовность больного принять участие в исследовании.

Критерии исключения: наличие воспалительных и травматических поражений позвоночника; новообразований костей позвоночника, спинного мозга, его оболочек и спинальных корешков; длительность болевого синдрома более 4 нед.; язвенная болезнь двенадцатиперстной кишки или желудка в стадии обострения; тяжелые формы печеночной или почечной недостаточности; психические расстройства, исключающие возможность объективной оценки состояния больного; непереносимость препаратов Артрозан или Комбилипен либо компонентов, входящих в их состав; одновременное применение миорелаксантов, противоболевых препаратов центрального действия (противоэпилептические средства, антидепрессанты).

Вывод. Полученные в результате исследования данные свидетельствуют о том, что комбинированное применение Артрозана и Комбилипена у пациентов с ПБ характеризуется хорошей переносимостью, низкой частотой клинически значимых нежелательных побочных эффектов, сокращением сроков купирования болевого синдрома. Положительный эффект комбинированной терапии наблюдается не только в период приема препаратов, но и в последующем. Данная комбинация препаратов может быть использована у значительной части пациентов с мышечно-скелетными болевыми синдромами.

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КОМПЛЕКСНАЯ ОЦЕНКА ФАКТОРОВ ФОРМИРОВАНИЯ АЛЛЕРГИЧЕСКОГО РИНИТА У ДЕТЕЙ С БРОНХИАЛЬНОЙ АСТМОЙ

Аннотация: Бронхиальная астма (БА) и аллергический ринит (АР) являются коморбидными заболеваниями, что связано с гистологическим, физиологическим и иммунопатологическим сходством верхних и нижних дыхательных путей, системными механизмами развития хронического аллергического воспаления. Пациенты, страдающие АР, имеют в 3 раза больше шансов заболеть астмой, чем здоровые лица, и, как правило, ринит предшествует формированию БА у 32-49% больных.

Многие пациенты с АР имеют гиперреактивность бронхов (ГРБ), что свидетельствует о том, что наличие ринита является фактором риска развития БА.

Ключевые слова: аллергический ринит, детской возраст, юронхиальная астма.

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COMPREHENSIVE ASSESSMENT OF THE FORMATION FACTORS OF ALLERGIC RHINITIS IN CHILDREN WITH BRONCHIAL ASTHMA

Resume: Bronchial asthma (BA) and allergic rhinitis (AR) are comorbid diseases, which is associated with the histological, physiological and immunopathological similarities of the upper and lower respiratory tract, systemic mechanisms of the development of chronic allergic inflammation. Patients with AR are 3 times more likely to develop asthma than healthy individuals, and, as a rule, rhinitis precedes BA in 32-49% of patients.

Many patients with AR have bronchial hyperreactivity (HRH), which indicates that the presence of rhinitis is a risk factor for the development of AD.

Key words: allergic rhinitis, childhood, juronchial asthma.

Актуальность. Данными литературы установлено, что имеется множество внешних факторов, которые способствуют возникновению бронхиальной астмы[4]. Известно также, что у больных внелегочными аллергозами (ринит, дерматит, крапивница и т.д.) нередко наблюдаются периодические респираторные симптомы, которые являются предвестниками развития у них приступов астмы считают, что аллергические заболевания (АЗ) кожи и верхних дыхательных путей являются признаками повышенного риска в формировании гиперчувствительности бронхов и развитии бронхиальной астмы (БА). По оценкам экспертов; ВОЗ аллергическим ринитом (АР) страдает 1020% населения; а его симптомы в эпидемиологических исследованиях выявляются еще чаще: их.отмечают до 40% опрошенных[6].

В настоящее время отмечается дальнейший рост аллергических заболеваний у детей среди которых преобладает АР[3]. Длительное нарушение носового дыхания ведёт к гипоксии, в первую очередь, головного мозга, что значительно снижает конгитивные функции, отражаясь на обучаемости школьников. АР может со временем трансформироваться в бронхиальную астму (БА), ведущую порой к инвалидизации человека.

Закономерным является вопрос о причинах географических различий в распространенности АР и растущей заболеваемости во всем мире. Очевидно, что объяснить эти причины может лишь изучение причинных факторов манифестации в разных регионах страны с последующим их сравнением между собой[2].

Все вышеперечисленное обуславливает большой теоретический и практический интерес к проблеме ранней диагностики БА у детей с аллергическим ринитом[1,5].

Актуальность данной проблемы обусловлена тем, что лидирующими в структуре хронических заболеваний детского возраста являются бронхиальная астма. В последнее годы отмечается тенденция к росту числа хронических заболеваний органов дыхания, как у детей, так и у взрослых, что ведет к ухудшению качества жизни и инвалидизации больных. Подавляющее большинство работ отечественной и зарубежной литературы посвящено БА у взрослых, в то же время, это остаётся актуальной медико-социальной и экономической проблемой педиатрии[2].

Аллергические заболевания имеют сложную многофакторную природу и развиваются при взаимодействии факторов окружающей среды и наследственной предрасположенности. Во всем мире ведется активный поиск генов, отвечающих за формирование предрасиололтенности к АЗ, что связано как с несомненной актуальностью изучения факторов риска развития

АЗ, так и с появлением новых возможностей генетических исследований. К настоящему времени выполнены анализы ассоциации БА и других АЗ с полиморфными вариантами сотен генов[6].

Особенно актуальной является проблема своевременного выявления БА на амбулаторно-поликлиническом этапе оказания медицинской помощи, поскольку именно педиатры поликлиник первыми сталкиваются с проблемами со стороны респираторной системы. Анализ работ, посвященных диагностике БА у детей с АР, свидетельствует о том, что несмотря на большое количество исследований, посвященных различным аспектам БА у детей, остаются не полностью решенными вопросы своевременной диагностики болезни, особенно на амбулаторно-поликлиническом этапе, что нередко определяет прогноз заболевания[5].

Запланированная работа позволит предложить экономически эффективные методы ведения такой категории больных с правильным направлением расходов на лечение и усовершенствование профилактических мероприятий. Это позволит улучшить своевременное правильное обследование детей группы риска, реализовать предложенные этапные эффективные дифференцированные пути ведения больных с конкретной формой заболевания с использованием апробированных методов лечения и профилактики.

Цель исследования. Провести комплексную оценку факторов формирования аллергического ринита у детей с бронхиальной астмой

Материал и методы исследования. Ретроспективные исследования оудет проводиться в г. Ташкенте и Андижанской областях. Диагноз будет устанавливаться на основании классификации основных клинических форм бронхолегочных заболеваний у детей, одобренным на специальном заседании XVIII Национального конгресса по болезням органов дыхания (2009). Будут выполнены клинические, функциональные и лабораторные исследования у детей бронхиальной астмой в сочетании с аллергическим ринитом.

Результаты исследования. В когорте обследуемых детей с тяжелой бронхиальной астмой пациенты старшего школьного возраста встречались в 1,4 раза чаще, при этом более 50% из них отмечали манифестацию заболевания в возрасте до 3 лет (p<0,01). Пациенты с нетяжелым течением бронхиальной астмы, напротив, преимущественно относились к возрастной категории дошкольного возраста, и астма у них развивалась в возрасте старше 3 лет.

У матерей пациентов с тяжелой бронхиальной астмой в 1,7 раза чаще регистрировалась угроза прерывания беременности (p<0,01), не выявлено статистически значимых различий по частоте кесарева сечения, натальной травмы и массы тела ребенка при рождении. ОРВИ и бронхиты с практически ежемесячной частотой в первые 3 года жизни в 1,3 раза чаще регистрировались у детей с развившейся тяжелой бронхиальной астмой (p<0,01). Неблагоприятные бытовые условия, проживание в зоне пассивного курения также доминировали в группе пациентов с более выраженными симптомами бронхиальной астмы.

Аллергический ринит у 1/3 детей сопутствовал нетяжелому варианту течения заболевания, составляя при тяжелой бронхиальной астме уже половину в структуре коморбидной аллергопатологии (p<0,01).

Следует отметить, что статистическая значимость изолированных факторов риска не отражает их комбинированного влияния на течение бронхиальной астмы. Максимальной прогностической способностью может обладать группа предикторов, взаимное влияние которых обеспечивает значительную чувствительность и специфичность прогноза формирования тяжелой астмы.

Наиболее актуальным фактором риска формирования болезни для детского населения считается пассивное курение. Табачный дым ухудшает мукоцилиарный клиренс, усиливая воспаление бронхиального дерева и обострение болезни, значительно снижает объем форсированного выдоха за 1-ю секунду (ОФВ1), а также приводит к повышению уровня общего иммуноглобулина Е в крови, высвобождению гистамина из тучных клеток и привлечению эозинофилов к легким. По данным W.J. Sheehan и W Phipatanakul

(2015) [16], пассивное курение способно снижать чувствительность к ингаляционным кортикостероидам, что служит одним из механизмов формирования стероидрезистентности. Нами установлено, что курение одного родителя в семье увеличивает шанс развития тяжелой бронхиальной астмы в 3 раза ($\chi2$=7,684; $p\chi2$=0,005), курение обоих родителей – в 3,9 раза ($\chi2$=6,56; $p\chi2$ =0,01).

По мнению Т.Р. Стройковой (2018) [17], один из доминирующих факторов риска тяжелого течения – женский пол. Информация, полученная в ходе исследования, подтверждает это. Женский фенотип увеличивает вероятность развития тяжелого течения болезни в 2 раза ($\chi2$=4,14; $p\chi2$=0,041).

Кроме того, в уравнение включены возраст ребенка ($\chi2$ =29,46; $p\chi2$<0,0001), определяющий тяжесть течения бронхиальной астмы по мере взросления пациента; возраст дебюта заболевания, имеющий обратное значение стандартизованного коэффициента (для оценки ОШ произведен расчет обратного показателя – 1/0,578=1,73), на 73% снижающий шанс формирования тяжелой бронхиальной астмы при увеличении возраста манифестации заболевания ($\chi2$ =42,50; $p\chi$ 2 <0,0001).

Вывод. Таким образом, можно утверждать, что анамнестическими предикторами тяжелого течения бронхиальной астмы служит комбинация ряда показателей.

Полученное уравнение можно использовать для прогнозирования тяжелого течения бронхиальной астмы на основании доступного в практическом здравоохранении анализа комплекса анамнестических данных.

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РОЛЬ РЕГИОНАЛЬНЫХ НАЛОГОВ В РАЗВИТИИ БЮДЖЕТА ОРЕНБУРГСКОЙ ОБЛАСТИ

Аннотация: В статье проводится анализ роли региональных налогов в развитии бюджета Оренбургской области, а также рассматриваются основные проблемы и перспективы развития региональных налогов.

Ключевые слова: налог, регион, региональные налоги, Оренбургская область.

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THE ROLE OF REGIONAL TAXES IN THE DEVELOPMENT OF THE ORENBURG REGION BUDGET

Annotation: The article analyzes the role of regional taxes in the development of the budget of the Orenburg region, and also considers the main problems and prospects for the development of regional taxes.

Key words: tax, region, regional taxes, Orenburg region.

Потенциал региона представляет собой способность региона осуществлять определенные действия в целях экономического и социального развития территории. Создание целевой бюджетной политики также относится к основным целям развития региона. Потенциал региона состоит в определении общей суммы доходов бюджетов субъектов РФ и возможности его мобилизации в бюджет в определенный момент времени. [1]

Рассмотрим, какую долю занимают региональные налоги в налоговых доходах бюджета Оренбургской области (рисунок 1).

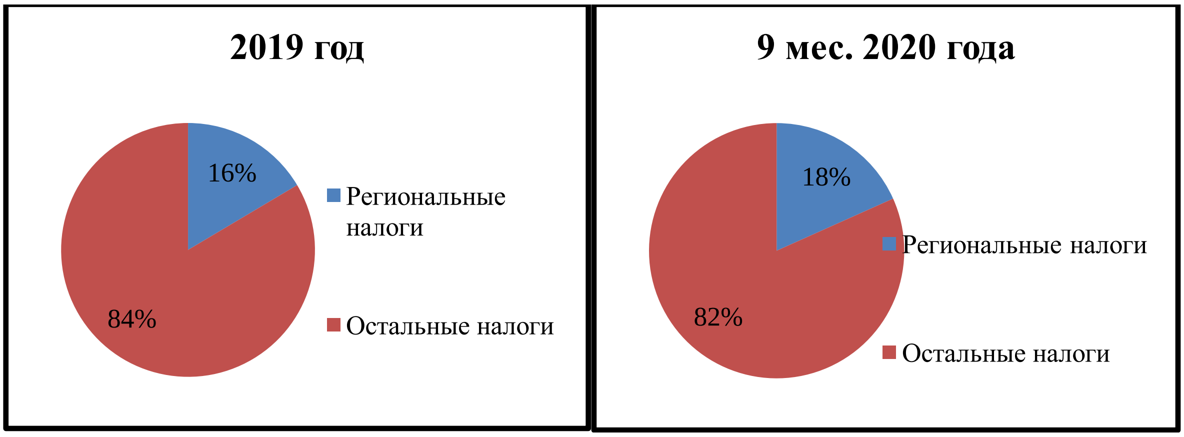

Рисунок 1 - Доля региональных налогов в налоговых доходах бюджета Оренбургской области за 2019 год и 9 месяцев 2020 года

Исходя из данных, представленных на рисунке 1, можно сделать вывод, что удельный вес региональных налогов в общей структуре налоговых доходов за 2019 год составил 16 % (снизился на 1 % по отношению к 2018 году). За 9 месяцев 2020 года удельный вес региональных налогов увеличился на 2 % по отношению к 2019 году и составил 18 %.

Рассмотрим подробнее структуру региональных налогов, поступающих в бюджет Оренбургской области за 2019 год и 9 месяцев 2020 года (рисунок 2).

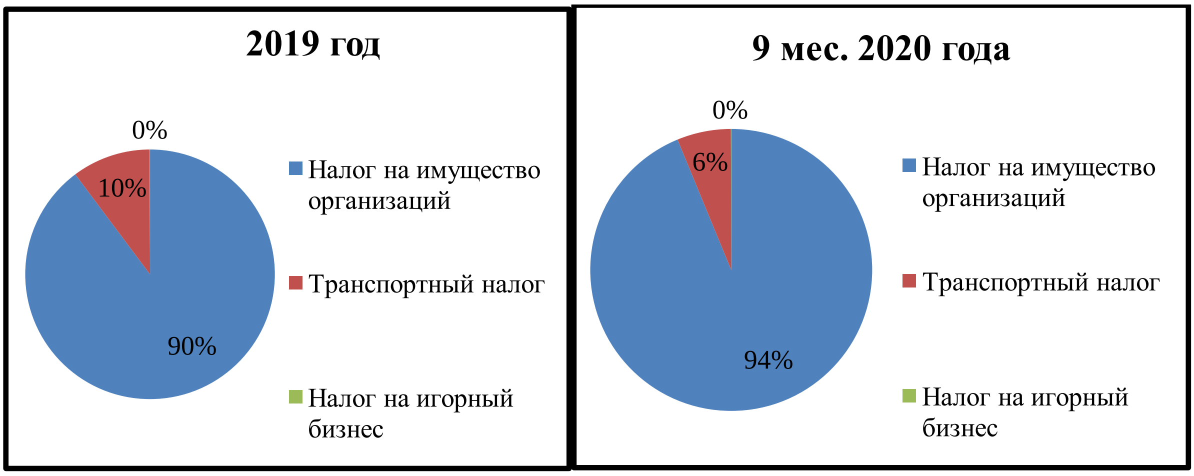

Рисунок 2 - Структура региональных налогов, поступающих в бюджет Оренбургской области за 2019 год и 9 месяцев 2020 года

Исходя из данных рисунка 2, можно сделать вывод, что налог на имущество организаций неизменно занимает наибольший удельный вес и имеет положительную динамику - 90 % в 2019 году и 94 % за 9 месяцев 2020 года. Удельный вес транспортного налога в 2019 году составил 10 %, за 9 месяцев 2020 года - 6 %. Налог на игорный бизнес в 2019 году и за 9 месяцев 2020 года занимает крайне маленький удельный вес (как и за 2017-2018 годы). Так, его удельный вес в 2019 году составил 0,05 %, за 9 месяцев 2020 года - 0,04 %.

Проанализируем динамику поступления региональных налогов в бюджет Оренбургской области (таблица 1).

Таблица 1 - Динамика поступления региональных налогов в бюджет Оренбургской области за 2017-2019 годы и 9 месяцев 2020 года

В миллионах рублей

Показатели/год	2017 год			2018 год			2019 год			2020 год			Изм. 2018 к 2017 (по исп.)	Изм. 2019 к 2018 (по исп.)
	Утв.	Исп.	% исп.	Утв.	Исп.	% исп.	Утв.	Исп.	% исп.	Утв.	Исп.	% исп.		
Региональные налоги, всего В том числе:	10728,7	10423,7	97,2	12052,9	12186,6	101,1	11174,2	11969,3	107,1	10826,8	8183,3	75,6	1762,9	-217,3
Налог на имущество организаций	9712,7	9388,1	96,7	11016,9	11058,7	100,4	10039,0	10746,3	107,0	9536,9	7674,5	80,5	1670,6	-312,4
Налог на игорный бизнес	2,5	3,1	124,0	2,9	5,8	200,0	6,0	6,1	101,7	6,0	2,9	48,3	2,7	0,3
Транспортный налог с организаций	340,7	321,7	94,4	315,1	318,4	101,0	363,0	337,4	92,9	359,2	299,4	83,4	-3,3	19,0
Транспортный налог с физических лиц	672,8	710,8	105,6	718,0	803,7	111,9	766,2	879,5	114,8	924,7	206,5	22,3	92,9	75,8

По данным таблицы 1 можно сделать следующие выводы. В целом наблюдается нестабильная динамика поступления региональных налогов в бюджет Оренбургской области за 2017-2019 годы. Так, в 2017 году сумма налогов составила 10423,7 млн руб., в 2018 году сумма налога увеличилась на 1762,9 млн руб. и составила 12186,6 млн руб., в 2019 году сумма региональных налогов снизилась на 217,3 млн руб. и составила 11969,3 млн руб.

В части исполнения следует отметить, что за 2017 год в бюджет Оренбургской области поступило 97,2 % региональных налогов от утвержденной суммы (утверждено в сумме 10728,7 млн руб.).

Наибольшее невыполнение утвержденного объема поступления региональных налогов наблюдается по транспортному налогу с организаций. Так, на начало года было утверждено 340,7 млн руб., исполнено в сумме 321,7 млн руб., т.е. на 94,4 %. Основной причиной снижения налога связано с тем, что количество транспортных средств, в отношении которых налогоплательщик исчислил налог к уплате, снизилась. Так, по данным Федеральной налоговой службы, на 01.01.2017 года количество транспортных средств составило 43425 единиц, на 01.01.2018 года - 43059 единиц, снизившись на 366 единиц.

Один из основных налогов, формирующих доходы территориального бюджета, является налог на имущество организаций. Так, в 2017 году наблюдается отрицательное отклонение данного налога от утвержденного объема поступлений. Так, на начало года было утверждено 9712,7 млн руб., исполнено на 96,7 %, т.е. в сумме на 9388,1 млн руб. Снижение суммы налога связано со снижением количества организаций, которые уплачивают налога на имущество организаций. Так, на 01.01.2017 года количество составило 6149 единиц, на 01.01.2018 года - 6107 единиц, снизившись на 42 единицы.

По налогу на игорный бизнес, напротив, наблюдается перевыполнение плана. Так, на начало года было запланировано 2,5 млн руб., исполнение составило 3,1 млн руб., т.е. 124,0 %, что связано с тем, что планируемые поступления на 2017 год были сформированы исходя из прогнозируемого количества пунктов приема ставок букмекерской конторы - 28 единиц. Фактическое количество составило 37 единиц.

Транспортный налог с физических лиц по итогам года составил 710,8 млн. руб., при утвержденной сумме 672,8 млн руб., т.е. исполнено на 105,6 %, что связано с увеличением количества транспортных средств с 238443 единиц на 01.01.2017г. до 256399 единиц на 01.01.2018 года.

В 2018 году бюджет Оренбургской области в части региональных налогов был исполнен на 101,1 %.

Наибольшее перевыполнение плана наблюдается по налогу на игорный бизнес. Так, объем утвержденных назначений составил 2,9 млн руб., фактически на конец года поступило 5,8 млн. руб. (200,0 %). Поступления на 2018 год были сформированы исходя из прогнозируемого количества пунктов приема ставок букмекерской конторы в размере 34 единиц. Фактическое количество составило 35 единиц.

По транспортному налогу с физических лиц в 2018 году поступления составили 803,7 млн руб., при утвержденном значении 718,0 млн. руб. (111,9 %). Рост поступлений относительно уровня 2017 года по транспортному налогу, уплачиваемому физическими лицами, обусловлен увеличением налоговой базы и уровня собираемости - с 86,1 % в 2017 году до 91,2 % в 2018 году. Так, по данным Федеральной налоговой службы, на 01.01.2018 года количество транспортных средств составило 256399 единиц, на 01.01.2019 года - 278679 единиц, увеличившись на 22280 единиц.

Несмотря на то, что по транспортному налогу с организаций поступления составили 101 % (утверждено в сумме 315,1 млн руб., исполнено в сумме 318,4 млн руб.), наблюдается снижение суммы поступлений в динамике. Так, за 2017 год сумма поступившего транспортного налога с организаций составила 312,7 млн руб., в 2018 году данная сумма снизилась на

3,3 млн руб. Отрицательная динамика в 2018 году образовалась из-за снижения налогооблагаемой базы по транспортному налогу с организаций и увеличения количества возвратов по налогу в связи с предоставлением уточненных налоговых деклараций.

Налог на имущество организаций по итогам 2018 года поступил в сумме 11058,7 млн руб., при утвержденном значении 11016,9 млн руб. (100,4 %). Фактором роста налоговых поступлений стала уплата организациями, заключившими с Правительством Оренбургской области инвестиционный договор, суммы налога, установленной договором (прирост составляет 238,0 млн руб.).

За 2019 год в бюджет Оренбургской области поступило 107,1 % региональных налогов от утвержденной суммы (утверждено в сумме 11174,2 млн руб.).

Наибольшее перевыполнение плана наблюдается по транспортному налогу с физических лиц. Так, на начало года было утверждено 766,2 млн руб., исполнено в сумме 879,5 млн руб. (114,8 %). Причина перевыполнения - рост налогооблагаемой базы относительно прогнозируемой, а также в связи с ростом количества транспортных средств с 278679 единиц на 01.01.2019 года до 390506 единиц на 01.01.2020 года.

Налог на имущество организаций в 2019 году составил 10746,3 млн руб., при утвержденной сумме 10039,0 млн руб. (исполнено на 107,0 %). Увеличение налога связано с уменьшением количества организаций, использующих льготы. Так, на 01.01.2019 года количество организаций, использующих льготы, составило 6073 единицы, на 01.01.2020 года - 3899 единиц, снизившись на 2174 единицы.

По налогу на игорный бизнес утвержденная сумма составила 6,0 млн руб., а по итогам года исполнено 6,1 млн руб. (101,7 %). Перевыполнение плана связано с тем, что фактическое количество объектов составило 37 единиц (количество по плану- 36 единиц).

По транспортному налогу с организаций, напротив, наблюдается недовыполнение плана на 7,1 % (утверждено в сумме 363,0 млн руб., исполнено в сумме 337,4 млн руб.). Причинами невыполнения бюджетных назначений является снижение налогооблагаемой базы по транспортному налогу с организаций и увеличение количества возвратов по налогу в связи с предоставлением уточненных налоговых деклараций.

За 9 месяцев 2020 года сумма поступления региональных налогов составила 8183,3 млн руб., при утвержденной сумме 10826,8 млн руб. (75,6 %), что говорит о том, бюджет Оренбургской области в части региональных налогов выполняется по плану, так как за 9 месяцев бюджет должен быть исполнен минимум на 75 %. Несмотря на это наблюдается и невыполнение плана. Так, по транспортному налогу с физических лиц план выполнен только на 22,3 % (утверждено в сумме 924,7 млн руб., исполнено в сумме 206,5 млн руб.). Недостаточный уровень исполнения на 1 октября, ежегодно отмечаемый по статье транспортного налога, обусловлен неравномерностью поступлений платежей от физических лиц, так как срок уплаты налога для данной категории налогоплательщиков установлен не позднее 1 декабря года, следующего за истекшим налоговым периодом.

За 9 месяцев 2020 года сумма налога на игорный бизнес составила 2,9 млн руб. при утвержденном значении 6,0 млн. руб. Как указано в Сведениях об исполнении бюджета, низкий уровень исполнения и отрицательная динамика поступлений обусловлены снижением количества игорных заведений, что связано с применением ограничительных мер, направленных на недопущение распространения новой коронавирусной инфекции. [2,3]

Наглядно динамика поступления региональных налогов в бюджет Оренбургской области за 2017-2019 годы и 9 месяцев 2020 года представлена на рисунке 3.

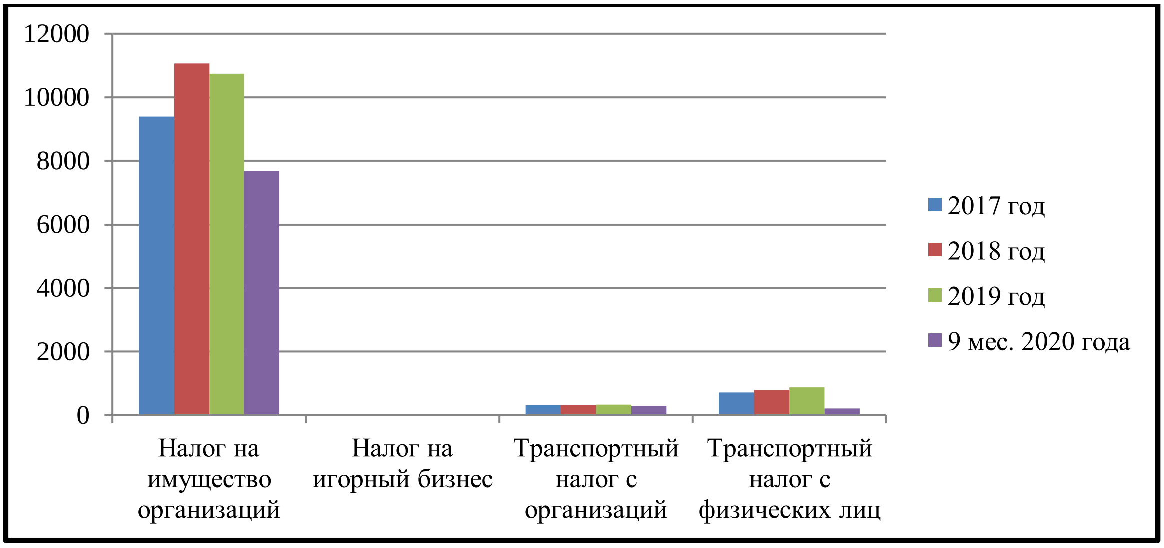

Рисунок 3 - Динамика поступления региональных налогов в бюджет Оренбургской области за 2017-2019 годы и 9 месяцев 2020 года, миллион рублей

Бюджеты субъектов РФ формируется в основном за счет федеральных налогов и сборов, и безвозмездных поступлений, что говорит о существовании проблем в региональном законодательстве.

Так, по транспортному налогу выделяют следующие проблемы:

- транспортный налог не имеет целевого характера (на практике транспортный налог зачисляется в региональный бюджет и используется не только на развитие сети автомобильных дорог, но и на другие нужды);

- низкая собираемость транспортного налога (данная проблема связана с тем, что региональные органы власти не имеют действенных рычагов соответствующего администрирования);

- проблема экологии;

- проблема сезонного использования транспортного средства некоторыми налогоплательщиками.

Среди проблем в части исчисления и взимания налога на имущество организаций выделяют следующие:

- чрезмерная централизация налоговой и бюджетной системы Российской Федерации;
- недостаточность ресурсов у региональных властей для осуществления регулирующих функций налогообложения;
- несовершенство российской методики кадастровой оценки;
- проблема определения налоговой базы для компаний, которые имеют в своем составе обособленные подразделения.

Налог на игорный бизнес - один из трех региональных налогов, поступления от которого являются источником доходов бюджета субъекта РФ.

Одной из главных проблем игорного бизнеса является отсутствие опыта по регулированию данного вида деятельности, а также неоднозначное отношение, как законодателем, так и населением к появлению индустрии азартных игр создают необходимость верной политики в отношении данной деятельности.

Следующая проблема игорного бизнеса состоит в том, что он оказывает отрицательное влияние на людей и, в особенности, на молодое поколение.

Несмотря на существующие проблемы, государство старается совершенствовать систему регионального налогообложения.

Так, в Госдуму внесен проект поправок в закон об организации азартных игр. Он предполагает создание публично-правовой компании «Единый регулятор азартных игр», которая будет управлять отчислениями букмекеров в пользу спортивных федераций и лиг. Компания будет «осуществлять централизованный мониторинг всех ставок и платежей в букмекерских конторах и тотализаторах в режиме реального времени». Учредителем ее предполагается назначить Минфин.

По транспортному налогу с 1 июля 2021 года будет действовать норма о том, что перерасчет транспортного налога не проводится, если он влечет увеличение ранее уплаченной суммы налога по налоговому уведомлению.

Также с налогового периода 2021 года вступают в силу изменения, отменяющие обязанность по представлению в налоговые органы налоговых деклараций по транспортному налогу за налоговый период 2020 года и последующие налоговые периоды. [4]

Таким образом, можно сделать вывод, что региональные налоги играют важную роль в формировании доходной части бюджета Оренбургской области, хотя и занимают небольшой удельный вес в общей структуре налоговых доходов бюджета Оренбургской области.

Использованные источники:

1. Налоги и налогообложение: учебник для студентов вузов, обучающихся по направлениям «Экономика» и «Менеджмент», специальностям «Экономическая безопасность», «Таможенное дело» / И.А. Майбуров [и др.];

под ред. И.А. Майбурова. - 7-е изд., перераб. и доп. - Москва: ЮНИТИ-ДАНА, 2018. - 503 с. - ISBN 978-5-238-03100-2
2. Официальный сайт Министерства финансов Оренбургской области. - Режим доступа: http://minfin.orb.ru
3. Официальный сайт Счетной палаты Оренбургской области. - Режим доступа: http://sp.orb.ru
4. Официальный сайт Федеральной налоговой службы. – Режим доступа: https://www.nalog.ru
5. Справочная правовая система «Консультант Плюс». – Режим доступа: www.consultant.ru

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РЕПРОДУКТИВНОЕ ЗДОРОВЬЕ ДЕВУШЕК – ПОДРОСТКОВ

Аннотация: Проблема репродуктивного здоровья девушек стала центром внимания педагогики, физиологии, здравоохранения, в этом возрасте завершается физическое и психическое развитие, половое созревание, формируется репродуктивный потенциал. Прямое влияние на демографические процессы оказывает состояние репродуктивного здоровья девушек, вступающих в фертильный возраст.

Ключевые слова: репродуктивное здоровье девушек подростков, репродуктивный потенциал, медикодемографическая ситуация.

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REPRODUCTIVE HEALTH OF GIRL-TEENAGERS

Abstract: The problem of the reproductive health of girls has become the focus of pedagogy, physiology, and health care, at this age physical and mental development, puberty is completed, and reproductive potential is formed. The reproductive health of girls entering fertile age has a direct impact on demographic processes.

Key words: reproductive health of adolescent girls, reproductive potential, medical and demographic situation.

Актуальность. Актуальной задачей является выявление и анализ основных закономерностей репродуктивного здоровья молодежи, на которую возлагаются особые надежды общества[2,7].

В структуре молодого поколения студенты представляют особую социальную группу, которая характеризуется определенными специфическими условиями труда и жизни, а также напряжением компенсаторно-приспособительных систем организма. Охрана репродуктивного здоровья молодежи в настоящее время приобретает особую ценность[4,5].

Время полового созревания исследователи называют критическим периодом постнатального развития женского и мужского организмов [1, 2, 5]. Особую остроту и актуальность вызывает состояние репродуктивного здоровья подростков, которых можно назвать поколением надежды на оздоровление нации.

Значимая доля расстройств репродуктивного здоровья возникает как результат заболеваний органов репродуктивной системы, начавшихся в детском и подростковом возрасте [3, 4].

Цель исследования. Целью исследования являлась оценка репродуктивного состояния у девочек- подростков в возрасте 14–17 лет.

Материалы и методы исследования. В ретроспективное исследование было включено 39 пациенток проходивших обследование и лечение АОПЦ в период с 2019 по 2020гг.

Результаты исследования. Данные, полученные в ходе настоящего исследования, свидетельствуют о том, что современные подростки обоего пола из обеих групп имеют недостаточный, не соответствующий требованиям современности, уровень репродуктивного образования.

Большинство опрошенных подростков из обеих групп без достоверных различий (85,0 и 79,7 % соответственно) считают, что репродуктивное образование должно быть частью образовательного процесса, аналогичное мнение высказывают 90,2 и 80,0 % матерей, воспитывающих детей подросткового возраста. Анализ состояния репродуктивного здоровья у девочек-подростков проводился по степени выраженности вторичных половых признаков, возрасту наступления менархе, частоте встречаемости нарушений овариально-менструального цикла и гинекологической заболеваемости. У большинства девочек обеих групп (75,1 и 91,0 % соответственно, $p > 0,05$) половая формула соответствовала возрастным стандартам.

Достоверно чаще у девушек-подростков 1-й группы наблюдалось отставание полового развития (24,9 и 9,0 % соответственно, $p < 0,05$): недоразвитие или слабое развитие молочных желез, задержка оволосения лобка и подмышечных впадин, возраста появления менархе. Анализ становления месячных также показал различия по группам: у девочек основной группы в большем проценте наблюдений начало месячных зарегистрировано в 11–12 лет, а в группе сравнения — 13–14 лет. Начало менархе в 15–16 лет в основной группе отмечено в 2 раза чаще (6,3 и 3,0 % соответственно, $p < 0,05$) на фоне дефицита массы тела. Отсутствие месячных на момент обследования было у 3-х девочек основной группы.

Среди обследованных девушек-подростков 1-й и 2-й групп менструации установились сразу — у 39,8 и 52,0 % соответственно. Анализ показал, что у девочек с повышенной умственной нагрузкой в 2 раза чаще, по сравнению с группой с обычной умственной нагрузкой, месячные установились более чем через год. Наиболее характерными были 28—32-дневные циклы продолжительностью от 3-х до 6-ти дней. У девочек 1-й группы длительность кровотечения во время месячных более 6–7-ми дней отмечалась чаще, чем во 2-й группе (30,9 и 8,6 % соответственно, $p < 0,05$).

Нарушения менструальной функции в виде дисменореи наблюдались у девочек из обеих групп у 27,5 и у 14,0 % соответственно без достоверных различий, ювенильные маточные кровотечения наблюдались только у 3,0 % девочек основной группы.

Частота предменструального синдрома у подростков обеих групп составила 19,9 и 17,0 % соответственно без достоверных различий. У 6,5 % девочек основной группы клинически выявлена фиброзно-кистозная мастопатия, которая сочеталась с нарушениями менструально-овариального цикла. Проведенное исследование позволило установить, что среди современных девушек-подростков 29,3 % 1-й группы и 59,9 % 2-й группы ($p < 0{,}05$) сексуально активны. Девушки начинают половую жизнь до совершеннолетия, в том числе 10,7 % — в возрасте моложе 15 лет.

Средний возраст их сексуального дебюта составляет $16{,}7 \pm 0{,}06$ и $15{,}7 \pm 0{,}03$ года соответственно. С целью контрацепции в обеих группах девушки подросткового возраста в основном использовали барьерные методы — 65,0 %, гормональные — 18,0 %, прерванный половой акт — 11 %, 6 % девушек не использовали никаких методов контрацепции. Во 2-й группе 4,3 % девушек в анамнезе имели беременность, прерванную медицинским абортом.

Более чем у половины (54,5 %) девочек подросткового возраста с повышенной умственной нагрузкой при ультразвуковом исследовании выявлены разнообразные изменения: у 17,0 % выявлена гипоплазия матки, которая наблюдалась чаще у подростков с дефицитом массы тела, у 15,0 % — ретродевиация матки, у 5,0 % — седловидная матка, у 4,0 % — двурогая матка, у 26,0 % — мультифолликулярные изменения яичников, в группе сравнения — у 7,0 %. Ретенционные образования яичников встречались одинаково часто в обеих группах (6,6 и 8,8 % соответственно, $p > 0{,}05$).

Хронические воспалительные заболевания органов малого таза выявлены в обеих группах (32,2 и 35,9 % соответственно, $p > 0{,}05$). При бактериологическом и ПЦР исследованиях содержимого цервикального канала и заднего свода влагалища выделены различные типы бактериально-вирусных ассоциаций: E. coli, Enterococcus faecalis, Klebsiella pneumoniae — 25,8 %, Trichomonas vaginalis — 6 %, Candida albicans — 16 %, Ureaplasma species — 33,3 %, Chlamidia trachomatis — 16,7 %, Human Papillomavirus (16,18 тип) — 6,7 %, Herpes simplex virus (1, 2 тип) — 3,3 %. Оценка полового развития юношей показала, что у 19,0 % юношей 1-й группы и у 67,7 % 2-й группы половое развитие соответствовало возрасту ($p < 0{,}05$).

Вывод. Данные, полученные в ходе настоящего исследования, свидетельствуют о том, что современные подростки из обеих групп имеют низкий, не соответствующий требованиям современности, уровень репродуктивного образования и неадекватное половое воспитание в семье.

В план диспансерного наблюдения за детьми подросткового возраста необходимо включать гинеколога, андролога, так как раннее выявление нарушений репродуктивного здоровья, проведение оздоровительных мероприятий является профилактикой патологии половых функций.

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АНАЛИЗ ПРОИЗВОДСТВЕННОЙ СТРУКТУРЫ ПРЕДПРИЯТИЯ НА ПРИМЕРЕ ЗАО «ХЛЕБОПРОДУКТ-2»

Аннотация: В статье рассмотрены вопросы анализа и обоснования организационно-производственной структуры предприятия производству муки из зерновых культур. В организации применяется линейным методом амортизации. Финансовый результат от продажи продукции, услуг, товаров определяется по отгрузке. Оценка материально-производственных запасов и готовой продукции осуществляется по фактической себестоимости.

Ключевые слова: Оценка, анализ, себестоимость.

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ANALYSIS OF THE PRODUCTION STRUCTURE OF THE ENTERPRISE ON THE EXAMPLE OF CJSC "KHLEBOPRODUKT-2"

Abstract: The article deals with the analysis and substantiation of the organizational and production structure of an enterprise for the production of flour from grain crops. The organization uses a straight-line depreciation method. The financial result from the sale of products, services, goods is determined by shipment. Evaluation of inventories and finished products is carried out at actual cost.

Key words: Assessment, analysis, cost.

Закрытое акционерное общество «Хлебопродукт №2» имеет частную форму собственности. Учредителем данной организации является А.А Джуламанов.

Фирма ЗАО «Хлебопродукт №2» зарегистрирована 15 апреля 1993 г. Регистратор – Межрайонная инспекция Федеральной налоговой службы №3 по Оренбургской области. Согласно положениями Учредительного договора: предприятие учреждено на неограниченный срок деятельности; за счет вкладов участников образуется уставный капитал в размере 66 тысяч рублей; в случае если количество участников больше 15, в Обществе должен быть создан орган контроля – ревизионная комиссия (ревизор); Органы управления и контроля Общества действуют на основании действующего законодательства РФ, устава и внутренних документов Общества.

Учетная политика утверждена приказом 29.12.2018 №129. В организации применяется линейным методом амортизации. Финансовый результат от продажи продукции, услуг, товаров определяется по отгрузке. Оценка материально-производственных запасов и готовой продукции осуществляется по фактической себестоимости.

Основным видом деятельности данной организации является производство муки из зерновых культур. К дополнительным видам деятельности относятся: розничная торговля преимущественно пищевыми продуктами; перевозка грузов неспециализированными автотранспортными средствами и так далее.

На сегодняшний день принципы деятельности компании: обширная номенклатура; высокое качество и надежность продуктов; современные технологии; доступные цены; обязательность перед клиентами и партнерами;

Конкурентами ЗАО «Хлебопродукт №2» по разработке, производству хлебобулочных продуктов является компания ЗАО «Хлебопродукт №1».

Для полного анализа предприятие необходимо рассмотреть основные экономические показатели. Анализ экономических показателей деятельности предприятие проводится с целью получения данных об ее уровне развития.

Рассмотрим основные экономические показатели деятельности предприятие.

Таблица 1.- Основные экономические показатели деятельности ЗАО «Хлебопродукт №2»

Показатели	2017 г.	2018 г.	2019 г.	Изменение 2019 г. к 2017 г.	
				(+;-)	в %
Выручка, тыс. руб.	304467	381614	497340	192873	63,4
Себестоимость продаж, тыс. руб.	243452	279724	422332	178880	73,5
Коммерческие расходы, тыс. руб.	23946	53381	32145	8199	34,2
Управленческие расходы, тыс. руб.	34711	34835	27557	-7154	7,9
Прибыль от продаж, тыс. руб.	2358	13674	15306	12948	149,1
Чистая прибыль, тыс. руб.	4166	6812	8745	4579	109,9
Рентабельность продаж,%	0,8	3,7	3,2	2,4	Х
Среднесписочная численность, чел	197	182	174	-23,0	-11,68
Фонд оплаты труда, тыс. руб.	39208,2	38585,7	40742,4	1534,2	3,9
Среднегодовая заработная плата на 1 работника, тыс. руб.	199,0	212,0	231,5	32,5	116,3
Производительность труда, руб.	1956,4	1672,9	2193,2	236,8	112,1
Среднегодовая стоимость основных средств, тыс. руб.	43601	40915	40706	-2895	93,4
Фондовооруженность, руб./ руб.	676	666,7	625,7	-50,3	-7,4
Фондоотдача, руб./ руб.	2,9	2,5	3,5	0,6	20,7

Из таблицы 1 видно, что при росте производства продукции увеличивается выручка и себестоимость продаж. При этом снижается среднесписочная численность работников вследствие сокращения работников административно – управленческого персонала и соответственно снижения управленческих расходов. Эти мероприятия проводятся в рамках оптимизации расходов предприятия и выхода на более высокий уровень прибыли, что подтверждается ростом чистой прибыли в 2019 г. по сравнению с 2017 г. на 4579 тыс. руб.

Выручка предприятия в 2019 г. увеличилась на 192873 тыс. руб. и составила 497340 тыс. руб. Себестоимость продаж в 2019 г. увеличилась на 178880 тыс. руб., и составила 422332 тыс. руб. Снижение наблюдалось и в численности персонала, их количество составило в 2019 г. 174, что на 23 работника меньше по сравнению с 2017 г. Чистая прибыль в 2019 г. по сравнению с 2017 г. увеличилась на 109 тыс. руб. и составила 4579 тыс. руб. Изменения в сторону увеличения существует среди таких показателей как прибыль от продаж, рентабельность продаж, фонд оплаты труда, среднегодовая заработная плата на 1 работника, производительность труда и фондоотдача. Увеличение фондоотдачи в 2019 г. по сравнению с 2017 г. на 0,6 пункта является положительной динамикой для ЗАО «Хлебопродукт № 2».

Таким образом, полученная в процессе проведения анализа информация позволяет определить текущее положение и результаты деятельности предприятие за прошедший период, выявить скрытые резервы и проблемные области, а также представляет собой основу планирования и разработки будущих управленческих решений.

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КЛИНИКО-ИММУНОЛОГИЧЕСКИЕ КРИТЕРИИ АКТИВНОСТИ ВОСПАЛЕНИЯ ПРИ ИНФЕКЦИОННОМ ЭНДОКАРДИТЕ

Аннотация: Определенные перспективы в выявлении бактериальной природы ИЭ связаны с определением прокальцитонина (PCT), уровень которого закономерно повышается при сепсисе. Результаты немногочисленных исследований последних лет, посвященных изучению маркеров воспаления (ФНОα, СРБ) и PCT, обнаруживают противоречивые данные о значении этих показателей при ИЭ, нередко отсутствие клинико-лабораторных сопоставлений и их динамического определения. ИЭ приводит к развитию недостаточности кровообращения (НК), часто "резистентной к терапии вследствие деструкции клапанного аппарата.

Ключевые слова: прокальцитонин, сепсис, маркеров воспаления, спленомегалия, миокард.

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CLINICAL AND IMMUNOLOGICAL CRITERIA FOR INFLAMMATION ACTIVITY IN INFECTIOUS ENDOCARDITIS

Summary: Certain prospects in identifying the bacterial nature of IE are associated with the determination of procalcitonin (PCT), the level of which naturally increases in sepsis. The results of the few studies in recent years devoted to the study of markers of inflammation (TNFa, CRP) and PCT reveal conflicting data on the value of these indicators in IE, often the absence of clinical and laboratory comparisons and their dynamic determination. IE leads to the development of circulatory failure (NK), often "resistant to therapy due to destruction of the valve apparatus.

Key words: procalcitonin, sepsis, markers of inflammation, splenomegaly, myocardium.

Актуальность. Определенные перспективы в выявлении бактериальной природы ИЭ связаны с определением прокальцитонина (PCT), уровень которого закономерно повышается при сепсисе. Результаты немногочисленных исследований последних лет, посвященных изучению маркеров воспаления (ФНОа, СРБ) и РСТ, обнаруживают противоречивые данные о значении этих показателей при ИЭ, нередко отсутствие клинико-лабораторных сопоставлений и их динамического определения. ИЭ приводит к развитию недостаточности кровообращения (НК), часто "резистентной к терапии вследствие деструкции клапанного аппарата. Исследование предшественника натрийуретического пептида (NT-pro-BNP) как маркера НК может иметь значение в выявлении данной группы больных и их своевременном кардиохирургическом лечении. Однако данный фактор при ИЭ практически не изучен.

Цель исследования. Изучить динамику показателей воспаления (СРБ, ФНОа), прокальцитонина (РСТ) и предшественника натрийуретического пептида (NT-pro-BNP) для уточнения их диагностического значения у больных ИЭ.

Материалы и методы исследования. Было обследовано 66 больных с различными формами инфекционного эндокардита (ИЭ), находившихся на лечении в клинике АГМИ и наблюдавшихся в последующем амбулаторно в период с 208 по 2019год .

Результаты исследования. Первичный ИЭ (ПИЭ) развивался преимущественно в возрасте до 30 лет (45,7%). При поступлении преобладали гектическая лихорадка (37,4%), спленомегалия (81,3%), II ФК НК (54,3%), тромбоэмболические осложнения (82,9%). У 40% больных с ПИЭ была выделена группа Staphylococcus spp., отрицательные результаты гемокультуры были в 10 случаях (28,6%). У большинства обследованных выявлялись признаки активности инфекционно-токсических проявлений: лейкоцитоз (71,4%), спленомегалия (81,3%), тромбоцитопения (61,8%). Уровень лейкоцитов коррелировал с лихорадкой (г=0,405), СОЭ (г=0,531), размерами селезенки (г=0,390), наличием тромбоэмболий (г=0,413) ($p<0,05$). Выявлены корреляционные связи уровня тромбоцитов с размерами селезенки (г= -0,472) и развитием иммунокомплексных осложнений (г= -0,535)($p<0,05$). У трети больных наблюдалось тяжелое течение заболевания, требующее длительного наблюдения в условиях реанимации. Достоверно чаще пациенты с ПИЭ погибали в ранние сроки заболевания (37,1%), чем в отдаленный период - 8,6% ($p<0,05$) Через 3 недели терапии у 46,2% выживших сохранялось повышение температуры. Наиболее высокие показатели лейкоцитов и СОЭ наблюдались при тяжелом и осложненном течении ИЭ, сохраняющейся лихорадке ($p<0,05$). Нарастание тромбоцитопении и повышение СОЭ на фоне терапии коррелировали с исходом заболевания (г=0,636 и г= -0,436, соответственно) ($p<0,05$). Вторичный ИЭ (ВИЭ)достоверно чаще развивался у лиц пожилого возраста (61,3%) (рис. 1). В этой группе при поступлении в преобладала субфебрильная лихорадка (38,7%), III-IV ФК НК (54,8%). Тромбоэмболии регистрировали в 1,5 раза реже, чем в I группе ($p<0,05$), а отрицательные результаты гемокультуры - в 2 раза чаще. Установлены корреляции уровня тромбоцитов с размерами селезенки (r=-0,424) и развитием иммунокомплексных осложнений (r=-0,475). Тяжелое течение заболевания, требующее длительного наблюдения в условиях реанимации, отмечалось в 2 раза реже, чем при ПИЭ. Больные с ВИЭ имели неблагоприятный отдаленный прогноз: 32,3% погибли в сроки, превышающие 3 недели от начала терапии ($p<0,05$). Через 3 недели терапии у 36,4% выживших сохранялась лихорадка. Наиболее высокие показатели лейкоцитов в этот период наблюдались у больных с тяжелым и осложненным течением ИЭ ($p<0,05$). Нарастание тромбоцитопении и повышение СОЭ, как и при ПИЭ, достоверно коррелировали с исходом заболевания (r=0,469 и r= -0,336, соответственно). Таким образом, повышение NT-pro-BNP является закономерным для большинства больных ИЭ. Установлены достоверные связи уровня пептида с ФК НК, морфо-функциональными изменениями миокарда и осложненным течением ИЭ. Отсутствие положительной динамики на фоне терапии является прогностически неблагоприятным фактором. Мы сопоставили результаты исследования факторов воспаления (ФНОа, СРБ), PCT и NT-pro-BNP у больных на разных этапах течения ИЭ. При поступлении у большинства пациентов отмечалось закономерное увеличение всех изучаемых показателей. Установлены достоверные корреляционные связи уровней СРБ и PCT (r=0,518), СРБ и ФНОа (r=0,46б), PCT и ФНОа (r=0,351) в этот период. Через 3 недели терапии наблюдалась однонаправленная тенденция к снижению всех показателей, наиболее выраженная для PCT и СРБ (рис. 3Б). Выявленные прямые корреляции динамики уровней СРБ, PCT и NT-pro-BNP указывают на связь активности воспаления с поражением миокарда при ИЭ. Результаты исследования показали, что определение ФНОа, СРБ и PCT является важным аспектом в оценке воспаления при ИЭ. ФНОа - наиболее чувствительный и информативный маркер воспаления на всех этапах течения заболевания. При снижении уровней СРБ и PCT через 3 недели и нормализации в послегоспитальном периоде концентрация цитокина сохранялась высокой (через 3 недели, 6 месяцев). Многомесячное повышение показателей ФНОа при клиническом благополучии свидетельствует о персистенции воспаления у больных ИЭ в послегоспитальном периоде и обосновывает необходимость длительной терапии.

Вывод. Выявленные изменения содержания СРБ, ФНОа, PCT, NT-pro-BNP у больных ИЭ могут служить дополнительными диагностическими критериями, позволяющими уточнить активность воспалительного процесса, его бактериальную природу и оценить тяжесть течения заболевания. Динамическое исследование показателей помогает уточнить их информативность на различных этапах болезни, своевременно выявить осложнения ИЭ. Установленные клинико-лабораторные связи позволяют использовать динамическое исследование маркеров в качестве дополнительных критериев оценки эффективности терапии.

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ОСОБЕННОСТИ СОЧЕТАННОГО ТЕЧЕНИЯ ИНФАРКТА МИОКАРДА И ВНЕБОЛЬНИЧНОЙ ПНЕВМОНИИ

Аннотация: По данным Всемирной организации здравоохранения, одну треть всех причин смертности взрослого населения (15 миллионов смертей в год во всем мире) составляют сердечно-сосудистые заболевания, связанные с атеросклерозом. Прогрессирующий рост числа больных инфарктом миокарда, широкое его распространение среди социально активной группы населения, утрата трудоспособности и инвапидизация пациентов, приводящие к большим экономическим затратам государства, придают проблеме не только медицинское, но и большое социально-экономическое значение. У многих больных зрелого и пожилого возраста ИБС и в частности инфаркт миокарда может протекать на фоне других соматических заболеваний, в том числе и патологии системы дыхания.

Ключевые слова: ИБС, пневмония, инфаркта миокарда, внебольничной пневмонии, ЭхоКГ.

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FEATURES OF THE COMBINED COURSE OF MYOCARDIAL INFARCTION AND OUT-OF-SOCIAL PNEUMONIA

Summary: According to the World Health Organization, one third of all causes of adult mortality (15 million deaths per year worldwide) are cardiovascular diseases associated with atherosclerosis. The progressive increase in the number of patients with myocardial infarction, its widespread distribution among the socially active group of the population, disability and invapidization of patients, leading to large economic costs of the state, attach not only medical, but also great socio-economic importance to the problem. In many patients of mature and old age, IHD, and in particular myocardial infarction, can occur against the background of other somatic diseases, including pathology of the respiratory system.

Key words: ischemic heart disease, pneumonia, myocardial infarction, community-acquired pneumonia, echocardiography.

Актуальность проблемы. По данным Всемирной организации здравоохранения, одну треть всех причин смертности взрослого населения (15 миллионов смертей в год во всем мире) составляют сердечно-сосудистые заболевания, связанные с атеросклерозом. Прогрессирующий рост числа больных инфарктом миокарда, широкое его распространение среди социально активной группы населения, утрата трудоспособности и инвапидизация пациентов, приводящие к большим экономическим затратам государства, придают проблеме не только медицинское, но и большое социально-экономическое значение. Показатель заболеваемости внебольничной пневмонией в большинстве стран составляет 10-12%, варьируя в зависимости от возраста, пола, расовой принадлежности и социально-экономических условий обследуемых популяции. Несмотря на известные диагностические приемы и характерные жалобы примерно в 60% случаев пневмония остается нераспознанной, правильный ее диагноз в первые 3 суток ставится только в 35 % случаев, а у 30-40% заболевших устанавливается лишь в конце первой недели болезни. В основе взаимного отягощения ИБС и пневмонии лежит общность ряда факторов риска и звеньев патогенеза, включая курение, гемодинамические, нейрогормональные и иммуновоспалительные сдвиги. Однако, в доступной нам литературе не были найдены данные о распространенности и особенностях сочетанного течения инфаркта миокарда и внебольничной пневмонии. Не определена динамика и роль про- и противовоспалительных цитокинов, иммуноглобулинов у больных с сочетанным течением инфаркта миокарда и внебольничной пневмонии.

Цель исследования: Изучить особенности сочетанного течения инфаркта миокарда и внебольничной пневмонии и на основании этого разработать направления их диагностики.

Материалы и методы исследования. На первом этапе с целью изучения частоты встречаемости сочетанной патологии проанализированы 1718 историй болезни пациентов, перенесших инфаркт миокарда и 88 протоколов патологоанатомических исследований умерших от ИМ. На втором этапе наблюдали 120 больных с сочетанной патологией ИМ+ВП (изучение структуры и исходов, анализ клинической симптоматики, результатов рентгенологического обследования). На третьем этапе осуществляли углубленное сравнительное исследование в двух группах больных. Обследованы 57 больных с верифицированным ИМ, среди которых были 48 мужчин и 9 женщин. Средний возраст составил 74,6+4,1 года. Все больные были разделены на 2 группы: в 1-ю (основную) вошли 27 больных ИМ в сочетании с ВП, 2-я группа являлась группой сравнения и состояла из 30 пациентов только с ИМ. В сравниваемых группах проведен анализ клинической симптоматики, данных клинических и биохимических анализов, ЭхоКГ, результатов рентгенологического обследования и результатов определения содержания в крови про- и противовоспалительных цитокинов (11_-1Ь, 1Ь-2, 1Ь-б, Т№-а, 1Ш-у, ГЬ-4, И-10, П.-17,1ёА, ДО, 1ёМ). Все больные в сравниваемых группах были рандомизированы по полу, возрасту и тяжести течения заболевания.

Результаты исследования. На первом этапе работы на основании анализа 1718 историй болезней были получены данные о частоте встречаемости сочетанного течения ИМ и ВП среди пациентов, поступивших на лечение в отделение кардиореанимации в разные годы наблюдения. Частота встречаемости сочетанного течения ИМ и ВП среди больных, поступивших на лечение в отделение кардиореанимации в разные годы наблюдения, колебалось от 5,6% в 2012 году до 8,2% в 2009 году. В среднем, изучаемый показатель за 4 года (с 2009 по 2012 гг.) составил 7,0%. Длительность лечения больных с сочетанным течением ИМ и ВП была, в среднем, на 32% больше, чем сроки нахождения в стационаре больных инфарктом миокарда. Летальные исходы у больных с сочетанной патологией имели место в 2 раза чаще, чем у пациентов ИМ без ВП (16,7% и 8,0% соответственно). При анализе 88 протоколов патологоанатомических исследований больных ИМ, умерших в первые 48 часов после госпитализации, в 22,7% случаев при вскрытии выявлялись признаки легочного воспаления. Частота расхождений клинического и патологоанатомического диагнозов по внебольничной пневмонии (гиподиагностика) при этом была весьма существенной и достигала до 40% в разные годы. Таким образом, представляется очевидным, что у некоторых больных инфарктом миокарда имела место внебольничная пневмония (до 7% по клиническим данным и до 22,7% по секционным). Указанное сочетанное (ВП) заболевание в ряде случаев не диагностировалось при жизни. Длительность лечения ИМ, развывшегося на фоне ВП значительно (более чем на 30%) превышала длительность лечения больных с одним лишь ИМ. Летальность среди больных с сочетанной патологией составила 16,7% и более чем в 2 раза превышала летальность в группе сравнения. Нами изучались клинические особенности сочетанного течения ВП и ИМ, изменения показателей лабораторных и функциональных исследований. Сравнение по указанным критериям осуществлялось в двух группах больных. Основную группу (I) составили 27 больных с сочетанным течением ИМ и ВП. В группу сравнения (ИМ без ВП) вошли 30 пациентов. Группы были рандомизированы по полу, возрасту, тяжести состояния. Первоначально исследовали особенности развития ИМ на фоне ВП. **Выводы:** 1. У ряда больных с ИМ, поступивших на лечение в кардиореанимационное отделение, имела место ВП (до 7,0% по клиническим данным и до 22,7% - по секционным), что свидетельствует о том, что у некоторых пациентов легочное воспаление не диагностируется при жизни. Длительность стационарного лечения пациентов с ИМ на фоне ВП составляла, в среднем, 28 дней и на 31,6% превышала длительность лечения больных с ИМ без ВП.

2. Среди больных с сочетанным течением ИМ и ВП в сравнении с пациентами, перенесшими ИМ без ВП, отмечалось более тяжелое течение ИМ с более частым развитием нарушений сердечного ритма (100% и 47%,

соответственно), проводимости (15,0% и 3,3%), миокардита (7,4% и 0%), ХСН (29,6% и 16,6%), ранней постинфарктной стенокардии (44,4% и 26,6%).

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РАЗРАБОТКА МЕРОПРИЯТИЙ ПО ПОВЫШЕНИЮ РЕНТАБЕЛЬНОСТИ ОТ ПРЕДПРИНИМАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ ГОСУДАРСТВЕННЫХ БЮДЖЕТНЫХ УЧРЕЖДЕНИЙ ЗДРАВООХРАНЕНИЯ

Аннотация: Статья посвящена проблеме нерентабельности предпринимательской деятельности государственных бюджетных учреждений здравоохранения. Рассмотрены способы увеличения процента рентабельности от предпринимательской деятельности государственных медицинских организаций. Приведены расчеты экономического эффекта от использования предложенных способов увеличения рентабельности от предпринимательской деятельности государственных медицинских организаций.

Ключевые слова: рентабельность, предпринимательская деятельность, государственные бюджетные учреждения здравоохранения, платные услуги, поступления от предпринимательской деятельности, расходы от предпринимательской деятельности.

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DEVELOPMENT OF MEASURES TO INCREASE PROFITABILITY FROM ENTREPRENEURIAL ACTIVITY OF STATE BUDGETARY HEALTHCARE ORGANIZATIONS

Annotation: The article is devoted to the problem of unprofitability of entrepreneurial activity of state budgetary healthcare organizations. The ways of increasing the percentage of profitability from the entrepreneurial activity of state medical organizations are considered. The calculations of the economic effect of using the proposed methods of increasing the profitability of the entrepreneurial activity of state medical organizations are presented.

Key words: profitability, entrepreneurial activity, state budgetary healthcare organizations, paid services, incomes from entrepreneurial activity, expenses from entrepreneurial activity.

Предпринимательской деятельностью является деятельность, которая направлена на получение прибыли. Получение прибыли для государственных учреждений здравоохранения не является основной целью, так как данные организации являются некоммерческими и для медицинских организаций основная цель – это оказание качественной медицинской помощи гражданам и удовлетворение их потребностей в оказании медицинских услуг. Согласно статье 24 Гражданского кодекса РФ целью предпринимательской деятельности государственных учреждений здравоохранения не является получение прибыли. Доходы от предпринимательской деятельности государственные медицинские организации направляют на закупку нового современного медицинского оборудования, медикаментов и других расходных материалов, обучение медицинского персонала, ремонт помещений, заработную плату сотрудникам и т.д. Медицинские организации имеют право оказывать только те платные медицинские услуги, на которые они имеют лицензию.

Высокий показатель рентабельности платных медицинских услуг в государственных бюджетных учреждениях здравоохранения позволяет организации закупать современное медицинское оборудование. Это способствует повышению качества оказания как платных, так и бесплатных медицинских услуг. В связи с этим увеличивается количество пациентов, которые обращаются в медицинское учреждение с целью получения платных медицинских услуг.

Для того чтобы оценить экономическую эффективность предпринимательской деятельности, государственные бюджетные учреждения здравоохранения проводят экономический анализ.

В экономическом анализе важную роль играет выбор финансовых показателей, которые применяются как критерии, которые оценивают финансовое состояние организации.

В учреждениях часто рассчитывают показатели экономической эффективности.[60]

Общая экономическая эффективность:

$E=P/C$,

где

E – общая экономическая эффективность,

P— экономический эффект деятельности учреждения,

C —расходы производства.

Производительность труда:

$Et=P/Cs$,

где

Et - производительность труда,

Cs —расходы на ФОТ.

[60] Гродский, В.С. Экономическая теория [Электронный ресурс]: учебное пособие / В.С. Гродский. – СПб.: Питер, 2013. – 208 с. – Режим доступа: http://www.alleng.ru/d/econ/econ507.htm (Дата обращения: 23.01.2021)

Фондоотдача:

F = P/Co,

где

F - фондоотдача,

Со — стоимость основных средств.

К основным экономическим показателям относятся следующие финансовые показатели:[61]

1.Прибыль — разность между доходами и расходами организации.

2.Себестоимость — сумма затрат на предоставление услуг.

3.Общий доход организации — сумма всех полученных доходов от всех источников финансирования.

4.Основные средства учреждения — сумма долгосрочных средств производства.

5.Оборотные средства учреждения — средства производства, которые целиком используются в производственном процессе. Они включают в себя материалы, сырье, наличные денежные средства.

6.Активы учреждения — суммарный капитал, который является собственностью учреждения.

7.Пассивы учреждения — сумма задолженностей учреждения.

8.Собственный капитал учреждения — разница между активами и пассивами учреждения.

9.Дебиторская задолженность — сумма денежных средств, которую учреждению должны заплатить ее контрагенты.

10. Кредиторская задолженность — сумма денежных средств, которую учреждение должно заплатить своим контрагентам.

По данным финансовым показателям можно определить экономическую эффективность деятельности медицинского учреждения.

Для более подробного экономического анализа экономисты медицинского учреждения используют другие финансовые показатели, а именно: рентабельность, показатель устойчивости, отношение дебиторской и кредиторской задолженностей.

Рентабельность оказанных услуг, которая показывает финансовый результат на 1 руб. выручки от оказания услуг, рассчитывается по формуле:

Р = Чистая прибыль или убыток/В*100,

где

Р– рентабельность оказанных услуг, которая показывает финансовый результат на 1 руб. выручки от оказания услуг;

В – выручка от реализации.

По результатам финансового анализа за 2017-2019 гг., следует, что расходы от предпринимательской деятельности превышают доходы во всех трех исследуемых учреждениях: Государственное бюджетное учреждение

[61] Слагода, В.Г. Основы экономической теории [Электронный ресурс]: учебник / В.Г. Слагода. – 3-е изд. – М.: ФОРУМ: ИНФРА-М, 2017. – 269 с. - Режим доступа: http://znanium.com/bookread2.php?book=884661 (Дата обращения: 19.01.2021)

здравоохранения Самарской области «Тольяттинская городская клиническая больница № 5» (ГБУЗ СО «ТГКБ № 5»), Государственное бюджетное учреждение здравоохранения Самарской области «Тольяттинская городская клиническая больница № 2 имени В.В. Баныкина» (ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина») и Государственное бюджетное учреждение здравоохранения Самарской области «Тольяттинская городская клиническая больница № 4» (ГБУЗ СО «ТГКБ № 4»).

Цель – увеличить рентабельность от предпринимательской деятельности государственных бюджетных учреждений здравоохранения (ГБУЗ СО «ТГКБ № 5», ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина», ГБУЗ СО «ТГКБ № 4»).

Задачи:

1) Предложить способы увеличения рентабельности от предпринимательской деятельности в ГБУЗ СО «ТГКБ № 5», ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» и ГБУЗ СО «ТГКБ № 4»;

2) Рассчитать экономический эффект от использования предложенных способов увеличения рентабельности от предпринимательской деятельности в ГБУЗ СО «ТГКБ № 5», ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» и ГБУЗ СО «ТГКБ № 4»;

3) Сделать вывод о целесообразности использования предложенных мер увеличения рентабельности от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5», ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» и ГБУЗ СО «ТГКБ № 4».

Цены на большую часть платных услуг давно не повышали, при этом себестоимость возрастает с каждым годом. В связи с этим медицинским организациям необходимо провести корректировку цен на платные услуги. Для этого нужно сделать перерасчет себестоимости платных услуг по актуальным данным.

Цена на платную услугу включает в себя себестоимость данной услуги и планируемую норму прибыли от оказания услуги.

Корректировку цен на платные услуги нужно сделать с учетом того, чтобы новые цены на услуги превысили рассчитанную по актуальным данным себестоимость этих услуг. Процент превышения цены за платную услугу над рассчитанной по актуальным данным себестоимостью этой услуги является процентом прибыли, полученной от оказания платной услуги.

Новые цены на платные услуги должны быть конкурентоспособными, то есть новые цены должны быть не выше, чем у частных медицинских организаций и других государственных бюджетных учреждений здравоохранения. В ином случае это может привести к оттоку пациентов и, следовательно, снижению доходов от предпринимательской деятельности.

Для того чтобы увеличить рентабельность от предпринимательской деятельности, исследуемые учреждения (ГБУЗ СО «ТГКБ № 5», ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» и ГБУЗ СО «ТГКБ № 4») также могут ввести в перечень платных услуг новые типы услуг, которые данные организации не оказывали ранее, но которые могут быть востребованными среди пациентов. Например, медицинские организации могут оказывать платные именные лечебно-диагностические услуги.

Платные именные лечебно-диагностические услуги – это услуги, которые будут оказывать конкретные специалисты. Это известные врачи в городе, которые имеют хорошую репутацию, они являются заведующими медицинских отделений, руководителями медицинских служб исследуемых учреждений. В наименовании платных услуг будут указаны должность, почетное звание (если имеется), ученая степень (если имеется), фамилия и инициала врача, который будет оказывать данную платную медицинскую услугу. В большинстве случаев к таким специалистам (врачам) относятся заслуженные врачи, кандидаты медицинских наук. Люди в большей степени доверяют известным врачам с хорошей репутацией, заслуженным врачам, кандидатам медицинских наук, поэтому многие люди желают получать платные медицинские услуги, которые оказывают данные врачи. Это очень удобно для пациентов, так как они смогут получать платные лечебно-диагностические медицинские услуги у желаемых врачей.

Цены на платные именные лечебно-диагностические услуги будут выше, чем цены на обычные платные лечебно-диагностические услуги. Однако, платные именные услуги будут особенно востребованы среди пациентов, которые уверенны в профессионализме врачей, которые будут оказывать данные услуги.

Поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» до внедрения мероприятия по корректировке цен на платные услуги имеют значение 100%. Предлагается повысить цены на платные услуги на 3,3%, так как оказание платных услуг станет рентабельным для организации и новые цены также будут конкурентоспособными. В результате поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» после внедрения мероприятия по корректировке цен на платные услуги равны 103,3% (100+3,3=103,3). Следовательно, поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» после внедрения мероприятия увеличатся на 3,3%, так как 103,3-100=3,3. Расходы от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» до и после внедрения мероприятия по корректировке цен на платные услуги равны 100,27%, так как по результатам финансового анализа 2017-2019 гг., средний за три года процент превышения расходов над поступлениями от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» равен 0,27%. По формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг до внедрения мероприятия является отрицательным и равен - 0,27% [(100-100,27):100*100= - 0,27]. После внедрения мероприятия по формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг является положительным и равен 2,93% [(103,3-100,27):103,3*100= 2,93].

Следовательно, рентабельность оказанных услуг ГБУЗ СО «ТГКБ № 5» после внедрения мероприятия увеличится на 3,2%, так как 2,93-(-0,27)=3,2.

Поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» до внедрения мероприятия по корректировке цен на платные услуги имеют значение 100%. Предлагается повысить цены на платные услуги на 3,9%, так как оказание платных услуг станет рентабельным для организации и новые цены также будут конкурентоспособными. В результате поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» после внедрения мероприятия по корректировке цен на платные услуги равны 103,9% (100+3,9=103,9). Следовательно, поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» после внедрения мероприятия увеличатся на 3,9%, так как 103,9-100=3,9. Расходы от предпринимательской деятельности ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» до и после внедрения мероприятия по корректировке цен на платные услуги равны 100,87%, так как по результатам финансового анализа 2017-2019 гг., средний за три года процент превышения расходов над поступлениями от предпринимательской деятельности ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» равен 0,87%. По формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг до внедрения мероприятия является отрицательным и равен - 0,87% [(100-100,87):100*100= - 0,87]. После внедрения мероприятия по формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг является положительным и равен 2,92% [(103,9-100,87):103,9*100= 2,92]. Следовательно, рентабельность оказанных услуг ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» после внедрения мероприятия увеличится на 3,79%, так как 2,92-(-0,87)=3,79.

Поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 4» до внедрения мероприятия по корректировке цен на платные услуги имеют значение 100%. Предлагается повысить цены на платные услуги на 3,9%, так как оказание платных услуг станет рентабельным для организации и новые цены также будут конкурентоспособными. В результате поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 4» после внедрения мероприятия по корректировке цен на платные услуги равны 103,9% (100+3,9=103,9). Следовательно, поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 4» после внедрения мероприятия увеличатся на 3,9%, так как 103,9-100=3,9. Расходы от предпринимательской деятельности ГБУЗ СО «ТГКБ № 4» до и после внедрения мероприятия по корректировке цен на платные услуги равны 100,87%, так как по результатам финансового анализа за 2017-2019 гг., средний за три года процент превышения расходов над поступлениями от предпринимательской деятельности ГБУЗ СО «ТГКБ № 4» равен 0,87%. По формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг до внедрения мероприятия является отрицательным и равен - 0,87% [(100-100,87):100*100= - 0,87]. После внедрения мероприятия по формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг является положительным и равен 2,92% [(103,9-100,87):103,9*100= 2,92]. Следовательно, рентабельность оказанных услуг ГБУЗ СО «ТГКБ № 4» после внедрения мероприятия увеличится на 3,79%, так как 2,92-(-0,87)=3,79.

Таким образом, после проведения корректировки цен на платные услуги рентабельность от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» увеличится на 3,2%, рентабельность от предпринимательской деятельности ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» и ГБУЗ СО «ТГКБ № 4» увеличится на 3,79%.

Поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» до внедрения мероприятия по введению в перечень платных услуг именных лечебно-диагностических услуг имеют значение 100%. В 2018 г. поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» увеличились на 4,1% за счет того, что организация начала оказывать платные именные консультативные услуги. Однако, для лечебно-диагностических услуг данный процент может оказаться завышенным, так как у данных услуг цены выше, чем у консультативных услуг. И, в связи с этим, спрос на именные лечебно-диагностические услуги в первый год после введения их в перечень платных медицинских услуг может оказаться ниже, чем спрос на именные консультативные услуги в первый год после введения их в перечень платных медицинских услуг. В связи с этим автор статьи предлагает при расчете учитывать процент увеличения поступлений от предпринимательской деятельности во всех трех исследуемых учреждениях (ГБУЗ СО «ТГКБ № 5», ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» и ГБУЗ СО «ТГКБ № 4») после внедрения мероприятия по введению в перечень платных услуг именных лечебно-диагностических услуг ниже в два раза, чем после введения платных именных консультативных услуг. Следовательно, поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» после внедрения мероприятия по введению в перечень платных услуг именных лечебно-диагностических услуг равны 102,05% (100+2,05=102,05). 2,05% = 4,1%/2. Расходы от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» до и после внедрения мероприятия по введению в перечень платных услуг именных лечебно-диагностических услуг равны 100,27% (данный процент учитывался при расчете процента увеличения рентабельности платных услуг ГБУЗ СО «ТГКБ № 5» после проведения корректировки цен на платные услуги). По формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг до внедрения мероприятия является отрицательным и равен - 0,27% [(100-100,27):100*100= - 0,27]. После внедрения мероприятия по формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг является положительным и равен 1,74% [(102,05-100,27):102,05*100= 1,74].

Следовательно, рентабельность оказанных услуг ГБУЗ СО «ТГКБ № 5» после внедрения мероприятия увеличится на 2,01%, так как 1,74-(-0,27)=2,01.

Поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» до внедрения мероприятия по введению в перечень платных услуг именных лечебно-диагностических услуг имеют значение 100%. Поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» после внедрения мероприятия по введению в перечень платных услуг именных лечебно-диагностических услуг равны 102,05% (100+2,05=102,05). Автор статьи выше обосновал 2,05%, как процент увеличения поступлений от предпринимательской деятельности в первый год после введения в перечень платных услуг именных лечебно-диагностических услуг во всех трех организация (ГБУЗ СО «ТГКБ № 5», ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина и ГБУЗ СО «ТГКБ № 4»). Расходы от предпринимательской деятельности ГБУЗ СО «ТГКБ № 2 имени ВУ.В. Баныкина» до и после внедрения мероприятия по введению в перечень платных услуг именных лечебно-диагностических услуг равны 100,87% (данный процент учитывался при расчете процента увеличения рентабельности платных услуг ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» после проведения корректировки цен на платные услуги). По формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг до внедрения мероприятия является отрицательным и равен - 0,87% [(100-100,87):100*100= - 0,87]. После внедрения мероприятия по формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг является положительным и равен 1,16% [(102,05-100,87):102,05*100= 1,16]. Следовательно, рентабельность оказанных услуг ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» после внедрения мероприятия увеличится на 2,03%, так как 1,16-(-0,87)=2,03.

Поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 4» до внедрения мероприятия по введению в перечень платных услуг именных лечебно-диагностических услуг имеют значение 100%. Поступления от предпринимательской деятельности ГБУЗ СО «ТГКБ № 4» после внедрения мероприятия по введению в перечень платных услуг именных лечебно-диагностических услуг равны 102,05% (100+2,95=102,05). Автор статьи выше обосновал 2,05%, как процент увеличения поступлений от предпринимательской деятельности в первый год после введения в перечень платных услуг именных лечебно-диагностических услуг во всех трех организация (ГБУЗ СО «ТГКБ № 5», ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина и ГБУЗ СО «ТГКБ № 4»). Расходы от предпринимательской деятельности ГБУЗ СО «ТГКБ № 4» до и после внедрения мероприятия по введению в перечень платных услуг именных лечебно-диагностических услуг равны 100,87% (данный процент учитывался при расчете процента увеличения рентабельности платных услуг ГБУЗ СО «ТГКБ № 4» после проведения корректировки цен на платные услуги). По формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг до внедрения мероприятия является отрицательным и равен - 0,87% [(100-100,87):100*100= - 0,87]. После внедрения мероприятия по формуле расчета рентабельности оказанных услуг (Р), указанной выше, показатель рентабельности оказанных услуг является положительным и равен 1,16% [(102,05-100,87):102,05*100= 1,16]. Следовательно, рентабельность оказанных услуг ГБУЗ СО «ТГКБ № 4» после внедрения мероприятия увеличится на 2,03%, так как 1,16-(-0,87)=2,03.

Таким образом, после введения в перечень платных услуг именных лечебно-диагностических услуг рентабельность от предпринимательской деятельности ГБУЗ СО «ТГКБ № 5» увеличится на 2,01%, рентабельность от предпринимательской деятельности ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина» и ГБУЗ СО «ТГКБ № 4» увеличится на 2,03%.

Следовательно, средний процент увеличения рентабельности от предпринимательской деятельности после проведения корректировки цен на платные услуги и введения в перечень платных услуг именных лечебно-диагностических услуг в ГБУЗ СО «ТГКБ № 5» равен 2,6% ((2,01+3,2)/2=2,6), в ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина и ГБУЗ СО «ТГКБ № 4» данный процент равен 2,9% ((2,03+3,79)/2 = 2,9).

В результате можно сделать вывод, что проведение предложенных мероприятий (корректировка цен на платные услуги и введение в перечень платных услуг именных лечебно-диагностических услуг) является целесообразным для всех трех исследуемых организаций (ГБУЗ СО «ТГКБ № 5, ГБУЗ СО «ТГКБ № 2 имени В.В. Баныкина и ГБУЗ СО «ТГКБ № 4»). Данные медицинские организации за счет увеличения процента рентабельности от предпринимательской деятельности смогут закупить новое медицинское оборудование, мебель, а также увеличить расходы на заработную плату сотрудникам по источнику «Предпринимательская деятельность».

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САМАРКАНДСКАЯ АГЛОМЕРАЦИЯ И КАТТАКУРГАНСКАЯ ЛОКАЛЬНАЯ ГРУППОВАЯ СИСТЕМА САМАРКАНДСКОЙ ОБЛАСТИ

Аннотация: В статье рассматриваются Самаркандская агломерация, Каттакурганская локальная групповая система и региональные типы расселения Самаркандской области. Изучается возникновение и развитие Самаркандской агломерации и другие групповые формы расселения. Территория области выделяется на оазисный, горный, пустынный и пригородный типы расселения. Эти типы расселения анализируется и приводится выводы.

Ключевые слова: агломерация, локальная групповая система, городские спутники, региональные типы, расселения, оазисный, горный, пустынный, пригородный, городская агломерация, гидрографическая сеть, транспортная сеть, плотность населения.

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SAMARKAND AGGLOMERATION AND THE KATTAKURGAN LOCAL GROUP SYSTEM OF THE SAMARKAND REGION

Abstract: The article deals with the Samarkand agglomeration, the Kattakurgan local group system and the regional types of settlement of the Samarkand region. The origin and development of the Samarkand agglomeration and other group forms of settlement are studied. The territory of the region is divided into oasis, mountain, desert and suburban types of settlement. These types of settlement are analyzed and conclusions are drawn.

Keywords: agglomeration, local group system, urban satellites, regional types, settlements, oasis, mountain, desert, suburban, urban agglomeration, hydrographic network, transport network, population density.

Введение. В географической науке концепция районирования занимает центральное положение. Это по существу является важным атрибутом /свойством/ и специфической особенностью любого географического исследования. Немаловажное научное значение и практическое оно имеет и в географическом изучении населения. [1]

Агломерация населенных мест по сути дела представляет собой сложную территориальную социально-экономическую систему и их комплексное изучение имеет важное значение в выявлении особенности размещения производства и расселения населения, развития урбанизации в регионе.

Понятие агломерация, по содержанию очень сложное. Агломерация, прежде всего, это группа городов или скопление городских поселений, тесно связанных между собой в экономическом и социальном отношении. Обычно ядром агломерации служат крупные города с солидным экономическим, демографическим и инфраструктурным потенциалом. [2]

Цель и задачи. Целью исследования является комплексное изучение групповых форм системы и региональные типы расселения Самаркандской области на основе ряда статистических показателей. Для этого необходимо решить следующие задачи:

1) изучать мнение крупных исследователей данной проблемы;

2) проанализировать возникновение и состояние Самаркандской агломерации и других групповых форм системы расселения и его особенностей; 3) исследовать изменения в структуре групповых форм расселения Самаркандской области; 4) выделять региональные типы расселения области; 5) выявить исходя из исследований групповых форм системы и региональных типов расселения проблем Самаркандской области;

Методы и материалы. При написании статьи использованы исторический, статический и сравнительные методы, использованы материалы Самаркандского областного статистического управления.

Результаты и обсуждения. По мнению одного из крупных исследователей данной проблемы Г.М.Лаппо, городские агломерации – это созвездия городских и сельских поселений формирующихся вокруг крупных центров. Они представляют собой подлинные очаги урбанизации, арены проявления ее основных процессов, глубоко изменяющих образ жизни людей. [18]

С точки зрения С.А. Ковалева и Н.Я. Ковальской агломерация – это совокупность нескольких городов, которые приблизились друг к другу настолько, что фактически произошло их слияние или между ними возникли общие пригороды. Как они пишут, что агломерация возникает при тесном сближении поселений, и очень интенсивном развитие повседневных межселенных связей, особенно маятниковых трудовых поездок. [16]

В целом можно сказать, что агломерация представляет собой локальную группу городских и сельских поселений, между которыми имеются постоянные культурно-бытовые, деловые, трудовые и другие связи населения. Самаркандская агломерация в широком географическом плане является центральным во всей системе регионального расселения юго западной части республики. Средний город Каттакурган считается как бы связывающим звеном между Самаркандской и Бухарской системы расселения. Формирование Самаркандской агломерации в современном ее понимание началось с 1973 года, так как за этого на территории современной агломерации имелось всего 2 городских спутника – Кимегарлар и Хишрав главный город агломерации-Самарканд. В 1973 году статус города получили Ургут, Булунгур и Джума. Это привело к образованию Самаркандской городской агломерации в соответствии с общепринятыми признаками агломерации. [5]

В 1980 году границы агломерации расширились за счет появления городских поселений Джамбай, Дахбед, Чархин и Тайляк. В последующие годы расширение границ агломерации было связано с образованиями городских поселений – Фархад, Лаиш, Челек. В 2008 году по постановлению областного кенгаша в семнадцатой сессии народных депутатов 109 сельские населенные пункты Самаркандской области приобрели статус городского поселка. Из них 78 городских поселков находится на территории Самаркандской агломерации. В результате агломерация приобрела еще более сложную пространственную структуру.

Самаркандская агломерация расположена в пределах Зарафшанской долины – одного из наиболее крупных районов орошаемого земледелия Узбекистана. Она по численности населения и народнохозяйственному значению считается крупным в республике Узбекистан после Ташкентской агломерации. Ядром агломерации служит исторический город Самарканд.

Самаркандская агломерация рассматривается в границах Самаркандского горсовета 8 ближайших административных районов Самаркандской области (Акдарьинский, Булунгурский, Джамбайский, Пайарыкский, Пастдаргомский, Самаркандский, Тайлякский, Ургутский) радиусом до 40 – 45 км. В состав агломерации входят, кроме самого Самарканда, 5 городов – Ургут, Булунгур, Джума, Джамбай, Челек а также 84 поселков городского типа.

Площадь агломерации составляет 4,8 тыс. кв км. или 30% территории Самаркандской области. По данным 2019 года населения агломерации составляет 3103,7 тыс. чел. из них 1154,1 тыс. чел. или 37,2% городское население. На территории агломерации живут 80,9% населения области. Здесь расположены 1007 или 55% сельские населенные пункты области, их средняя плотность 1342 человек. Формирование Самаркандской агломерации в основном связано с единой системой региональной экономики и развитием обшей транспортной сети. Все городские и большинство сельских поселений объединены между собой производственными, трудовыми и другими связями. В развитие этих связей значительно роль маятниковой миграции. [8]

В Самаркандской агломерации в основном развиты такие отрасли промышленности, как: легкая, пищевая, машиностроение, промышленность строительных материалов и др. Более 44% промышленного производства агломерации размешены в основном в городе Самарканде. Промышленное значение имеют также города Джамбай, Булунгур, Джума и Ургут. Кроме того, развита транспортная и другие инфраструктуры.

В Самаркандской агломерации расположены крупные объекты социально-бытовой инфраструктуры. В Самарканде имеются научно-исследовательские и проектные учреждения, широкая сеть объектов здравоохранения и торговли. Здесь функционируют 8 высших учебных заведений.

Как и другие агломерированные формы расселения Средний Азии, Самаркандская агломерация тоже является сельско – городской, т.е. здесь преобладает сельское население, хотя разумеется, организующая роль принадлежит городам.

В сельской местности агломерации для которой характерен высокий уровень естественного движения населения, развито пригородное хозяйство. В этом отношении особенно выделяются Самаркандский и Ургутский районы. Население рассматриваемой территории издавна занимается интенсивным сельскохозяйственным производством. В сельскохозяйственной сфере Самаркандской агломерации выделены следующие подрайоны специализации: район хлопководство и шелководства; овощеводства, виноградарство и садоводства; подрайон табаководства виноградарство с мясомолочным животноводством и зерновым хозяйством, подрайон садоводства и виноградарства с мясным животноводством.

Культурно – бытовые связи в Самаркандской агломерации, как и в других городах Узбекистана, преимущественно развиты в сфере торговли. Причем преимущественную роль в жизни населения играют базары.

Районы, входящие в Самаркандскую агломерацию, расположены по обеим берегам реки Зарафшан. На левобережье части находится Самаркандский, Ургутский, Пастдаргомский, Тайлякский районы, а на правобережье – остальные сельские районы: Акдаринский, Булунгурский, Джамбайский и Пайарыкский. Левобережье по своему хозяйственному и демографическому потенциалу сравнительно развито, чем правобережье. 73% населения агломерации сосредоточено на левобережье и 27%-на правобережье реки Зарафшан.

В формирование и развитии г. Самарканда важное значение имеет туризм. Однако это сфера не является главным в развитии города Самарканда. В этом отношении особое значение имеют культурно – бытовые и деловые связи населения. Изучение пассажиропотоков в зоне влияния Самарканда показывает, что он поддерживает особенно интенсивные “расселенческие” связи с гг. Ургут, Джамбай и Булунгур. Кроме того, с городскими посёлками Кимегарлар, Хишрав и Фархад. [9]

Это подтверждается также результатами проведенного исследования– изучения карточек студентов Самаркандского государственного университета (2019 г). Анализы показали, что из общего континента студентов Сам ГУ являются в основном выходцами из других районов области, 48% студентов проживают в пригородных районах и городах.

На территории Самаркандской области можно выделить также Каттакурганскую групповую форму расселения. Она находится на северо –

западе области и выключает в основном населенные пункты, расположенные в левобережной части реки Зарафшан. В эту групповую форму входит Каттакурганский горсовет и три сельские районы-Каттакурганский, Нарпайский и Иштыханский-радиусом до 30 – 35 км. Городское население представлено жителями Каттакургана, Акташа и Иштыхана, а также городскими поселками –Мирбазар, Ингичка, Митан и др.

Площадь локальной системы составляет 2,4 тыс. кв. км., которая занимает 11% территории Самаркандской области. По данным 2019 году население локальной системы составляет 729,4 тыс. чел., из них 271,8 тыс. чел. или 37,2% городское и остальные сельское. На этой территории сосредоточено 21,3% населения Самаркандской области. По сравнению с Самаркандской агломерацией занимаемая площадь локальной системы в 2,6 раза, а по населению в 4,5 раза меньше.

Таблица.1

Изменения в структуре групповых форм расселения Самаркандской области.

№		Самаркандская агломерация			Каттакурганская локальная система		
		1979	1995	2019	1979	1995	2019
1	Площадь, тыс. кв. км.	4,2	4,8	5,6	1,3	1,8	2,4
2	Численность всего населения (тыс. чел.)	920,5	1658,9	3103,7	238,8	506,9	729,4
3	Число городских поселений	10	14	92	4	8	26
4	в том числе: города	5	7	7	2	4	3
5	Городские поселки	5	7	85	2	4	23
6	Численность городского населения (тыс. чел.)	435,3	534,4	1154,1	88,5	153,9	271,8
7	в том числе: население главного города (тыс.чел.)	338,6	361,7	542,4	53,1	68,3	88,7
8	то же в %	77,8	67,6	38,0	60,0	44,3	63,0
9	Численность сельского населения (тыс. чел.)	485,2	1121,5	1860,9	150,3	353,0	546,3
10	То же в %	53,0	67,8	77,3	63,0	69,6	77,3

Таблица составлена автором

Формирование локальной группы населенных мест определяется прежде всего географическим положением единой системой производства с развитием транспорта. Все городские и сельские населения соединены между собой производственными, трудовыми и транспортными связями.

В Каттакурганской локальной системе самыми развитыми отраслями промышленности считается пищевая, легкая, строительная и добывающая. В г. Каттакургане развито пищевая и легкая индустрия, в Акташе имеются тоже предприятия легкой и пищевой, в Ингичке добывающей промышленности.

В г. Каттакургане функционирует медицинский, экономический и зооветеринарный и другие колледжи. Каттакурган является региональным центром для всей западной части Самаркандской области и выступает связующим звеном между Самаркандом и Навои. [20]. Как показывают данные таблицы 1, площадь Самаркандской агломерации и Каттакурганской локальной группы расширились. В пределах агломерации и локальной системы образовались многочисленные городские поселения, поэтому расширение границ привило к росту численности населения. Например, население Самаркандской агломерации в 1979 – 1995гг. возросло на 80%, а в1995 – 2019гг. этот показатель составляет 87%, в Каттакурганской локальной системе тоже увеличился населения (см. табл.1)

Таким образом, кроме крайних городских поселений Нурабад, Зиадин и Кошрабад, остальные все городские поселения входят в состав групповых форм расселения Самаркандской области.

Выводы.

1. Население городских поселений увеличивается сравнительно быстро;

2. Повышается доля сельского населения во всем населении агломерации и локальной системы;

3. Расширение границ этих форм расселения происходит за счет сельских поселений, в результате роста индивидуального жилищного, дачного строительства, а также строительства катеджев.

4. Совершенствование территориальной организации населения области предполагает прежде всего дальнейшее укрепление города Самарканда как организующего центра региональной системы расселения.

5. Исследование показало, что второй по величине город области-Каттакурган несколько отстает в своем развитии. С появлением быстрорастущего индустриального и областного центра г. Навои более древний Каттакурган потерял посредническое значение между Самаркандом и Бухарой, в области системы расселения Зарафшанской долины. Теперь сфера его влияния ограничивается лишь западными районами Самаркандской области и сопредельной части Навоийской области.

6. Совершенствование территориальной организации населения области неразрывно связано и с задачами всестороннего развития других значительных городов агломерации, таких как Ургут, Булунгур, Иштыхан, Джума и Акташ. Развитие этих городов должно рассматривается в двух качественно разнородных системах -в рамках интегральных групповых форм расселения. Самаркандской и Каттакурганской и в составе низовых районных

систем, где они сами выступают в роли главного системообразующего центра. [14]

7. Настоящее исследование по проблемам взаимосвязанного развития городских и сельских населенных мест в рамках региональной системы расселения позволяет сделать вывод о том, что аналогичные работы желательно проводить и по другим областям республики. А это является научно-методической основой разработки региональной политики Республики Узбекистан по регулированию и управлению территориального социально-экономического развития составляющих ее частей.

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ФУНКЦИОНАЛЬНЫЙ АНАЛИЗ САЙТОВ МУЖСКИХ ВОЛЕЙБОЛЬНЫХ КЛУБОВ

Аннотация: В работе определены критерии для проведения сравнительного анализа функциональной составляющей сайта. На основе отобранных критериев представлен анализ мужских волейбольных Клубов команд Суперлиги и Высших лиг категорий А и Б.

Ключевые слова: юзабилити сайтов, контент сайтов, сайты волейбольных клубов.

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FUNCTIONAL ANALYSIS OF THE WEBSITES OF MEN'S VOLLEYBALL CLUBS

Annotation: The work defines the criteria for a comparative analysis of the functional component of the site. Based on the selected criteria, an analysis of the men's volleyball clubs of the Superleague and Major Leagues of categories A and B is presented.

Key words: usability of sites, content of sites, sites of volleyball clubs.

При разработке сайта важно большое внимание уделять удобству со стороны пользователя его дальнейшему использованию [1]. Для анализа уровня комфортности взаимодействия сайта с посетителями создаваемой информационной системы следует провести анализ аналогичных информационных ресурсов. Цель проведения такого анализа — выявление достоинств и недостатков, которые могут являться препятствием для совершения пользователей совершать целевые действия [2]. К таким недостаткам могут быть отнесены технические недочеты, проблемы с дизайном или с функционалом ресурса [3].

На основе методики, предлагаемой в работе И. А. Дегтяренко, И. В. Бурмистрова [4], а также проведенного обзора и анализа достоинств и недостатков информационных ресурсов, предоставляющих информацию о спортивных волейбольных Клубах в рассматриваемой предметной области были отобраны следующие параметры для проведения сравнительного анализа.

Уровень удобства навигации.

Высокий: основные ссылки расположены в меню; меню вынесено в удобное для обращения к нему месте и доступно с любой страницы информационной системы; в случае страниц с большим количеством контента, возможность переместиться в основную навигационную панель с любого места просмотра; контекстный переход и наличие графической навигации; наличие поиска, сортировок, фильтров и рубрикатора; равнозначность рубрик одного уровня.

Средний: основные ссылки расположены в меню; меню вынесено в удобное для обращения к нему месте и доступно с любой страницы информационной системы; контекстный переход и наличие графической навигации; наличие поиска, фильтров. Отсутствие поиска и сортировок и рубрикатора.

Низкий: основные ссылки расположены в меню; меню вынесено в удобное для обращения к нему месте; нет возможности возможность переместиться в основную навигационную панель с любого места просмотра; отсутствие фильтров, поиска, сортировок и рубрикатора; отсутствие контекстного перехода и графической навигации;

Уровень узнаваемости и эстетичности информационной системы.

Высокий: уникальный дизайн, соответствующий цветам Клуба, поддерживаемый всеми страницами; наличие логотипа; наличие общей дизайнерской концепции на всех страницах; идентичность и грамотный подбор цветовой палитры; пропорциональность графических и текстовых элементов; удобство архитектуры страниц; идентичность шрифтов на всем ресурсе.

Средний: уникальный дизайн, соответствующий цветам Клуба, поддерживаемый всеми страницами; наличие логотипа; пропорциональность графических и текстовых элементов; использование большое количества различных шрифтов; нарушение архитектурной целостности некоторых страниц.

Низкий: уникальный дизайн, присутствует только на некоторых страницах или не соответствует цветам Клуба; отсутствие общей дизайнерской концепции на всех страницах; непродуманный подбор цветовой палитры; большое разнообразие шрифтов; отсутствие пропорциональности графических элементов.

Уровень взаимодействия с пользователем.

Высокий: наличие контактной информации; поддержка информационной системы не менее чем в 6 соцсетях.

Средний: наличие контактной информации; поддержка информационной системы не менее чем в 3 соцсетях.

Низкий: наличие контактной информации; поддержка информационной системы не более чем в 1 соцсети.

Уровень информационной наполненности информационной системы.

Высокий: наличие новостной ленты с календарем спортивных турниров; раздела, содержащего информацию об истории становления клуба, администрации клуба, тренировочной площадке; страницы, с представлением игроков команды, их спортивной карьере и достижениях; наличие раздела, содержащего статистику выступления команды на соревнованиях различного уровня; представление спонсоров Клуба; фото и видеорепортажи прошедших игр; конкурсы, форумы, гостевая книга, анкеты болельщиков, розыгрыши билетов.

Средний: наличие новостной ленты с календарем спортивных турниров; раздела, содержащего информацию об истории становления клуба, администрации клуба, тренировочной площадке; страницы, с представлением игроков команды, их спортивной карьере и достижениях; представление спонсоров Клуба; фото и видеорепортажи прошедших игр.

Низкий: наличие новостной ленты с календарем спортивных турниров; раздела, содержащего информацию об истории становления клуба, администрации клуба, тренировочной площадке; страницы, с представлением игроков команды.

На основе перечисленных критериев были проанализированы сайты мужских волейбольных клубов Суперлиги (14 клубов), Высшей лиги «А» (16 клубов) и Высшей лиги «Б» (10 клубов).

Проведенные исследования показали, что не все Клубы имеют официальный сайт. Среди клубов Суперлиги на текущий момент сайт отсутствует у Клуба «Урал» (Уфа). Среди клубов Высшей лиги «А» из 16 Клубов сайты имеются только у 11. А в Высшей лиге «Б» сайт имеет только один Клуб «Тюмень-ТюмГУ» (Тюменская обл.).

Почти все сайты волейбольных Клубов Суперлиги имеют высокий уровень удобства навигации, уровень узнаваемости и эстетичности информационной системы так же имеет высокий уровень и дизайн сайтов соответствует цветовой гамме Клуба. Многие сайты Клубов Высшей лиги «А» имеют различные недочёты, как правило они связаны с некачественным контентом, представленном на сайте (растянутые картинки, не удобная навигационная панель, не работающие ссылки и др.)

Наибольшие проблемы имеют параметры уровня взаимодействия с пользователем и информационной наполненности информационной системы. Так в Суперлиге 9 Клубов имеют поддержку информационной системы не менее чем в 6 соцсетях. Среди Клубов Высшей лиги «А» и «Б» только Клуб «Локомотив-2» (Новосибирск) имеет представительство во всех соцсетях (ВКонтакте, Instagram, Youtube, Facebook, Twitter, TikTok, Telegram, Одноклассники). Остальные Клубы представлены не более чем в четырёх соцсетях, среди которых наиболее популярной является «ВКонтакте».

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ПРОБЛЕМЫ СЛОВООБРАЗОВАНИЕ АНГЛИЙСКОГО И УЗБЕКСКОГО ЯЗЫКОВ

Аннотация: Данная статья посвящена проблемам образования сложных слов в английском и в узбекском языках. Проведено сопоставительный структурный и семантический анализ сложных глаголов обеих языков. Общие структурные признаки обнаруживаются в самих различных языках, не имеющих никакого генетического родства. Потребность обучения иностранным языкам с настоятельностью требует научно-обоснованного исследования, и описания основных типологических особенностей фонологического, морфологического и синтаксического строя, а также лексической системы иностранного и родного языков
Ключевые слова: Морфема, типологическая характеристика, типологические исследования, генетически родственные языки, типология, общая система языка, статус языковых единиц, подсистема и микросистема, сопоставительное изучение.

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PROBLEMS OF WORD FORMATION IN ENGLISH AND UZBEK LANGUAGES

Annotation: Our research is devoted to the structural and semantic analysis and classification of compound verbs in English and Uzbek. While working at it we used the elements of contrastive and stylistic methods. We choose 200 examples of compound verbs all in all. We touched upon the structure of compound from the point of view of their morphological structure and we touched upon the meaning of compounds and word-groups and analyses the simple words, and we look through the problems of definition of compounds.
Keywords: Morpheme, typological characteristics, typological research, genetically related languages, typology, general system of language, status of linguistic units, subsystem and microsystem, comparative study.

Язык, важнейшее и удивительно совершенное средство человеческого общения, средство обмена мыслями, может выполнять эти разнообразные и сложные функции потому, что он представляет собой весьма гибкую и в то же время отлично организованную систему. Как всякая система, язык имеет две стороны. Он состоит, с одной стороны, из элементов – фонем, морфем, слов, облеченных в материальную субстанцию звука, а с другой стороны – он обладает структурой. Под структурой языка следует понимать его внутреннюю организацию, схему связей и отношений бесчисленного числа его элементов, названных выше и обеспечивающих его функционирование в форме акта общения.

На земном шаре существует огромное число языков, причем каждый из них обладает как некоторыми общими с другими языками чертами, так и чертами, которые мы находим только в отдельном языке.

Общие структурные признаки обнаруживаются в самих различных языках, не имеющих никакого генетического родства.

Потребность обучения иностранным языкам с настоятельностью требует научно-обоснованного исследования, и описания основных типологических особенностей фонологического, морфологического и синтаксического строя, а также лексической системы иностранного и родного языков. Поэтому определение как общего типа, так и типологических характеристик отдельных уровней иностранного и родного языков представляет собой вполне актуальную проблему.

В свое время И.А.Бодуен де Куртенэ писал: “Мы можем сравнивать языки совершенно независимо от их родства от всяких исторических связей между ними. Мы постоянно находим одинаковые свойства, одинаковые изменения, одинаковые исторические процессы и перерождения в языках, чуждых друг другу исторически и географически”.[1]

Как можно видеть из сказанного, типологические исследования значительно расширяют границы лингвистических исследований, выводя их за рамки генетически родственных языков, дают возможность привлечь широкий круг разноструктурных языков, обогащая этим привлекаемый для исследования материал и тем самым позволяют решать широкие общеязыковые проблемы.

Обостренный интерес к сопоставительному изучению языков среди советских лингвистов объясняется возросшей ролью русского языка в нашей многонациональной стране и во всем мире, процессом сближения наций и народностей, стремлением улучшить преподавание и изучение иностранных языков, включением в учебный план вузов, подготавливающих учителей по иностранным языкам дисциплины, называемой “сравнительная типология родного и иностранного языков”, введением в принцип обращения к фактам родного языка при разработке методики преподавания неродного языка.[2]

Для педагогического процесса обучения иностранному языку основное значение имеет выявление типологиически важных структурных отличий иностранного языка от родного языка учащихся, с которым они постоянно сравнивают изчаемый иностранный язык и от которого они постоянно отталкиваются.

Этот вид типологических исследований, то есть сравнительная типология родного и иностранного языков, представляет собой один из разделов частной типологии. Сопоставительное изучение языков имеет не только практическое, но и теоретическое значение. Оно дает возможность определить общелингвитический статус языковых единиц, глубже изучить структуру каждого из сравниемых языков, определить тенденции в лингвистических процессах. Оно также способствует выявлению тех признаков родного и неродного языков, которые остаются вне поля зрения при их отдельном изучении.

Известно, что непременным условием сопоставительного исследования является системный подход к исследуемым языковым феноменам, поскольку он ведущий прием изучения языковых явлений... предоплагает взгляд на язык как общую единую систему, состоящую из определенных подсистем, которые находятся между собой в тесной закономерной связи, диктуемой их диалектическим единством. Следовательно, для сопоставительного анализа важен не сам факт, что то или иное понятие может быть тем или иным способом передано в данном языке, а то, в какой именно связи находится это пинятия по отношению к другому ему близкому и также воплощаемому в данном языке.[1] При этом, естественно, осложняется вопрос о возможности сопоставительного изучения общей системы языка в целом, что и предполагает исследование именно определенных его подсистем и микросистем.

Общепринято мнение о том, что исследование всей системи языка в целом может быть плодотворным и успешным только при тщательном анализе отдельных его подсистем и микросистем, являющихся носителями общих и специфических признаков, присущих всей языковой системе в целом. Целесобразность и необходимость создания общих теоретических основ сопоставительной лингвистики на базе теоретических данных сопоставления языковых подсистем и микросистем неоднократно отмечалось многими учеными.

Сопоставительное изучение языков осуществляется на всех уровнях и подуровнях языковой иерархи, в том числе и на лексическом уровне, в частности на его подуровне словосложение.

Сопоставительное исследование языковых единиц и особенно лексических единиц в различных языках имеет определенное значение для разработки общей теории и практики перевода, в том числе и для методики преподавания лексикологии и методики обучения иностранным языкам.

Словарный состав языка, самая изменчивая и подвижная его сторона постоянно пополняется новыми словами. Одни слова вытесняются другими, слова совершенно не связанные ранее с другими становятся в синонимические отношения друг к другу вследствие возникновения в них новых значений. Слова, бывшие ранее употребительными и необходимыми, становятся малоупотребительными и постепенно превращаются в архаизмы или полностью выпадают из языкового обихода и т.д.

Уровень развития языка определяется не только богатством количества слов его словарного состава, но и богатством слов и средств более ярко выражающих различные смысловые и стилистические оттенки.

Основной способ пополнения словарного состава – словообразование, которое все время совершенствуется, так как в нем осуществляется стремление передавать разнообразные оттенки мыслей и тем самым полно удовлетворить потребности общения.

В современной лингвистике все больше и больше уделяется внимание проблемам, отражающим общие тенденции эволюции языка и его лексического состава. Непосредственная связь языка с экстралингвистическими факторами представляет возможность для научных исследований. “Причина появления новых слов и новых значений старых слов по большей части заключается в изменениях общественной жизни, в развитии производства и других областей человеческой деятельности, а также развития мышления”.[1]

В этом отношении особенно перспективным является исследование словосложения как способа образования новых лексических единиц, его закономерностей, в том числе и семантических, так как именно сложные слова в современном английском и узбекском языках наиболее полно отражают гибкость и подвижность английской и узбекской лексико-семантической системы, ее стремление к определенной экономичности и выразительности, равно как и безграничные потенциальные возможности всей аналитической системы английского и узбекского языков.

Актуальность темы заключается в том, что в английской и узбекской лексикологии сложные глаголы наименее изучены, чем сложные прилагательные и сложные существительные, хотя они достаточно активно участвуют в речевом акте. Во время изучения иностранного языка студентами выявляются некоторые затруднения в их переосмыслении, так как во многих переводных и толковых словарях отсутствуют весьма распространенные сложные глаголы.

Вот почему в нашей научной работе мы решили сравнивать механизм образования сложных слов, структуру и семантику сложных глаголов английского и узбекского языков, проанализировать и выявить как общие, так и различительные свойства, существующие в этих двух и генетические, и ареально неродственных языках.

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СИСТЕМА ОРГАНОВ, ОСУЩЕСТВЛЯЮЩИХ НАЛОГОВЫЙ КОНТРОЛЬ В РОССИЙСКОЙ ФЕДЕРАЦИИ

Аннотация: ФНС России представляет собой систему органов, построенных по предметно-территориальному принципу на началах строгой иерархии, что позволяет выстроить систему непрерывного контроля за законностью как внутри самой системы, так и контроль за уплатой налогов и сборов налогоплательщиками.

Ключевые слова: налог, сбор, налоговый орган, налоговое администрирование, эффективность.

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THE SYSTEM OF TAX CONTROL BODIES IN THE RUSSIAN FEDERATION

Abstract: The Federal Tax Service of Russia is a system of bodies built on the subject-territorial principle on the basis of a strict hierarchy, which allows you to build a system of continuous control over the legality both within the system itself, and control over the payment of taxes and fees by taxpayers.

Keywords: tax, collection, tax authority, tax administration, efficiency.

Налоговые органы Российской Федерации – «единая централизованная система контроля за соблюдением законодательства о налогах и сборах, за правильностью исчисления, полнотой и своевременностью уплаты (перечисления) в бюджетную систему Российской Федерации налогов и сборов, соответствующих пеней, штрафов, процентов, а в случаях, предусмотренных законодательством Российской Федерации, - за правильностью исчисления, полнотой и своевременностью уплаты (перечисления) в бюджетную систему Российской Федерации иных обязательных платежей, установленных законодательством Российской Федерации»[62].

В соответствии со ст. 2 Закона РФ от 21 марта 1991 г. № 943-1 «*О налоговых органах Российской Федерации*» единая централизованная система налоговых органов состоит из федерального органа исполнительной власти,

[62] О налоговых органах Российской Федерации: федер. закон Рос. Федерации от 21 марта 1991 г. № 943-1-ФЗ // Ведомостях Съезда народных депутатов РФ и ВС РФ от 11 апреля 1991 г., № 15, ст. 492

уполномоченного по контролю и надзору в области налогов и сборов, и его территориальных органов.

Главной задачей налоговых органов является «контроль за соблюдением законодательства о налогах и сборах, за правильностью исчисления, полнотой и своевременностью уплаты (перечисления) в бюджетную систему Российской Федерации налогов и сборов, соответствующих пеней, штрафов, процентов, а в случаях, предусмотренных законодательством Российской Федерации, - за правильностью исчисления, полнотой и своевременностью уплаты (перечисления) в бюджетную систему Российской Федерации иных обязательных платежей, установленных законодательством Российской Федерации»[63].

Субъектами налогового контроля являются налоговые органы, таможенные органы и органы внутренних дел.

Федеральным органом исполнительной власти, уполномоченным по контролю и надзору в области налогов и сборов, является Федеральная налоговая служба, которая осуществляет деятельность непосредственно и через свои территориальные органы.

Миссия ФНС – «эффективная контрольно-надзорная деятельность и высокое качество предоставляемых услуг для законного, прозрачного и комфортного ведения бизнеса, обеспечения соблюдения прав налогоплательщиков и формирования финансовой основы деятельности государства».

Служба в целях осуществления своей деятельности создает подведомственные организации в форме государственных учреждений либо унитарных предприятий (ФГУП «Главный научно-исследовательский центр ФНС», Федеральное казенное учреждение «Налог-Сервис» ФНС России, ФГБОУ ДПО «Приволжский институт повышения квалификации Федеральной налоговой службы России» и др.).

Высшую позицию в иерархии налоговых органов занимает центральный аппарат ФНС России.

Он включает различные структурные управления: контрольное управление, правовое управление, управление налогообложения, административно-контрольное управление, управление трансфертного ценообразования и международного сотрудничества и др.

Таможенные органы «пользуются правами и несут обязанности налоговых органов по взиманию налогов при перемещении товаров через таможенную границу Таможенного союза в соответствии с таможенным законодательством Таможенного союза и законодательством Российской

[63] О налоговых органах Российской Федерации: федер. закон Рос. Федерации от 21 марта 1991 г. № 943-1-ФЗ // Ведомостях Съезда народных депутатов РФ и ВС РФ от 11 апреля 1991 г., № 15, ст. 492

Федерации о таможенном деле», НК РФ Кодексом, иными федеральными законами о налогах, а также иными федеральными законами[64]

Рисунок 6 - Основные направления взаимодействия и координации Федеральной налоговой службой и Федеральной таможенной службой

Источник: Налоговый кодекс Российской Федерации. Части первая, вторая: текст с изм. и доп. на 20 января 2017 г. – М.: Проспект 2017. – 1040 с.

Уполномоченным федеральным органом исполнительной власти по контролю и надзору в области таможенного дела является Федеральная таможенная служба, которая осуществляет деятельность непосредственно и через таможенные органы и представительства Службы за рубежом.

Данные органы осуществляют взаимодействие и координацию по основным направлениям (рисунок 6).

На рисунке 7 представлены методы контрольно-надзорной деятельности налоговых органов.

[64] Налоговый кодекс Российской Федерации (части первая и вторая): [федер. закон: принят Гос.Думой 19 июля 2000 г.: по состоянию на 10 февр. 2019 г.]. - Москва.: Проспект, 2019. - 1168 с.

Осуществление контрольно-надзорной деятельности налоговых органов проходит в несколько этапов (рисунок 8).

Рисунок 7 – Методы контрольно-надзорной деятельности налоговых органов

Источник: составлено автором по: Официальный сайт налог-налог.ру: сообщество профессионалов [Электронный ресурс]. Режим доступа: https://nalog-nalog.ru/nalogovaya_sistema_rf/nalogovyj_kontrol_v_rf_formy_metody_i_vidy

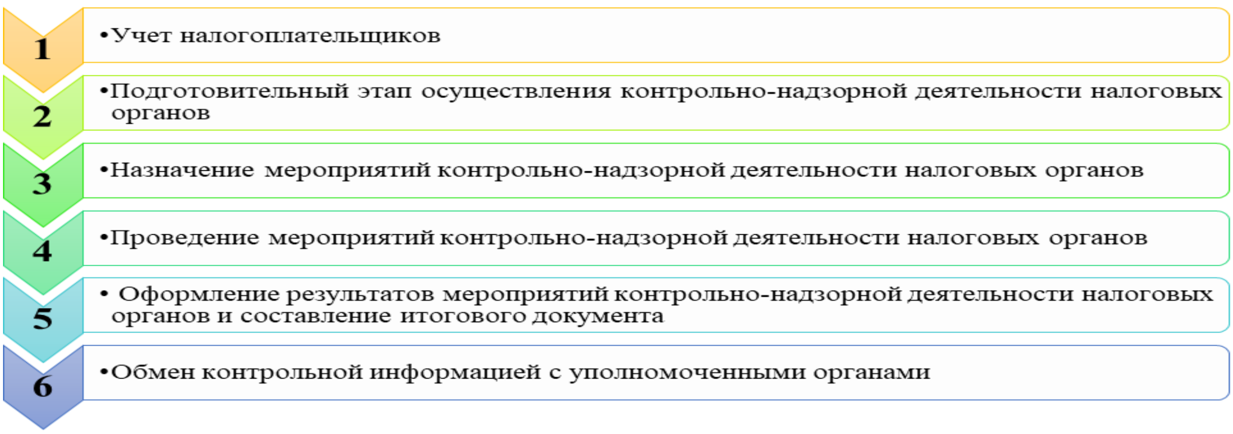

Рисунок 8 – Этапы осуществления контрольно-надзорной деятельности

Источник: составлено автором по: Официальный сайт налог-налог.ру: сообщество профессионалов [Электронный ресурс]. Режим доступа: https://nalog-nalog.ru/nalogovaya_sistema_rf/nalogovyj_kontrol_v_rf_formy_metody_i_vidy

Так, основная цель налоговых органов заключается в контроле за «правильностью исчисления, полнотой и своевременностью уплаты (перечисления) в бюджетную систему Российской Федерации иных обязательных платежей, установленных законодательством Российской Федерации».

Таким образом, современный этап развития экономики с использованием цифровых информационно-коммуникационных технологий подчеркнул актуальность и при необходимости совершенствования форм и методов проведения налогового контроля для повышения его эффективности.

Информационная инфраструктура и информационная безопасность являются компонентами развития цифровой экономики и важны и в сфере налогообложения.

Среди всех проблем в сфере функционирования современной налоговой системы проблема повышения эффективности налогового контроля является особенно актуальной, так как одной из главных задач, стоящих перед налоговыми органами, является повышение эффективности работы по основным направлениям деятельности и консолидация усилий на выполнение бюджетных назначений.

Благодаря налоговому контролю проверяется правильность уплаты плательщиками налогов и сборов в централизованные государственные фонды (бюджет, государственные внебюджетные фонды), т.е. закономерность изъятия налогоплательщиками, плательщиками сборов в пользу государства доли своего имущества, соответствующей размеру налогового платежа, а также правильность удержания и перечисления в бюджетную систему денежных средств налоговыми агентами

На основании подходов к понятию «налоговый контроль», дано авторского видение этого термина.

Н*алоговый контроль в условиях цифровой экономики* - деятельность должностных лиц налоговых органов, направленных на проверку проверки правильности исчисления и уплаты налогов и сборов, выявление и устранение налоговых правонарушений, с использованием определенных методов и форм, принципом организации которых выступают цифровые информационно-коммуникационные технологии.

Налоговому контролю присущи определенные формы и методы, которые существуют в неразрывном единстве. Четкой границы между двумя понятиями формы и метода налогового контроля на настоящий момент законодателем не установлено.

В исследовании на основании изучении элементов налогового контроля, они были систематизированы в соответствии с субъектно-объектной структурой, и дополнительно дана характеристика информационной инфраструктуре и информационной безопасности, являющиеся базовыми направлениями развития цифровой экономики и представляющие актуальность при совершенствовании форм и методов его проведения.

Обобщив используемые формы и методы налогового контроля, считаем, что каждый из них может использоваться индивидуально, однако применение только одного из них не гарантирует достоверности полученных результатов.

Таким образом, основная цель налоговых органов заключается в контроле за «правильностью исчисления, полнотой и своевременностью уплаты (перечисления) в бюджетную систему Российской Федерации иных обязательных платежей, установленных законодательством Российской Федерации».

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АНАЛИЗ СТЕПЕНИ ПРИВЕРЖЕННОСТИ ПАЦИЕНТОВ К ЛЕЧЕНИЮ ПРИ ИШЕМИЧЕСКОЙ БОЛЕЗНИ СЕРДЦА

Аннотация: Программные исследования EuroCaReD: European Society of Cardiology, European Society for Cardiovascular Prevention & Rehabailitation (14 стран Западной Европы) выявили корреляционную связь профилактики сердечно-сосудистых заболеваний (ССЗ) и ее осложнений.

В связи с этим, был проведен опрос среди 58 и 54 респондентов обеих групп с нерегулярным соблюдением назначенной терапии. Оказалось, что причиной этого являются: низкие финансовые возможности в 26,5% и 31,3% случаев; считают постоянное соблюдение терапии вредным для организма – 7,4% и 9%; достаточного лечения только при плохом самочувствии в 16,2% и 17,9% случаев; недооценивают тяжесть своего состояния 16,2% и 9% пациентов.

Ключевые слова: сердечно-сосудистых заболеваний, ИБС, медикаментозному лечению, включенных в исследование.

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ANALYSIS OF THE DEGREE OF ADHERENCE OF PATIENTS TO TREATMENT FOR ISCHEMIC HEART DISEASE

Summary: EuroCaReD program studies: European Society of Cardiology, European Society for Cardiovascular Prevention & Rehabailitation (14 Western European countries) revealed a correlation between the prevention of cardiovascular diseases (CVD) and its complications.

In this regard, a survey was conducted among 58 and 54 respondents of both groups with irregular adherence to prescribed therapy. It turned out that the reasons for this are: low financial opportunities in 26.5% and 31.3% of cases; consider constant adherence to therapy harmful to the body - 7.4% and 9%; sufficient treatment only in case of poor health in 16.2% and 17.9% of cases; 16.2% and 9% of patients underestimate the severity of their condition.

Key words: cardiovascular disease, ischemic heart disease, drug treatment included in the study.

Актуальность проблемы: Программные исследования EuroCaReD: European Society of Cardiology, European Society for Cardiovascular Prevention & Rehabailitation (14 стран Западной Европы) выявили корреляционную связь профилактики сердечно-сосудистых заболеваний (ССЗ) и ее осложнений. Оценка эффективности профилактических вмешательств в кардиологических центрах и «ШКОЛАХ для больных» проводится в ряде исследований EUROASPIRE II (European Society of Cardiology), ASCOT-BPLA (Великобритания, Ирландия, страны Скандинавии), EUR/ICP/IVST (Западная Европа), СИНДИ, МОНИКА, РЕЛИФ (Россия) и других исследованиях (с 2000 года по сей день). Помимо этого, показана эффективность кардиореабилитационных программ, выход 30% пациентов из профилактической программы и снижение приверженности пациентов к профилактике факторов риска (ФР) в 1,5-2 раза.

Цель исследования: определить информированность больных ИБС о ФР с изучением причин приверженности пациентов к выполнению врачебных рекомендаций.

Материал и методы исследования: Оказалось что, 7 пациентов (30,4%) из 23 с высшим образованием придерживаются терапии постоянно/регулярно, 13 (56,5%) из них периодически/нерегулярно и не придерживаются 3 человека (13,1%). Тогда как, в группе со средним образованием из 44 пациента постоянно/регулярно придерживаются терапии 16 респондентов (36,3%),периодически/нерегулярно – 14 (31,8%)человек, не придерживаются 12 (27,2%), авновь возобновляют терапию 2 пациента (4,5%) при наличии болей в сердце.Эти данные свидетельствуют в основном о низкой приверженности пациентов с высшим и средним образованием к назначаемой терапии, что составило 69,6% и 63,5%.

Результаты исследования: В связи с этим, был проведен опрос среди 58 и 54 респондентов обеих групп с нерегулярным соблюдением назначенной терапии. Оказалось, что причиной этого являются: низкие финансовые возможности в 26,5% и 31,3% случаев; считают постоянное соблюдение терапии вредным для организма – 7,4% и 9%; достаточного лечения только при плохом самочувствии в 16,2% и 17,9% случаев; недооценивают тяжесть своего состояния 16,2% и 9% пациентов. После информационного вмешательства отмечен высокий уровень приверженности пациентов к основной терапии, лишь пункт 5 (недостаток материальных средств) при назначении основной терапии вынудил прибегнуть к назначению препаратов более низкой стоимости. Проведенные научные исследования показали, что соблюдение пациентом режима терапии повышает эффективность лечения больного. Выделяют 3 степени приверженности проводимому лечению: полная (пропуск менее 25% назначений); частичная (пропуск 25-65%); отсутствие (пропуск более 65%) (Еременко М., 2008).Подводя итоги исследования, нами была подсчитана оценка степени приверженности к проводимому лечению 207 пациентов, включенных в исследование за 2 года до конца наблюдения. Она показала, что полная степень приверженности обнаружена у 135 (65,2%) больных ИБС, частичная у 30 (14,5%) и отсутствие у 42 (20,3%) респондентов. Одним из самых простых тестов оценки приверженности к медикаментозному лечению является тест Мориски-Грина (1986), который включает 4 вопроса. Комплаентными(приверженными) согласно данному тесту является число больных, набирающих 4 балла, некомплаентными – менее 3. Согласно тесту, комплаентными в 1 и во 2 группе оказались 21 и 43 пациента из 135 опрошенных, что составило 47,4%. Хотелось бы отметить, что, несмотря на общий невысокий уровень комплаентности среди всех обследованных лиц, у пациентов II группы после обучения в ШКОЛЕ здоровья он возрос на 45%.

Вывод: недостаточный комплаенс к терапии будет служить дополнительным ФР неблагоприятного течения ИБС. Наше исследование доказало, что повышение приверженности больных с ИБС ко всем методам лечения может быть достигнуто через создание мотивации к лечению у пациентов в ШКОЛАХ здоровья и удержании ее силами ВОП в течении длительного времени.

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НОВЫЕ ПОДХОДЫ К ПОДГОТОВКЕ СПЕЦИАЛИСТОВ

Аннотация: В данной работе приводится анализ различных аспектов при подготовке специалистов по точным наукам. Также обсуждается аспекты использования различных подходов и требований, а также практическое использование программных средств в сфере образования. Дается информация об их технических параметрах для работы этих программных средств.

Ключевые слова: программные средства, способность, одаренная молодежь, сетевые технологии.

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NEW APPROACHES TO TRAINING SPECIALISTS

Annotation: This article is about analysis of various aspects in the preparation of specialists in the exact sciences. It also discusses the aspects of using different approaches and requirements, as well as the practical use of software tools in education. Information on their technical parameters for the operation of these software tools is given.

Key words: software, ability, gifted youth, network technologies.

Экономическое развитие каждого общества связано со многими факторами. Одни из них, требуют наличия экономического обеспечения, другие же – применение системного отбора одаренной молодежи. Третьи – использование цифровых технологий в сфере образования [1-3].

Современное состояние образовательного процесса включает в себя параллельное использование классической формы и цифровых технологий одновременно.

Это связано с тем, что процесс подготовки молодых кадров включает следующее:

- Использование ИТ-технологий,

- Увеличение объема вовлечения источников на других языках,

- Применение новых способов анализа полученных результатов,

- Массовое привлечение одаренных студентов к участию в исследовательских работах,

- Привлечение одаренной молодежи к участию по различным конкурсам,

- Привлечение ведущих специалистов из других образовательных учреждений для обмена опытом,

- Увеличение обмена студентами и преподавателями между различными образовательными учреждениями,

- Повышение профессиональной подготовки одаренной молодежи путем привлечение к совместным исследованиям по различным темам.

Процесс подготовки молодого поколения необходимо осуществлять при помощи следующих ступеней:

1 ступень. Подготовка и отбор учеников высокого интеллектуального уровня. Проведение целенаправленной работы с ними, развитие основ профессионализма и расширение кругозора.

2 ступень. Направление подготовки молодого поколения в ВУЗах по выбранной подготовке. Осуществление подготовки одаренных студентов с упором на исследовательскую деятельность и частично увеличение способностей мыслить по данной проблеме. Необходимо выявлять и развивать научные и коммуникативные способности у молодого поколения.

3 ступень. Создание базы данных по запасу молодых кадров с высоким интеллектуальным уровнем. Для этого необходимо привлекать ведущих специалистов и осуществлять обмен.

4 ступень. Постоянное обновление источников по учебным предметам, а также использование сетевых технологий для осуществления подготовки молодых специалистов. Обмен информации происходит при помощи кабельных, сетевых или зональных средств передачи.

Образование и подготовка молодых специалистов должно быть осуществлено при постоянном использовании всех имеющихся средств:

- библиотек (книги в бумажном и электронном виде),
- источников в Интернете (документов, ссылок и другие виды).

Используемая оргтехника должна соответствовать следующим техническим требованиям:

- наличие необходимого размера оперативной памяти у номинальных компьютерах (в зависимости от техники может меняться от 4 Гб до 8 Гб);

- быстродействие должно быть в пределах 4,5-9,5 ГГц (этот параметр дает возможность подключать устройства и передать/обмениваться информацией между устройствами);

- размер постоянной памяти номинальных носителей не менее 1 Тб (данный фактор позволяет сохранять и редактировать информацию без лишней нагрузки на системные параметры устройства);

- наличие сетевых компонентов (способность получать/передавать информацию между устройствами);

- наличие и расширение охвата территории через Wi-Fi зоны.

Вышеприведенные технические требования выбраны на основе практических наблюдений в процессе подготовки в образовании.

В общем можно отметить, что использование в сфере образования информационных технологий дает возможность постоянно контролировать уровень подготовки молодых специалистов. Это в будущем даст платформу для создания высоко квалицированных и конкурентоспособных кадров.

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К ВОПРОСУ О ТРАКТОВКЕ ПОНЯТИЯ «ГОСУДАРСТВЕННАЯ И МУНИЦИПАЛЬНАЯ УСЛУГА»

Аннотация: Статья посвящена описанию трактовки понятия «государственная и муниципальная услуга» в и связанных с ним понятий в нормативной литературе и комментариях к ней, а также описания данного понятия с точки зрения науки.

Ключевые слова: услуга, государственная и муниципальная услуга, услугодатели, услугополучатели, государственное и муниципальное управление.

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ON THE QUESTION OF THE INTERPRETATION OF THE CONCEPT "STATE AND MUNICIPAL SERVICE»

Annotation. The article is devoted to the description of the interpretation of the concept of "state and municipal service" in and related concepts in the normative literature and comments to it, as well as the description of this concept from the point of view of science.

Keywords: service, state and municipal service, service providers, service recipients, state and municipal management.

Одной из целей продолжающихся в современной России реформ является улучшение взаимодействия государственных и муниципальных структур с населением. Это масштабный многоцелевой процесс, направленный и на улучшение качества жизни населения, и на оптимизацию деятельности органов власти и т.д.

Само понятие «государственные услуги», где государство выступает «услугодателем», а общество - «услугополучателем» (похожее рассуждение можно связать и с «муниципальными услугами»), в нормативных источниках стало широко использоваться еще в начальный период проведения административной реформы в России.

Если мы обратимся к положениям науки, то мы можем встретить множество определений понятия «услуга», причем представители разных направлений экономических и социальных наук будут по-разному трактовать это понятие. Большие различия будут между трактовками политико-экономов и представителей институционализма, между трактовками социологов и представителей прикладного менеджмента и т.п.[65] Как нам кажется, применительно к государственному и муниципальному управлению (далее – ГИМУ) ближе всего подходят определения, принятые в маркетинге. Например, удачным будет такой подход – в общем понимании «услугу» можно определить, как «продукт труда, полезный эффект которого выступает не в форме вещи, а в форме деятельности, направленной на вещь или на человека»[66]. Такое определение можно с некоторой долей условности признать приемлемым и в теоретическом плане, и в конкретно-экономическом плане. Оно будет также приемлемым и в рамках стандартизации в нормативных документах. В качестве примера рассмотрим ряд нормативных документов, в рамках которых это понятие упоминается и представляется как весьма важное, как в теоретико-практическом плане с «общих» позиций, так и с точки зрения организации процессов, т.е. в определенной степени мы здесь затронем и «юридическую» трактовку данного понятия.

В п. 3.1.1 Национального стандарта ГОСТ Р 50646-2012 «Услуги населению. Термины и определения» услуга определена как «результат непосредственного взаимодействия исполнителя и потребителя, а также собственной деятельности исполнителя услуг по удовлетворению потребности потребителя услуг»[67].

Конституция Российской Федерации гарантирует свободное перемещение услуг[68]. В Гражданском кодексе Российской Федерации[69] категория «услуга» закреплена в качестве объекта гражданских прав. Все это означает, что услуги по своей природе имеют имущественную ценность, которая позволяет им находиться в гражданском обороте. Отсюда следует

[65] Данному вопросу посвящено большое количество научных работ. См., напр. статью, с авторами которой мы в значительной степени солидаризируемся в области «юридической» трактовки понятия «государственная и муниципальная услуга»: Пенякина М.С., Сметанин А.Г. Государственные и муниципальные услуги: понятие и способы предоставления // Проблемы и перспективы развития гуманитарных и социально-экономических наук: сборник научных трудов по материалам Международной научно-практической конференции 31 мая 2017 г.: в 4 ч. / Под общ. ред. Ж.А. Шаповал. – Белгород: ООО Агентство перспективных научных исследований (АПНИ), 2017. – Часть II. С.152-154.

[66] Николайчук В. Е. Маркетинг и менеджмент услуг. Деловой сервис. – СПб.: Питер, 2005. – С. 31.

[67] Об утверждении национального стандарта: Приказ Федерального агентства по техническому регулированию и метрологии от 29 ноября 2012 г. N 1612-ст // Электронный фонд правовой и нормативно-технической документации. – Режим доступа: http://docs.cntd.ru/document/1200102288 (дата обращения: 01.01.2021).

[68] Конституция Российской Федерации. Статья 8. Статья 74 // – Режим доступа: http://constitutionrf.ru/constitutionrf.pdf (дата обращения: 01.01.2021).

[69] Гражданский кодекс Российской Федерации (часть первая): Федеральный закон от 30.11.1994 г. № 51-ФЗ (ред. от 08.12.2020) // Собрание законодательства РФ. 1994. № 32. Ст. 3301; 2020. N 50 (часть III). Ст. 8072.

теоретическая и практическая возможность оказания как «платных», так и «бесплатных» услуг (в последнем случае фактически расходы по оказанию услуги будут нести государство в лице его органов или муниципалитеты в лице их самих непосредственно или в лице их органов, а для населения либо организаций услуга внешне будет «бесплатной»).

Собственно понятие «государственная услуга» получило, в частности, закрепление в Федеральном законе от 27 июля 2010 г. № 210-ФЗ «Об организации предоставления государственных и муниципальных услуг»[70] и в определенной степени конкретизировало взаимоотношения по поводу производства, предоставления (или продажи), получения государственных услуг; по сути дела это описание взаимоотношений между физическими, юридическими лицами и органами государственной власти. Согласно ст. 2 указанного документа, государственная услуга – это «деятельность по реализации функций соответственно федерального органа исполнительной власти, государственного внебюджетного фонда, исполнительного органа государственной власти субъекта Российской Федерации, а также органа местного самоуправления при осуществлении отдельных государственных полномочий, переданных федеральными законами и законами субъектов Российской Федерации, которая осуществляется по запросам заявителей в пределах установленных нормативными правовыми актами Российской Федерации и нормативными правовыми актами субъектов Российской Федерации полномочий органов, предоставляющих государственные услуги»[71].

Таким образом, суть государственной услуги состоит в непосредственной деятельности органа государственной власти, направленной на результат, определяющий значение ее для гражданина или юридического лица (организации).

В Федеральном законе от 27 июля 2010 г. № 210-ФЗ «Об организации предоставления государственных и муниципальных услуг» дается определение и «муниципальной услуги» (она несколько отличается от «государственной услуги» в силу определенной отсылки к появившемуся в период административной реформы ФЗ №131) где под ней понимается «деятельность по реализации функций органа местного самоуправления, которая осуществляется по запросам заявителей в пределах полномочий органа, предоставляющего муниципальные услуги, по решению вопросов местного значения, установленных в соответствии с Федеральным законом от 6 октября 2003 года № 131–ФЗ «Об общих принципах организации местного самоуправления в Российской Федерации» и уставами муниципальных образований»[72].

[70] Об организации предоставления государственных и муниципальных услуг: Федеральный закон от 27.07.2010 № 210-ФЗ (ред. от 30.12.2020) // Собрание законодательства РФ. 2010. N 31. №4179; 2020. N 9. Ст. 1127.
[71] Там же.
[72] Борисов А.Н. Комментарий к Федеральному закону от 27 июля 2010 года № 210-ФЗ «Об организации предоставления государственных и муниципальных услуг» (постатейный). – М.: Юстицинформ, 2014. – С.

Предоставляемые в России государственные и муниципальные услуги и отличаются огромным разнообразием. Существует множество классификаций этих услуг, позиции ученых, занимающихся их классификацией, и позиции специалистов-практиков, как правило, тесно связаны с тем, какой именно трактовки понятия «государственные и муниципальные услуги» придерживаются ученые и специалисты и в какой сфере деятельности они трудятся (ли с позиций какой сферы либо науки идет анализ). Однако если придерживаться позиции, четко заданной нормативными документами, то можно ориентироваться на позиции практиков, комментирующих ФЗ №210. Нам импонирует позиция А. Н. Борисова, который классифицирует все государственные и муниципальные услуги по следующим основаниям:

«1. По сфере: а) услуги образования; б) услуги здравоохранения; в) услуги по обеспечению среды обитания; г) услуги транспорта и связи; д) услуги торговли, общественного питания, бытового обслуживания; е) жилищные и коммунальные услуги.

2. По критерию необходимости: а) основные (для непосредственного удовлетворения конкретной потребности); б) дополнительные (вспомогательные услуги).

3. По основанию оказания: а) изначально бесплатные для всего населения услуги; б) бесплатные для отдельных категорий граждан.

4. В соответствии с целями потребителей услуг: а) услуги, реализующие конституционные права граждан, возможность получения которых зафиксирована в Конституции Российской Федерации и гарантируется государством каждому гражданину, независимо от уровня его материального благосостояния; б) услуги, обеспечивающие содействие услугополучателям в реализации их законных обязанностей; в) услуги, реализующие законные интересы услугополучателей на платной основе»[73].

Здесь возникает еще одна важная фигура, связанная с получением государственных и муниципальных услуг – это «заявитель» или «получатель услуги» («услугополучатель»). Данные понятия могут совпадать, а могут и не совпадать. Заявителем является «физическое или юридическое лицо либо их уполномоченные представители, обратившиеся в орган, предоставляющий государственные услуги, или в орган, предоставляющий муниципальные услуги, либо в государственные и муниципальные учреждения и другие организациями, или многофункциональный центр предоставления государственных и муниципальных услуг, с запросом о предоставлении государственной или муниципальной услуги, выраженным в устной,

13; Об общих принципах организации местного самоуправления в Российской Федерации: Федеральный закон от 6.10.2003 № 131–ФЗ // – Режим доступа: http://www.kremlin.ru/acts/bank/20035 (дата обращения: 01.01.2021).

[73] Борисов А.Н. Комментарий к Федеральному закону от 27 июля 2010 года № 210-ФЗ «Об организации предоставления государственных и муниципальных услуг» (постатейный). – М.: Юстицинформ, 2014. – С. 16.

письменной или электронной форме»[74]. Таким образом, отсюда косвенно следует, что сам заявитель не всегда является получателем услуг. Такое разграничение понятий важно как в теоретическом, так и в практическом плане. Кто же может выступать в качестве заявителя (представителя заявителя)?

Несмотря на то, что согласно нормам Федерального закона от 27 июля 2010 года № 210-ФЗ «Об организации предоставления государственных и муниципальных услуг», заявителями услуги не могут выступать государственные органы, органы государственных внебюджетных фондов, их территориальные органы, и органы местного самоуправления, фактически в процессе оказания услуг они участвуют как заявители в качестве юридических лиц.

В качестве уполномоченных представителей заявителя могут выступать лица, действующие на основании оформленной в соответствии с законодательством Российской Федерации доверенности.

Также определено, что за предоставлением государственных и муниципальных услуг могут обращаться не все физические лица и юридические лица. Законодательство установило требования, которым должно соответствовать физическое лицо, имеющее право на обращение за получением государственных и муниципальных услуг: 1) Гражданство. Несмотря на то, что Федеральный закон от 27 июля 2010 года № 210-ФЗ «Об организации предоставления государственных и муниципальных услуг» отдельно не подчеркивает гражданство при получении услуг, все же другие нормативные правовые акты его оговаривают. Так, например, получение паспорта возможно лишь для лиц, имеющих гражданство РФ. 2) Возраст. Получение услуг начинается с момента рождения человека (естественно, данный факт должен быть удостоверен документами – необходимо получение свидетельства о рождении, СНИЛС и т.д.). Но данные услуги, естественно, получает законный представитель несовершеннолетнего. Чаще всего самостоятельное получение услуги начинается с момента совершеннолетия человека, то есть с 18 лет (хотя есть и исключения, например получение паспорта и т.п.). Ограничения для юридических лиц в основном связаны с их юрисдикцией и местоположением (местом регистрации).

Поскольку предоставление услуг органами государственной власти направлено на удовлетворение определенных потребностей «услугополучателя», следовательно, это одна из важнейших функций государства, по результатам получения которой «услугополучатель» формирует мнение о государственных органах и оценивает эффективность их работы.

Именно поэтому одной из первостепенных задач государства является постоянная работа над повышением качества предоставления государственных и муниципальных услуг. Качество оказания

[74] Там же. С. 18.

государственных и муниципальных услуг является одним из важнейших факторов повышения уровня жизни населения[75].

Под качественными государственными и муниципальными услугами понимается оказание услуг, основанных на принципах законности, прозрачности, оперативности реагирования с широким общественным участием.

Таким образом, в результате проведенного исследования мы выяснили, что трактовка понятия «государственная и муниципальная услуга» в теоретическом плане очень сильно зависит от сферы деятельности или отрасли науки, в рамках которых трактуется данное понятие; в тоже время «юридическая» трактовка данного понятия отличается однозначностью и определенной стройностью, что помогает классифицировать государственные и муниципальные услуги для практических целей и обеспечивает процесс улучшения качества данных услуг.

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[75] Данному вопросу посвящены многочисленные исследования на разных уровнях, можно упомянуть и студенческие труды, напр.: Найденова Ю.Н. Совершенствование качества муниципальных услуг (на материалах администрации Борисовского района Белгородской области). Дипломный проект. – Белгород: НИУ «БелГУ», 2016 // – Режим доступа: https://nauchkor.ru//uploads/documents/5a4031497966e104c6a3e775.pdf (дата обращения: 01.01.2021).

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ПРЕДОСТАВЛЕНИЕ ГОСУДАРСТВЕННЫХ И МУНИЦИПАЛЬНЫХ УСЛУГ С ИСПОЛЬЗОВАНИЕМ НОВЫХ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ: ОЦЕНКА НОРМАТИВНОГО РЕГУЛИРОВАНИЯ

Аннотация: Статья посвящена описанию и оценке нормативного регулирования предоставления государственных и муниципальных услуг», описываются также понятия, связанные с предоставлением таких услуг в рамках новых информационных технологий.
Ключевые слова: услуга, предоставление услуг, государственная и муниципальная услуга, государственное и муниципальное управление, информационные технологии, инфраструктура предоставления государственных и муниципальных услуг.

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PROVISION OF STATE AND MUNICIPAL SERVICES USING NEW INFORMATION TECHNOLOGIES: ASSESSMENT OF REGULATORY REGULATION

Annotation: The article is devoted to the description and evaluation of the regulatory regulation of the provision of state and municipal services", and also describes the concepts associated with the provision of such services in the framework of new information technologies.
Keywords: service, provision of services, state and municipal service, state and municipal management, information technologies, infrastructure for the provision of state and municipal services.

В современном информационном обществе резко возрастает роль информации, информатизации и информационных технологий, о чем один из авторов данной статьи писал в монографии еще в далеком 2004 году[76].

Современное информационное общество и его характеристики можно рассматривать с позиции разных общественных наук, от «теоретических» до «конкретных»; такое рассмотрение может быть актуальным с точки зрения государственного и муниципального управления, в том числе, поскольку в настоящее время значительная часть государственных и муниципальных услуг оказывается с применением новых информационных технологий, и фундаментальные изменения в развитии информационного общества и новых информационных технологий ведут также к существенным изменениям в оказании государственных и муниципальных услуг.

Более того, меняется и сущность самих этих услуг, они приобретают новые качества, часть из которых оценить достаточно легко, но другие качества оценить при помощи общепринятых методик весьма затруднительно. Кроме того, следует учесть, что если часть услуг, которые оказываются с использованием информационных технологий, просто дублируют те услуги, которые раньше оказывались в «бумажном» и «очном» (неонлайновом) виде, то другая часть услуг оказывается только в «цифровом» виде, что ярко показывает происходящие изменения.

Таким образом, необходимо заметить, что оценка качества предоставления государственных и муниципальных услуг в цифровой форме является относительно самостоятельной задачей, несколько отличающейся от подобной оценки для услуг в «оффлайновой» форме. Кроме того, предоставление «цифровых» государственных и муниципальных услуг ведет к весьма существенным изменениям в самом государственном и муниципальном управлении как самостоятельной системе. Ниже мы попробуем рассмотреть основные нормативные документы, регламентирующие предоставление государственных и муниципальных услуг с использованием современных информационных технологий и описывающие с юридической точки зрения основные понятия, связанные с предоставлением государственных и муниципальных услуг при использовании современных информационных технологий.

Большая роль в нормативном регулировании предоставления государственных и муниципальных услуг принадлежит федеральному законодательству (федеральным законам, программам и т.п.) и стандартам, а также иным подзаконным актам, которые, в частности описывают и основные понятия, на содержании которых мы остановились в начале статьи. Кратко опишем основные из них и дадим общую оценку.

Так, в п. 3.2.1.1 Межгосударственного стандарта ГОСТ 7.0-99 СИБИД «Информационно-библиотечная деятельность, библиография. Термины и определения» информационная технология определена как «совокупность методов, производственных процессов и программно-технических средств,

[76] Ильченко А.Н., Бабаев Д.Б. Новая экономика: реальность информационного общества. – Иваново/Москва: Иван. гос. хим.-технол. ун-т, Междунар. фонд Н.Д. Кондратьева, 2004. – 176 с.

объединенных в технологический комплекс, обеспечивающий сбор, создание, хранение, накопление, обработку, поиск, вывод, копирование, передачу и распространение информации»[77].

В ст.2 Федерального закона от 27 июля 2006 г. № 149-ФЗ «Об информации, информационных технологиях и о защите информации» информационные технологии подразумевают под собой «процессы, методы поиска, сбора, хранения, обработки, предоставления, распространения информации и способы осуществления таких процессов и методов»[78].

Впервые о потенциале информационно-коммуникационных технологий в контексте повышения качества предоставления государственных и муниципальных услуг в Российской Федерации заговорили в 2002 году, после утверждения Правительством Российской Федерации Федеральной целевой программы «Электронная Россия»[79].

Через некоторое время после этого были созданы единый портал государственных услуг «www.gosuslugi.ru»[80], а также интернет-порталы субъектов Российской Федерации (первоначально с несколько меньшим функционалом) и аналогичные порталы (так, где это было возможно) на более низких уровнях, в том числе и муниципальные порталы (в рамках данной статьи мы не останавливаемся на особенностях нормативного регулирования именно государственных услуг с учетом их особенностей; в рамках исследования государственные и муниципальные услуги условно рассматриваются как единое целое)..

Задача по предоставлению государственных услуг с использованием современных технологий информационно-коммуникационного плана в качестве одного из основных приоритетов и направлений деятельности государства в сфере государственного управления была определена и в Концепции формирования в Российской Федерации электронного правительства до 2010 г.[81]

Ст. 2 Федерального закона от 27.07.2010 № 210-ФЗ «Об организации предоставления государственных и муниципальных услуг» также содержит положения о предоставлении государственных и муниципальных услуг в

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[77] О принятии и введении в действие межгосударственного стандарта: Постановление Государственного комитета Российской Федерации по стандартизации и метрологии от 7 октября 1999 г. № 334-ст // Электронный фонд правовой и нормативно-технической документации. – Режим доступа: http://docs.cntd.ru/document/1200102288 (дата обращения: 01.01.2021).

[78] Об информации, информационных технологиях и о защите информации: Федеральный закон от 27.07.2006 N 149-ФЗ (ред. от 29.12.2020) // Собрание законодательства РФ. 2006. N 31 (1 ч.). Ст. 3448; Официальный интернет-портал правовой информации. – Режим доступа: http://pravo.gov.ru, 29.12.2020 (дата обращения: 01.01.2021).

[79] О федеральной целевой программе «Электронная Россия (2002-2010 годы)»: Постановление Правительства РФ от 28.01.2002 N 65 (ред. от 09.06.2010) // Собрание законодательства РФ. 2002. N 5. Ст. 531; 2010. N 25. Ст. 3166.

[80] Портал государственных услуг Российской Федерации «Госуслуги». – Режим доступа: https://www.gosuslugi.ru/ (дата обращения: 01.01.2021).

[81] О Концепции формирования в Российской Федерации электронного правительства до 2010 года: Распоряжение Правительства РФ от 06.05.2008 N 632-р (ред. от 10.03.2009) // Собрание законодательства РФ. 2008. N 20. Ст. 2372; 2009. N 12. Ст. 1429.

электронной форме. Как сказано в данном законе, подобное возможно с использованием информационно-телекоммуникационных технологий, включая использование единого портала государственных и муниципальных услуг и (или) региональных порталов государственных и муниципальных услуг, а также с помощью других средств информационно-телекоммуникационных технологий в случаях и порядке, установленных Правительством Российской Федерации. Кроме того, обращено и определенное внимание на обеспечение электронного взаимодействия между государственными органами, органами местного самоуправления, организациями и заявителями; таким образом, данные процессы нормативно упорядочиваются. Отметим, что достоинствами подобного нормативного регулирования является то, что в нормативных документах высокого уровня все определяется в виде концепций с описанием применяемой терминологии; подзаконные акты министерств и ведомств, таким образом, оказываются не связанными «в мелочах» и могут регламентировать конкретные вопросы предоставления государственных и муниципальных услуг, вплоть до технических.

Об обязательном переходе к предоставлению государственных и муниципальных услуг в электронной форме говорилось и в Указе Президента РФ от 7 мая 2012 г. № 601 «Об основных направлениях совершенствования системы государственного управления»[82].

25 декабря 2013 года распоряжением Правительства РФ была утверждена Концепция развития механизмов предоставления государственных и муниципальных услуг в электронном виде[83], которая определяла направления оптимизации процедур предоставления услуг и совершенствования инфраструктуры электронного взаимодействия, а также пути совершенствования инструментов электронного правительства.

А в Прогнозе научно-технологического развития России на период до 2030 года[84] электронные государственные и социально значимые услуги обозначены как одно из составляющих так называемых «окон возможностей» информационно-коммуникационного направления научно-технологического развития России.

Президент России Владимир Путин, выступая в 2019 году с ежегодным посланием Федеральному Собранию, сделал заявление о том, что предоставление всех государственных услуг в России надо избавить от излишней бюрократии до конца 2020 года. «Все это должно происходить без дополнительных заявлений, лишних бумажек, походов по инстанциям. До

[82] Об основных направлениях совершенствования системы государственного управления: Указ Президента РФ от 7 мая 2012 г. N 601 // Собрание законодательства РФ. 2012. N 19. Ст. 2338.

[83] Об утверждении Концепции развития механизмов предоставления государственных и муниципальных услуг в электронном виде: Распоряжение Правительства РФ от 25.12.2013 N 2516-р (ред. от 13.10.2017) // Собрание законодательства РФ. 2014. N 2 (часть II). Ст. 155; 2017. N 43 (Часть II). Ст. 6326.

[84] Прогноз научно-технологического развития Российской Федерации на период до 2030 года (утв. Правительством РФ) // Документ в печатном виде опубликован не был, есть только электронная версия. – Режим доступа: http://government.ru (дата обращения: 02.01.2021).

конца 2020 года предоставление всех ключевых государственных услуг надо перевести именно в такой продуктивный формат, когда человеку достаточно выслать запрос на необходимую услугу, а остальное система должна сделать самостоятельно, автоматически»[85].

Кроме того, по итогам совещания с членами правительства, состоявшегося 9 сентября 2020 года, Владимир Путин поручил правительству обеспечить к 1 января 2023 года перевод в электронный формат массовых социально значимых государственных и муниципальных услуг, предусмотрев соответствующие изменения в национальных проектах.

В частности, было указано, что до 1 февраля 2021 года Правительству необходимо совершить следующие шаги (излагаем в кратком пересказе):

– обеспечить координацию работы заместителей руководителей высших исполнительных органов государственной власти субъектов РФ и органов исполнительной власти субъектов РФ, ответственных за цифровую трансформацию, в целях обеспечения перевода массовых социально значимых государственных и муниципальных услуг в электронный формат;

– разработать и обеспечить внедрение на уровне субъектов РФ и муниципальных образований типовых регламентов предоставления государственных и муниципальных массовых социально значимых услуг в электронном формате, в том числе с использованием инфраструктуры Единого портала государственных и муниципальных услуг[86].

Непрерывно происходит перевод все большего количества государственных и муниципальных услуг в цифровой формат, все большее значение имеет проактивный формат их предоставления. Новации в предоставлении государственных и муниципальных услуг постоянно подкрепляются новыми нормативными документами.

Согласно части 1 статьи 1 Федерального закона от 27 июля 2006 года № 149-ФЗ «Об информации, информационных технологиях и о защите информации» предоставление государственных и муниципальных услуг или организующих предоставление государственных и муниципальных услуг, и заявителей, осуществляется на базе информационных систем, которые могут образовывать соответствующую инфраструктуру[87].

В широком смысле информационная система представляет собой «совокупность технического, программного и организационного обеспечения, а также персонала, которая предназначена для своевременного обеспечения надлежащих людей необходимыми сведениями

[85] Путин: необходимо избавиться от лишней бюрократии в сфере госуслуг // РИА Новости. – Режим доступа: https://ria.ru/20190220/1551117133.html (дата обращения: 05.01.2021).

[86] Президент РФ поручил перевести в электронный вид все массовые социально значимые государственные и муниципальные услуги // D-Russia. – Режим доступа: https://d-russia.ru/prezident-rf-poruchil-perevesti-v-jelektronnyj-vid-vse-massovye-socialno-znachimye-gosudarstvennye-i-municipalnye-uslugi.html (дата обращения: 01.01.2021).

[87] Об информации, информационных технологиях и о защите информации: Федеральный закон от 27.07.2006 N 149-ФЗ (ред. от 29.12.2020) // Собрание законодательства РФ. 2006. N 31 (1 ч.). Ст. 3448; Официальный интернет-портал правовой информации. – Режим доступа: http://pravo.gov.ru, 29.12.2020 (дата обращения: 01.01.2021).

(информацией)»[88].

Правила и порядок информационного-технологического взаимодействия информационных систем, используемых для предоставления государственных и муниципальных услуг в электронной форме, а также требования к инфраструктуре, обеспечивающей их взаимодействие, устанавливаются Правительством РФ.

Согласно пункту 2 Положения об инфраструктуре, обеспечивающей информационно-технологическое взаимодействие информационных систем, используемых для предоставления государственных и муниципальных услуг и исполнения государственных и муниципальных функций в электронной форме, утвержденного постановлением Правительства РФ от 8 июня 2011 г. № 451, «инфраструктура взаимодействия представляет собой единый комплекс информационно-технологических и телекоммуникационных элементов, которые в свою очередь делятся на:

– 1. информационные: федеральная государственная информационная система «Единый портал государственных и муниципальных услуг (функций)»; федеральная государственная информационная система «Федеральный реестр государственных и муниципальных услуг (функций)»; информационная система головного удостоверяющего центра, функции которого осуществляет уполномоченный федеральный орган исполнительной власти; федеральная государственная информационная система «Единая система идентификации и аутентификации в инфраструктуре, обеспечивающей информационно-технологическое взаимодействие информационных систем, используемых для предоставления государственных и муниципальных услуг в электронной форме»; единая система межведомственного электронного взаимодействия; федеральная государственная информационная система «Единая система нормативной справочной информации»; федеральная государственная информационная система, обеспечивающая процесс досудебного (внесудебного) обжалования решений и действий (бездействия), совершенных при предоставлении государственных и муниципальных услуг;

2. организационно-технические: центры общественного доступа, предназначенные для информирования физических и юридических лиц (далее - заявители) о деятельности органов и организаций и о предоставляемых ими услугах, а также для обеспечения доступа заявителей к получению государственных и муниципальных услуг в электронной форме; центры телефонного обслуживания, оказывающие услуги по информированию заявителей с использованием телефонной связи о государственных и муниципальных услугах, предоставляемых органами и организациями;

3. инженерные и вспомогательные: система обеспечения информационной безопасности; информационно-телекоммуникационные

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[88] Костина С.Н. Организация предоставления государственных и муниципальных услуг: учеб. пособие / С.Н. Костина, Г.А. Банных, Л.И. Воронина; [под общ. ред. С.Н. Костиной]; М-во науки и высш. образования Рос. Федерации, Урал. федер. ун-т. - Екатеринбург: Изд-во Урал. ун-та, 2019. С. 51.

сети, обеспечивающие взаимодействие информационных систем в том числе при оказании государственных и муниципальных услуг, включая сеть передачи данных органов власти, представляющую собой совокупность сетей каналов передачи данных, предназначенную в том числе для передачи информации федеральными органами государственной власти; сеть центров обработки данных, обеспечивающих функционирование инфраструктуры взаимодействия;

4. интернет-ресурс «Российская общественная инициатива»»[89].

Портал государственных и муниципальных услуг Российской Федерации (ЕПГУ) — это федеральная государственная информационная система, обеспечивающая доступ физических и юридических лиц к полным сведениям о государственных и муниципальных услугах, но и сам процесс предоставления услуг в электронном виде.

Все услуги, размещенные на ЕПГУ, соотнесены с конкретным регионом Российской Федерации: место получения услуги определяет, как наличие самой услуги, так и условия ее предоставления.

Таким образом, можно говорить о том, что в России создана стройная система нормативного регулирования оказания государственных и муниципальных услуг с использованием информационных технологий, включающая совокупность федеральных законов, программ, стандартов, иных нормативных актов. Регламентируются многие стороны предоставления подобных услуг, включая инфраструктуру, дается определение основной применяемой терминологии, описываются взаимодействия основных участников процессов предоставления государственных и муниципальных услуг. В тоже время, имеются и определенные недостатки регламентирующих документов и для их описания мы планируем провести ряд дополнительных исследований.

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[89] Об инфраструктуре, обеспечивающей информационно-технологическое взаимодействие информационных систем, используемых для предоставления государственных и муниципальных услуг и исполнения государственных и муниципальных функций в электронной форме: Постановление Правительства РФ от 08.06.2011 N 451 (ред. от 04.09.2020) // Собрание законодательства РФ. 2011. N 24. Ст.3503; 2020. N 37. Ст. 5722.

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ИНТЕРЬЕРНИ БАДИИЙ БЕЗАТИШДА МИЛЛИЙ АМАЛИЙ САНЪАТ ТУРЛАРИДАН ФОЙДАЛАНИШНИНГ НАЗАРИЙ АХАМИЯТИ

Аннотация: ушбу мақолада интерьерни бадиий безатишда миллий амалий санъат турларидан фойдаланишнинг назарий ахамияти қолаверса миллий қадриятларимиз ва урф-одатларимиз билан боғлиқ миллий меъморчилик ва халқ амалий санъатининг ривожи хақида сўз боради.

Калит сўзлар: санъатшунослик, меъморчилик, шахарсозлик, миллий маданият

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THEORETICAL SIGNIFICANCE OF USING NATIONAL TYPES OF APPLIED ART IN ARTISTIC DECORATION OF INTERIOR

Annotation: in this article, the theoretical significance of the use of national applied art in the artistic decoration of the interior will remain, while the National Architecture and folk applied art related to our national values and traditions will be discussed.

Keywords: art studies, architecture, urban planning, national culture

Неча минг йилликлар давомида шакилланиб, ривожланиб келган халқимизнинг қадимий маданий меросимизни илмий ўрганиб, кўз қорачиғидек сақлаш, келажак авлодга асл ҳолича етказиш, ёшларни маданий меросимизга муҳаббат руҳида тарбиялаш доимий давлат эътиборида бўлиб келган. Айниқса бу борада миллий қадриятларимиз ва урф-одатларимиз билан боғлиқ миллий меъморчилик ва халқ амалий санъатининг ривожи алоҳида аҳамият касб этади. Тарих саҳифаларига мурожаат қилсак, ривожланган ва қудратли давлатларда иқтисодиёт билан бирга, энг аввало бунёдкорлик, шахарсозлик ва ҳунармандчилик ишлари камолотга етганини гувоҳи бўламиз. Буюк соҳибқирон Амир Темур бежизга айтмаган: “Бизнинг давлатимизни қудрратини билмоқчи бўлсангиз, биз қурган биноларга боқинг”.

Республика Президенти ва Вазирлар Маҳкамасининг замонавий шахарсозлик ва миллий меъморчилик, халқ амалий санъати ва бадиий ҳунармандчиликни ривожлартириш, маданий меърос объектларини муҳофаза қилиш ва таъмирлаш ишлари ҳамда туризмни ривожлантириш билан боғлиқ кўплаб қарорларида миллий амалий санъат ривожига алоҳида эътибор қаратилган. Натижада Самарқанд, Бухоро, Ҳива, Шахрисабз, Тошкент каби қадимий шаҳарлардаги умумжаҳон маданий меросига киритилган меморий обидалар ва зиёратгоҳлар қаторида Андижондаги тарихий обидалар ҳам таъмирланиб, қайта тикланиб асл ҳолига келтирилди. Ўзбекистон меъморий безаклари мавзуида ўзбек санъатшунослигида таниқли олимлар томонидан кўплаб илмий тадқиқотлар олиб борилиб, ўнлаб монографиялар,илмий асарлар ёзилган. Масалан, санъатшунослик докторлари: Г. А. Пугаченкова, Л.И.Ремпель ”Выдаюшеся памятников архитектуры Узбекистана”, Г. А. Пугаченкова “Шедевры Средней Азии” Л.И.Ремпель “Архитектурный орнамент Узбекистана”, тарих фанлар доктори В.А. Нильсен, В.Н. Манакова “Архитектурный декор паятников Узбекистана”, И.Азимовнинг ”Ўзбекистон нақшу-нигорлари”, ижодий жамоа томонидан тайёрланган “Ўзбекистон обидаларидаги битиклар. Андижон”, П.Зоҳидовнинг ”Самарқанд меъморлик мактаби 19-20-аср бошлари ” каби илмий асарларидан ўзбек меъморий безаклари ҳақида батафсил маълумотлар олишимиз мумкин. Мавзуни ёритишда юқоридаги илмий адабиёт ва манбаълардан фойдаланган ҳолда ўзбек меъморчилиги ва меъморий безак санъати ҳақида тўлароқ тасаввур ва тушунчага эга бўлиш мақсадида, мазкур санъат тарихига, энг асосий ривожланиш босқичларига умумий тарзда қисқароқ бўлса-да, тўхталишни лозим топдик. Тарихни ўрганиш жараёнида Фарғона водийси, ҳусусан Андижон вилояти билан боғлиқ манъбаларга, маълумотларга алоҳида эътибор қаратилди. Шу билан бирга бевосита ижодкор уста ва дизайнер рассомлар билан қилинган мулоқотлар асосида олинган малумотлар тадқиқотни асосини ташкил этади. Барча жахон халқлари турмуш тарзича, улар яшайдиган оддий ҳонадонлардан тортиб, юқори санъат даражасидаги меъморчилик иншоатларигача эътибор қаратадиган бўлсак, уларнинг ташқи(экстерьер) кўринишида ҳам, ички (интерьер) безакларида ҳам ўша миллат халқига ҳос ҳусусиятлар миллий урф-одатлар ва қадимий қадриятларининг гувоҳи бўламиз. Шунингдек бизнинг ўзбек халқимиз ҳам бу борада ўзининг авлоддан авлодга ўтиб келаётган бир неча асрлик ўзига ҳос анъанадарига эга. Қадимий бинолардаги халқ ҳунармандчилиги ашёлари ва амалий безак санъати намуналари ўзбек халқининг юксак маънавиятидан, халқ усталарининг юқори даражадаги маҳорати ва истеъдодидан далолат беради. Ўтган асрда юртимизга келиб тадқиқот ўтказган рус олими Н.П.Остраумов шундай ёзади:”Сартлар тенги йўқ гилкор ва уста наққошдирлар, улар жуда ҳам нозик ва гўзал нақшлар ишлайдилар. Буни сарт бойларининг уйлари, шифт ва деворларидаги безакларидан яққол кўриишм мумкин”.Рус олимининг бу сўзлари ўзбек милиий безак санъатининг ўша даврдаги ҳолатидан дарак беради. Агар биз бу иборани бугунги тараққиёт даражаси билан таққослайдиган бўлсак, кейинги юз йилликда миллий меъморий безак санъатининг бинолар ва меъморий иншоатларни безатишдаги роли, кундалик турмушимиздаги ўрни мисилсиз даражада юксалганлигининг шоҳиди бўламиз. Аввал шаҳар ва қишлоқлардаги айрим пулдор бойларнинг уйлари, меҳмонхоналари, ҳукумдорлар саройлари, айрим масжиду мадрасалар ҳашамдор миллий нақшлар билан безатилган бўлса, эндиликда қишлоқ ва шаҳарлардаги оддий аҳоли уйларидан тортиб халқаро шаҳарсозлик талабларига мос улкан маҳобатли маданий-маърифий, жамоатчилик ва маъмурий биноларгача миллий ва замонавий руҳиятда анъанавий амалий безак санъати билан уйғунликда жило берилмоқда.

Юртимизда халқаро туризмни ривошланиши миллий қадриятларимизни, миллий маданиятимизни, урф-одатларимизни, миллий меъморчилик билан бирга халқ амалий санътимизни янада тараққиётини ва халқаро маданий алоқалардаги ролини ошишига омил бўлмоқда. Халқ амалий санъати намуналари билан меҳмонхоналар, ошхона, кафе, ресторан ва миллий чойхоналар, сайргоҳлар, боғу ҳиёбонлар ўзига ҳос миллий дизайн асосида безатилмоқда. Буларнинг барчаси миллий ва замонавий меъморчиликда халқ амалий безак санъати ролини тобора ортиб бораётганидан далолат беради.

Энг аввало халқимиз ўзи яшаётган ва турли мақсадларда фойдаланаётган турар жой ва бошқа биноларни безатишда миллий амалий санъатнинг қайси турларидан қай даражада фойдаланганини билмоғимиз лозим. Санъатшунос Дилшодбек Юсупов “Андижон меъморий безаклари” номли маърузасида ўзбек халқининг миллий анъанавий меъморий безаклари қуйидагилардан иборат эканлигини келтиради:

1.Наққошлик санъати-бу санъат сиркорлик ҳам деб юритилади.
2.Ёғоч ўймакорлик.
3.Ганч ўймакорлиги.
4.Кошинкорлик.
5.Ғишткорлик (бадиий ғишт териш.)
6. Бадиий кулолчилик.
7. Шунингдек хозирги кунда бино интерьерларини безатишда бадиий дизайн асосида амалий санъатнинг каштачилик, гиламдўзлик, мисгарлик, миллий матолар, хаттотлик ва бошқа турларидан ҳам кенг фойдаланилмоқда.

Юқоридаги фикрларга сайқал бериб, санъатшунос Д.Юсупов шундай ёзади:”Ўз миллийлигини сақлаб қолгаан ўртаҳол ҳонадонга ташриф буюрадиган бўлсак, вассажут ёки осма лампа услубида ёпилган уй шифтидаги нақшлар, қиблага юзланган меҳроблардаги ҳашамдор сандиқ, жавонлар, катта кичик токчалар ва токчалардаги чиройли нақшинкор сопол ва чинни товоқлар, косалар, кандакори нақшлар туширилган мис идишлар, гулли чойнак пиёлалар, девордаги гулдор кашталар тикилган чойшаб, зардевор ва дарпардалар, ял-ял ёниб турган гиламлар, пойгакдаги гўзал шаклли офтоба-чилобчинлар ўзбек хонадонининг кундалик зарурий ашёлари ҳисобланади. Шунингдек улар, ўзбек халқининг урф-одатлари, турмуш тарзи билан боғлиқ асрлар давомида шаклланган ўзаро уйғунликдаги халқ ҳунармандчилиги, амалий безак санъатининг намуналари ҳамдир.” Биз вилоят Тарихи ва маданияти музейининг халқ амалий санъати бўлимдаги “Келинчак хонаси”, миллий ҳунармандчилиги бўлими экспозицияси ҳамда Абдулҳамид Чўлпон ёдгорлик музейи бўлимидаги “Сулаймонқул боззоз хонадони” кўринишларида миллий ўзбек уйларида ҳунармандчилик ва амалий санъат буюмларидан амалда қандай фойдаланганларини, юқоридаги мутаҳассис ва тадқиқотчилар фикрларининг кўп жихатдан амалий тасдиғини гувоҳи бўламиз.

Дунёга машхур меъморий обидалар мисолида миллий, амалий безак санъати тарихи ва назариясини ўрганиш орқали унинг ўзбек халқ меъморчиликдаги ўрни, ривожланиш омиллари, тўғрисида умумий тушунчага эга бўламиз. Гарчи турли тарихий воқеалар сабаб Андижон вилояти ҳудудида қадимий обидалар сақланиб қолмаган бўлса-да, тарихий манбалар, археологик ашё ва олимларнинг бу борадаги илмий тадқиқотлари, бадиий-адабий асарларга асосланган ҳолда ўзига хос миллий меъморчилик ва меъморий безак санъатини вилоятда ҳам ривожланиб келганлигини шоҳиди бўламиз. Шунингдек, миллий ва анъанавий меъморий безак турлари ҳақида ҳам тасаввурга,тушунчага эга бўламиз.

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КЛИНИКО-СОЦИАЛЬНАЯ ТИПОЛОГИЯ И ДИФФЕРЕНЦИРОВАННАЯ ПРОФИЛАКТИКА СУИЦИДАЛЬНОГО ПОВЕДЕНИЯ

Аннотация: Известно, что разнородные факторы окружающей среды могут действовать на человека независимо друг от друга, усиливая один другой или находясь в антагонистических отношениях. В большинстве случаев исследователи сходятся во мнении, что это многофакторная проблема, учитывающая биологические, психологические и социальные влияния. Распространенность суицидов имеет существенное различие в зависимости от возрастных, социальных групп, демографических показателей.

Многие современные теории суицида рассматривают глобальные перемены в социальном окружении как наиболее значимые в смысле влияния на смертность от самоубийств.

Отношения, которые связывают человека с обществом, являются предельно важными при принятии решения о суициде. Качество этих отношений напрямую связано с состоянием психического здоровья, а значит и с уровнем частоты суицидов.

Ключевые слова: незавершенный суицид, профилактика, поведения.

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CLINICAL AND SOCIAL TYPOLOGY AND DIFFERENTIATED PREVENTION OF SUICIDAL BEHAVIOR

Resume: It is known that heterogeneous environmental factors can act on a person independently of each other, reinforcing one another or being in antagonistic relationships. In most cases, researchers agree that this is a multifactorial problem that takes into account biological, psychological and social

influences. The prevalence of suicides differs significantly depending on age, social groups, and demographic indicators.

Many modern theories of suicide consider global changes in the social environment as the most significant in terms of their impact on suicide mortality.

The relationship that binds a person to society is of the utmost importance when deciding whether to commit suicide. The quality of these relationships is directly related to the state of mental health, and therefore to the level of frequency of suicides.

Key words: incomplete suicide, prevention, behavior.

Актуальность. Самоубийства продолжают оставаться одной из наиболее актуальных медико-социальных проблем человечества[2]. Вместе с тем, несмотря на значительное число разработанных в разные годы концепций и моделей суицидального поведения, представления о его причинах, механизмах формирования, клинических проявлениях, связи с состоянием психического и соматического здоровья продолжают оставаться противоречивыми и дискуссионными[4]. Вследствие этого программы профилактики самоубийств характеризуются низкой эффективностью.

Наименее изученным аспектом проблемы суицидального поведения являются незавершенные суициды, то есть те случаи, когда акт аутоагрессии не приводит к летальному исходу. Результаты научных исследований этой формы суицидального поведения наиболее противоречивы и трудно сопоставимы[1]. Несмотря на социальную и медицинскую важность данной проблемы, последнее крупномасштабное исследование покушений на самоубийство было проведено более 30 лет назад, когда страна имела совершенно иное политическое и социально-экономическое устройство[5]. Особое значение изучения незавершенных самоубийств определяется также и тем, что риск совершения повторного, зачастую уже завершенного, суицида у лиц с суицидальными попытками в 10-15 раз выше, чем в общей популяции[3].

Таким образом, на сегодняшний день предупреждение самоубийств является одной из наименее разработанных проблем психиатрии и суицидологии. Существует высокая потребность в определении клинических, личностно-психологических и социальных детерминантов, типологии и динамики суицидального поведения с целью создания эффективных методов его первичной профилактики и предупреждения повторных суицидальных действий у лиц, совершивших покушение на самоубийство. Все это определяет теоретическую и практическую значимость настоящего исследования[4].

Цель исследования. Разработка системы дифференцированной профилактики суицидального поведения на основе определения клинических, социальных, личностно-психологических детерминант, динамики и типа суицидального процесса.

Материалы и методы исследования. Для решения поставленных задач будут обследованы лица, находившиеся после суицидальной попытки в токсикологическом, нейро-реанимационном и ожоговом отделениях Андижанского филиала РЦЭМ, а также по данным архивные данные судебно-медицинских освидетельствований.

Будут изучены 75 больных в возрасте от 18 до 50 лет (50 основная группа, 25 контрольная группа (здоровые люди - добровольцы, рабочие, служащих, из числа учащихся студентов).

Результаты и обсуждение. Установлено, что около половины всех суицидентов имели среднее профессиональное образование - 47,8% (мужчины - 50,6%, женщины -45,2%о). При этом, одна треть из них были им не довольны и считали выбор профессии ошибочным. Большинство таких лиц работали не по специальности и сообщали о желании работать в других сферах. Однако реальных планов по изменению ситуации у них, как правило, не было. Пациенты объясняли это отсутствием возможности (чаще финансовой) освоить другую профессию. Такая ситуация вызывала неудовлетворенность собственной профессиональной деятельностью и выступала как один из негативных факторов, влияющих на их психический статус. Около одной трети суицидентов имели среднее образование - 26,9%) (мужчины - 26,4%), женщины - 27,1%). Как правило, они занимались неквалифицированным трудом.

Эти пациенты в основном были удовлетворены своей деятельностью, а их основные жалобы были связаны с низким уровнем зарплаты и/или плохими условиями труда. В 19,8% случаев суициденты имели высшее образование (мужчины - 18,9%, женщины -20,7%). Здесь примерно в равных долях были представлены его гуманитарное, техническое и естественнонаучное направления. У этих пациентов на первый план выступали жалобы, связанные с потерей престижа работы и низким уровнем заработной платы. В 5,5% случаев образование суицидентов ограничивалось начальной школой, либо вообще отсутствовало. У половины из них это было связано с наличием психического расстройства. Остальные были пациентами старшей возрастной группы (70 лет и старше), не получившими должного образования по объективным причинам, связанным с историческими особенностями развития страны. Сопоставление полученных данных со сведениями об образовательном уровне по популяции в целом показало, что значительных отличий в группе суицидентов не выявляется. Так, по данным Федеральной службы государственной статистики (Росстата) за 2009 год, высшее образование в России имеют 21,7%; среднее профессиональное - 44,2%; среднее - 23,5%) и не имеют образования - 2% населения. Учитывая это можно утверждать, что уровень образования среди лиц, совершивших суицидальные попытки, соответствует общему уровню образования в популяции.

Однако оценка социального статуса пациентов позволила выявить особенности, значительно отличающие группу суицидентов от общей популяции (табл. 17). Установлено, что наибольшую долю среди суицидентов составили безработные - 37,2% (мужчины - 50,6%, женщины - 24,1%).

Таким образом, доля безработных среди лиц, совершивших суицидальные попытки, в 5,7 раза выше, чем в общей популяции. В особой степени это касается суицидентов мужчин, среди которых удельный вес безработных превышает 50%.

На безработицу как важный фактор суицидального риска указывали в своих работах многие авторы. I. Waldrom., J. Eyer (1975) отмечали, что рост безработицы на 1% приводит к увеличению числа самоубийств на 4%. S. Weyerer., A. Wiedenmann (1995) исследовали влияние четырех экономических показателей на динамику самоубийств: роста экономики, среднего реального дохода, безработицы и частоты банкротств. Авторы считают, что более всего на рост суицидальной активности оказывали влияние именно уровень безработицы и частота банкротств. В нашем исследовании из 147 безработных суицидентов больше половины (61,6%) не имели постоянного места работы уже длительное время - 3 и более лет.

Из них только 19 человек (12,9% от всего числа неработающих) не могли работать из-за прогрессирующего ухудшения состояния здоровья. Остальные (70 человек, или 47,7% от всего числа неработающих) не имели постоянного места работы по ряду причин, не относящихся к их здоровью. В большинстве случаев пациентов не устраивала заработная плата или необходимость работать не по специальности. Часть пациентов были неудовлетворенны условиями труда (в том числе, отдаленность места работы, что для многих пациенток было неприемлемым, так как нужно было успевать отводить/забирать детей в детский сад/школу). Многие пациенты также отмечали, что с началом финансового кризиса ситуация с поиском работы

Вывод. Знание клинических, личностно-психологических и социальных детерминант суицидального поведения и внедрение системы его дифференцированной профилактики позволит повысить эффективность профилактической, диагностической и лечебно-реабилитационной суицидологической помощи населению.

Внедрение методов селективной профилактики суицидального поведения даст возможность улучшить уровень распознавания суицидоопасных состояний и начальной стадии суицидального процесса врачами-психиатрами, наркологами, а также специалистами общемедицинской сети и психологических служб.

Внедрение разработанных психотерапевтических программ в комплекс антикризисной профилактики позволит повысить эффективность кризисной интервенции суицидов, а программ индикативной профилактики – будет способствовать снижению частоты рецидивов и повторных суицидальных действий. В целом, внедрение предложенных мер способно внести вклад в улучшение суицидологической ситуации в стране.

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МЕХАНИЗМЫ РЕАЛИЗАЦИИ УПРАВЛЕНЧЕСКИХ ПРОЕКТОВ ИНВЕСТИЦИОННЫМИ КОМПАНИЯМИ

Аннотация: В данной статье описана необходимость и механизмы структурированности управления инвестиционной компанией. Описаны уровни организационной структуры проекта, их типология, выявлена эффективность.

Ключевые слова: инвестиционная компания, инвестиционный проект, структурированность проекта, организационная структура

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MECHANISMS FOR IMPLEMENTATION OF MANAGEMENT PROJECTS BY INVESTMENT COMPANIES

Annotation: This article also describes the need for mechanisms for structuring the management of an investment company. The levels of the organizational structure of the project, their typology are described, efficiency is revealed.

Key words: investment company, investment project, project structuring, organizational structure

Основным механизмом успешного выполнения бизнес-проекта в инвестиционной организации является её структурированность при управления. Структурированность при управлении способствует улучшению взаимодействий, что позволяет быстро и качественно выполнять предусмотренные проектом работы. Исходя из того что инвестиционные проекты имеют разную структуру вложений и способы финансирования, отсутствует типовая структура управления, которую можно было бы применить для абсолютно любого проекта.

Занимаясь построением структуры следует учитывать управленческие функции, в частности их состав и содержание. Организационная структура непосредственно влияет на реализацию стратегии в целом. Неправильно сформированная структура влечет за собой замедление функциональных процессов компании. Главной сложностью проектной концепции управления является синхронизация функционирования эффективности временной системы с постоянной системой управления в организации.

Целью механизма реализации проектов являются:

- Координация сотрудничества участников. А именно создание перечня правил формального взаимодействия между всеми причастными к проекту участникам.
- Разграничение ответственности и функций участников. Четкое распределение функций как для постоянных так и для временных участников проекта. А для эффективного взаимодействия между ними, следует обозначить их роли:

-во-первых, документально закрепить полномочия участников;

-во-вторых, детальное распределение объема работ;

-в-третьих, обозначить степень ответственности за определенные управленческие функции

-в-четвертых, закрепление информационных данных между участниками и пользователями.

- Разделение ответственности за принятие решений. Организационная структура проекта предусматривает возможность распределения функций принятия решений в соответствии с их естественной специальностью.
- Рационализировать распределение информации в рамках проекта. При масштабности проектов следует стремиться минимизировать получение лишней информации и тщательно ее распределять между участниками проекта, чтобы не уменьшать их эффективность, так как ненужная информация замедляет работу исполнителей и способствует образованию неслаженности рабочего механизма. Этого можно добиться, выполняя следующие действия:

- обеспечить участников проекта лишь необходимой информацией в нужный промежуток времени;

- определить каналы информирования;

- обеспечить контроль за работой информационных каналов;

- обеспечить доступность и ясность информации.

- Обеспечение гибкости использования трудовых ресурсов. Очень часто реализацией проекта занимается определенная группа исполнителей, в следствии чего, руководитель ограничен в регулировании ресурсов. Обеспечение гибкости использования трудовых ресурсов позволит привлекать специалистов для отдельных видов работ.

В организационной структуре при реализации проекта выделяются такие уровни (см. рис. 1 “Уровни организации структуры проекта и соответствующие им типы управленческих решений”):

- организация на концептуальном уровне;
- организация на стратегическом уровне;
- организация порядка реализации задач.

Рис. 1. Уровни организации структуры проекта и соответствующие им типы управленческих решений

На каждом структурном уровне при согласовании решений, в обязательном порядке должны присутствовать все участники, которых касается тема обсуждения. Такой подход позволяет своевременно вносить коррективы, что в конце концов повышает результативность и минимизирует всяческие риски. На уровне концептуального планирования и управления проектом главную роль играют руководители высшего звена руководства организации. Именно руководители принимают решения, касательно целей и приоритетов проекта, объема финансирования и ресурсов. Данный уровень является ключевым на предынвестиционной стадии.

Принимаемые решения касательно планирования и запуска проекта, относятся к стратегическому организационному уровню, соответственно руководство тоже.

Решения которые касаются оперативного планирования, технической части и тактики выполнения задач, относятся к стадии реализации проекта, где главной составляющей является организация работы команды.

Существует несколько типов организационных структур, которые и есть механизмом реализации управленческих проектов. Каждый тип структуры имеет свои преимущества и недостатки.

- Функциональная;
- Матричная;
- Проектная.

Функциональная. Основой координационного центра действий является линейный руководитель. Именно он несет всю ответственность за принятые решения. Его распоряжения выполняет группа подчиненных руководителей, каждый из которых управляет своим подразделением и отвечает перед непосредственным руководителем.

Матричная. Такой тип структуры основывается на вертикальной связи: руководитель - подчиненный. Решением конкретных задач занимается временная группа сотрудников, сформированная из специалистов разных функциональных подразделений, где каждый из них отвечает за свой объём работы. Матрица взаимодействия создается путем взаимодействия руководителей с функциональными подразделениями организации. Матричная структура идеально подходит для малых и средних проектов.

Проектная. Данная структура основывается на комплексных органах управления разработанных для управления конкретными проектами и которые наделены соответствующими полномочиями. Их основные задачи:

- обеспечение мобильного механизма реализации двух и более за проекты;
- обеспечение гибкого и своевременного реагирования на возникающие изменения внутренних и внешних факторов, подвергающие проект к негативным изменениям;
- обеспечение превосходства глобальных целей над локальными;
- децентрализация решений оперативных задач;
- повышение ответственности за конечный результат

Эффективная организационная структуры позволяет решать такие основные вопросы:

- разделение компетенций;
- соотношение полномочий проектных исполнителей и постоянных;
- уровень централизации;
- уровень специализации;
- нормированность управления.

Для реализации управленческих проектов инвестиционными компаниями немаловажным является обеспечение проектов материально-техническими ресурсами.

Материально-техническое обеспечение инвестиционного проекта – это процесс, который включает: систему материально-технического обеспечения проекта; выявление потребности в ресурсах, организацию сбалансированности их объемов с производством, размещение заказов на поставки и осуществление их в сроки, согласно требованиям непрерывности и ритмичности инвестиционного процесса.

Определение потребности в материально-технических ресурсах производится по таким направления:

- определение видов и количества материалов которые будут использоваться;
- знание рынка необходимых материалов, подобранных исходя из соображений благоприятных условий качества, цены, доступности и источника поставки;
- альтернатива каждому элементу ресурса;
- расчет возможных потерь материалов при транспортировке или хранении.

Своевременное снабжение инвестиционных проектов материально-техническими ресурсами осуществляется путем соблюдения сроков, которые напрямую связаны с графиком реализации проекта.

Для мониторинга состояния инвестиционного проекта необходимо организовать процедуру сбора данных через определенный период времени, анализ и обработку результатов для сравнения отклонений результатов фактических от плановых, чтобы корректировать дальнейший процесс реализации проекта. Осуществление такой процедуры происходит путём разработки необходимых мероприятий при участии всех заинтересованных сторон.

Принципы построения эффективной системы контроля при реализации инвестиционного проекта:

- объективность;
- присутствие реальной системы отчетности;
- объективная система обработки показателей и тенденций;
- наличие налаженной системы реагирования.

Общий мониторинг проекта осуществляет инвестор (заказчик) или от его имени дирекция предприятия, которое строится. Такой мониторинг по соглашению с инвестором могут осуществлять фирма-девелопер или генеральный подрядчик согласно договору консорциума.

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ОРГАНИЗАЦИЯ И НОРМИРОВАНИЕ ТРУДА

Аннотация: В статье рассматриваются вопросы состава трудовых ресурсов предприятия, необходимость их классификации по определенным признакам.

Различают понятия «трудовые ресурсы предприятия» и «персонал предприятия».

Соотношение работников по категориям характеризует структуру трудовых ресурсов предприятия.

Ключевые слова: трудовые ресурсы, формирование, профессия, специальность, квалификация, списочная численность.

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ORGANIZATION AND RATIONING OF LABOR

Abstract: The article deals with the issues of the composition of the company's labor resources, the need to classify them according to certain characteristics. Distinguish between the concepts of "human resources of the enterprise" and "personnel of the enterprise". The ratio of employees by category characterizes the structure of the company's workforce.

Keywords: labor resources, formation, profession, specialty, qualification, list number.

Трудовые ресурсы предприятия или, иными словами, персонал представляют собой совокупность физических лиц, находящихся с предприятием в отношениях найма, регулируемых договором.

Именно от качества трудовых ресурсов зависят во многом конкурентоспособность предприятия, результаты его деятельности в целом.

Степень подготовленности персонала, его квалификация, дисциплина, способность к обучению во многом определяют успех или неудачу. Это своего рода потенциал, использование которого должно быть продуманным и максимально эффективным. Ведь только персонал, в отличие от ресурсов предприятия другого вида, может потребовать изменения условий труда или зарплаты. Только люди могут добровольно расторгнуть трудовой договор и уволиться по собственному желанию, повлияв тем самым на производственный успех.

К трудовым ресурсам относится та часть населения, которая обладает необходимыми физическими данными, знаниями и навыками труда в соответствующей отрасли.

Сущность трудовых ресурсов заключается в том, что они выражают общественные отношения, складывающиеся по поводу их формирования, распределения и использования в общественном производстве.

Для изучения состава трудовых ресурсов предприятия, их необходимо классифицировать по определенным признакам.

Различают понятия «трудовые ресурсы предприятия» и «персонал предприятия».

Соотношение работников по категориям характеризует структуру трудовых ресурсов предприятия.

В зависимости от характера и сложности выполняемых работ персонал предприятия подразделяют по профессиям, специальностям и уровню квалификации.

Профессия – род трудовой деятельности, требующий определенных знаний и навыков, приобретаемых путем обучения и практического опыта.

Специальность – вид деятельности в рамках той или иной профессии, который имеет специфические особенности и требует от работников дополнительных специальных знаний и навыков. Например: экономист по финансовой работе, экономист по бухгалтерскому учету и анализу хозяйственной деятельности, экономист по труду, экономист по сбыту, экономист по материально-техническому снабжению в рамках профессии экономиста. Или: слесарь-наладчик, слесарь-монтажник, слесарь-сантехник в рамках рабочей профессии слесаря.

Квалификация – уровень общей и специальной подготовки работника, подтверждаемый установленными законодательством видами документов (аттестат, диплом, свидетельство и др.)

Документ, в котором отражается требуемая численность работников является ***штатным расписанием***, которое предусматривает перечень должностей, численность работников по каждой должности, должностной оклад или тарифную ставку, надбавки и фонд заработной платы по окладам и тарифным ставкам. Штатное расписание составляется отдельно по каждому структурному подразделению предприятия.

Для характеристики трудового потенциала предприятия используется целая система показателей. Количественная характеристика персонала измеряется в первую очередь такими показателями, как списочная, явочная и среднесписочная численность работников.

Списочная численность – это количество работников списочного состава на определенную дату с учетом принятых и выбывших за этот день работников. В списочный состав включаются все принятые на постоянную, сезонную или временную работу со дня зачисления на работу. Причем, в списочном составе учитываются как фактически работающие, так и временно не работающие. Например, находящиеся в очередных, дополнительных или учебных отпусках, не явившиеся на работу по болезни и т.д. Но в данный состав не включаются работники, привлеченные для работ по трудовому соглашению и направленные предприятием на учебу с отрывом от производства.

Списочная численность работников в среднем за отчетный месяц (среднемесячная численность) исчисляется путем суммирования численности работников списочного состава за каждый календарный день отчетного месяца, то есть с 1-го по 30-е или 31-е число (для февраля - по 28-е или 29-е число), включая государственные праздники, праздничные (нерабочие) и выходные дни, и деления полученной суммы на число календарных дней отчетного месяца.

В связи с приемом и увольнением списочная численность работников предприятия постоянно меняется. Поэтому, для упрощения практических расчетов, используется формула перевода явочной численности в списочную:

$$Ч_{сп} = Ч_{яв} \times К_{сп}, \text{ где}$$

$Ч_{сп}$ – численность списочная, чел.; $Ч_{яв}$ – численность явочная, чел.; $К_{сп}$ – коэффициент приведения явочной численности к списочной. Он определяется путем деления номинального количества дней работы предприятия на фактическое число рабочих дней по балансу рабочего времени. Как правило, его считают равным примерно 1,1.

Списочная численность работников, применяемая для исчисления средней заработной платы и производительности труда. Представляет собой скорректированную величину численности, определенную для списочного состава. Так, из списочного состава, например, исключаются следующие категории работников:

- женщины, находящиеся в отпусках по уходу за ребенком до достижения им возраста 3 лет,
- находящиеся в отпусках без сохранения заработка (содержания)
- работники, находящиеся в учебных отпусках без сохранения заработной платы
- не явившиеся по болезни (при наличии больничных листов)
- учащиеся, проходящие производственную практику на предприятии и др.

И в то же время, включаются некоторые категории работников, не относящиеся к списочному составу. Например, привлеченные на работу по специальным договорам с государственными организациями.

Явочная численность включает лишь работников, явившихся на работу. ***Явочный состав*** – это фактически явившиеся на работу на каждую конкретную дату и работающие при установленном режиме работы предприятия. Для ежедневного учета явившихся на предприятие и количество отработанного ими времени используется документ - табель учета использования рабочего времени.

Для определения численности работников за определенный период используется показатель среднесписочной численности.

Среднесписочная численность работников *за месяц* определяется как частное от деления суммы всех списочных данных за каждый день на календарное число дней в месяце. При этом в выходные и праздничные дни показывается списочная численность работников за предыдущую дату. Среднесписочная численность работников за месяц ($Ч_{сс}$) определяется по следующей формуле:

$$Ч_{сс} = Ч_{см} / Т, \qquad (1.2)$$

где $Ч_{см}$ – численность работников за все дни работы предприятия за анализируемый период (квартал, год); Т – период (количество дней).

Среднесписочная численность работников определяется за определенный период времени (за месяц, квартал, полугодие, год).

Среднесписочная численность работников за квартал, полугодие исчисляется путем суммирования среднемесячной численности за соответствующие месяцы работы и деления полученной суммы на три (квартал) или шесть (полугодие).

Среднегодовая численность рассчитывается путем суммирования среднемесячной численности за все месяцы работы с начала и до конца года и делится на 12.

Для анализа данных о приеме и выбытии работников исчисляются коэффициенты оборота, текучести кадров, коэффициент соотношения принятых к выбывшим.

Коэффициент оборота по приему ($К_{оп}$) рассчитывается по следующей формуле:

$$\mathbf{К_{оп} = Ч_{п} / Ч_{сс}} \qquad (1.3)$$

где $Ч_{п}$ – численность всех принятых работников за данный период.

Коэффициент оборота по выбытию ($К_{ов}$) определяется по следующей формуле:

$$\mathbf{К_{ов} = Ч_{в} / Ч_{сс}} \qquad (1.4)$$

где $Ч_{в}$ - численность выбывших работников за данный период.

Коэффициент текучести кадров ($К_{т}$) рассчитывается по следующей формуле:

$$К_{т} = Ч_{вн} / Ч_{сс} \qquad (1.5)$$

где $Ч_{вн}$ – численность работников, выбывших с предприятия по неуважительным причинам (по инициативе работника, из-за прогулов и др.).

Коэффициент соотношения принятых работников к выбывшим *(*$К_{с}$*)* определяется по следующей формуле:

$$К_{с} = Ч_{п} / Ч_{в} \qquad (1.6)$$

Источником трудовых ресурсов предприятия выступает рынок труда.

В экономической литературе нет единого определения рынка труда в силу неоднозначности данной категории.

Например, ***рынок труда*** определяют как механизм саморегуляции спроса и предложения рабочей силы через свободное движение заработной платы и доходов. Или рынок труда – это общественно – экономическая форма движения ресурсов (рабочей силы), соответствующая рыночной модели экономики. Или, например, рынок труда – это совокупность экономических отношений между обладателями рабочей силы (предложением рабочей силы) и работодателями (спрос на рабочую силу). Исходя из наличия множественности формулировок рынка труда, можно заключить, что он выполняет множество функций, среди которых и функцию источника трудовых ресурсов предприятия. С этих позиций, для предприятия рынок труда – это сведение в единую систему всех существующих на данный момент и могущих возникнуть в будущем отношений и взаимосвязей предприятия (фирмы) со своими фактическими и потенциальными сотрудниками.

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СТАНОВЛЕНИЕ И РАЗВИТИЕ РЫНОЧНОЙ СИСТЕМЫ РОССИИ

Аннотация: В статье рассматриваются вопросы социальной статистики которая является разработкой интегрированной системы взаимоувязанных показателей, позволяющей получить всестороннюю характеристику состояния и развития соц. условий жизни людей (жителей страны), выявить тенденции и закономерности, изучить глубинные процессы и создать полную картину общественного уклада и образа жизни человека.

Ключевые слова: инфляция, технический прогресс, товары и услуги, трансформация, темп роста.

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FORMATION AND DEVELOPMENT OF THE RUSSIAN MARKET SYSTEM

Abstract: The article deals with the issues of social statistics, which is the development of an integrated system of interrelated indicators that allows us to obtain a comprehensive description of the state and development of social networks. living conditions of people (residents of the country), identify trends and patterns, study the underlying processes and create a complete picture of the social way of life and the way of life of a person.

Keywords: inflation, technological progress, goods and services, transformation, growth rate.

В последние годы российский рынок переживал бурные времена, но после периода нестабильности появились признаки того, что дело значительно улучшается.

Это отчасти благодаря большей экономической стабильности в Российской Федерации.

Годовой уровень инфляции в стране показал снижение до 5,2% в апреле 2019 г., с 5,3% в марте и на данный момент вполне соответствует рыночным ожиданиям. Годовой уровень базовой инфляции в апреле составил 4,6 %, не изменившись по сравнению с предыдущим месяцем, оставаясь на самом высоком уровне с февраля 2017 г. В России наиболее важными категориями в индексе потребительских цен являются продукты питания и безалкогольные напитки (30 процентов от общего веса) и транспорт (14 процентов). В индекс также входят: одежда и обувь (11 процентов); жилье, вода, электричество, газ и другое топливо (11 процентов); развлекательные и культурные мероприятия (6 процентов), алкогольные напитки и табачные изделия (6 процентов) и бытовая техника (6 процентов). Здравоохранение, связь, образование, гостиницы, рестораны и другие товары и услуги составляют оставшиеся 16 процентов от общего веса.

Рынок также выполняет очень важные функции, например, стимулирует технический прогресс (развитие прогресса). Фирмы, которые не улучшают свое производство, не обновляют оборудование, не способны минимизировать затраты и улучшать качество производимой продукции, их товары начинают уступать товарам конкурентов и несут огромные убытки и речь может заходить даже об уходе с рынка.

В России рассматривается определенная последовательность, этапы, масштабы и формы разгосударствления и приватизации объектов, предприятий, организаций, земли, жилого фонда: опережающая малая приватизация, охватывающая сферу торговли, общественного питания, коммунально-бытовых услуг, жилья, местной инфраструктуры, и последующая большая приватизация крупных предприятий, в том числе в базовых отраслях экономики. Переход на новую стадию также требует трансформации роли государства в экономике. Задача государства состоит в приспособлении экономической и социальной политики к институциональным реалиям России.

Чтобы охарактеризовать социально-экономическое положение России, нужны статистические данные о социальном развитии страны. С помощью системы количественных показателей можно адекватно отразить условия, процесс и результаты функционирования рыночной экономики, проанализировать тенденции и закономерности развития общества.

Целью социальной статистики является разработка интегрированной системы взаимоувязанных показателей, позволяющих получить всестороннюю характеристику состояния и развития соц. условий жизни людей (жителей страны), выявить тенденции и закономерности, изучить глубинные процессы и создать полную картину общественного уклада и образа жизни человека в конкретных исторических условиях развития общества. Федеральная служба государственной статистики опубликовала очередную информацию о социально-экономическом положении Российской Федерации, сложившемся в первые три месяца текущего года.

ВВП составил к марту 2019 года 103875,8 млрд. руб., что на 2,3% больше чем в марте 2018 года. Росстат в своем докладе подробно расписал показатели ВВП по отраслям экономики, динамику его производства, индексы физического объема, разделение по источникам доходов и т.д.

В марте 2019 года индекс промышленного производства увеличился на 1,2% по сравнению с данными того же периода 2018 года, а за первые три месяца года рост составил 2,1%.

Изготовление пищевой продукции (индекс) дал прирост в 4,6% по сравнению с результатами первых трех месяцев 2018 года. Показатели динамики изготовления напитков увеличилась на 3,9%.

В свою очередь, производство табака снизилось на 3,1%, текстильных и кожаных изделий - на 2,9%, а одежды - 2,1%.

Индексы изготовления деревянных изделий, бумаги и обработки древесины повысились на 9%.

Металлургические производства улучшили свои показатели на 2,1%. Производство автомобилей увеличилось на 2,9% по показателям индекса производства.

Объемы производства сельскохозяйственной продукции составили в первом квартале текущего года 645,8 миллиардов рублей. Яровых культур посеяно в 3,1 раза больше, чем в 2018 году (502 тысячи гектаров земли), зерновых - в 3 раза больше (352 тыс. гектаров).

Поголовье рогатого скота уменьшилось по сравнению с прошлым годом примерно на 0,9%. Только свиней стало больше на 3,4%. При этом обеспеченность скота едой на 6,3% меньше, чем в аналогичный период 2018 года.

В 2020 году ЕК ожидает роста экономики страны на 1,8%, как и в предыдущем прогнозе. В 2018 году, по оценке ЕК, ВВП РФ вырос на 2,3%.

Еврокомиссия также прогнозирует, что уровень безработицы в России в 2019 году составит 4%, в 2020 году - 3,9%, что ниже осенней оценки.

Также ЕК понизила оценку роста мирового реального ВВП на текущий год по сравнению с предыдущим, осенним прогнозом.

Оценка роста мирового ВВП на текущий год составляет 3,2%, хотя в ноябре 2018 года ЕК прогнозировала рост мировой экономики в 2019 году на 3,5%. В 2020 году, по оценкам ведомства, рост мировой экономики ускорится до 3,5%. В 2018 году, по оценкам ЕК, рост мирового ВВП составлял 3,6%.

Темп роста ВВП, по оценке Минэкономразвития России, в 1 квартале 2019 года снизился до 0,8% г/г. На фоне повышения базовой ставки НДС значимый отрицательный вклад в экономический рост внесла динамика торгового товарооборота.

В разрезе компонентов использования основной вклад в замедление роста ВВП в 1 квартале внес потребительский спрос. На фоне ускорения инфляции наблюдалось замедление в реальном выражении оборота розничной торговли и объема платных услуг населению. "Такое замедление, вероятно, носило краткосрочный характер: после локального минимума в январе 2019 года наблюдалось постепенное восстановление потребительских настроений", - уточняется в обзоре.

Несмотря на замедление экономического роста, уровень безработицы в 1 квартале обновил исторический минимум (4,6% SA) на фоне сокращения численности рабочей силы.

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РОЛЬ МЕСТНЫХ НАЛОГОВ В БЮДЖЕТЕ СЕЛЬСКОГО ПОСЕЛЕНИЯ ЗАПЛАВНОЕ МУНИЦИПАЛЬНОГО РАЙОНА БОРСКИЙ САМАРСКОЙ ОБЛАСТИ

Аннотация: Работа содержит оценку поступлений местных налогов в консолидированном бюджете РФ. Показана роль местных налогов в бюджете сельского поселения Заплавное муниципального района Борский Самарской области. Выявлены проблемы и перспективы развития местных налогов.

Ключевые слова: налоги, налогообложение, местный бюджет, кадастровая стоимость, рыночная стоимость.

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THE ROLE OF LOCAL TAXES IN THE BUDGET OF THE RURAL SETTLEMENT OF THE MUNICIPAL DISTRICT ZAPLAVNOE BORSKAYA SAMARA REGION

Annotation: The second section contains an assessment of the functioning of the national payment system, an analysis of the procedure for making payments and settlements on the example of a bank. The problems of development of the payment system of the Russian Federation and prospects for increasing the potential of the national payment system in ensuring economic growth are identified

Keywords: taxes, taxation, local budget, cadastral value, market value.

Местные налоги и сборы представляют собой обязательные платежи, устанавливаемые в соответствии с законодательством Российской Федерации, представительными органами местного самоуправления и взимаемые на территории муниципального образования.

Цель исследования заключается в оценке роли местных налогов в процессе формирования доходов местных бюджетов, выявлении проблем и перспектив развития местного налогообложения.

Объектом исследования является бюджет сельского поселения Заплавное муниципального района Борский Самарской области

Сохранение бюджетной устойчивости и получение необходимого объема бюджетных доход – первостепенные задачи осуществления бюджетной политики территории.

Проанализируем поступления налоговых платежей в бюджет сельского поселения Заплавное муниципального района Борский и представим данные в таблице 1.

Таблица 1 – Доходы бюджета сельского поселения Заплавное муниципального района Борский

Показатель	2017	2018	2019	9 мес 2020
Управление Федерального казначейства по Самарской области	921922,37	888212,12	1006579,74	636688,38
Управление Федеральной налоговой службы по Самарской области	1437820,10	1353305,70	1006579,74	826615,80
Неналоговые доходы	228593,68	70400,00	1088563,20	51300,00
Безвозмездные поступления от других бюджетов бюджетной системы Российской Федерации	2640285,30	3425302,04	4605359,95	960210,00
Всего доходов	5228621,45	5737219,86	9586080,62	5486315,93

Представим более наглядно на рисунке 2 доходы бюджета сельского поселения Заплавное муниципального района Борский.

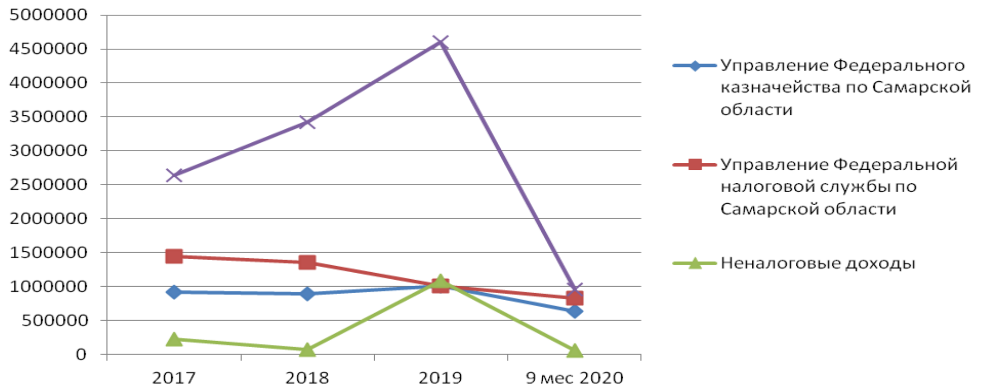

Рисунок 2 - Доходы бюджета сельского поселения Заплавное муниципального района Борский

Как показывают данные таблицы 3 доходы бюджета сельского поселения Заплавное муниципального района Борский в целом возрастают, что видно по неналоговым доходам бюджета и безвозмездным поступлениям.

Представим в таблице 3 долю каждой статьи доходов бюджета сельского поселения Заплавное муниципального района Борский в общем объеме.

Таблица 3 – Доля доходов бюджета сельского поселения Заплавное муниципального района Борский

Показатель	2017	2018	2019	9 мес 2020
Управление Федерального казначейства по Самарской области	17,6	15,5	10,5	11,6
Управление Федеральной налоговой службы по Самарской области	27,5	23,6	10,5	15,1
Неналоговые доходы	4,4	1,2	11,4	0,9
Безвозмездные поступления от других бюджетов бюджетной системы Российской Федерации	50,5	59,7	48,0	17,5
Всего доходов	100	100	100	100

Как показывают данные таблицы 3, наибольший удельный вес занимают безвозмездные поступления от других бюджетов бюджетной системы Российской Федерации.

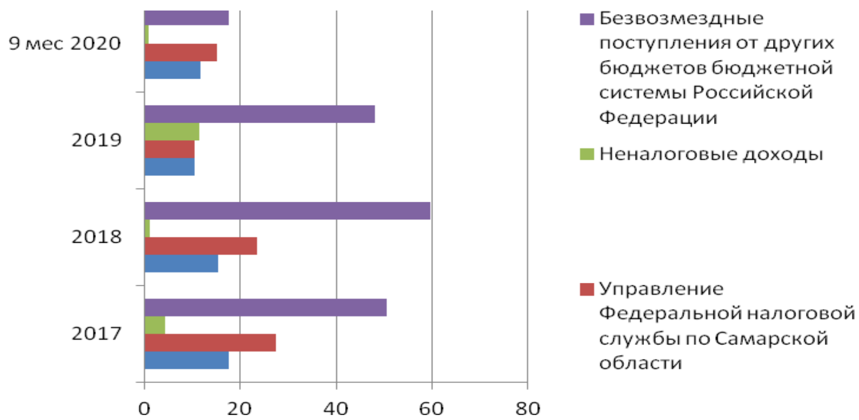

Рисунок 2 - Доля доходов бюджета сельского поселения Заплавное муниципального района Борский

Представим в таблице 3 динамику местных налогов в бюджете сельского поселения Заплавное муниципального района Борский

Таблица 3 – Динамика местных налогов бюджета сельского поселения Заплавное муниципального района Борский

Показатель	2017	2018	2019	9 мес 2020
Налог на имущество физических лиц, взимаемый по ставкам, применяемым к объектам налогообложения, расположенным в границах поселений	225553,13	332113,70	512377,56	52076,14
Земельный налог, взимаемый по ставкам ,установленным в соответствии с подпунктом 1 п. 1 ст.394 НК РФ и применяемых к объектам налогообложения , расположенных в границах поселений	241899,00	120179,00	842124,78	113414,00
Земельный налог, взимаемый по ставкам ,установленным в соответствии с подпунктом 2 п. 1 ст.394 НК РФ и применяемых к объектам налогообложения , расположенных в границах поселений	571813,62	573223,93	988790,95	112756,53

Представим абсолютное отклонение местных налогов бюджета сельского поселения Заплавное муниципального района Борский.

Таблица 4 – Абсолютное отклонение местных налогов бюджета сельского поселения Заплавное муниципального района Борский

Показатели	2017	2018	Отклонение	2019	Отклонение	9 мес 2020
Налог на имущество физических лиц,	225553	332114	106560,6	512378	180264	52076,14
Земельный налог, взимаемый по ставкам ,установленным в соответствии с подпунктом 1 п. 1 ст.394 НК РФ	241899	120179	-121720	842125	721946	113414
Земельный налог, взимаемый по ставкам ,установленным в соответствии с подпунктом 2 п. 1 ст.394 НК РФ	571814	573224	1410,31	988791	415567	112756,53

Как видно из таблицы 4, налога на имущество физических лиц увеличивается за рассматриваемый период времени, что показано также на рисунке.

Налога на имущество физических лиц в 2018 году поступило на 106560,6 тыс руб больше, чем в 2017 году. В 2019 году поступления по данному налогу увеличились на 180264 тыс руб.

Поступления по земельному налогу, взимаемому по ставкам ,установленным в соответствии с подпунктом 1 п. 1 ст.394 НК РФ сократились в 2018 году на 121720 тыс руб, в 2019 году объем поступлений увеличился на 721946 тыс руб.

Поступления по земельному налогу, взимаемому по ставкам, установленным в соответствии с подпунктом 2 п. 1 ст.394 НК РФ увеличились в 2019 году на 1410,31 тыс руб, в 2019 году увеличились на 415567 тыс руб.

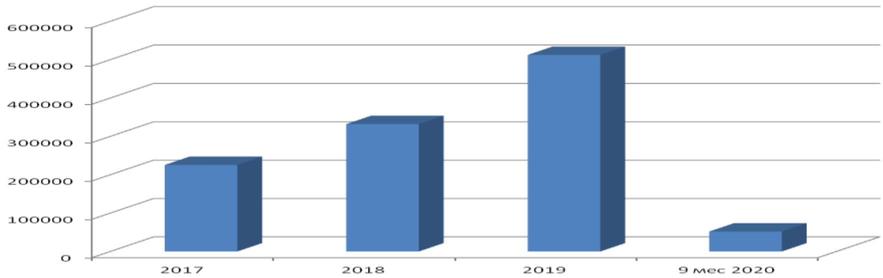

Рисунок 2 - Динамика налога на имущество физических лиц бюджета сельского поселения Заплавное муниципального района Борский

Представим на рисунке динамику изменения земельного налога, взимаемого по ставкам, установленным в соответствии с подпунктом 1 п. 1 ст.394 НК РФ.

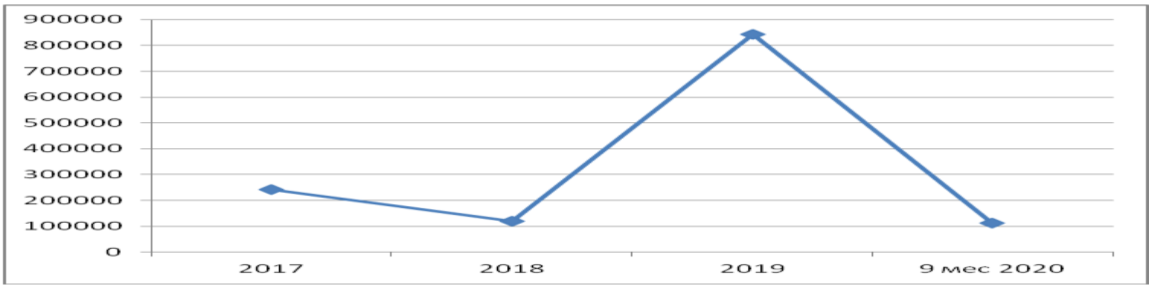

Рисунок 3 - Динамика земельного налога, взимаемого по ставкам, установленным в соответствии с подпунктом 1 п. 1 ст.394 НК РФ бюджета сельского поселения Заплавное муниципального района Борский

Как показывает данный рисунок, земельный налог, взимаемый по такой ставке имеет неоднозначную тенденцию.

С 2021 года начинает действовать новая редакция ст. 397 НК РФ. Она устанавливает общие сроки для уплаты налога по всей России: перечислить налог нужно до 1 марта следующего года; авансы по налогу можно уплатить до конца месяца, следующего за отчетным периодом. Уплата земельного налога за год, единой суммой или частями в виде авансов, по-прежнему зависит от решения региона. Если отчетные периоды в местном законе не прописаны, платить за год владения нужно разово. Узнать «свои» сроки оплаты и ставки можно в местном законе.

У налоговиков появился еще один повод доначислить налоги компаниям. Владельцев земельных участков сельхозназначения будут контролировать пристальнее. Если землю они используют не по назначению, платить налоги придется по повышенной ставке.

Декларация по земельному налогу должна быть сдана до 1 февраля следующего года. Но уже за 2020 год отчитываться не понадобится. Такая обязанность отменяется с 2021 года. Конечно, если потребуется внести изменения в «закрытые» периоды, уточненную декларацию компании сдавать должны. В этом отношении порядок прежний — изменяется сумма налога, рассчитанная в декларации, подайте уточненку. Где будет фиксироваться сумма к уплате Без деклараций порядок извещения о сумме налога можно представить в виде алгоритма так: компания, у которой есть облагаемые земли, самостоятельно рассчитывает и перечисляет налог; инспекция на основе данных из Росреестра также считает налог.

Затем направляет компании сообщение со своими данными и суммой налога; по итогам сверки данных компания вправе оспорить расчет налоговиков. Избавить от лишних разногласий призвана сверка облагаемых земель. Провести её можно в порядке, который уже прописали чиновники. Порядок проведения сверки сведений о земельных участках организаций Согласно Письму Минфина от 16 января 2020 г. № БС-4-21/452@ Сообщение от налоговиков будет содержать следующую информацию: кадастровый номер участка; сумма налога; налоговый период; налоговая база; ставка; применяемые льготы.

Особые сроки предусмотрены для случаев ликвидации компании и для уточненных данных. Что делать, если данные не совпадают Расхождения в сумме налога с инспекцией требуют следующих действий: если уплачено больше, чем насчитали контролеры, переплату можно зачесть или вернуть; если по данным инспекции налог оказался больше, можно погасить недоимку и пени или же направить пояснения об ошибке контролеров.

Для подачи пояснений об ошибке в расчетах налоговой отведен срок. Это можно сделать в течение 10 рабочих дней после получения сообщения. Кто не уложится в этот срок, все равно может рассчитывать на пересчет налога. Главное, чтобы были основания исправить ошибку. В течение следующего месяца придёт либо уточненное сообщение с суммой налога, либо требование об уплате недоимки. Изменения по земельному налогу в 2021 году не ограничиваются уменьшением обязанностей по сдаче декларации.

После отмены деклараций по земельному налогу для владельцев земли ввели новую обязанность. Если ИФНС не учла данные об участке при исчислении налога и не указала его в уведомлении, нужно сообщить ей об этом участке и предоставить документы, подтверждающие право владения. Это нужно будет сделать в срок до 31 декабря года, следующего за истекшим налоговым периодом.

За невыполнение этого требования компании грозит штраф в размере 20 % от неуплаченной суммы налога. Срок уплаты земельного налога Установление срока уплаты земельного налога больше не является прерогативой местных властей (ч. 2 ст. 356 НК РФ).

№ 325-ФЗ. Изменения кадастровой стоимости Федеральным законом от 23 ноября 2020 г. № 374-ФЗ внесены изменения в статью 391 НК РФ. Установлены два исключения, когда при расчете налога учитывается изменение кадастровой стоимости земельного участка.

Кроме того, с 2021 года больше не будет указания на то, какой орган – суд или комиссия при Росреестре – рассматривали документы на изменение кадастровой стоимости. К 2023 году во всех регионах этим будут заниматься бюджетные учреждения, занимающиеся кадастровой оценкой земли.

Процедура проведения кадастровой оценки земельных участков Федеральным законом от 31 июля 2020 г. № 269-ФЗ внесены изменения в статью 14 Федерального закона от 3 июля 2016 г. № 237-ФЗ о кадастровой оценке.

Изменение	Новые правила	Нормативный акт
Сроки уплаты налога не устанавливаются местными властями	Региональные и местные власти не вправе устанавливать сроки уплаты налога для организаций. Они определяют только налоговые ставки и порядок перечисления налога – с авансовыми платежами или без них	п. 72 ст. 2 Федерального закона от 29.09.2019 № 325-ФЗ
Введены единые сроки уплаты налога и авансовых платежей	Организации обязаны заплатить налог за истекший год не позднее 1 марта следующего года. Срок перечисления авансовых платежей – не позднее последнего числа месяца, следующего за отчетным периодом	подп. «б» п. 77 ст. 2 Федерального закона от 29.09.2019 № 325-ФЗ
Отменена налоговая декларация	Сдавать налоговые декларации за 2020 год и последующие налоговые периоды больше не нужно	п. 26 ст. 1 Федерального закона от 15.04.2019 № 63-ФЗ, Приказ ФНС от 04.09.2019 № ММВ-7-21/440
ИФНС будет сообщать компаниям о сумме начисленного налога	Рассчитывать налог и авансовые платежи организации должны самостоятельно. Параллельно такую же работу будет выполнять ИФНС. Инспекция рассчитает налог, результаты направит организации. Если сумма налога по данным ИФНС больше, организация может подать возражения с подтверждающими документами. Рассмотрев возражения, инспекция направит организации ответ по рекомендованной форме (письмо ФНС от 06.11.2019 № БС-4-21/22635). В результате налоговики: • либо уточнят свой расчет и уменьшат сумму налога, если организация докажет, что она завышена; • либо выставят организации требование о погашении недоимки, если не примут возражения организации	подп. «б» п. 25 ст. 1 Федерального закона от 15.04.2019 № 63-ФЗ

Рисунок 4 – Изменения по земельному налогу в 2021 году

С 2021 года при определении кадастровой стоимости земельного участка будут учитываться сведения, которые в силу закона на нее влияют. Это так называемые ценообразующие факторы, такие, как, к примеру, местоположение участка, нахождение его в границах зоны с особыми условиями использования территории и другие.

За местными бюджетами следовало бы закрепить также и некоторые другие доходные источники, которые существенно укрепили их собственную финансовую базу и обеспечили стабильное поступление налоговых доходов.

Для решения проблемы связанной с не используемостью земельных участков, которые могли бы стать объектом налогообложения и которые бы в дальнейшем могли облагаться налогом, а так же приносить доход в бюджет соответствующего муниципального образования. Необходимо земельные участки поставить на налоговый учет и предоставлять юридическим и физическим по договорам аренды или купли-продажи.

Для того, чтобы земельные участки использовались строго по своему предназначению, необходимо установить контроль, а так же ввести штрафные санкции для тех, кто нарушает установленные законом правила использования земельных участков.

В связи с тем, что в обязанности собственника не входит оценка принадлежащего ему недвижимого имущества, то решением этой проблемы может стать визуальная оценка объектов недвижимости и на ее основе начисление налога.

Так как налоговое уведомление не всегда доходит до собственника, то необходимо для решения этой проблемы создать электронную базу федеральной налоговой службы и обеспечить доступ к ней налоговых органов и налогоплательщиков, чтобы и те и другие могли следить за начислением и поступлением налогов.

Для установления контроля за собираемостью местных налогов необходимо чтобы в каждом муниципальном образовании появилось ответственное лицо, в компетенцию которого входило бы обеспечение контроля за уплатой налогов.

Таким образом, вышеперечисленные мероприятия помогут усовершенствовать систему местного налогообложения и обеспечить пополнение доходной части муниципальных образований.

Улучшение экономической ситуации в стране и ее регионального звена невозможно без акцентирования внимания на проблеме формирования доходной части бюджетов, а также увеличение доли собственных налогов в ходе формирования местных бюджетов и снижение доли безвозмездных поступлений.

Такая бюджетная политика будет способствовать заинтересованности органов местного самоуправления в развитии экономики муниципальных образований. Можно предложить следующие пути увеличения доходов бюджета:

1 создание благоприятной среды для инвестиций;
2 разработка и внедрение программ поддержки инноваций;
3 применение фискальных стимулирующих механизмов для увеличения поступлений в бюджет;
4 совершенствование системы администрирования и контроля с целью снижения недоимок по налогам и сборам.

Развитие местных бюджетов является одной из ведущих задач правительства в условиях ориентации государства на решение бюджетных проблем и расширение достижений научно-технического прогресса.

Проведенный анализ позволяет сделать выводы о том, что основным доходным источником для бюджета являются налоговые поступления.

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МЕТОДИКА РАЗВИТИЯ ТВОРЧЕСКОЙ ДЕЯТЕЛЬНОСТИ ПРИ ОБУЧЕНИИ ДОПОЛНИТЕЛЬНОЙ ПРОЕКТНОЙ МЕТОДЕ

Аннотация: В статье даны рекомендации по развитию творческой деятельности с использованием метода вспомогательной проекции. В процессе обучения этому методу ученикам были даны рекомендации, как решить любую проблему другим методом.

Ключевые слова: создание, проекция, технология, строительство, информация, изображение, графика, рисунок, объект, плоскость

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METHODOLOGY FOR THE DEVELOPMENT OF CREATIVE ACTIVITY WHEN TEACHING AN ADDITIONAL PROJECT METHOD

Annotation: The article provides recommendations for the development of creative activity using the method of auxiliary projection. In the process of teaching this method, the students were given recommendations on how to solve any problem by another method.

Keywords: creation, projection, technology, construction, information, image, graphics, drawing, object, plane

Все мы знаем, что столетия назад мировоззрение человечества полностью отличалось от сегодняшнего. Борьба человека за выживание обусловлена жизненными трудностями, развитием интеллекта. Люди, которые преодолевают эти трудности, сегодня живут в таких развитых странах за счет роста развития своих знаний. Жизненные невзгоды заставили человека без особых усилий выполнить ряд действий, чтобы развить пространственное воображение, создать современные конструкции, машины и различные предметы домашнего обихода. Благодаря развитию воображения человек смог подняться на Луну и Марс на всю вселенную. Благодаря человеческому воображению в сегодняшнем мире открываются новости, которые могут разбудить умы людей. Одной из наук, которая развивает пространственное воображение человека, главной причиной или фактором этого является рисование и начертательная геометрия. В то время как математическая наука обостряет ум, эти науки не только развивают пространственное воображение, но и побуждают человека думать о решении задач, которые должны быть выполнены с помощью разума. Нетрудно заметить, что у юношей и девушек, изучающих науки рисования и начертательную геометрию, чувство изысканности развивает ориентацию на чистоту и интеллект. Современные здания и улицы, возводимые в Узбекистане после обретения независимости, становятся все более популярными во всем мире. Строительство этих зданий также является продуктом людей, которые досконально изучили науки о рисовании и графической геометрии и обладают богатым воображением. На практических занятиях передаются достаточные знания по развитию пространственного воображения учащихся при обучении рисованию и начертательной геометрии.

Научно-технический прогресс не только технологизирует большинство отраслей, но также проникает в сферу культуры и образования. Сегодня информация может думать о здравоохранении , образовании и других технологий .

За годы человечества, чтобы удовлетворить свои потребности , то меньше времени он будет принимать для достижения цели стремления к usllariga келоидные . Мы знаем , что все условия , необходимые для выживания человеческой истории в соответствии с его потребностями явно правильными . В всех тех лет , они должны полагаться на науку научной основы для развития авиации в любых вопросах современной передовой производительности период . Новости науки и создание инженерного рисунка и геометрического дизайна в областях науки играют важную роль .

В этот же период исторические постройки были достроены и в настоящее время представляют интерес для инженеров и строителей . Все различных школ, здания Во всяком случае исторических зданий построенной на основе научных оснований , где он является рисованием и рисования геометрии, наука играет огромную роль .

Эти предметы всегда меняют идеи, создают сервис . Сегодня растущее сообщество , которые не только следуют ему , но и для участия в развитии своей изобретательности и творчества .

И анализ литературы по психологии образования для разрешения на вывод , на работе интенсификации в преподавании : обучение означает буквально мышление активности присутствует .

Для с целью анализа и синтеза деятельности познания деятельности мышления , обучения материалов и бетона и в системе по индукции и deduksiyani применения системы знаний , навыков , мировоззрения и будет переходить и к разработке концепций .

Студенты изучали развитие творческой деятельности человека и желание идти глубже в природу событий и мероприятий в инновационной и творчества является характеризуется способностью получить доступ к элементам .

Развитие творческой деятельности является требуется и признается по большинству наших студентов и студентов профессионального " и социальной адаптации к окружающей среде . Понятие « креатив » - типичная идея литературного или художественного вдохновения . Один из самых путей к развитию творческих мероприятий, ресурс для студентов с меньшим количеством времени может быть достигнут за счетом в анализе проблем и в растворах . Это особенно характерно для наук о рисовании и начертательной геометрии .

Учителя , чтобы достигнуть в раствор насосов , но в этом процессе , часто из - ресурсов решения proyeksiyalash метод может также быть получен разговор . Читатели и равные возможности для будущего развития видения и творчества студентов в различных сферах интересов . Действительно , в любой ситуации , которая является отличается от от нормы , общество требует к человеку , чтобы думать и искать новые решения . Кроме того , тесно связаны с творчеством и социально- профессиональной интеграцией . Сделать это можно , чтобы найти новые возможности для студентов , чтобы выразить свое мнение , свои ежедневные и профессиональные жизни проблемные ситуации , чтобы дать возможность стать более независимыми .

Сегодня технология является постоянно развивается все более и более важную роль в обществе сегодня . Студенты возможность , чтобы познакомиться с творческими и технологическими инновациями , их социальной и профессиональной интеграции для абсолютного преимущества.

Развитие системы высшего и среднего специального образования, исследование творчества в этом контексте . В основном горит жизнь студентов среднего и высшего образования, профессиональная подготовка для развития их творческой активности .

Эта цель может быть достигнута с помощью студентов и студентов с более разнообразным по творческим развитию исследований , а также для выявления конкретных путей для реализации этой цели .

Основной целью данного исследования является , чтобы развивать у студентов творческих способностей через вспомогательный проекционного метода . Творческая деятельность по развитию высшего образования и профессиональной подготовки и их класса номера рядом идти в клубы , чтобы развивать их творческие способности расти .

Мой проекция путь через развитие творческих способностей учащихся, в целях для заполнения окончательной цели . Они включают в себя свободное мышление , критическое мышление , самостоятельность , сотрудничество, и развитие в виде чувства из доверия студентов .

Сегодня образование и обучение очень сложны и требуют от студентов большего количества навыков . В этом контексте , студенты и Одета студентов с навыками , которые могут быть полезны для них очень важно .

Таким образом , в соответствии с исследования текущих и будущих жизней от своих студентов , чтобы развить в диапазон навыков .

Их творческие навыки , компьютерная графика , а также аудио-визуальных продуктов , или публикации и презентации .

Высшее и средне- специальное образование, опыт развития творческих способностей по выбранной сфере , в частности , способствует развитию творческих способностей, через проэксиялаш способ помогает учащимся развивать свои творческие способности . На самом деле , этот метод позволяет студентам и учащимся в течение следующих сессий важность развития интеллектуальных и творческих навыков , чтобы начать вверх , и обеспечивает.

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СОВРЕМЕННЫЕ ПОДХОДЫ К ФАРМАКОТЕРАПИЮ БОЛЬНЫХ С ОБЛИТЕРИРУЮЩИМ АТЕРОСКЛЕРОЗОМ НИЖНИХ КОНЕЧНОСТЕЙ

Аннотация: Несмотря на множество различных медикаментозных методов терапии хронических облитерирующих заболеваний артерий нижних конечностей, количество неудовлетворительных результатов лечения остается высоким. Перспективными являются нефармакологические лечебные подходы

Обосновано применение метода дискретного плазмафереза. Установлена и научно обоснована эффективность применения электроимпульсного воздействия пространственно распределенным вращающимся полем электрических импульсов тока на область поясничных симпатических ганглиев.

Назначение больным фармакологической и немедикаментозной иммунокоррекции стимулирует антиинфекционную защиту. Актуальным остается вопрос разработки алгоритма комплексного использования различных методов лечения пациентов с хроническими облитерирующими заболеваниями артерий нижних конечностей в условиях дневного стационара.

Ключевые слова: нижняя конечность, артерия, облитерирующая заболевания.

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MODERN APPROACHES TO PHARMACOTHERAPY OF PATIENTS WITH OBLITERATING ATHEROSCLEROSIS OF THE LOWER LIMBS

Resume: Despite the many different drug methods for treating chronic obliterating diseases of the arteries of the lower extremities, the number of unsatisfactory treatment results remains high. Non-pharmacological treatment approaches are promising

The application of the method of discrete plasmapheresis has been substantiated. Established and scientifically substantiated the effectiveness of the *use of electrical impulse action by a spatially distributed rotating field of electric current pulses on the area of the lumbar sympathetic ganglia*

Appointment of patients with pharmacological and non-drug immunocorrection stimulates anti-infectious protection. The issue of developing an algorithm for the complex use of various methods of treating patients with chronic obliterating diseases of the arteries of the lower extremities in a day hospital remains topical.

Key words: lower limb, artery, obliterating disease.

Актуальность. В настоящее время существует несколько терапевтических подходов к лечению больных с хроническими облитерирующими заболеваниями артерий нижних конечностей, каждый из которых имеет свои преимущества и недостатки[3,9,11]. Поиск оптимального метода консервативного ведения больных с хронической ишемией нижних конечностей остается важной и до конца не решенной задачей.

К сожалению, хирургическое лечение не решает всех проблем, поставленных перед сосудистым хирургом. Во всех случаях, когда нет возможности достигнуть адекватной компенсации кровообращения реконструктивными операциями, с целью улучшения кровообращения в конечности возможно использование только консервативных методов лечения[1,6,8]. Консервативная терапия необходима на всех стадиях ХОЗАНК, она используется в независимости от вида лечения и назначается пожизненно. При этом локализация и распространенность окклюзионного поражения не влияет на назначение консервативной терапии[2,4,9].

Несмотря на успехи последних лет в области ангиохирургии, следует признать, что применение хирургического вмешательства, являющегося приоритетным при атеросклеротическом поражении магистральных и периферических артерий нижних конечностей, малоэффективно при лечении больных с диффузными поражениями дистальных отделов артериального русла и невозможно у четверти пациентов с тяжелой сопутствующей патологией, препятствующей проведению планового оперативного лечения [8,12].

Амбулаторно-поликлиническая помощь населению является важнейшим звеном здравоохранения. Хирургическая служба ее направлена на решение разнообразных задач, прежде всего, на раннюю диагностику заболеваний и на оказание полноценного лечения пациентам, которым не требуется госпитализации[5,7,10]. В настоящее время развитие системы дневных стационаров и специальных центров амбулаторной хирургии способствует активизации хирургической службы, расширению объема оперативных вмешательств в условиях поликлиник и снижению экономических затрат и развитию стационарзамещающих технологий[13].

Таким образом, различные вопросы организации современных структур амбулаторной хирургии, особенностей проведения оперативных вмешательств в этих условиях, ведения больных в послеоперационном периоде и социальная значимость реформирования амбулаторной службы в целом являются актуальными для научной медицины и практического здравоохранения.

Цель исследования. изучить эффективности фармакотерапия хронических облитерирующих заболеваний артерий нижних конечностей.

Материалы и методы исследования. Пациенты распределены на 2 группы случайным образом, каждому пациенту проведен 10-дневный курс в/в инфузий. 1-ю группу составили 40 пациентов, которым назначен Актовегин 4 мг/мл, 250 мл в качестве монотерапии. Во 2-ю группу включены 40 пациентов, которым проводились инфузии декстранов и пентоксифиллина в дозе 100 мг. Возраст пациентов в 1-й группе – 54–77 лет (64,8±9,9 года), во второй – 42–86 лет (64,3±14,2 года).

Результаты исследования. У всех пациентов причиной ишемии был облитерирующий атеросклероз артерий нижних конечностей. У большинства пациентов отмечалось 2–3 сопутствующих заболевания, преобладали ишемическая болезнь сердца (I–II функциональный класс) и артериальная гипертензия (I–II стадии). Табакокурение в стационаре строго запрещено, до госпитализации курение подтвердили 4 (10%) пациента в 1-й группе и 7 (17,5%) пациентов во 2–й группе. Статистически значимых различий по возрасту и дистанции безболевой ходьбы до лечения выявлено не было. Все пациенты дополнительно получали перорально антиагрегантную, гиполипидемическую терапию. При наличии показаний пациентам выполнялось оперативное лечение строго после курса инфузий и контрольного исследования. В обеих группах оценивался прирост дистанции безболевой ходьбы. Методика измерения – тредмил-тест без уклона со скоростью 3 км/ч.

Переносимость инфузионной терапии в обеих группах была удовлетворительной, побочных эффектов не зарегистрировано. Прирост дистанции безболевой ходьбы составил 58,8% в 1-й группе и 60,7% во 2-й группе, различие статистически недостоверно ($p=0,68$).

После курса инфузионной терапии у пациентов 2-й группы достоверная динамика получена только для времени достижения максимального уровня перфузии при тепловом воздействии; увеличение амплитуды респираторно обусловленных колебаний кровотока при базальной перфузии не имеет самостоятельного значения.

У пациентов 1-й группы при базальной перфузии отмечается достоверное увеличение амплитуды миогенных колебаний кровотока, что указывает на степень раскрытия прекапиллярных артериол и капиллярных сфинктеров, снижение с тенденцией к достоверности параметра шунтирования и увеличение амплитуды респираторно обусловленных колебаний кровотока. В ответ на тепловой стимул отмечаются увеличение с тенденцией к достоверности амплитуды эндотелиальных колебаний кровотока и достоверное увеличение уровня тепловой вазодилатации.

Оценивая динамику показателей функционального состояния регуляторных механизмов микроциркуляции, можно с достаточной долей уверенности говорить о механизмах действия различных лекарственных препаратов у пациентов с хронических облитерирующих заболеваний артерий нижних конечностей. Положительная динамика в группе инфузий Актовегина достигнута за счет эндотелиопротективного эффекта и поступления крови преимущественно в капиллярное русло.

Вывод. Несмотря на множество методов медикаментозной, немедикаментозной терапии и иммунокоррекции, необходимо сказать, что необходим поиск сочетанных методов лечения данной категории пациентов, как в дооперационном периоде, для подготовки воспринимающего русла к возрастающему притоку крови после реконструктивной операции, так и для возможности отсрочить оперативное лечение. Актуальным остается вопрос разработки алгоритма комплексного лечения пациентов с хроническими облитерирующими заболеваниями артерий нижних конечностей в условиях дневного стационара для развития стационарзамещающих технологий лечения облитерирующих заболеваний артерий нижних конечностей.

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Оглавление

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