

American Journal Of Social Sciences And Humanity Research

ISSN 2771-2141

SJIF 2021 - 5.993, 2022 - 6.015, 2023 - 7.164

VOLUME 03



2023



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Reviewed Scholarly Research Journal**



AMERICAN JOURNAL OF SOCIAL SCIENCES AND HUMANITY RESEARCH

(AJSSHR)

Journal Impact Factor

SJIF: 2023-7. 164

DOI-10.37547/AJSSHR

Volume 03 Issue 12- 2023

ISSN (2771-2141)

Oscar Publishing Services

<https://theusajournals.com/index.php/ajsshr>

Email: editor@theusajournals.com

Publisher Address: 265 Jan St, Manhattan, IL 60442, USA



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**AMERICAN JOURNAL OF SOCIAL SCIENCES AND HUMANITY RESEARCH
(AJSSHR)**

ISSN: 2771-2141

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HARMONY AT WORK: EXAMINING THE INFLUENCE OF EMPLOYEE PLACEMENT AND WORK ENVIRONMENT ON MOTIVATION AND PRODUCTIVITY

Submission Date: November 22, 2023, **Accepted Date:** November 26, 2023,

Published Date: December 01, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-01>

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ABSTRACT

This study delves into the intricate interplay between employee placement, work environment, motivation, and productivity within organizational settings. Titled "Harmony at Work: Examining the Influence of Employee Placement and Work Environment on Motivation and Productivity," the research navigates the dynamics that shape employee performance. Through a comprehensive analysis, this study aims to uncover key insights that contribute to the cultivation of a harmonious workplace, fostering motivation and enhancing overall productivity.

KEYWORDS

Employee Placement; Work Environment; Motivation; Productivity; Organizational Dynamics; Employee Performance; Workplace Harmony; Human Resource Management.

INTRODUCTION

In the complex tapestry of organizational dynamics, the allocation of employees to specific roles and the design of their work environment emerge as pivotal factors influencing motivation and productivity. This

study, titled "Harmony at Work: Examining the Influence of Employee Placement and Work Environment on Motivation and Productivity," embarks on a journey to unravel the interconnected

dynamics that shape employee performance within organizational settings.

Employee placement, the strategic assignment of individuals to roles that align with their skills and competencies, stands as a cornerstone of effective human resource management. Concurrently, the work environment, encompassing physical spaces, organizational culture, and interpersonal dynamics, plays a critical role in shaping the motivational climate for employees. The interplay between these elements forms the essence of workplace harmony, influencing the motivation levels and, consequently, the productivity of individuals.

As organizations seek to optimize performance, understanding the nuanced relationships between employee placement, work environment, motivation, and productivity becomes imperative. This study aims to bridge this understanding gap by delving into the intricate dynamics that contribute to or hinder the harmony at work.

The exploration involves an in-depth analysis of how the strategic placement of employees impacts their motivation levels and how the work environment serves as a catalyst or barrier to optimal performance. By uncovering these dynamics, the study not only contributes to theoretical frameworks in human resource management but also offers practical insights for organizations aiming to cultivate a harmonious

workplace that maximizes employee motivation and productivity.

As we delve into the realms of workplace harmony, employee motivation, and organizational effectiveness, the goal is to provide a nuanced perspective that informs strategic decision-making for human resource practitioners, leaders, and stakeholders. Join us in the exploration of "Harmony at Work," where the synergy between employee placement and work environment creates a thriving landscape for motivation and productivity within organizations.

METHOD

The research process for "Harmony at Work" unfolds as a systematic and multi-stage exploration, delving into the intricate relationships between employee placement, work environment, motivation, and productivity within organizational contexts.

The Journey Begins

The journey commences with the development of surveys and questionnaires meticulously designed to capture the nuanced perspectives of employees. These instruments serve as the quantitative backbone of the study, probing into the satisfaction levels of individuals regarding their placements, the dynamics of their work environment, motivational factors, and perceived productivity.

Voices Unearthed

Complementing the quantitative insights, the study embraces qualitative methods through in-depth interviews and focus group discussions. These sessions provide a platform for employees to express their experiences and perceptions in more detail, unraveling the subtle intricacies of how employee placement and work environment dynamics intersect with motivation and productivity.

Quantitative Foundations

As data begins to flow in, the research delves into the analysis of performance metrics. Key performance indicators and productivity data are scrutinized alongside the survey results, forming a quantitative foundation that allows for correlations to be drawn. This phase aims to bridge the gap between perceived satisfaction and tangible performance outcomes, grounding the study in empirical insights.

Contextual Understanding

The exploration extends beyond the organizational boundaries through the examination of case studies from diverse industries. This comparative analysis provides a contextual understanding of best practices, challenges, and effective strategies in employee placement and work environment design. The insights gleaned contribute to a broader perspective on the factors influencing workplace harmony.

Immersive Insight

Ethnographic observation adds a qualitative layer to the study as researchers immerse themselves in the organizational environment. This immersive approach involves keen observation of day-to-day interactions, communication patterns, and physical workspaces. The aim is to capture nuances that may not be easily discerned through traditional data collection methods, enriching the understanding of the workplace dynamics.

Integration and Synthesis

The culmination of data collection heralds the phase of integration and synthesis. Quantitative and qualitative data sources are merged, allowing for a comprehensive analysis of patterns, outliers, and recurring themes. This synthesis forms the cohesive narrative that contributes to the overarching goal of understanding how the interplay between employee placement and work environment influences motivation and productivity.

Through this meticulous and multi-faceted process, "Harmony at Work" aims to unravel the intricacies of organizational dynamics. By navigating the voices of employees, contextual insights from diverse industries, and the tangible impact on performance metrics, the study aspires to offer actionable insights for organizations striving to create a harmonious

workplace that maximizes employee motivation and productivity.

RESULTS

The comprehensive examination of employee placement, work environment, motivation, and productivity has yielded nuanced insights into the intricate dynamics within organizational settings. The results reflect a mosaic of perceptions, experiences, and tangible performance outcomes.

Quantitative Correlations:

Analysis of survey responses and performance metrics reveals notable correlations. High levels of employee satisfaction with their placement are positively associated with increased motivation, which, in turn, is linked to enhanced productivity. The quantitative data provides empirical support for the interconnectedness of these factors within the workplace.

Qualitative Perspectives:

Qualitative insights from interviews and focus group discussions add depth to the understanding of these correlations. Employees express that when their skills align with their assigned roles and the work environment fosters collaboration and innovation, motivation naturally flourishes. Conversely, mismatches in placement or unsupportive work environments hinder motivation and, subsequently, productivity.

Organizational Context:

The examination of case studies enriches the results by providing contextual understanding. Successful organizations showcase strategic employee placement aligned with their strengths and a work environment that prioritizes employee well-being. Conversely, instances of discord between placement, work environment, and employee motivation are associated with diminished organizational effectiveness.

DISCUSSION

The discussion interprets these results within the broader context of organizational dynamics, human resource management, and the pursuit of workplace harmony. The findings underscore the critical role of strategic employee placement and conducive work environments in fostering motivation and productivity. Aligning individual competencies with job roles emerges as a foundational element, enhancing motivation levels that positively impact overall performance.

The qualitative insights emphasize the human experience within organizations. Employees articulate the importance of a collaborative, inclusive, and supportive work environment. The discussion delves into the implications of these findings for organizational leaders, highlighting the need for a holistic approach to human resource management that

prioritizes both strategic placement and the creation of a positive work culture.

Comparative analysis across case studies showcases diverse strategies employed by organizations to achieve harmony at work. Successful practices include regular skills assessments, flexible work arrangements, and the creation of ergonomic and collaborative workspaces. The discussion delves into how organizations can leverage these insights to optimize their approach to employee placement and work environment design.

CONCLUSION

In conclusion, "Harmony at Work" provides a comprehensive understanding of how employee placement and work environment dynamics influence motivation and productivity. The results affirm that a strategic alignment of individual skills, supportive work environments, and a positive organizational culture collectively contribute to workplace harmony. The discussion offers practical implications for organizational leaders seeking to enhance performance through strategic human resource practices.

As organizations navigate the complexities of modern workplaces, acknowledging the symbiotic relationship between employee placement, work environment, motivation, and productivity becomes imperative. The insights gained from this study serve as a guide for

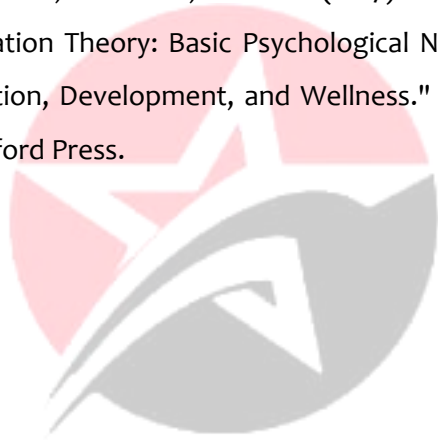
fostering a harmonious workplace where employees are not only strategically placed but also thrive in environments that ignite their motivation, ultimately contributing to heightened productivity and organizational success.

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ANALYSIS OF THE RELATIONS OF UZBEKISTAN AND THE ORGANIZATION OF ISLAMIC COOPERATION

Submission Date: December 01, 2023, Accepted Date: December 05, 2023,

Published Date: December 08, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-02>

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ABSTRACT

This article analyzes some aspects of relations between the Organization of Islamic Cooperation and Uzbekistan. The article mainly uses recent historical sources

KEYWORDS

Relations, purpose, tasks, forms of violence, discrimination, educational rights, Islamic countries, English, Arabic, French, organization, Asia, Africa, friendship, solidarity.

INTRODUCTION

The Organization of Islamic Cooperation (OIC) is an international intergovernmental organization. It was founded at the 1st Conference of Heads of State and Government of Islamic countries (1969, Rabat, Morocco). It was founded and chartered at the 3rd Conference of Ministers of Foreign Affairs of Islamic States (1973, Jeddah, Saudi Arabia).

Currently, OIC unites a total of 55 countries based on religious commonality, including the independent Central Asian countries, as well as the Palestine Liberation Organization (PLO). According to the charter of OIC, its purpose is to promote Islamic unity among member states, strengthen cooperation in economic, social, cultural, scientific and other fields, try to end racial discrimination, and colonization in all

forms, establish measures to preserve peace and security, restore the rights of the Palestinian Arab people and supporting his struggle for the liberation of his land.

THE MAIN RESULTS AND FINDINGS

The Organization of Islamic Cooperation (OIC) is one of the world's most prestigious international organizations and the largest international Islamic organization. The OIC was founded on September 25, 1969 at the first meeting of the leaders of the Islamic countries in Robot, the capital of Morocco.

OIC is headquartered in Jeddah, Saudi Arabia. Originally known as the Organization of the Islamic Conference (OIC), this international organization received its current name in 2011. English, Arabic and French are the official working languages of the OIC.

The main goals and tasks of OIC:

- harmonizing ties of friendship and solidarity between member states;
- solving the problems that have arisen in the Islamic world;
- respecting the domestic laws of the states;
- protection of human rights;
- to support the economic development of the member states;

- elimination of some unfair and inappropriate information about Islam;
- is to organize scientific research with institutes in various fields.

Today, 57 countries with a population of about 2 billion are members of the OIC. This large-scale cooperation plays an important role in achieving the noble goals of preserving and developing the sacred values of Islam, strengthening solidarity among Muslim nations, ensuring sustainable development, and contributing to the development and well-being of the peoples of the member countries of the organization. is coming

The UN, Russia, Bosnia and Herzegovina, and the Central African Republic have observer status in the OIC. Uzbekistan joined this organization as an observer in October 1995 and as a full member since October 2, 1996.

It should be noted that Uzbekistan joined the new Charter of OIC on December 14, 2015. The OIC Charter was ratified by the Oliy Majlis of the Republic of Uzbekistan in April 2016.

The Uzbek side recognizes the OIC as an influential and effective forum of the countries of the Islamic world that recognize our holy religion as a factor of peace and development. Therefore, we are interested in the strengthening of this Organization and the consistent development of our mutual relations.

Official delegations of our country regularly participate in OIC summits and annual sessions of the Council of Foreign Ministers of OIC. Especially in recent years, Uzbekistan's cooperation with the OIC has become more active and has reached a new level of mutual relations.

The 43rd session of the Council of Foreign Ministers of the OIC held in Tashkent on October 18-19, 2016 was of particular importance. In his speech at the opening ceremony of this session, the President of the Republic of Uzbekistan Shavkat Mirziyoev focused on the priority tasks during his presidency of the Council of Foreign Ministers of the OIC of Uzbekistan (from October 2016 to July 2017).

As the head of state noted, the theme "Education and Enlightenment - the way to peace and creativity" is set as the main idea of the agenda of the 43rd session, which has a deep symbolic meaning. This idea is in line with the famous hadith, "Seek knowledge from the cradle to the grave". From this point of view, the initiatives put forward by Uzbekistan are directly related to the development of science and enlightenment.

The President of Uzbekistan also spoke about the development of science, spirituality and enlightenment in his speech at the First Science and Technology Summit of the OIC held in Astana (Kazakhstan) on September 10, 2017. put practical

proposals on the agenda. At the moment, the noble initiatives announced by the head of the OIC from the high platforms of the OIC are being widely implemented.

It is known that on October 7-8, 2019, the 6th annual seminar of the OIC Independent Standing Commission on Human Rights on the topic "The importance of promoting and protecting youth rights in the path of building peaceful, democratic societies and sustainable development" will be held in our capital. took place. The participants of the international conference supported the initiative of the President of the Republic of Uzbekistan to adopt the UN International Convention on the Rights of Youth, which he put forward at the 72nd session of the UN General Assembly.

It is no coincidence that the OIC Independent Permanent Commission on Human Rights chose the issue of youth rights for its major international conference. After all, today young people make up a large part of the population in most countries, especially in the OIC member states. Our insensitive approach to this segment of the population inevitably threatens stability and peace in our societies.

The participants of the Tashkent conference adopted the final document - the Tashkent Declaration on the Rights of youth in the member countries of the Organization of Islamic Cooperation. The declaration

describes important initiatives to be implemented in the future at the international level and by OIC member countries to fully ensure the rights of young people.

Today, cooperation between Uzbekistan and OIC is steadily developing. Among other things, close relations established between the National Center of the Republic of Uzbekistan on Human Rights and the Independent Standing Commission on Human Rights of the OIC have a special place.

In this sense, we think that the online forum of the Association of Information Agencies of the OIC countries, in which representatives of the Uza participated, is important. During this virtual conference, as noted in the discussions led by Majid bin Abdullah al-Qasabi, Minister of Information of the Kingdom of Saudi Arabia, Chairman of the Executive Council of the Association of National News Agencies, the need for information in the context of the pandemic is increasing sharply.

In such a complex situation, according to Majid bin Abdullah, it is not for nothing that strengthening cooperation between the members of the Association of Information Agencies of the OIC countries is more urgent than ever. Therefore, although the number of mass media is very large, news agencies today are distinguished by their truthful coverage of the topic.

Indeed, the coronavirus pandemic has once again shown the important role that factual information

plays in the life of society. According to the words of the participants of the forum, exposing false information, preventing the spread of fabrications, and providing useful and continuous information to people has become a constant task of national news agencies in any precarious situation.

CONCLUSION

In conclusion, based on the above information, it can be said that this cooperation plays an important role in the development of Uzbekistan. It should be noted that friendly relations between the two countries are strengthening based on cooperation. Also, there are several agreements with Uzbekistan on this cooperation, which are expected to be implemented in the future and achieve great results. And we believe that this cooperation will bring great opportunities to Uzbekistan in the future.

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EDUCATION OF YOUTH IN THE SPIRIT OF PATRIOTISM

Submission Date: December 01, 2023, Accepted Date: December 05, 2023,

Published Date: December 09, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-03>

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ABSTRACT

This article explores the vital theme of educating youth in the spirit of patriotism. Patriotism, as a deep love and devotion to one's country, plays a crucial role in shaping the values and behaviors of individuals and societies. The article discusses the multifaceted nature of patriotism, emphasizing its significance in fostering unity, civic engagement, and cultural preservation. It highlights the importance of instilling patriotism in young minds, as it contributes to the well-being and prosperity of nations in our interconnected and diverse world. Strategies for educating youth in patriotism are outlined, including quality civics education, celebrating national symbols, promoting community service, and modeling patriotic values. Ultimately, the article underscores the importance of nurturing patriotism in the youth, recognizing it as a foundational element for building strong and cohesive societies.

KEYWORDS

Patriotism, Education, Youth, Spirit, Importance, Unity, Civic engagement, National identity.

INTRODUCTION

Patriotism, often described as the love for one's country, is an enduring and vital sentiment that plays a significant role in the shaping of nations and their citizens. It is a force that binds people together, instilling in them a sense of unity, purpose, and

belonging. In an era marked by globalization, diverse perspectives, and evolving challenges, the education of youth in the spirit of patriotism takes on heightened importance. This article delves into the essential concept of instilling patriotism in young minds,

examining its significance, and exploring strategies for effectively imparting this invaluable virtue. In doing so, we aim to understand how the education of youth in the spirit of patriotism can contribute to the well-being and prosperity of nations in our ever-changing world.

Understanding Patriotism:

Patriotism is a multifaceted and deeply ingrained sentiment that encompasses a profound love and devotion to one's country. It goes beyond mere flag-waving or fervent nationalistic expressions. Instead, it represents a genuine and enduring commitment to the values, history, culture, and future of one's nation.

Love for One's Country: At its core, patriotism is a strong emotional attachment to one's homeland. It involves an innate affection for the land, people, and traditions that make up a particular nation. This love is not conditional on the country's current state or circumstances but is a steadfast devotion that persists through both good times and bad.

Sense of Belonging: Patriotism fosters a sense of belonging and identity. It helps individuals connect with their fellow citizens, regardless of their differences, and feel like an integral part of a broader community. This sense of unity contributes to social cohesion and stability within a nation.

Pride in National Heritage: Patriotism encourages individuals to take pride in their nation's history,

achievements, and cultural heritage. It inspires them to preserve and celebrate the accomplishments of their forebears and to pass on this legacy to future generations.

Civic Responsibility: Being a patriot goes beyond personal feelings; it entails a sense of civic responsibility. Patriotic citizens actively engage in their country's affairs, participate in the democratic process, and contribute to the betterment of their society.

Critical Thinking and Civic Engagement: True patriots are not passive followers but informed and engaged citizens. Patriotism should encourage individuals to think critically about their nation's policies and to actively seek improvements when necessary. Civic engagement, such as voting, peaceful protest, and community involvement, is a natural outcome of this critical thinking.

Diversity and Inclusion: Patriotism is not exclusive; it embraces diversity and inclusivity. A patriotic society recognizes and celebrates the contributions of individuals from various backgrounds, acknowledging that this diversity enriches the nation's cultural fabric.

Defense and Sacrifice: In times of crisis or threat, patriotism can inspire individuals to make sacrifices for the greater good of their country. This may include military service, but it also extends to other forms of public service and support for fellow citizens during challenging times.

Global Responsibility: Patriotism should not be misconstrued as isolationism or a disregard for the global community. True patriots understand their country's place in the world and work towards responsible global citizenship, seeking to contribute positively to international relations and global challenges.

In summary, patriotism is a complex and multifaceted sentiment that encompasses love, pride, and civic responsibility toward one's country. It encourages unity, inclusivity, and critical thinking while fostering a sense of identity and belonging. When instilled in the youth through education and positive role models, patriotism can be a powerful force for the well-being and progress of a nation.

The Importance of Educating Youth in Patriotism:

In an increasingly interconnected world marked by cultural diversity and global challenges, the education of youth in the spirit of patriotism holds paramount importance. Patriotism not only instills a profound love for one's country but also nurtures essential values and attitudes that contribute to the well-being of nations. Here are several compelling reasons why educating youth in patriotism is crucial:

Fostering Unity and Social Cohesion: Patriotism serves as a unifying force within a nation. It bridges divides, be they regional, ethnic, or ideological, and promotes a shared sense of identity. When young people embrace

patriotism, they are more likely to collaborate with their fellow citizens and work toward common goals, strengthening the social fabric of their society.

Preserving Cultural Heritage: A sense of patriotism encourages individuals to appreciate and safeguard their country's cultural heritage. Youth educated in patriotism are more inclined to value and preserve their nation's traditions, languages, art, and historical landmarks, ensuring the continuity of their cultural legacy.

Civic Engagement: Educating youth in patriotism goes hand in hand with promoting civic engagement. Patriotic citizens are more likely to participate in democratic processes, including voting, volunteering, and community service. This active involvement in civic affairs strengthens democratic institutions and leads to more effective governance.

National Identity and Belonging: Patriotism helps young people develop a strong national identity. It enables them to understand their country's history, appreciate its diverse cultural tapestry, and identify with shared values. A strong national identity fosters a sense of belonging and purpose among youth.

National Defense and Security: Patriotism plays a critical role in national defense. Educated and patriotic youth are more likely to consider military service or other roles in safeguarding their nation's security when

needed. A strong, committed defense force is essential for a nation's protection.

Respect for Institutions and the Rule of Law: Patriotism instills respect for a nation's institutions and the rule of law. Young people educated in patriotism are more likely to trust their government and judicial systems. This trust contributes to political stability and effective governance.

Global Responsibility: Patriotism does not negate global responsibility. In fact, it encourages responsible global citizenship. Youth educated in patriotism understand that their country's actions on the international stage have consequences and strive to represent their nation positively in global affairs.

Resilience and Crisis Response: During times of crisis, whether natural disasters or emergencies, patriotic youth are more likely to come together and support their fellow citizens. This collective spirit enhances a nation's resilience and its ability to respond effectively to challenges.

Promoting Tolerance and Inclusivity: Patriotism, when properly understood, promotes tolerance and inclusivity. Educated youth recognize that their nation is made up of diverse communities, and they appreciate the contributions of all citizens, regardless of their backgrounds.

Transmitting Values to Future Generations: Educating youth in patriotism ensures that these values are passed down to future generations. It creates a cycle of commitment to the nation, where each generation instills in the next a deep love and responsibility for their country.

In conclusion, the education of youth in patriotism is essential for the well-being and progress of nations. It fosters unity, civic engagement, cultural preservation, and a sense of belonging while promoting global responsibility and resilience. When young people are educated in the spirit of patriotism, they become active, responsible citizens who contribute positively to their society and help shape a brighter future for their nation.

CONCLUSION

The education of youth in the spirit of patriotism is not a narrow endeavor but a vital and multifaceted process that carries far-reaching benefits for both individuals and nations. As we reflect on the significance of instilling patriotism in young minds, we can draw several key conclusions:

Patriotism as a Unifying Force: Patriotism serves as a powerful force that unites people within a nation. It transcends divisions, promotes inclusivity, and fosters a sense of belonging among citizens.

Civic Responsibility and Engagement: Educating youth in patriotism encourages active participation in civic affairs. Young patriots are more likely to vote, volunteer, and engage in community service, contributing to the vibrancy of democratic societies.

Preservation of Cultural Heritage: Patriotism instills an appreciation for a nation's cultural heritage, helping to preserve languages, traditions, and historical landmarks for future generations.

National Identity and Unity: A strong sense of patriotism nurtures a deep national identity, reinforcing the idea that despite differences, citizens are part of a larger, interconnected whole.

National Defense and Global Responsibility: Patriotism bolsters national defense and security while encouraging responsible global citizenship. It promotes a commitment to defending the nation when needed and representing it positively on the world stage.

Resilience and Crisis Response: Patriotic citizens come together in times of crisis, demonstrating resilience and a willingness to support fellow citizens during challenging times.

Tolerance and Inclusivity: True patriotism is inclusive and promotes tolerance. Educated youth understand and appreciate the diversity within their nation, valuing the contributions of all citizens.

Transmission of Values: The education of youth in patriotism ensures the passing down of these values to future generations, creating a cycle of commitment and responsibility for the country's well-being.

In an ever-evolving world marked by globalization and complex challenges, patriotism remains a cornerstone of societal cohesion and progress. As nations navigate the future, the role of education in cultivating patriotism takes on renewed significance. By imparting the values of love for one's country, civic responsibility, and global awareness to the youth, societies can empower the next generation to be active, engaged citizens who contribute positively to the continued prosperity and unity of their nations.

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DIRECTIONS OF DEVELOPMENT OF FRUIT AND VEGETABLE CLUSTERS IN UZBEKISTAN

Submission Date: December 01, 2023, Accepted Date: December 05, 2023,

Published Date: December 10, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-04>

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ABSTRACT

This article discusses the development of fruit and vegetable clusters in the Republic of Uzbekistan. The author in his study points out the relevance of the problems associated with the development and implementation of fruit and vegetable clusters in different regions of the country. As part of the study, the author studied the experience of introducing fruit and vegetable clusters and the conditions for their improvement. The relevance of the research topic comes from its significance at the present time. In the course of the study, an analysis was carried out and recommendations were given for the effective use of the relevant clusters in the agriculture of Uzbekistan.

KEYWORDS

Agriculture, fruit and vegetable clusters, fruits, vegetables, infrastructure, agro-logistics centers.

INTRODUCTION

Nowadays in our country more and more attention is paid to the development of fruit and vegetable clusters. This is predetermined by the fact that this system and its implementation in agriculture shows its effectiveness.

As part of our research, we would like to consider priority areas for the introduction and development of fruit and vegetable clusters.

The question arises - why it is fruit and vegetable clusters and the answer - because Uzbekistan has great potential for the development of this sphere, taking

into account the geographical location and natural and climatic conditions.

In the process of agricultural development in our country, priority is given to the cluster system. In cotton-textile, cereal, fruit and vegetable and viticulture clusters, qualitative and quantitative indicators of production are steadily increasing.

Clusters are also organized in the horticultural sector of agriculture. However, the results of their work have not yet matched the potential. Thus, it is estimated that the industry is able to export products worth 5 billion dollars, now the figure is 1.2 billion dollars. In particular, fruit and vegetable clusters in the Asaki, Angor, Denau, Jambai, Samarkand, Altyaryk, Kuvinsky, Yukorichirik and Yangikurgan districts are currently successfully exporting products worth 20-25 million dollars.

The specialists analyzed the existing opportunities and problems in the sphere, discussed measures to increase the yield and employment of the population.

It should be noted that in the past, for example, only raw materials were sold in cotton production. In the best-rated years, the revenue was about \$1 billion. And now, processing cotton in our country will reach the target of 3 billion dollars. And this is only the indicator of export. And how many more jobs, sources for income and taxes have been created. If you organize your work correctly, this result can be achieved in

horticulture. The Head of State has repeatedly stated that there are many opportunities for this.

At present, it is planned to introduce a new system of development of fruit and vegetable clusters, dekhkan and auxiliary farms, their financing, as well as expansion of the provision of agricultural services.

ANALYSIS OF USED LITERATURE

Intensification of production is an important element of the mechanism of effective development of the vegetable cluster. The need to use intensive production factors in fruit production is widely discussed in the scientific literature. For example, such Russian scientists as E. P. Akimova, E. A. Egorov, I. M. Kulikov, A.A Sushkov etc. indicate the innovation of this process, the use of new scientific and technological developments. [2, 3, 4, 5]. A. M. Magomedov stresses the need to create a set of additional measures of state support for the further development of horticulture in our country, including perennial plantations with the use of intensive technologies. However, Magomedov's study states that "a new concept of intensive garden in this field of fruit vegetables should be introduced and used. Magomedov A. in his research notes the need to introduce on the basis of enterprises with high efficiency clusters of auxiliary services, which will provide services for the construction of nurseries, have their own equipment park, refrigeration warehouse,

drying equipment, product grading and packaging. [6]
Domestic authors such as S.Eshankulov and H.Urbiba note that it is necessary to approach the process strategically and involve innovative technologies in the agro-industrial formations of the country. [7]

ANALYSIS AND RESULTS

In modern times, every State is striving to increase exports of domestic products, and Uzbekistan is no exception.

On the part of the Uzbek Government and the President, comprehensive measures are being taken to expand exports, including fruit and vegetable products.

In order to meet the demand of our population for fruit and vegetable products, according to forecasts by experts in this area, about 80 per cent of the total volume of fruit and vegetable production in the Republic is enough, and the remainder is processed for industrial purposes (14 per cent) and exported (3%) and seed targets (3%).

Thanks to the comprehensive support of fruit and vegetable producers and exporters, the export of fruits and vegetables, both fresh and processed, is increasing every year.

It should be noted that the importing countries of our products highly appreciate its quality characteristics.

On October 17, 2018, the President of Uzbekistan granted the right to export products without advance payment, opening a letter of credit, issuing a bank guarantee and having an export contract insurance policy against political and commercial risks.

At the same time, exporters who have not received export revenues in a timely manner will be entered into the register of unscrupulous exporters and will be subject to 100 per cent prepayment requirements when exporting fruit and vegetables.

Second and third place was also for dried fruits: prunes and kuraga were among the top three products that Uzbekistan supplied to CIS states on the volume of sales.

If we analyze the fruits for which the most dramatic increase in supplies is observed, it is worth noting, first of all, fresh apricot. Its export from Uzbekistan to the CIS market increased almost 14 times to 168 tons or 240 thousand dollars.

It is also noteworthy that Uzbek producers, as exporters of horticultural products with the support of the Government and the President, are expanding their export geography.

Since June this year, fresh fruit from Uzbekistan has been delivered to the Indian market. Cherry and apricots were sold in beautifully designed boxes with the inscription «Natural Fruits From Uzbekistan» in Delhi wholesale centers.

Dekhkan (personal auxiliary) farms account for 56.9% of the total production and farms - 40%. The smallest amount was observed in organizations carrying out agricultural activities - 3.1% of total production.

Horticultural enterprises differ significantly in their tasks, conditions, size of production, level of specialization and intensity, combination and management of industries achieved by economic indicators. Despite the great diversity can be distinguished four of the most promising types of specialized enterprises: fruit, fruit and berry, fruit and canned, fruit and nursery.

The main difference between Uzbek fresh fruits and dried fruits, unlike similar products from other countries, are their quality characteristics, that is, taste. The foreign consumer, having tried at least once Uzbek fruits, will not buy other fruits, which is firmly convinced by business representatives from the importing states.

In our view, our producers should pay attention when growing horticultural products to the use of harmless fertilizers, as the trend in recent decades is increasing the use of pesticides in agriculture. The analysis of the industry shows the following results. Since 1 March 2022, horticultural clusters (cooperatives) and farms with an export contract are reimbursed 50% of the insurance premium paid when using the fruit and vegetable crop risk insurance service, but not more

than 1% of the insurance amount. The insurance amount should not be less than 70% of the value of the crop insured against risk. Clusters and cooperatives will be able to receive 50% compensation for the cost of attracting qualified agronomists, entomologists, laboratory specialists from abroad, but not more than \$ 1000 per month. In this case, clusters are recommended to conduct training seminars on the creation of gardens and vineyards, growing vegetables, potatoes, melons, pulses and oilseeds for producers of products fixed to them.

It should be noted that in a number of ministries, including the Ministry of Economy and Finance, the Ministry of Investment, Industry and Trade, The Ministry of Energy and others were instructed by the end of 2022 to raise loan funds of the Asian Development Bank in the amount of up to \$100 million for the construction of external engineering networks (electricity, natural gas, drinking water and sewerage network, roads) necessary for fruit and vegetable clusters (cooperatives), processing enterprises and agrologistic centres, and repair of existing ones. This will have positive results for the development of the horticultural sphere.

At present, the Agency for the Development of Horticulture and Greenhouse Economy at the Ministry of Agriculture has been entrusted with solving the problems of fruit and vegetable growing clusters. In the regions of Uzbekistan, the Agency's departments

and project offices will be established to assist clusters and cooperatives that grow, store and process vegetables, potatoes, flowers, melons, greenery and medicinal plants, and the creation of a value chain based on the principle of «field to counter». At the same time, the Agency's structures are allowed to provide natural and legal persons with paid services in the field of agriculture on a contractual basis.

On the positive side, in December 2020, the Ministry of Agriculture of the Republic signed an agreement with the French company Rungis Sammaris («Rangis Sammaris») to create eight large agro-logistic centers in Uzbekistan. They were to be built on the outskirts of major cities. The total area will be about 200 hectares with a total capacity of more than 3 million tons of agricultural products per year. The largest agrologistic center, Tashkent, will occupy an area of 70-100 hectares, the most compact, Khorezm, - 10 hectares.

Within each individual agrologistic center it is planned to concentrate all necessary facilities: cross-docks, trade pavilions, hotels, representative offices of banks, trade enterprises and agricultural companies. In addition, sorting, calibration, drying, processing, storage, transportation, delivery, customs clearance, quarantine, food safety certification, marketing consultations of specialists and others are planned.

According to statistics, more than 20 million tons of fruits and vegetables were collected in Uzbekistan in

2021, and about 1.5 million tons of fruit and vegetable products were exported to 65 countries. According to authorities, the fruit and vegetable industry is able to export \$5 billion, but so far this figure is only \$1.2 billion.

CONCLUSIONS AND SUGGESTIONS

In conclusion, there are several factors that determine the high efficiency of fruit and vegetable production in our research work. The innovation pathway, which is an important way to improve the efficiency of fruit and vegetable production, is of great importance in intensifying quality. This direction is realized not only on the basis of quantitative growth of resources in horticulture, but, above all, on the basis of their rational use. The intensification of the horticultural sector ensures efficient functioning of material, labor and financial resources, faster growth of production of horticultural products than growth of cost. The main directions of intensification of the fruit and vegetable industry are: creation of new high-yield intensive horticultural areas; further improvement of the composition of the seedlings is a topical issue. Intensive gardens based on high-yielding horticultural plantations are the main areas of intensification in this area. Significant minimization of economic losses of commodity producers due to increase of efficiency of production of fruits allows to solve issues of material and financial support, to carry out scientific and information support, Regulate the flow of fruit products to the domestic and world markets.

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SPORTS PEDAGOGY BASED ON PSYCHOMOTOR AND DEVELOPMENT THEORIES

Submission Date: December 01, 2023, Accepted Date: December 05, 2023,

Published Date: December 10, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-05>

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ABSTRACT

Childhood, especially early childhood, is one of the most important periods in a person's life. During this period of rapid development, the foundations of character education are laid, which will play an important role in the future lives of children, the infrastructure of their cognitive future is formed, they begin to perceive the environment, worldviews and emotions are highly developed. This period, which is directly related to the future life of a person, should be managed very well, awareness should be created among families and education should be planned accordingly. This study uses sports pedagogy and psychomotor development of children, including the processes of mental and physical development, Freud's psychoanalytic theory, Erikson's theory of psychosocial development, Piaget's theory of cognitive development, Robert Havighurst's theory of development, Arnold Gesel's theory of maturation. Social learning theory and Bandura's theory were reviewed. The study paid special attention to psychomotor and developmental theories, as well as their descriptive analysis from the point of view of sports pedagogy. Another issue of sports pedagogy is related to the cognitive and mental development of children. As a result of the study, we drew attention to the fact that families and schools, especially the ministry and our athletes, have a great responsibility to ensure maximum preparation for sports life.

KEYWORDS

Child development, psychomotor skills, motor activity, sports pedagogy, sports, physical exercises.

INTRODUCTION

Early childhood is defined as the period from birth to primary school. During this period, the cognitive and physical development of the individual accelerates, while many foundations for their future life are laid and formed. Developmental achievements have a great impact on a child's life in subsequent years. Early childhood is a very important and sensitive period in this regard. But we should not forget that the character, habits, attitude and behavior of an individual are formed not only in early childhood. Factors such as people's characteristics at birth, environment later in life, education, preferences and diet also influence the formation of their character, psychological and physical structure.

During development, children are not yet fully aware of their bodies, abilities, needs, environment and interests. They find it difficult to express their feelings and thoughts. For this reason, parents, adults caring for children, and educators must know the child and his development well so that he grows up to be a healthy person.

To raise children mentally and physically healthy, it is necessary to have a good knowledge of the characteristics of their development. A good education can only be ensured by knowing the developmental characteristics of children. Physical activity, where children can interact with the environment, nature, objects and animals, should be a priority in children's education. Children should be taught by seeing,

touching and moving around the environment. It is necessary to ensure that children develop their fine and gross motor skills through a variety of physical activities and provide them with a foundation for acquiring sports skills later in life. Parents and preschool teachers must prepare the necessary educational experiences at home to ensure specific behaviors in children's developmental processes and support their development.

This article reviewed existing theories in the literature and attempted to evaluate them from the point of view of sports pedagogy.

Psychomotor development

One aspect of early childhood development is psychomotor development. The process of psychomotor development is an issue that should be well known and taken seriously, especially so that children grow up mentally and physically healthy. Psychomotor development is a natural process that begins in the womb, increases in early childhood and gradually declines in later years. The foundations of motor-physical, cognitive-mental and social-emotional development of a person are laid in early childhood.

In the sports and pedagogical literature on this topic, the definition of the term “psychomotor” is often interpreted differently. In some publications the definition of this term is completely lost. The Duden Dictionary of Foreign Words has a comprehensive

explanation: “it experiences movements in accordance with physical laws and at the same time expresses the normal or pathological mood of a person.”

One of the most important features of the process of psychomotor development is the continuous growth and development of the child's body. During this period, the child's development includes both visible and invisible growth, with movement coming first. The baby's first communication with his mother is based on the baby's movement.

The word motor literally means movement. Even before birth, a person begins to develop physically in the womb. Development accelerates in early childhood. While movements such as blinking or breathing continue as reflex movements throughout life, movements such as walking, jumping or pressing buttons are defined as conscious motor skills and are considered within the framework of psychomotor development. During psychomotor development, the senses, mind, and muscles work together to ensure that behavior is under control. Psychomotor development is the acquisition of voluntary mobility in parallel with physical growth and development of the central nervous system.

Motor movements include all movements that a person experiences and interacts with the environment. Motor skills are divided into two groups: gross and fine motor skills. The motor system first

expands and develops through the use of gross and then fine motor skills. The main requirement for motor skills is a sufficiently developed nervous and muscular system. It can be improved through sports and exercise. Parents and teachers should provide children with a variety of physical activities that will help them develop gross and fine motor skills. Physical activity is one of the factors that directly affects psychomotor development.

When children begin to crawl and walk, this is the first step towards independent movement. In this way, children begin to stand on their own two feet and take responsibility for their actions. Children's first physical activity is gross motor skills. Gross motor skills include the basic physical movements needed to move the body. In order not to overexert yourself during physical activity, it is necessary to use appropriate exercises with a clear dosage. The basic forms of gross motor skills are crawling, standing, walking, jumping, climbing, etc. It's in shape. Fine motor skills can be built when gross motor skills, which are the basis of motor activity, begin to form. Therefore, children should be taught areas such as balance, body awareness and muscle tone, especially in the early years of life. Fine motor skills are physical activities based on gross motor skills and include all small movements. These are precise movements that do not require much muscle strength. Such skills require a calm mind, patience and appropriate strength. Physical activities such as typing,

tying shoes, sewing, using scissors correctly, and pressing buttons are just a few examples of fine motor skills. Gross motor skills are often taught in sports and therefore in athletics. However, many disciplines, such as the high jump or javelin throw, require very precise technique.

Important elements of healthy and well-formed motor skills are coordination, sensitivity and balance. Sports and movement not only affect the development of motor skills, but also help children be healthy and fit. In psychomotor science, the health of the body affects human psychology, and the psychological state affects the health of the human body. Body and soul are interconnected. The better the spiritual structure, the more freely a person moves. When the body is sick, people's psychology also suffers.

The human body cannot be divided into body and soul. Body and soul act as one, interdependent and interacting. In this regard, it is necessary to pay attention to the psychomotor development of children and design programs accordingly when planning education.

Freud's theory of psychoanalysis

Having a problematic relationship with psychiatry, Sigmund Freud (1856-1939) was forced to transform his scientific worldview into a philosophy of life. Freud works as an assistant to the physician Theodor Meinert, who presents the dogmatic theory of

localization. According to him, the cause of mental illness always lies in local damage to the brain. After this dissertation, Freud turned to the problems of psychological research and finally, in 1884, began experimenting with the use of cocaine. He sees that these experiences lead him into the unknown and thereby open the way to psychoanalysis.

Freud defined psychoanalysis in 1922 as follows: "Psychoanalysis:

- This is a method of studying mental processes that are almost inaccessible;
- One of the methods of combating neurotic disorders, based on research;
- It is a collection of psychological concepts obtained in this way and gradually integrated into the new scientific field. Today's schools of psychoanalysis are usually grouped into four areas: the School of Impulsive Defense, Ego Psychology, the School of Object Relations and Self-Psychology.

Sigmund Freud, in his psychoanalytic theory, emphasizes the psychological development of man according to universal principles. According to Freud, society also shapes a person's personality. Freud's emphasis on the importance of early experiences in shaping lifelong behavior patterns is valuable from a developmental perspective.

The concept of psychoanalysis developed by Freud is used in three senses:

As a method of deep psychological research (Freud obtained his psychological knowledge through psychoanalysis).

A summary of Freud's teachings (Psychoanalysis places a fundamental importance on sexuality).

As a form of treatment/therapy (you may not be able to get rid of neurotic disorders without psychoanalysis)

Treatment of any mental and psychomotor diseases (especially neuroses); ability to love and work; Reconstruction of personal life stories by highlighting the repressed; make the unknown known; You could say that this is introspection. Target groups: all age groups

The theory of psychoanalysis is based on two main principles:

- Causal-psychological determination
- It plays a much larger role in a person's spiritual life than unconscious phenomena.

In psychoanalysis, unresolved childhood conflicts are considered the cause of mental disorders. Such childhood experiences continue to influence the subconscious and manifest as symptoms in adulthood. Freud considered the cause of nervous disorders to be

instinctive conflicts and instinctive fixation (focus) on the stages of sexual development (oral, anal, genitals) in early childhood.

Psychoanalytic approach

In his 1900 book *The Interpretation of Dreams*, Freud explains that the psychic apparatus consists of three systems: conscious, preconscious and unconscious. As Freud developed his theory, this model gradually lost its relevance and function and was incorporated into the Structural Model with the publication of *The Ego and the Id* in 1923. According to Freud, moral and personal development consists of the id, ego, and superego. They are defined as:

IDENTIFIER; This is the most primitive part of a newborn's personality. Then the Ego and Superego develop from the Id. The id is the most primitive part of a newborn child's personality and consists of basic biological activities. The ego and superego develop from the id. The id operates on the pleasure principle and wants immediate satisfaction of needs such as food, drink, removal of waste from the body, avoidance of pain, and sexual pleasure. Try to avoid pain and enjoy it. For example, a 5-month-old baby walking down the street in his mother's arms wants to breastfeed immediately when he is hungry. As the time required to fulfill this desire increases, dissatisfaction gradually increases. Because the id wants to satisfy its needs immediately. Freud called the structure that

controls the id and makes it unconscious the ego. ego; It pushes into the subconscious actions that contradict the biological structure of a person or do not correspond to reality. This is a real human executive organ. The function of the ego is to achieve harmony within and within oneself. The ego does not seek immediate pleasure like the id, but is willing to sacrifice pleasure for real needs. The ego is the representative of the external world. For example; It is the ego that tells someone who is about to take a difficult exam and wants to go to the cinema to postpone going to the cinema and prepare for the exam. Freud calls the part in which society believes, and the source of its right and wrong decisions, the superego. Like the Id and Ego, most of the Superego is unconscious. The superego decides whether an action is right or wrong. The internalization of the moral values of society mainly shapes the consciousness of the individual. The superego exists for an ideal, not for reality. superego; Makes decisions based on inappropriate, inappropriate moral values.

Erikson's theory of psychosocial development

Psychosocial development theory was developed by Erik H. Erikson (1902–1994). Influenced by Freud's work in the early years of his research, Erikson adopted a different view of personality development and his view of personality as expressed in Freud's psychoanalytic theory. While Freud emphasizes that the subconscious and biological aspects of personality are more

important in personality development, Erikson emphasizes that cultural and social factors are more effective in development.

Erikson (1968) emphasizes the concept of personal and social identity and expresses this in his theory of psychosocial development. Emphasizing that physical and mental development of the individual and social change influence the formation of personality, Erikson explains that personal development and identity crisis, as well as social culture, change and historical/current crises are inseparable and mutually determining. Erikson defines personality formation as the relationship between psychological, social, developmental and historical characteristics. According to Erikson, "The personal development of an individual, social change, the crisis of identity in his life and the modern crises of historical development cannot be separated from each other because they complement each other.

Piaget's theory of cognitive development.

Jean Piaget has a major influence on philosophy, psychology and education through his works, research and writings. He worked particularly on mental development and made classifications related to intelligence based on the importance he placed on structure. He classified these developments with their structures and successfully applied these structures in the field of psychology. Constructivist theory, which

has lost its force and is still used in education; In his opinion, the idea of structuralism changes depending on the meaning given to the concept of structure.

It is believed that each new growing person makes right and wrong decisions differently depending on the period of his development. In their theories, Piaget and Kohlberg emphasized that people make different judgments depending on the period of their development, and conceptualized them as age periods called moral development. According to Piaget, moral development develops through certain processes similar to cognitive development, and the environment influences a child's moral development. To monitor the moral development of children, Piaget turned to children's games and stories, in which he could evaluate the rules and relationships expressed. Therefore, he tried to understand children's ideas about good and evil. According to Piaget, changes occur in the moral development of children depending on their age. According to him, children first see rules as elements that must be followed, and then understand the rules.

Piaget explained cognitive development by dividing it into four qualitatively different main periods. These periods;

- Sensory-motor period 0-2 years.
- 2-7 years before the procedure.

- Concrete service life: 7-11 years.
- Abstract Transactions Ages 11 and older.

According to Piaget, during the sensorimotor period (ages 0–2 years), infants interact with their immediate environment, learning occurs rapidly, and they develop behaviors consistent with their wants and needs. In the preoperative period (2-7 years), children develop ideas about such elements as space, object, time, cause and effect, and prepare for specific operations. During the period of specific operations (7-11 years), children are in the process of mental development and begin to use specific operations. Children know how to arrange objects from largest to smallest and vice versa. Now they can perceive the concepts of “big” and “small”. Can measure, multiply, divide and think relative to each other. During the period of abstract operations (12 years and older), the mental structure is active and flexible, and complex problems can now be solved. This period continues into adolescence. Children can cope with environmental factors through their balance skills and mental development.

Robert Havighurst's theory of development

Robert Havighurst argues that the interaction of biological, social and cultural phenomena is effective in the process of development. Havighurst argues that there are certain tasks that people must accomplish at certain periods of time. Movement, play and physical activity are the goals he defines for children's early

development. Havighurst describes development as a lifelong learning process. The periods proposed by Havighurst in his theory of development.

- Infancy and early childhood (0-5 years)
- Middle childhood (6–12 years) and adolescence (13–18 years)
- Early adulthood (19–29 years old)
- Middle age (30-60 years)
- Advanced Age (61 years and older)

Arnold Gesell's theory of maturity

Gesell believes that people come into the world with a biological program, and says that "parents should know how to raise a child according to the natural instructions received from them, without imposing certain rules."

The works of development theorists are devoted to universal aspects of development. A key element of these studies is that all children in the world develop naturally (regardless of culture/society; their central nervous system and organs are intact). Arnold Gesell (1880-1961), a famous researcher and representative of this movement, examined more than 1000 children in his study and found that the children's ability to understand, sit, stand or run was always in the same sequence and at approximately the same age. Gesell places the concept of maturity at the center of his

research, thereby showing the influence of genetics on human development. He argues that environmental influences that disrupt development, such as malnutrition, neglect, or abuse, are important to a certain extent. According to Gesell and other maturation theorists, a key requirement for successful development is a "suitable environment." He argues that other elements follow a genetically determined plan, that is, they arise spontaneously (in the body). Understanding the universality of child development (e.g., gross motor skills, physical growth, and perhaps certain building blocks of the mind, etc.) within a developmental framework has important implications for social science research. This allows social workers to recognize factors that are delaying the development process and speeds up the adoption of decisive interventions such as youth intervention, helpline calls, and therapeutic education.

Bandura's Social Learning Theory

Influenced by behaviorist theory, the foundations of social learning theory were laid by Rotter in the 1950s and developed by Bandura and Michel in subsequent years.

An important exponent of social learning theory, Bandura advocates the importance of learning through "observation" in human life. Observational learning develops through four processes; This

- do not pay attention

- keep in mind
- repetition of behavior and
- Reinforcement and motivation

Learning through modeling and observation comes to the fore in social learning theory. Many relationships can be learned by observing, modeling and imitating other people. Bandura mentions three types of models.

- Live Model: A real person performing a specific behavior.
- Symbolic Archetype: A character or person depicted in a film, television show, book, or other media.
- Verbal instructions: explanations of how to act – not given by a living or symbolic person.

The concept of self-efficacy is highlighted in Bandura's social learning theory. Self-efficacy is the knowledge of how to behave to cope with possible situations. According to this theory, people's behavior is shaped by their active participation and decision-making efforts. According to Bandura's social learning (social cognitive) theory, self-efficacy can be viewed in two dimensions: the first is the ability of teachers to demonstrate the behaviors needed for effective teaching, persuasion, and judgment (self-efficacy). The second aspect is teachers' beliefs and judgments that

student achievement can be improved through effective teaching methods and techniques.

Evaluation of psychomotor and developmental theories from the point of view of sports pedagogy

The concept of pedagogy comes from the ancient Greek word Paideia, which means education. The concept represents the highest development of man through processes of learning and education that go beyond school lessons. The word "paideia" comes from the ancient Greek "pais", meaning child, and "agein" is a combination of words meaning guidance and guidance. Although there is some confusion in the use of this term; It can be expressed as learning, culture and identity, knowledge.

Sports pedagogy is a branch of sports science and broadly covers education, training and development through and with sports. Sports pedagogy is a science related to sports and education through sports. In addition to practical subjects, sports pedagogy is a practical activity in physical education classes. From this point of view, sports educators include not only scientists working in this field, but also sports educators working in schools, clubs, clinics, etc. The German Duden Dictionary defines sports pedagogy as “the science concerned with the tasks and possibilities of sport in education and training.”

Psychomotor and developmental theories are one of the topics of sports pedagogy and occupy a very

important place from the point of view of sports science. Below is an attempt to evaluate sports pedagogy from the point of view of psychomotor and developmental theories.

Psychomotor development. The process of psychomotor development in childhood, when cognitive and physical development occurs intensely and quickly, should be well known to parents, adults and teachers. During this sensitive period, children rapidly develop gross and fine motor skills, they begin to recognize their bodies, become aware of their abilities, and as a result of interaction and communication, they begin to perceive and explain first concrete, then abstract concepts. relationship with the environment. Parents and educators should include various physical activities in the process of learning and physical development of children and, if possible, carry them out in nature. Children need to move, step on the ground, roll on the grass, touch flowers, cats and dogs, see chickens, bees and cows and learn how these things help them. Various activities should be planned to develop gross and fine motor skills. Care must be taken to ensure that children are in the correct position. Children should be instilled in sports habits by engaging in physical activity from an early age.

Freud's theory of psychoanalysis: Freud argued that early life experiences cause people to form patterns of behavior that persist throughout their lives. He also

attributes the cause of mental disorders to unresolved childhood conflicts. He argues that childhood experiences continue to influence the unconscious and manifest as symptoms in adulthood. According to Freud, personality is formed in early childhood. When this thesis is assessed from a sporting point of view; Physical activity and fun in early childhood are effective in making exercise a habit later in life. Parents and educators should ensure that various physical education activities are carried out during this period so that children do not look at sports as a competition, but as a means of play and entertainment.

Erikson's theory of psychosocial development: Human phenomena come to the fore in Erikson's understanding of the stages of psychosocial development. It is emphasized that the development process of children 0-5 years old is primarily influenced by their parents and family environment, and later by the environment, friends and representatives of different generations. He says the sense of confidence gained in early childhood has a positive impact on children later in life. Parents encourage children to run, jump, climb, etc. By supporting them, it should encourage the development of entrepreneurship and independence in children. In this process, stakeholders must create an environment where children can play and exercise. Children need to be helped to understand their bodies and see what they can do with exercise. It

is necessary to pay attention to the variety of physical activities.

Piaget's Theory of Cognitive Development: Piaget emphasized the mental development of children. Piaget argued that environment, experience, and social transmission are as effective in a child's development as physical maturation. He also emphasizes that moral development, like cognitive development, occurs in successive periods and that the child's active interaction with the environment influences his moral development. To monitor the moral development of children, Piaget turned to children's games and stories, in which he could evaluate the rules and relationships expressed. Physical activity, sports, friendship in a team, rules of the game and attitude towards opposing players are also effective factors in the moral development of children. Parents and teachers should teach children that rules in games are not only rules, but also moral elements. It was emphasized that respecting yourself, your body and the opposing player, winning and achieving success through sports is a good feeling, but in a real sense this can only be achieved by maintaining spiritual values. and fair treatment.

Robert Havighurst's Theory of Development: Robert Havighurst's Development; He defines education as a lifelong learning process that results from the interaction of biological, social and cultural forces. Havighurst says development in infancy and childhood

is based on physical activity, play and movement. In this sense, it is necessary to prepare various sports events for children, create appropriate sports grounds, organize socio-cultural events and keep children active in them. Thus , it promotes the mental and physical development of children, and their socialization is carried out.

Arnold Gesell's Theory of Maturation: Arnold Gesell focuses on the stages of physical and motor development of children and argues that children's physical and motor development occurs in the same sequence and at the same ages throughout the world. They say that he finds the right environment for successful development. This assessment is very important from the point of view of sports pedagogy. If the development processes of all children in the world occur at the same age and in the same direction, then why do sports succeed in some countries and not in others? The answer to this question is the right environment. If you look at countries that have achieved success in the Olympic Games or other sports competitions, you can see that they have adequate sports grounds, a sports culture is formed from childhood, and the educational environment and programs are developed accordingly.

Bandura's Social Learning Theory: Bandura states that learning occurs through observation. Additionally, a person's self-efficacy beliefs define the goal he or she is trying to achieve and lead to success. For children to

acquire sports culture and habits, the people they look up to as role models must demonstrate exemplary behavior. Role models here include family members at home, school teachers and professional athletes in the neighborhood. Children can improve by observing and being positively influenced by these people. In this sense, important tasks are assigned to the sports community and the press.

DISCUSSION AND CONCLUSION

Children are creatures who naturally want to move and enjoy it. The family must satisfy these natural needs of children in early childhood by diversifying physical activity and creating the necessary conditions for children. Particular attention should be paid to various activities for the healthy development of children's psychomotor skills. Children can run, climb, throw, throw, jump, catch, etc. They should be provided with physical activity. This way, children know their bodies, their abilities and limits. In addition, during all training, children should be focused on maintaining the correct position. Families should not behave in ways that undermine children's self-confidence in situations such as making mistakes, falling or breaking something during physical activity.

Another issue of sports pedagogy is related to the cognitive and mental development of children. Children should be helped to see the world better through sports. It should be emphasized and taught

that sport is good not only for the body, but also for the soul. Just as children learn discipline, success and hard work to achieve rewards by following the rules of sports, they must learn teamwork, cooperation and respect for their opponents and develop into moral individuals.

The sporting activities that children can participate in should vary depending on the school and the environment in which the school is located, as well as at the regional and even national level, and depending on the videos of famous athletes, photographs, etc. that have attracted the children's attention, must be published with the correct messages. Visual images must be present in all forms of media. It is necessary to support sports activities in which families participate, to encourage children to become involved in sports from an early age. Moreover, sport should be fully used as a means of strengthening intergenerational bonds. To build on the development and skills acquired in early childhood and ensure their continuation into later life, it is necessary to focus on sports activities and prepare educational programs accordingly. In this sense, institutions and organizations involved in sports, schools, local governments, teachers and athletes face important tasks in developing a sports culture, sports ethics and sports habits in children.

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CHANGES IN ETHNIC IDENTITY OF UZBEKS

Submission Date: December 01, 2023, Accepted Date: December 05, 2023,

Published Date: December 10, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-06>

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ABSTRACT

It is known that humanity is a specific socio-biological species, despite its development on the basis of general social laws, it is divided into several specific groups. As a result of the evolutionary progress in the society of all mankind located on the world map, and due to the influence of social factors, it began to be divided into certain social groups and units. A specific goal of the people of a social unit is the commonality of customs, language, or territory.

KEYWORDS

The national identity, feelings of respect for the motherland, national statehood, cultural and spiritual values develop in ethnic groups.

INTRODUCTION

In the conditions of independence, as a result of the deepening of the process of realizing the national identity, feelings of respect for the motherland, national statehood, cultural and spiritual values develop in ethnic groups. Such feelings should focus on ensuring common human values and interests along with understanding of ethnic identity. Today, it is an effective way to study and analyze the development of

national ethnic processes in the society from the point of view of current realities. After all, in the current situation where national-ethnic relations are tense in the society, there is a need for theoretical studies explaining the specific local characteristics of ethnic processes, the methods of ethnic approach to ensure the optimal development of social development .

In the teaching of the German philosopher Johann Gottlieb Fichte, consciousness is not given by someone, but it creates itself. In the process of self-realization, Fichte appeals to a person to understand "I" and create "I". In the process of self-realization, science encourages a person to freedom and creative freedom. The self-transformation of "I" is the first stage of human will and freedom. In turn, this is the first product of consciousness .

Studying the characteristics of national identity is not only to master the national heritage, to restore customs, traditions and values, and to harmonize it with the needs of national development, but also to strengthen the independence of our country, to solve existing economic and social problems, to form the spirit of patriotism, nationalism, universality, and creativity in young people and it is also related to the tasks of directing him to self-sacrifice in order to take a worthy place in the system of modern civilization. As long as this is the case, today it is important to analyze its place in the process of modernization of society based on the study of socio-historical sources of national identity .

As a result of scientific research on the understanding of ethnic identity by scientists, they put forward their theoretical views. One of these scientists S.M. Shirokogorov, Yu.V. The Bromleys advanced their theory of ethnos. Scientist S. M. According to the definition in Shirokogorov's work published in 1923,

"Ethnos is a group of people who speak the same language, recognize their common origin and process of formation, are different from other peoples, and have a number of customs and traditions. The well-known scientist Yu. V. A characteristic aspect of the concept put forward by Bromley is that the author suggested that the concept of ethnos should be understood in both a narrow and a broad sense at the same time.

that the concept of consciousness, self-awareness (certainly at the level of its time) Turkishness (in terms of language) was firmly established in the part of the Uzbek ancestors who became a nation in the 9th-10th centuries, but economic and cultural development (in the part of the Uzbek ancestors who were formed as a nation) still was not finished . According to the rules of the society of that time, most people have the same high level of self-awareness, national pride, devotion to the country, pride of their people. The level of self-awareness of the population becomes the meaning of life and daily lifestyle of citizens .

Understanding national identity is an expression of generalized theoretical views and practical actions aimed at the realization of belonging to a certain ethnic group, national state, duties and responsibilities towards it, protecting and developing the material and spiritual values and interests of this nation, ensuring national unity and solidarity.

One of the necessary factors of belonging to a certain ethnicity is self-awareness. Self-awareness is a person's self-awareness, self-awareness, that is, the ability to separate oneself from a certain object. In the process of social interaction, a person considers himself to belong to a certain group. All people have characteristics of belonging to sex, profession, age, class, ethnic and social groups. Because of this self-awareness, a person can compare himself with another person. Due to ethnic self-awareness, a person realizes that he belongs to a certain group, that a certain language is a representative of an ethnic group. Ethnic identity is basically a person's recognition of belonging to a certain ethnic group.

Because of self-awareness, self-name arises. In order for a person to name his characteristic of a particular ethnic group, he must first understand his identity. Self-awareness takes several forms.

- a) awareness of personal identity;
- b) awareness of social identity;
- c) awareness of universal identity.

Self-awareness is also formed on the basis of social self-awareness. For example, in order for a person to understand his identity, he perceives which ethno-social group he belongs to and understands the responsibility of belonging to another ethno-social

group. Here are some aspects of social identity that can be considered:

- a) language, b) region, c) religion, g) belonging to an ethno-social group (language, nation, people, political organizations, etc.)

In addition to this, there is also the awareness of the universal identity, which imposes the task of all mankind starting from a single root, living peacefully in the future, uniting humanity on the basis of the happy life of our generations, and solving the existing problems that threaten social development.

In addition to understanding the ethnic identity, determining the concrete situation of common aspects, determining the positive and negative aspects of the ethno-cultural features and feelings characteristic of ethno-social groups, and ensuring the dominant position of positive features.

It is known that during the new stage of development of the Uzbek nation, the sense of ethnic identity began to increase. The most important characteristic of the Uzbek people is their national character. The sense of ethnic identity is stronger in the Uzbek people, as in every nation.

The realization of national identity is reflected in the feeling of belonging to the nation, striving to master its history, customs, traditions, and values. The main directions of national identity are expressed as follows:

National self-awareness acts as a uniting and unifying force of the nation when the nation's dignity, honor, and reputation are violated or when there are situations that harm the nation's interests. In this case, all representatives of the nation, regardless of their economic status and position, unite on the basis of understanding that the goals and interests of the nation are common.

The realization of national identity is reflected in the feelings, character, mentality, faith, material and spiritual values of the nation's representatives, and dreams of independence. In other words, awareness of national identity is a psycho-gynecological state that manifests itself in people's minds. Accordingly, it serves as an internal moral and spiritual force that takes action to protect the material, spiritual, and spiritual interests of the nation, national state, and unites the nation in the direction of these goals.

Awareness of national identity is a factor that mobilizes and organizes the nation to active action in solving the problems that arise in the socio-economic, political, cultural and educational spheres during the development of the nation.

A sense of national identity is not limited to expressing or protecting the interests of the nation in all its forms and forms, but also serves as a solid foundation for the existence of the nation.

During the period of independence, "What is the symbol of Uzbekistan for you?" when the survey was conducted, 53.0% answered that it is my beloved homeland, 39.7% is the country where I was born and raised, 23.9% is the homeland of our ancestors, 21.6% is my favorite home, and 14.4% is my place of residence.

Social processes taking place in society, including awareness of national identity, increasing interest in the history, spiritual heritage and traditions of one's people, have not been sufficiently taken into account and not analyzed in depth. This process became especially intense during the period when the ratio between the indigenous population and the rest of the population changed. The problems of preserving the national identity, preserving the national language and traditions were growing.

Several clans living in the village of Ortachil, located in the Kitab district, consider themselves to be Uzbeks, an important aspect of their ethnic identity .

As a result of the research, 82% of Uzbek youth respondents were under 24 years old, 16.8% were 25-29 years old. The research is based on the archeological direction of understanding of national identity. The sense of ethnic identity is also strong in the village of Katoghon, Kasbi district, they consider themselves a part of the Uzbek people .

short , in understanding our ethnic identity, we should not only restore the spiritual and cultural heritage of

our people, but also study it deeply and apply its positive aspects to our lives. As a result of our scientific research, strengthening the sense of ethnic identity among the Uzbek clans living in the Kashkadarya oasis, studying the rich history of our people, and educating them in the national spirit is one of the most important aspects today.

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PHYSIOLOGICAL REACTIONS TO INTERNAL LOAD STUDY

Submission Date: December 01, 2023, Accepted Date: December 05, 2023,

Published Date: December 10, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-07>

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ABSTRACT

Internal load is the reaction of the body as a result of the physiological and psychological stress of athletes during training or competition. Response to training must be continually monitored by trainers and/or practitioners to ensure effective performance. There are many methods for assessing internal load monitoring. These methods can be used in the field and laboratory. With the rapid development of technology and sports science, new devices and ideas are emerging every day. Applications that were previously only run in a lab environment are now so simple that they can be run using an app on your watch or phone. These innovations bring many benefits to sports scientists and practitioners. Team and individual sports practitioners should develop training programs using these methods.

There may be individual differences, especially in team sports. During the same training session, athletes may exhibit different physiological responses. It is known that these differences can reduce the effectiveness of training and lead to injury and illness. Moreover, these assessments become even more important in sports such as football, where there can be periods of intense competition. Therefore, this review aims to assist sport scientists and practitioners by providing a comprehensive discussion on the formulation and assessment of internal loads during exercise.

KEYWORDS

Training monitoring, training load, internal load, performance monitoring, sports, individual.

INTRODUCTION

Systematic monitoring of training loads provides important information for assessing and improving athletes' performance. Based on this important information, coaches and sports scientists can use these observations to achieve more effective training results, assess parameters such as overtraining and overexertion, and predict and prevent existing injuries and diseases that may occur. There are many objective and subjective assessment methods to monitor athletes' performance and bring it to the desired level. Internal training load is the physiological and psychological reactions that arise as a result of stress affecting the athlete's body during training or competition.

Physiological stress

When assessing physiological loads, which is one of the indicators of internal loads, methods related to heart rate and degree of difficulty are often used. In addition, biochemical, hormonal and immunological assessments are performed to determine the body's acute and chronic responses to training.

Heart rate

In the 20th century, heart rate monitors were only used in laboratory settings, but today, with the rapid advancement of technology, they have changed the situation. The ability to easily perform these assessments using devices such as phones and watch apps has made it one of the most commonly used

training monitoring methods by coaches and sports scientists. The fact that studies on the use of heart rate in assessing training loads have shown mixed results suggests that this issue is open to debate. In addition, it is known that two athletes with the same average heart rate during training may have different physiological responses as a result of training. In this context, heart rate; These include temperature, dehydration, medications used, diurnal variables, level of training or competition, individual differences, circadian rhythms, and assessments in combination with various methods such as perceived level of difficulty, lactate concentration, exercise stimulation. Many factors can influence this. It was believed that effective results could be achieved by using TRIMP in assessing training loads.

Changes in heart rate

It has been noted that heart rate variability is a valuable measurement method that provides information about the athlete's training adaptation by assessing the autonomic function of the cardiovascular system at rest or after exercise. Heart rate variability is a measure of changes in RR intervals and can be assessed in a variety of ways. Among these methods, the arithmetic mean of the square root of the differences between the RR intervals is often used. These measurements can be taken using devices such as chest electrocardiography, electrocardiography, and smartphone photoplethysmography. However, chest

cages are often preferred due to their ease of use in the field and more affordable price. Chronically elevated heart rate variability is associated with a positive response to exercise, while low levels of heart rate variability are associated with a negative response to exercise. For example, studies of swimmers and middle-distance runners used 3 weeks of extreme-intensity training and found that heart rate variability decreased by 22% (swimmers) and 38% (intermediate) as a result of this training. - long distance runners) respectively. After this training, the swimmers' load decreased by 69% and heart rate variability decreased by 7% within 2 weeks, and after 1 week, with a 40% decrease in training load, heart rate variability decreased by 38%. in long distance runners. In this regard, changes in heart rate are an important indicator in determining and regulating training loads in the order of periodic training of students.

Heart rate restoration

Heart rate recovery is primarily an acute and chronic response of the body to training loads. Research has shown that slow recovery of heart rate is an indicator of factors such as fatigue and inability to cope with training load, while rapid recovery is a positive sign of improved performance. However, results from studies examining the relationship between heart rate recovery and athletic performance are inconsistent. It is noted that the HRR alone does not provide information on all aspects of performance and should

therefore be assessed in conjunction with non-invasive tests such as exercise, RPE and psychometric measures. Perceived difficulty is a subjective measurement method used by practitioners and sports scientists to assess the psychophysiological stress experienced by an athlete during training or competition. A variety of scales are used to assess perceived difficulty (Borg 6–20, CR-10, CR100).

The perceived training difficulty method is widely used to determine training load in team and individual sports. Practitioners using this method ask the athlete, within 30 minutes after competition or training, how difficult it was during training, using the Foster scale. The corresponding value represents the intensity in numbers and is multiplied by the total training duration to obtain the training load value. In team sports, this value is calculated by averaging the data of all athletes participating in the training. In most team sports, the average of these values, 300 to 500, is low intensity, and 700 to 1000 is high intensity. Some practitioners tend to exclude the warm-up and cool-down portions of the exercise. However, the estimated difficulty ratings cover the entire workout. Therefore, practitioners are advised not to discount the warm-up and cool-down sections when assessing the level of perceived difficulty.

Training loads of resistance exercises are determined by multiplying the number of repetitions performed in the exercise by the level of perceived difficulty. But

these estimates may be wrong. Within the same exercise, there is a difference in perceived difficulty and the body's response to stress between repeated repetitions with a light load and repeated repetitions with a heavy load. At the same time, the level of difficulty is also affected by the duration of rest intervals between loads. For example, Kraft et al. In their study, there was a difference in perceived difficulty levels between 180-second and 90-second rest intervals between sets in strength training, and they noted that difficulty levels increased as rest intervals were shortened. They examined acute responses and strength gains at different training loads and rest intervals and noted that low-load training with short rest intervals (30 seconds) can induce high metabolic stress, high-load training and long rest intervals. will have more power. In this context, practitioners should also consider the parameters of training volume and internal training frequency when assessing the difficulty level of resistance training.

Hormonal, biochemical, immunological loads

Many studies, including hormonal, biochemical and immunological assessments, have been conducted to monitor the body's response to stress such as overload, overtraining, fatigue, stress and illness. In addition, the study of relevant literature mainly examines the parameters of testosterone, creatine kinase, cortisol, immunoglobulin A and blood lactate in

hormonal, biochemical and immunological studies associated with internal exercise training.

Testosterone

Testosterone is an anabolic hormone responsible for many body functions, including growth, development and protein synthesis. It is said to be a parameter used to monitor fatigue during exercise and changes caused by fatigue. Monitoring testosterone levels in athletes suggests that it may help determine the types of training that should be used. For example, Beaven et al. In their study, they examined the hormonal responses of athletes to 4 different training protocols and found that the protocol that maximized testosterone response produced the greatest training gains. In another study, Michailidis looked at players' testosterone levels before, mid- and post-season and noticed an 11.6% increase in testosterone levels at the end of the pre-season compared to mid-season. During the season, this increase was 12.1%, but at the end of the season it was lower than the initial level, the difference is significant. season. Additionally, when planning exercises based on these observations, practitioners should consider factors such as the player's age, sleep, stress, diet, physical activity, circadian rhythm, and location.

Cortisol

Cortisol, a glucocorticoid released by the adrenal cortex in response to stress, is a catabolic hormone

that plays an important role in metabolism and immune function. The release of cortisol depends on the intensity, duration and type of exercise. A review of the literature revealed numerous studies on cortisol release in athletes. For example, Cook et al. In their study, they examined cortisol levels in elite and non-elite athletes in various fields and found that elite athletes had higher cortisol levels than non-elite athletes. They studied cortisol levels in professional football coaches before, during and after play and reported that there was a significant increase. Research has shown that the release of cortisol is associated with increased workload and stress, and this release is similar to this increase.

Testosterone/cortisol ratio

The testosterone to cortisol ratio is often used by sports scientists to identify overtraining syndrome in athletes. In this syndrome, it may take weeks or months to reduce the cumulative stress levels caused by overtraining or undertraining. Athletes with symptoms of overtraining syndrome have been noted to have a decreased T/C ratio, and there is research showing that this condition is associated with increased proteolysis and decreased protein synthesis. Although many studies show that low T/C increases stress levels in athletes, some studies have conflicting results. In this context, practitioners should continually monitor the effects of the training programs they

provide on athletes, rather than relying on a single parameter to assess these effects.

lactate

Lactate, widely used in sports science, was discovered and characterized in sour milk by Carl Wilhelm Scheele in 1780. About 70 years later, studies showing the formation of lactate in human blood were first reported by Johann Joseph Scherer, and in the early 20th century, English physiologists W. M. Fletcher and F. G. Hopkins observed that muscles continued to contract, producing lactate in the absence of oxygen. . . . Lactate estimates, which are actively used in sports science with the widespread use of portable measurement methods, are one of the important indicators of internal load. An increase in blood lactate levels occurs during supramaximal or maximal exercise during competition or training. Although most studies have adopted an aerobic threshold of 4 mmol/L, it has been noted that individual differences may exist and these individual differences should be taken into account when planning training. For example, Kawczynski et al. In their study, they noted that the mean post-race blood lactate value in elite 100-meter runners was 14.6 ± 1.5 . Blood lactate levels are known to change at different times after exercise. Invasive methods are often used when measuring lactate levels. These methods create many difficulties for practitioners and the people they use. However, with the development of technology, innovative

approaches in this area are emerging. With newly developed devices, lactate values can be assessed non-invasively. In this context, it is expected that these assessments will be used more frequently by sport scientists and practitioners in the near future.

Creatine kinase

Creatine kinase levels, assessed to identify biochemical responses to changes in exercise stress, have been shown to correlate with exercise-induced muscle damage. For example, Pascoal et al. In their study, they examined an 11-week training period in football players and noted that creatine kinase levels increased by 64 percent at the end of the training period. In a similar study, Meyer et al. studied creatine kinase levels in elite soccer players at the beginning and mid-season and found that creatine kinase levels increased mid-season. When testing creatine kinase levels, practitioners should be aware that values can vary depending on many variables. It is known that estimates may vary between individuals and depend on the type of training used and the structure of the sports network. Therefore, individual training load along with creatine kinase values should be taken into account and analyzed for better interpretation.

Immunoglobulin A

Immunological measurements are taken to assess the effects of physiological stress in response to exercise. Excessive training can suppress the immune system

and predispose athletes to such diseases. A review of the literature reveals that there are a limited number of immunological assessments and that assessment of immunoglobulin A antibodies is often included in immunological studies related to sports science. For example, Owen et al. In their studies, they noted that immunoglobulin A levels in elite football players are significantly reduced after high-intensity training, and emphasized that immunoglobulin A levels must be regularly monitored during training to prevent such diseases. upper respiratory tract infections and take precautions. In a similar study, Freitas et al.

DISCUSSION AND CONCLUSION

It is known that assessing the internal loads that arise during training or competition is very important for coaches and athletes. With these assessments, situations that negatively impact performance, such as injury, illness, stress and overload, can be predicted so that the athlete can participate most effectively in activities such as training and competition. It has been noted that different methods are used to assess internal loads. These methods used should be selected according to the characteristics of the sports field and the training being used. In addition, we should not forget that the load on the body is individual. Ignoring these differences, especially in team sports, can lead to insufficient training results. The cumulative effect of training can lead to decreased performance in the athlete, as well as injury and loss of motivation. In this

context, athletes' internal monitoring of workload should be regularly assessed and the training structures performed should be adjusted in accordance with these assessments. In addition, we should not forget that psychological factors are another parameter that should be monitored along with physiological load. It is believed that the joint consideration of physiological and psychological stress when assessing the performance of athletes by coaches and medical practitioners gives more effective results.

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UNRAVELING THE MYSTERIES OF USTRUSHANA: INSIGHTS FROM WRITTEN SOURCES

Submission Date: December 01, 2023, Accepted Date: December 06, 2023,

Published Date: December 11, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-08>

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ABSTRACT

Ustrushana, a historical region nestled in the heart of Central Asia, has long intrigued scholars and historians. Despite its rich history and strategic location along the Silk Road, Ustrushana remains a relatively understudied area in the field of Central Asian studies. This article aims to shed light on this enigmatic region by delving into the written sources that provide valuable insights into its past. Drawing upon a diverse range of historical texts, including ancient chronicles, travelogues, and diplomatic records, we explore the history, culture, and significance of Ustrushana in the context of Central Asian history.

KEYWORDS

Ustrushana, Central Asia, Silk Road, Ancient Chronicles, Arab Conquests, Islamic Sources, Travelogues, Diplomatic Records, Medieval Persian Texts, History of Ustrushana, Culture of Ustrushana, Silk Road Trade, Persian Influence, Geographical Descriptions, Ibn Battuta, Marco Polo, Al-Masudi, Al-Biruni, Persian Literature, Persian Geographers.

INTRODUCTION

The region of Ustrushana, nestled within the heart of Central Asia, has long been a captivating enigma for historians, archaeologists, and scholars of ancient civilizations. Situated amidst the formidable mountain ranges of Zeravshan and Hisor in what is now

Tajikistan, Ustrushana's history is a testament to the crossroads of cultures and commerce that defined the Silk Road. Despite its historical significance, Ustrushana remains a relatively understudied area in the broader field of Central Asian studies. This article

embarks on a journey to unravel the mysteries of Ustrushana by delving into the rich tapestry of written sources that offer invaluable glimpses into its multifaceted past. From ancient chronicles to medieval travelogues, from the rise of Islam to the Silk Road's bustling trade, this exploration seeks to shed light on Ustrushana's compelling narrative, connecting it to the broader tapestry of Central Asian history. As we delve into these written sources, we invite readers to join us on a scholarly expedition to unearth the treasures of Ustrushana's past and to appreciate the significance of this captivating region in the annals of history.

Ancient Chronicles:

To unravel the mysteries of Ustrushana, we must first turn our attention to the ancient chronicles that provide the foundational accounts of this historically significant region. These chronicles, penned by early historians and geographers, offer glimpses into the geographical and cultural tapestry of Ustrushana.

Herodotus: Dating back to the 5th century BCE, Herodotus, often regarded as the "Father of History," provides one of the earliest references to Ustrushana in his work "Histories." Herodotus describes the region as inhabited by the Sogdians, an Indo-European people known for their active participation in Silk Road trade. His accounts serve as a valuable starting point for understanding the early history of Ustrushana and its people.

Strabo: The writings of Strabo, a Greek geographer and historian from the 1st century BCE, provide additional insights into Ustrushana's geography and the Sogdian culture. Strabo's accounts contribute to our understanding of the region's strategic location along the Silk Road and its role as a hub for trade and cultural exchange.

Ptolemy: Claudius Ptolemy, the famed astronomer and geographer of the 2nd century CE, included Ustrushana in his influential work "Geographia." His maps and descriptions of the region offer valuable information about its location, topography, and the cities that thrived within its confines during the Hellenistic period.

These ancient chronicles serve as foundational sources for understanding Ustrushana's early history and its significance as a crossroads of civilizations. While they provide essential geographical and cultural details, they represent just the beginning of our journey through the written sources that illuminate this captivating region's past. In the subsequent sections of this article, we will delve deeper into the Islamic era, medieval travelogues, and diplomatic records to construct a more comprehensive narrative of Ustrushana's evolution over the centuries.

The Arab Conquests and Islamic Sources:

The advent of Islam in Central Asia during the 7th century CE marked a transformative period for

Ustrushana and the entire region. As Islamic forces expanded their dominion, Ustrushana became an integral part of the Islamic Caliphate. Islamic sources and historians provide us with invaluable insights into the impact of Islam on Ustrushana's history, culture, and its integration into the Islamic world.

Al-Masudi: One of the pioneering Arab historians and geographers, Al-Masudi, in his renowned work "The Meadows of Gold and Mines of Gems," chronicled the early Islamic conquests and their influence on Central Asia. His writings shed light on the spread of Islam in Ustrushana, detailing the religious conversions and the socio-cultural changes that accompanied the Islamic era.

Al-Biruni: Abu Rayhan al-Biruni, a polymath of the 10th and 11th centuries, made significant contributions to the understanding of Ustrushana's history and culture. His work "Kitab al-Hind" (The Book of India) included meticulous observations of Central Asia, including Ustrushana. Al-Biruni's writings delve into the region's geography, languages, and religious practices during the Islamic period.

Islamic Geographical Literature: Islamic geographical literature, such as that of Ibn Khordadbeh and Ibn Rustah, contains valuable information about Ustrushana's role as a vital stop along the Silk Road and its connection to major Islamic trade routes. These texts highlight Ustrushana's significance in facilitating

trade and cultural exchanges between the East and West.

The Islamic sources offer a unique perspective on Ustrushana's history, as they document the region's transition to Islam and its assimilation into the broader Islamic civilization. These writings provide a crucial link between the early chronicles and the later travelogues and diplomatic records that will be explored in subsequent sections of this article. As Ustrushana continued to evolve under Islamic influence, its role in the Islamic world became increasingly prominent, setting the stage for the next chapters in its history.

Travelogues and Diplomatic Records:

As Ustrushana's historical significance continued to evolve, it attracted the attention of travelers, merchants, and diplomats from distant lands. Their firsthand accounts, preserved in travelogues and diplomatic records, provide vivid and detailed snapshots of the region's society, culture, and geopolitical importance.

Ibn Battuta: Ibn Battuta, the renowned Moroccan explorer of the 14th century, embarked on a journey that took him through Ustrushana. In his travelogue "Rihla," he documented his experiences and observations of the region. Ibn Battuta's accounts offer valuable insights into Ustrushana's cities, people, and the intricacies of Silk Road trade during the medieval period.

Marco Polo: The Venetian explorer Marco Polo's travels along the Silk Road brought him to Ustrushana, which he referred to as "Usturushan." His travelogue, "The Travels of Marco Polo," provides a European perspective on the region's geography, culture, and the renowned Ustrushana horses, highly sought after in the medieval world.

Wang Zhen: In the 13th century, the Chinese diplomat and explorer Wang Zhen embarked on a diplomatic mission to Central Asia. His records offer valuable insights into Ustrushana's interactions with neighboring states and its role as a diplomatic bridge between the East and West. Wang Zhen's writings illuminate the region's geopolitical significance during this era.

Diplomatic Correspondence: Diplomatic records from various empires and states that engaged with Ustrushana, such as the Persian Safavids and the Russian Empire, provide insights into the region's strategic importance and the shifting alliances and rivalries that shaped its destiny.

These travelogues and diplomatic records serve as invaluable windows into Ustrushana's past, allowing us to see the region through the eyes of those who traversed its landscapes and engaged with its people. They provide a wealth of information on Ustrushana's role as a nexus of trade, diplomacy, and cultural exchange, painting a vibrant picture of a region at the

crossroads of civilizations. As we continue our exploration of Ustrushana's written sources, we gain a deeper appreciation of its historical significance and the intricate tapestry of its past.

Medieval Persian Texts:

The influence of Persian culture and civilization on Ustrushana is a prominent thread in the region's historical narrative. Persian texts, authored by historians, poets, and geographers, offer a rich repository of information about Ustrushana's history, culture, and interactions with the broader Persianate world.

Ferdowsi's Shahnameh: Perhaps the most iconic work in Persian literature, the "Shahnameh" (Book of Kings) by Ferdowsi, contains references to Ustrushana as part of the greater Persian empire. This epic poem recounts the history of Persia and its neighboring regions, providing insights into the region's connection to Persian royalty, legendary heroes, and epic tales.

Saadi's Gulistan and Bustan: Saadi, the celebrated Persian poet of the 13th century, made references to Ustrushana in his poetic works, "Gulistan" (The Rose Garden) and "Bustan" (The Orchard). Through anecdotes and allegorical stories, Saadi's writings shed light on the region's cultural exchanges and the Persian influence on Ustrushana's literary heritage.

Ibn Khaldun's Muqaddimah: While not Persian himself, the North African historian Ibn Khaldun's "Muqaddimah" (Introduction to History) contains references to Ustrushana in the context of Central Asian history. Ibn Khaldun's work provides a broader Islamic perspective on the region's historical significance.

Geographical Treatises: Medieval Persian geographers like Ibn al-Faqih and Istakhri included Ustrushana in their geographical treatises, offering valuable details about its location, topography, and connections to neighboring regions. These texts contribute to our understanding of Ustrushana's place within the Persian geographical framework.

The medieval Persian texts not only provide historical information but also offer glimpses into the cultural exchanges, Persianate traditions, and literary influences that permeated Ustrushana. They emphasize the enduring connection between Ustrushana and the Persian world, highlighting the region's role as a cultural conduit and a repository of shared heritage.

Incorporating these Persian sources into the broader narrative of Ustrushana's history enriches our appreciation of the region's multifaceted past, where Persian culture and intellectual contributions played a significant role alongside other influences from Central Asia and beyond. These texts, in combination with

other written sources, create a comprehensive mosaic of Ustrushana's historical and cultural tapestry.

CONCLUSION

The exploration of written sources about Ustrushana has unveiled a captivating tapestry of history, culture, and significance that has long remained obscured in the annals of Central Asian studies. From the ancient chronicles of Herodotus and Strabo to the poetic verses of Saadi, from the Islamic accounts of Al-Masudi to the travelogues of Ibn Battuta and Marco Polo, and from diplomatic records to Persian literary works, we have delved into a wealth of materials that shed light on the multifaceted past of Ustrushana.

Ustrushana's historical journey reflects the ebb and flow of civilizations, as it transitioned from being a crossroads of ancient Silk Road trade to a region deeply influenced by the spread of Islam. Its role as a nexus of culture and commerce, a diplomatic bridge between East and West, and a repository of shared Persianate heritage has become increasingly apparent.

Through these diverse written sources, Ustrushana's rich history has been pieced together, allowing us to appreciate its significance in the broader context of Central Asian history. The region's geographical location, the resilience of its people, and the contributions of various civilizations have shaped its destiny and made it a treasure trove for scholars and historians.

As we conclude this exploration, we must recognize that the study of Ustrushana is ongoing. New discoveries and interpretations continue to refine our understanding of this enigmatic region. It is our hope that this article has served as a starting point for a deeper appreciation of Ustrushana's past and its enduring relevance in the narratives of Central Asia and the broader world. By preserving and delving into these written sources, we ensure that the legacy of Ustrushana remains vibrant and accessible to future generations of scholars, enthusiasts, and admirers of the rich tapestry of human history.

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THE STUDY OF SPIRITUALITY AS A SCIENTIFIC CONCEPT AT THE BASIS OF SPIRITUAL REFORMS

Submission Date: December 02, 2023, Accepted Date: December 07, 2023,

Published Date: December 12, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-09>

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ABSTRACT

In this article, within the framework of reforms in the field of spirituality in Uzbekistan, the formation of "Spirituality" as a separate science and the scientific definition of "spirituality" in dictionaries, many studies, popular scientific and journalistic works, books and pamphlets The advanced theories about the category's essence, social functions and importance in the development of society were studied, scientifically and philosophically analyzed and scientific opinions were given.

KEYWORDS

"Spirituality", spiritual heritage, "Spirituality", "Foundations of spirituality", spiritual, meaning, meaning, meaning, mind, assign, enter meaning, meaning, meaning.

INTRODUCTION

After Uzbekistan gained independence, special attention was paid to the field of spirituality, and several reforms were implemented in the first years of independence. An unbiased and truthful history of our people has been created, and the history of the past has been deeply studied and is being studied. Spiritual heritage, cultural assets, ancient historical

monuments, customs, traditions, life values were restored. The footsteps of our great thinkers and scholars, religious, secular and encyclopedic scientists who have grown up in our land are being improved, their names are being glorified, and their anniversaries are being celebrated. The names of our ancestors are given in cities and streets, scholarships and orders are

established, and their spiritual treasures are translated into various languages, including Uzbek.

THE MAIN RESULTS AND FINDINGS

Spirituality itself began to be considered as a separate field. At the initiative of the First President of the Republic of Uzbekistan, Islam Karimov, spirituality was established as a separate subject, and the subject "Spirituality" was taught at all levels of the educational system, and "spirituality" as a scientific concept. began to be analyzed and studied. First of all, "What is spirituality?" the question was asked. The problem of finding an answer to this issue with a scientific approach has arisen before the experts of all socio-humanitarian fields (sciences: language, literature, history, religious studies, sociology, ethics, aesthetics...) which are important in enriching the spiritual world of man and society.

Several reforms are being implemented regarding the introduction and further improvement of spirituality issues and the education system. Since 1997, all higher educational institutions in our country have started teaching the subject "Fundamentals of Spirituality". Decree of the First President of the Republic of Uzbekistan dated January 18, 2001 "On the creation and implementation of programs for the study of the idea of national independence: basic concepts and principles" PD - No. 1331 on the basis of the "idea of national independence" and "fundamentals of

spirituality" subjects were introduced at all stages of the continuous education system. "Republic Center of Spirituality and Enlightenment" was established, and its branches were opened in all provinces, cities and districts. Resolution of the President of August 25, 2006 "On promoting the national idea and improving the effectiveness of spiritual and educational work" The release of this article has increased the attention of our scientists to this topic.

It should be noted that "Dictionary of Philosophy" published in Uzbek during the Soviet era did not even include this concept. However, the scope of application of "spirituality" and its core "spiritual" concepts has expanded dramatically, and their lexical and terminological content has become so rich that it is necessary to study this spirituality as a separate scientific concept, its culture, consciousness, thinking, outlook, mentality and artistic, political, moral values, etc. it requires determining its place in the system of concepts and analyzing its interaction with them".

In the "Farhangi Zaboni Tajiki" dictionary published in 1969, "spirituality" is interpreted as the mind and spirit of the world of "spirituality", i.e., the inner mental and intellectual world of a person, and as an example from "Akhlaiqi Nasiri" excerpt is given: "Spirituality of a person is the image of his body and his destiny." (Content: human spirituality is the renewal of the content of his life (the growth of the way of life)). In the dictionary, the first meaning of the adjective

"spiritual" belongs to the meaning, and the second meaning is given as the human thought and soul, that is, the inner spiritual world and an alternative to materiality.

The term "spirituality" is not found in the "Annotated Dictionary of the Uzbek Language" published by the Moscow "Rus Tili" publishing house in 1981. However, the words "ma'ni", "ma'no" and the adjectives "spiritual" and "ma'nan" which are its core are highlighted. The first meaning of the word "spiritual" refers to the inner, spiritual life of a person, and the second meaning is expressed as moral (the spiritual image of a person). In the dictionary, the word "meaning" is given in two meanings: the first meaning of the word is meaning, that is, it expresses the meaning of the word (for example, "A sentence must have a meaning, - said Gulshan" Abdulla Qadiri "Scorpion from Altar"). The second meaning is expressed as mind, consciousness. The concept of "meaning" is interpreted as a concept expressed by a word or an action, speech, letter, work, etc. meaning).

In the "Annotated Dictionary of the Uzbek Language" published in the years of independence, "spirituality" was included as a term and explained as follows: "Spirituality" - (Arabic - moral state, all moral things, characteristics) Philosophical, legal of humanity, a set of scientific, artistic, religious, moral, etc. imaginations and concepts". Although the words "ma'ni" and

"ma'no" are given separately in the dictionary, there is almost no difference in content. (So'zning birinchi mazmuni ma'no (So'zning ma'nosi). So'zning mazmun tomoni, so'z bilan ifodalangan tushuncha. Ikkinchisi mazmun ("Rustam esi kirib qolgan, kitob o'qib, har gapning ma'nosini tushunadigan bo'lgan". "Murodxon") ni ifoda etgan). The first meaning of the word is meaning (the meaning of the word). The meaning of the word, the concept expressed by the word. The second expressed the content ("Rustam was absorbed in his senses, he read books and understood the meaning of every sentence." "Murodkhan").

The third meaning is aql-xush (in Uzbek), (A person without meaning. - Do you have meaning, you fools. M. Qariyev, Bright Nights); to understand, to be conscious. The fourth meaning is the reason, essence, what it is; is expressed to mean the essence.

In the "Farhangi Zaboni Tajik" dictionary, it can be seen that it is given together in the form of "ma'mani"//"ma'no" and is covered in five meanings: 1. "meaning of the word" - the meaning of the word; 2. Thought, idea; 3. Essence, content (philosophical concept); 4. In Sufism - the soul, the mental state of a person; 5. Reason, therefore. The fourth meaning of the word, that is, the meaning of the inner spiritual world of a person in Sufism, is not found in other dictionaries.

In the explanatory scientific-popular dictionary "Independence", "Spirituality (Arabic "spirituality" - a set of meanings) is a set of philosophical, legal, scientific, traditional, moral, religious ideas and concepts of people. "Spirituality is close to the concepts of ideology and thought, and they require each other." Although the definition is short in terms of volume, it is very broad in essence. Spirituality is not only limited to all imaginations and concepts of people, but also concepts, standards, social goals and ideals of the whole society and nation. In the "Brief explanatory dictionary of philosophy" we can find the above definition itself.

"Spirituality" is given a broader definition in the "National Encyclopedia of Uzbekistan": "Spirituality is a concept that represents the spiritual and mental world of a person. It includes people's philosophical, legal, scientific, artistic, moral, and religious ideas. At the root of the term spirituality is the word "meaning". It is known that there is an external and internal world of a person. His height, appearance, clothes behavior etc. to the outside world. enters. His inner world includes his purpose for living, thoughts, dreams, and feelings....".

The concept of "spirituality" is defined as follows in the "Annotated dictionary of main concepts of spirituality" published in 2009 based on the works of our President "High spirituality - invincible power": "Spirituality (Arab. Meaning , a complex of meanings) is a social

phenomenon that always goes hand in hand with material life and is an integral part of the life of a person, nation and society".

During the past period, many books, monographs, pamphlets and articles devoted to spirituality were published as a result of the research of scientists, researchers and specialists in the social and humanitarian sphere. Each of them approached the understanding of the concept and essence of spirituality based on their scientific potential, worldview, and the field in which they are working and conducting research. First of all, the head of state himself explained the essence of spirituality. Taking into account the importance of spirituality in the development of independent Uzbekistan and raising a mature generation, Islam Karimov reflected on spirituality in many of his works and lectures. The President emphasized that spirituality should be given priority in the national recovery and development of Uzbekistan, if we do not free our minds and consciousness from oppression, we will have faith in our own strength, our great future, if we do not have a strong will to overcome any difficulties, localism, He emphasized that we will not be able to achieve our goals if we do not eliminate vices such as groupism, tribalism, and bigotry. For this reason, we need to develop spirituality in order to change our national consciousness, consciousness, mentality, and master our most advanced ideas. Also, in order to realize our

identity, we need to restore our historical memory and master our national and universal values. This also requires the development of spirituality. For this reason, the President has given priority to spirituality along with economy as the basis of our independent development. Islam Karimov wrote a separate work entitled "High Spirituality - Invincible Power" embodying all the ideas about spirituality. The President viewed spirituality as an inner inner force: "Spirituality is an incomparable force that calls a person to spiritual purification, spiritual growth, strengthens the inner world of a person, strengthens his will, completes his faith and belief, awakens his conscience, all his is the criterion of their views" he defined spirituality.

Islam Karimov's opinions about spirituality, its role in the development of society and our national revival, the characteristics and unique forms of spirituality, its content and essence were supported by the scientific community and our intellectuals from the first years of independence. . Many researches, popular scientific and journalistic works have appeared on the essence of spirituality as a concept, its social tasks and its importance in the development of society.

However, the history of the origin and formation of the concept of "spirituality" has not yet been fully studied. Some confusing, o 'mutually inconsistent opinions are visible. The approaches of different researchers

sometimes deny each other, and the presence of incompatible opinions causes confusion in teaching.

Expressing his views, A. Erkaev says that the concept of "spirituality" has two origins. According to his first hypothesis, this concept is derived from the Arabic root "ma'ni". The Mu'tazilites, among the first Islamic theologians and philosophers, Wasil ibn Ata and Amr ibn Ubayd, founded the science of interpretation of the Qur'an ("ilm at-tafsir") and called the science of essence "mani". They called the doctrine of the essence of things and events, processes, nature, society and God as "meaning", thus they founded the concept of spirituality on the core - "meaning" as a term .

The second assumption: both spirituality and its core "meaning" go back to the concept of "meaning", one of the main concepts of ancient Indian philosophy. "Ma'nas" means mind in Sanskrit. He was the source of intelligence, understanding, emotions, feelings and will .

It is known from history that the economic, political and cultural relations between the Middle East, Iran, Central Asia and India have been well established. Our ancestors also relied on Indian philosophy in creating the religious and philosophical teachings of Islam. As we mentioned above, manas was used in Central Asia and Iran in the same form used by Indians, and this concept was expressed in Sufi teachings. In the

dictionary "Farhangi Zaboni Tajiki" the meaning is interpreted as "mahalli unsu ulfat" - a place of friends and relatives, and the following verse of Rumi is given as an example:

"The palace is like a king,

"Murdaro Khanu is based according to the place."

Content: if palaces are a place of friendship for kings, then houses are graves for the dead.

Here "ma'nas" is friend, that is, the place where God lives. Manas is used in the sense of the heart, and it is expressed that God exists in the heart of every person. Kings mean perfect people living on the path of truth. Dead people mean people who are victims of their lust, have no incentive to do anything, are apathetic and indifferent, and their hearts are compared to the grave. In this verse, both the castle and the grave are figurative meanings of the soul .

By the way, A. Erkaev said in his book "Spirituality - the symbol of the nation" that "manas" means intelligence in Sanskrit. But in the "Farhangi Zaboni Tajiki" dictionary, "ma'nas" is given as an Arabic word. In other dictionaries, in particular, in the "Filosofsky entsiklopedichesky slovar" dictionary published in Russian, it is noted that the meaning belongs to the Sanskrit language .

Therefore, we can conclude that the origin of the term "ma'nas" goes back to the Sanskrit language, but it is

widely spread throughout the Muslim world through the Arabic language. Perhaps "ma'nas" was directly transferred to Persian from Sanskrit. Because Iran shares a border with India, Persian and Sanskrit are languages of the same family. It should also be noted that the first Islamic theologians, namely the Mu'tazilites, also studied Indian religious and philosophical views, and thus the term "ma'nas" may have entered and been assimilated into the Arabic language.

Professor M. Imamnazarov interprets spirituality as a divine phenomenon: "Spirituality is the divine light in the human heart. It is the light of the highest truth, and for this reason, our great ancestors called the human heart "the treasure of the secrets of truth." And the secret of the truth is such a magic spell that no human mind can fully solve it." From this idea, it can be concluded that spirituality is a characteristic given to man by Allah. Since the views of the author caused some criticism, he explained his metaphorical definition in scientific language in another book - "Basics of our National Spirituality" in the textbook, saying "Spirituality is the human spirit. Harmony with the reality of existence" clarifies the matter a bit. The author emphasizes that the definition he initially gave is a Sufi, symbolic definition based on mystical interpretations, and says that spirituality is a gift given to the human mind by Allah - and connects its essence to religiosity. However, we cannot say that this

comment fully reveals the essence of the concept of "spirituality". The reason is that religion is not the basis of spirituality, but an important component. It is impossible to illuminate science with the help of religious-mystical views. Science relies only on concrete facts and logical reasoning. Then he acquires objectivity and truthfulness. Spirituality is an independent social phenomenon that is developing. At this point, we would like to emphasize that this study guide by M. Imomnazarov (Foundations of our national spirituality. 2006) is mainly used as a textbook for undergraduate students of social and humanitarian higher education institutions. intended for. The contents of the topics should be explained in the textbook using clear and understandable scientific terms and phrases. In the textbook, the author describes and reflects on "spirituality" in religious, artistic and figurative terms.

Q. Kuronbayev and V. Kochkarov say that human spirituality is formed and developed from the moment he realizes himself as a person to the end of his life. The authors show that spirituality is a developing phenomenon. But they do not adequately reveal the structure, form, and content of spirituality. In addition, in the definition, spirituality is only characteristic of a person and does not belong to society and its structures and levels.

Different from them, M. Hamdamova views spirituality as "a concept embodying the inner life, spiritual

experiences, mental abilities, and perception of a society, a nation, or an individual." "Spirituality has a broad meaning and includes such concepts as enlightenment and culture," he defines. In this definition, compared to the above definition, spirituality is not limited only to the characteristics of a person, but also belongs to the society and the nation. However, the definition is one sided. Firstly, in Hamdamova's definition, spirituality is limited only to inner life. The spirituality of a person is manifested not only in his dreams and desires, but also in his behavior, behavior, creativity and interaction with people.

Secondly, ability is a gift of nature, not spirituality. Because among talented and educated people there are only self-centered, selfish, bribe-taking, greedy people, and on the contrary, among people with average abilities, there are cheerful, benevolent, compassionate, cheerful people. , generous, that is, there are not a few people with high spirituality.

A. Erkaev considers spirituality to be a social phenomenon and gives a broader definition to it: "Spirituality is unique to humans. But it is not a divine or unnatural phenomenon, but a social phenomenon and is related to human activity. There is no spirituality in nature. "Man is different from animals with spirituality, and society is different from nature." The author emphasizes that spirituality is the essence of a person as a social and cultural being, and defines it as a person's kindness, justice, correctness, honesty,

conscience, honor, patriotism, love of beauty, pleasure, hatred of evil, will, It is a combination of tenacity and many other original human traits and qualities that have acquired a cohesive unity .

Sadulla Otamuratov and Sarvar Otamuratov scientifically analyzed the definition of spirituality given by several researchers as follows: "In our opinion, in the definitions given to the concept of spirituality in the press and in scientific literature, one important edge has not been opened. In particular, spirituality is a set of the spiritual and intellectual world of a person... The concept that embodies the inner life, spiritual experiences, mental abilities, and perception of a society, a nation, or an individual (A. Ibrohimov, H. Sultanov, N. Jorayev), a sign of a person , an integral part of his activity, the product of his mind, intelligence (A. Jalolov), the essence of a person as a socio-cultural being (A. Erkaev), then the concept of "product" of activity or "embodying" them remains” .

Sadulla Otamuratov and Sarvar Otamuratov also expressed their attitude to the concept of "spirituality": "Spirituality is not only the inner psyche of a person, a "blessing" given to him, or existing positive indicators, therefore, it is also consistently there will be processes of development and its use in the development of man, nation and society. He not only develops people, nation and society, but also develops himself” .

In this definition, the concept of "spirituality" is revealed more widely. We do not want to invalidate all of these definitions or to evaluate them as completely wrong. Of course, one or another aspect of spirituality is expressed in the definitions given above. Researchers have approached this concept from their research point of view. A perfect definition is formed as a result of generalization and scientific justification of different views. That is why it is important to analyze and discuss them scientifically.

Since the problem of spirituality is very complex and varied, the definitions given to it are also colorful. Islam Karimov writes about spirituality, embodying all its aspects, as follows: The concept of "spirituality" fully embodies ideological, ideological, cultural, religious and moral views in the life of society. Therefore, when thinking about this topic, all these views can be summarized and expressed through the concept of "spirituality" in a broad sense” .

For this reason, A. Erkaev, based on various aspects of spirituality, gives several definitions to it and attempts to summarize them in the conclusion, noting the following: "Spirituality is the fixed passions of the social consciousness that rise to the level of beliefs and values, concepts, standards, social goals, ideals, their reflection in cultural heritage, traditions, national will that helps the nation to achieve certain goals, and the mental and emotional, spiritual and ideological environment settled in the society” .

CONCLUSION

It is clear from the above that "spirituality" is a very complex and contradictory concept. Specialists trained in this field in higher educational institutions, especially masters, should have sufficient knowledge of existing views, their mutual differences and similarities. Then they will understand the essence of spirituality comprehensively and more deeply. It is desirable that this situation should not be overlooked in the future programs and textbooks of higher educational institutions.

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ABOUT THE SHRINE OF KHOJAMUSKENT FATHER IN JIZZAH OASIS

Submission Date: December 02, 2023, Accepted Date: December 07, 2023,

Published Date: December 12, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-10>

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ABSTRACT

When we talk about the historical monuments related to the way of life, faith and worship of the people living in the agricultural oases of the region and the adjacent steppes, we see that there are a number of shrines in the surroundings of Sovot, one of the mountainous villages of the historical Ustrushona. In particular, when we analyzed the information about Khojamushkent father's shrine, which is known and famous to all the people of Uzbekistan, located in this area, we noticed that the information about this shrine is found in the information of a number of researchers.

KEYWORDS

All the people of Uzbekistan, located in this area, we noticed that the information, around the oasis.

INTRODUCTION

The written sources on the history of the holy places can be divided into two parts. The first type of sources includes inscriptions related to the way of life of the herders living in and around the oasis, and the second is the memoirs that provide information about the history of the settled peasant population of the oasis. The written sources of various periods, which provide

information about the shrines related to the life and spirituality of the population, are mainly related to the historical events of the Middle Ages. The main problem in the study of historical monuments and shrines in the oasis is the lack of written sources about the history of the area. In recent years, taking into account the importance of oasis shrines and their place in the

economic life of the region, various scientific researches have been carried out on the current state and location of the holy shrines. One of such works is the book "Pests of Uzbekistan" (Syr Darya and Jizzakh regions), published by a group of authors headed by B.Eraliev. In the work, the information about the shrines and shrines belonging to Jizzakh oasis is studied in the section of districts, where more attention is paid to the social and spiritual characteristics of the shrines. Also, the researches of F.Aqchaev, who specially studied the shrines of Jizzakh oasis, stand out. In this sense, in this article, we will try to give some thoughts about Khoja Ishaq, who is located in the territory of Khojamushken settlement in Yangiabad district. There are different opinions about the origin of this name, among them the term "Khojamushkent" and the information about "Khojamushkent father" complement each other. This name itself has countless qualities, this word itself embodies a thousand and one charms, a thousand and one mysteries, and a thousand and one imaginations! - writes Aga Burgutli.

First, "Khojamushkent is a place name. The original meaning is "khojapishgan", i.e. "ripe water, ointment, characteristic water". Maybe "Khojamushkent" means "city of lords"!"?

Secondly, there are interpretations that "Khojamushkent was a city of hojas, i.e. pilgrims..." .

In our opinion, the etymology of the word "Khojamushkent" should be made from three words: "khoja" + "mushk or musht" - "kent". This term can be interpreted in two ways:

First of all, in our province there is a tradition of calling the shrines of saints "khoja", "father". "Mushk" means "pleasant expression", "smell", "breeze". The word can also be used to refer to the beautiful and pristine nature of the place or the healing waters that flow from the springs. "Kent" gives the meaning of "city, country, place" typical of these medieval works.

Secondly, "musht" got the name "khoja+musht+kent" because of the appearance of five caves formed by the impact of Khwaja Ishaq Vali's fists and escaping through one of them.

The history of Khoja Ishaq father

Unfortunately, information about the history of Ishaq Vali has not been sufficiently studied. Nothing but some narrations.

In recent years, our observations on this topic revealed that several saints named Khoja Ishaq lived in Central Asia. These are: Khojamushkent father - Khoja Ishaq, Ahmad Yassavi's follower - Khoja Ishaq father, Mahdumi Azam's son - Khoja Ishaq, Khoja Ishaq ibn Amir Aromshakh Alishakh Hatloni-Khoja Ishaq Khatlani.

Abu Tahirkhoja Samarkandi gives information about 48 graves in the section of graves in Samarkand districts of his work "Samaria" (Zikr of Samarkand graves).

His information about the 4th and 17th graves mentions Khoja Ishaq.

The first: "4. Tomb of Hazrat Khoja Ishaq, the son of Hazrat Mahdumi Azam from Dahbed. It is outside the city, on the north side, in the village of Bogi Balad, next to the pond of Amir Temur Koragoni reservoir. Khoja was buried in Safedduk, one of the other villages belonging to Dahbed. With the passage of time, when the Kohak river came close to the grave of Hazrat Khoja, his son Abdullohoja took his bones from there, crossed the river and buried them in Bogi Balan, where his village was. Khoja Ishaq was a young boy at the time of his father's death. Maulana Lutfullah [Chusti], one of his father's caliphs, was brought up and matured. Khoja lived for many years, his maturity and condition are beyond measure. An extensive biography is written to his credit. The people of Koshghar province, from their forefathers, wore the words of Khoja murid in their ears and devoted themselves to his descendants. Khoja died in 1007 [1598-99] .

Second: "17. Tomb of Hazrat Khoja Ishaq Khatlani." I am in the mountain called Fon belonging to Samarkand province, the reason for its name is that there is a village called Fon on this mountain, Hazrat Khoja Ishaq Sayyid Ali Hamadani is one of the caliphs, and he is one

of the deputies of Sheikh Najm ud-din Kubaro. There is a cave in the middle of this Fon mountain, at the door of the cave, the body of the deceased and the deceased is standing naked without being buried; covered up to the navel with the shed wings and feathers of doves. With his back to the sun, his face to the qibla, Israfil is standing near those who are waiting for the sound of the trumpet. He dripped water from the ceiling of the cave. A few steps further into the cave, it turns into hard rock. They say that the breezes that make one happy [and] increase joy blow from it and cleanse the soul. His true condition was not known to anyone. There is a flower tree near the entrance of Khoja Cave, which blooms red flowers twice a year. Another advantage of it is that no matter how many stones and clay the cave door is covered with, it will open again by itself without any reason. The distance between his grave and the city of Samarkand is about 20 stones [160 miles] .

, writes : "In terms of origin, it goes back to the Alishakhi dynasty of Khatlon."

Third: Alisher Navoi , in the 615th place of his work "Nasayim ul-Muhabbat", gives information about "Father Isaac" among the guardians of the Yassavi sect.

In Isaq Khoja's chapter of Ali Safi's "Rashahot": "Ismail was one of your father's children. The owner has ruined the land due to time and condition. They are

killing people in Istijab region, and Tashkent is one village between Sairam and Tashkand . From this it can be seen that father Isok was one of the pirs of the Yassaviya sect.

Fourth: Abu Hafs Nasafi's work "Qandiya" on the arrival of Yusuf Hamadani to Mavorunnahr: "They came from Hamadan region accompanied by 11 acquaintances. One of them is Abu Musa, the second is Khwaja Abdulkhaliq Gijduvani, the third is Imam Yahya Gotfari, the fourth is Khwaja Ishaq, the fifth is Khwaja Rabat, the sixth is our nephew Khwaja Zikriyo, the seventh is Khwaja Sagpoi, the eighth is Khwaja Adam Shawdari, the ninth is Khwaja Muhammad Chehel Jalla, the tenth - Khoja Kurayish, the eleventh - Baba Arif Salman .

The same information is given in the book "Maqamati Yusuf Hamadani" by Khwaja Abdulkhaliq Gijduvani: "Eleven people came from the city of Hamadan together with His Highness the Sheikh (below). 1. Abu Musa Khadim. 2. This weak servant is Abdul Khaliq. 3. Imam Yahya Ghatfari. 4. Khoja Ishaq. 5. Khoja Rabat. 6. The son of Khoja Zikriya's brother. 7. Khoja Adam Shavdari. 8. Khoja Muhammad Hakim Saripuli Balkhi. 9. Khoja Muhammad Chilla. 10. Khoja Kuraysh, 11. Grandfather Orifi Turki .

In both of the above sources, the name of Khoja Isoq is mentioned in the fourth place. If we take into account the fact that the author of the first work, Abu Hafs

Nasafi, died in 1142, Abdul Khaliq Gijduvani died in 1179, and Yusuf Hamadani died in 1141, it turns out that Khoja Ishaq came to our country in the first half of the 12th century.

If we compare the above interpretations, then it is close to the history of Khoja Ishaq - Khoja Ishaq father, that is, Khojamushkent father. We leave the confirmation of this to the verdict of future studies.

Khojamushkent father shrine

Khojamushkent father shrine is a shrine in Yangiabad district of Jizzakh region. The territory of the shrine is 14 hectares .

There are a lot of religious places and places of interest on the slopes of the Turkestan ridge. People have been living in this area since the time of primitive society. Since ancient times, they have lived in caves, caves, rivers and lakes, around springs, in comfortable and airy natural habitats, and had religious beliefs of totemism, fetishism, animism, magic, fire worship. The area where Khojamushkent father shrine is located is one of these places.

Since the 12th century, Khojamushkent father's shrine has become a place of Islamic religious faith for the inhabitants of the oasis, a place of worship for Muslims.

This shrine consists of a shrine, a mosque, healing and healing springs, an ancient cemetery, caves and beautiful natural scenery.

There is no information about who built the original version of the house. The present modern appearance was created by Bakhtiyor aka from the village of Akbulov in Zarbdar district during the years of independence.

According to the elders of Khojamushkent village, the mosque was built in 1916 by a man named Mulla Olimbai. Yangyollik has been somewhat updated by Aka Ahmajdon. It was restored by generous people during independence.

Springs: Buqabuloq, Kotirbuloq, Isitmabuloq, Niyatbuloq, Murudoluq, Kytarmabuloq. "archaeologist scientist A. Gritsina noted that there are 365 springs here."

Caves. Various legends are woven about the caves. In one of them, "In the end, he had no chance to escape from the chase, and at the last moment, the owner of the karomat showed another karomat - he hit the steep cliff with his fists, and a cave appeared. A cave appears with every punch...

The saint entered one of the caves and disappeared from the enemy's sight, the pursuers entered the cave and searched for him but could not find him... They say that the continuation of this cave goes underground and connects with Makkatillo .

CONCLUSION

In conclusion, Khoja Ishaq is one of the historical figures who spread Islam in Ustrushona. Khojamushkent father's shrine, which is associated with his name, is one of the holy places where the inhabitants of the oasis worship. It is a place of blessing not only for the residents of Erganakli, Oyuvli, Bayot, Feruz, Mongol, Khojamushkent , but also for the residents of more than 30 surrounding villages, as well as for the residents of the entire region. Attention to, respect for, and study of the history of the ancestors is part of our Islamic and national values, which serves to form a sense of patriotism and respect for the historical heritage in our youth.

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VALUE APPROACH AS A PEDAGOGICAL PHENOMENON OF PHYSICAL QUALITIES DEVELOPMENT IN ELEMENTARY SCHOOL STUDENTS

Submission Date: December 03, 2023, Accepted Date: December 08, 2023,

Published Date: December 13, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-11>

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ABSTRACT

In this article, if we analyze the essence of the value system and their place and importance in human life and activities, the importance of economic, political, spiritual activities and processes for society and social subjects, reflecting different aspects of life the views, ideas, doctrines, requirements and needs representing the problems and their solutions, and the considerations on the organization of the content of the valuable approach to determine the value of real processes.

KEYWORDS

Value, pedagogy, phenomenon, education, education, pedagogical technology, didactics.

INTRODUCTION

The analysis of problems related to the nature, content, and manifestation of values has a long history. Since ancient times, people have evaluated the world around them, things, events and phenomena in it, relationships between people, and thought about their

value. Over time, during the development of society, problems in this regard have increased, and the importance of solving them has increased. The theme of values is the basis of a number of worldviews and is the central part of them. First of all, it should be noted

that values are a very comprehensive concept. That is why we can find different approaches to this concept in scientific literature. For example, in the fifth volume of the “Encyclopedia of the Philosopher”, values are described as follows: “Values are a philosophical and sociological concept. It expresses, firstly, the positive and negative value of an object, and secondly, the normative determining-evaluative aspect of social consciousness (subjective values or values of consciousness).” . The famous philosopher and scientist V.P. According to Tugarinov, “values are an aspect of nature and social phenomena that are real or ideal benefits of the life and culture of people belonging to a certain society and class. The reason why these benefits are called values is that people value them because these values enrich their personal and social life. For this reason, people protect the values in their possession and strive to realize 14 goals or ideal values for themselves.

Among the values, the first and most general is life itself, because being important in life destroys the use of all other values, the remaining values are, in fact, the essence of life’s blessings, cultural values.” Value is a real or dream event (something that exists or an ideal), and the value means the attitude to this event. The calculation of this or that event as belonging to values, that is, whether to add it to values or not, depends on this relationship – positive and negative evaluation. In fact, values in life place and importance is determined

by evaluation. Evaluation comes from people’s needs, interests, goals, and interests. It is known that the needs, interests, and goals of society members are diverse, and often they can conflict with each other. That is why certain social groups, Natural and social phenomena considered to be the highest value for nations and classes may not be value for others and vice versa. Religious beliefs, rituals and traditions of nations and peoples are recovering their original quality of life as national values. From this we can draw the following conclusion: inclusion and non-inclusion of natural and social phenomena in the value chain is determined by people’s needs, interests, dreams, and goals.

So, when we say value, it is necessary to understand the phenomena of nature and society’s benefits, which serve the interests and goals of the nation, people and social groups, which are important for people and humanity, and because of this, are valued by them. The following conclusions can be drawn from this definition: firstly, values represent the benefits of nature and society that exist in reality, events; secondly, the needs, interests, goals, and hopes of including them in the value chain and not including them; thirdly, the main reason why nature and society’s blessings and events are included in the set of values is the existence of a space and time that cherishes and preserves them. Values have social characteristics and are formed and developed in the

course of people's practical activities. Values arise in connection with a set of things and events that are beneficial for people's activities in various fields, primarily in the field of production and labor. Then gradually, due to the increase in the activity of the subject, it begins to act as a relatively independent field.

Natural and social phenomena are valued as a result of human activity. It is inappropriate to value the phenomena of nature and society that do not satisfy the interests and needs of a person, do not correspond to his dreams, wishes, and ideals. For example, natural resources become valuable only after they are used to satisfy human needs. Until then, we should consider them as wealth. The following definition of the concept of value is given in the encyclopedic dictionary of philosophy. Value is a philosophical-sociological and axiological concept used to show the universal, social-ethical, cultural-spiritual significance of certain events in reality. All things, events and events that are important for society, man and humanity: freedom, goodness, equality, peace, truth, enlightenment, culture, material and spiritual wealth, monuments, beauty, moral character and virtues, traditions, customs, Udm and others were calculated.

The content of the concept of value Values can be universal, universal, national, regional, personal. Values are a concept that has its own historical roots, development, inheritance as a product of socio-

historical development, first of all, production, labor activities are created as a set of things, events, behaviors that benefit relations between people, and the activities of certain people, social groups. Becomes and is becoming a spiritual phenomenon that directs one's behavior in a certain direction and sets it to the appropriate norm. A person lives in the world of countless values throughout his life. Values that represent the most important aspects of the existence, natural and social environment surrounding humanity, living and inanimate nature have a universal character. Such values are eternal, absolute and sacred values that never lose their importance for society. Definitions of the concept of value from the point of view of social philosophy show the existence of different approaches in many scientific literature, and sometimes there are cases of their complete denial of each other. In a number of his works, Q. Nazarov, while emphasizing the urgency of this problem, showed that there is little attention paid to these issues, along with scientific analysis of its content, structure, main forms, features of manifestation, and the place and importance in the system of universal human capacities. – explains that it is a philosophical-sociological and axiological concept used to show the universal, universal, social-ethical, cultural-spiritual importance of certain events in reality. T.Abdullaev analyzed the national and international relations in marriage and the values related to them in his doctoral thesis entitled "Dialectics of national and universal

values in the field of marriage”[106]. In our opinion, when we say value, we understand the set of all material and spiritual assets that are important for the society of a person, a nation, that have arisen during the evolution of the spiritual and cultural needs of some individuals, nations, peoples or social groups, and that serve their interests and goals. Values are a rich and multifaceted concept that includes natural, socio-political, legal, material, spiritual, religious, moral, artistic aesthetic, etc. Any value is a product of human activity, an expression of his attitude towards the environment. Value is a necessary product of social and spiritual development of society. Each value is the spiritual essence of a certain era and reflects the social and political landscape of society. Values have a social nature and appear and develop in the course of people’s practical activities. Where there is no man, there is no value in anything. Values arise in connection with a set of things, events and spiritual processes that are necessary and beneficial for a person’s activity in various spheres, first of all, in the field of production and labor. Value is a complex process that encompasses the moral, aesthetic and legal spheres of human existence, as well as the sphere of social consciousness. The main foundation of the existence of a person’s identity, ego, is enriched and filled with value. In their practical activities, people satisfy the natural demands and needs necessary for life using the properties of objects and events.

Values have a social nature and appear and develop in the course of people’s practical activities. The revival of national culture and values, the development of our society and the cultural, spiritual, moral development of the human personality, opens a wide perspective in the education and upbringing of a perfect person who will become the owner of a great country in the future. Values are the incomparable wealth of our people. It is our sacred duty to carefully preserve, develop and enrich it. That is why today our free and free people are boldly striving for new and advanced aspects in science and technology, culture and art in the enlightenment created by all nations and states. In the land of Uzbek, the system of our values, which happens many times in history, is being established anew, making us unique and advanced, talented and, most importantly, necessary for people. Improving the physical maturity of the young generation in our country is one of the urgent problems of today. Therefore, it is no coincidence that in our country serious attention is being paid to the issues of raising the young generation to be perfect people who will strengthen the independence of the Motherland. Uzbek folk holidays, which are still being studied, have a long and rich history. If we rely on the opinion of historians and scientists that “the holiday appeared and developed together with man”, then the first sources of folk holidays can be traced back to the oldest Paleolithic period, i.e. 500,000 years ago, when the human race began to appear in Central Asia. For now, we want to

talk about the holidays of local peoples during the next 3,000 years. For this, first of all, we will turn to the holidays of our ancestors who lived in Central Asia – Sak, Massaget, Bactrian, Sogdian, Khorezmian, and then the holidays of the Uzbek people, which have been historically formed. At the beginning of the 1st millennium BC (that is, 30-26 centuries ago), the development of sedentary farming in Central Asia, the decay of primitive society, the emergence of the slave system, the emergence of states such as Sogd, Khorezm, Bactria, and the formation of religious views are typical of that period. , began to require ceremonies and holidays. Especially as a result of the spread of Zoroastrianism (fire worship) to Central Asia, ceremonies and holidays related to this ancient religious and philosophical view spread widely among the local population. Sources such as the sacred book of Zoroastrianism “Avesta” and its songs in the second part “Vispard”, the 72 chapters of sacrificial songs in the third part “Yasna” and a description of the images and rituals typical of religious ceremonies, and the 22 songs dedicated to Zoroastrian gods and goddesses in the fourth part “Yasht” are religious rituals. And it indicates that the holidays are very developed. The work of the great scientist Abu Rayhan Beruni, who lived in the 10th – 12th centuries, “Monuments left from ancient peoples” plays a very important role in studying the holidays of the peoples living in the territory of Central Asia, including Uzbekistan. In his work, Beruni left an invaluable historical and cultural

wealth about famous days, Eids and customs in the calendar of the ancient Khorezms, Sogds, Iranians, Romanians, Jews, Syrians, Christians, Indians and others.

In this book, Beruni divided the pre-Islamic Eid of Khorezm people into two types: 1. Those dedicated to natural events: New Year holiday (Navroz), opening holiday, bonfire warming holiday, butter bread day, Mina night (held in early spring in memory of a woman who died of cold Eid) etc.

2. Religious ceremonies (in the pre-Islamic period): the day of putting food on graves for ghosts, etc. Beruni mainly used the word “hayt” instead of the word “bayram” as we understand it now. Now, in many literatures, the word “Hayt” is used to refer to Islamic holidays. Beruni used the word “hayt” to refer to pre-Islamic holidays. It is known that the Zoroastrian calendar was used in Iran, Sogd and Khorezm before BC. These peoples had their own holidays and famous days in every season and month of the year. For example, “farvardin moh” – the beginning of summer, “tir moh” – the beginning of autumn, “mehr moh” – the beginning of winter, “dinny moh” – the beginning of spring. “They had (Eid) days within their months, which were used according to the four seasons,” says Beruniy. According to some ethnographers, including N.P. Lobacheva, the beginning of the year has coincided with spring in Central Asia since ancient times. During the Sassanid dynasty, the beginning of

the year was moved to the summer solstice (now June 21-22). However, after the transition to the lunar calendar, the first month of the year was moved back to spring, the equinox day (March 22). Beruni writes about this: “Navroz... in the past... it coincided with the entry of the Sun into the sign of Cancer. Then, when it was pushed back, it came in the spring. (Now) he comes at a time that serves him throughout the year, that is, from the first drop of spring rain until the flowers open, from the blossoming of the trees until their fruit ripens, from the time of fleeing (lust) in animals until the generation of offspring. Therefore, “Navroz” is evidence of the beginning and creation of the universe. Holidays, as we mentioned above, do not only reflect the nature of each season, but also mainly focus on glorifying human activities. In particular, two of the pre-Islamic autumn holidays are noteworthy. One of them is “Tirgon” (or “Rozi Tir”). Taking into account that the word “Tir”, “Tirlama” still means “autumn”, it proves once again that Eid is a real autumn holiday. On the day of “Navroz” nature begins to revive, on the day of “Mehrjon” the limit of growing things is reached, growth substances are cut off from it, and animals stop breeding.

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THE MAIN DIFFICULTIES ENCOUNTERED IN THE BEGINNING OF THE ENGLISH LANGUAGE

Submission Date: December 03, 2023, **Accepted Date:** December 08, 2023,

Published Date: December 13, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-12>

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ABSTRACT

The ability to communicate efficaciously in the English language is a key thing in a modern-day globalized society. But, many non-native audio systems encounter numerous difficulties when studying the language, in particular in the starting tiers. One most important undertaking is understanding the nuances of pronunciation, grammar, and vocabulary. The complexity of English syntax and grammar may be overwhelming, requiring an enormous amount of effort and time to master. Additionally, the sheer range of English words and their varied meanings, context, and utilization can be daunting. Other elements that could make mastering English difficult consist of the lack of publicity to the local audio systems, limited get right of entry to sources, and the difficulties in adapting to new cultural norms. Despite these challenges, persistence and dedication to gaining knowledge of the language can lead to super verbal exchange competencies in English.

KEYWORDS

Modern-day; globalized society; pronunciation; grammar; vocabulary.

INTRODUCTION

A. Significance of the English language.

The significance of the English language can not be overstated in the international context, as it's by far

the most widely spoken language within the globe. It's miles the reliable language of fifty-three countries and is spoken by a minimum of 1.5 billion human beings international. English has emerged as the lingua franca of the present-day global, presenting a commonplace means of communication amongst humans of numerous nationalities and cultures. It is also the language of global commercial enterprise, diplomacy, technological know-how and generation, and higher education. A talent in English opens up quite several possibilities, together with better job prospects, get admission to higher schooling, and the potential to interact in worldwide conversations and cultural trade. For the non-native audio system, acquiring a great command of English is imperative as a way to harness those possibilities and navigate the needs of an increasing number of interconnected global.

B. Difficulties in getting to know the English language.

Another giant challenge in mastering the English language is the unfamiliarity of its grammar regulations. English grammar is quite specific from that of many different languages, and as such, it calls for committed time and effort to master. Sentence shape, verb conjugation, and tenses, for example, can cause tremendous issues for newbies. Additionally, learning English vocabulary isn't a smooth undertaking. Often described as

A language of idiomatic expressions and phrasal verbs, English has a plethora of precise phrases and complex words that require no longer the handiest memorization but additional information of while and the way to use them in context. Many novices can find it discouraging while attempting to hold the widespread amount of statistics that the English language needs.

Every other commonplace trouble that freshmen face whilst beginning to learn English is pronunciation. English is quite specific in its sound device and due to this, many learners discover it hard to properly pronounce phrases. The language has several vowel and consonant sounds that don't exist in different languages. These sounds may be in particular difficult for beginners whose native languages lack them.

Additionally, there are silent letters in English phrases that may be complicated for freshmen. For instance, the word 'knight' is mentioned as 'nite' with the 'okay' being silent. Most of these pronunciation difficulties can result in newcomers feeling self-aware and embarrassed while speaking English, which may, in turn, motivate setbacks in their language acquisition journey.

II. Studies approach.

Pronunciation.

Some other most important difficulty for novices studying English is pronunciation. The English language has an incredibly complicated and numerous set of sounds, that can regularly be tough to copy accurately. A few of the sounds in English are not commonly determined in other languages, which could cause them to be even extra difficult to master. Additionally, English speakers use intonation, pressure, and rhythm to deliver meaning and emotion, which can be hard for non-native audio systems to comprehend. Mispronouncing phrases can also cause confusion and miscommunication, which can be frustrating for both the speaker and the listener. However, with exercise and steerage, newcomers can enhance their pronunciation and gain greater self-belief speaking English.

A. Difficult vowel and consonant sounds.

Elaborate vowel and consonant sounds also pose a venture to novices of English as a second language. An example of an intricate vowel sound is the difference between the fast and long sounds of "i" and "e." as an instance, in words like "bit" and "beat," the difference in sound is essential, however, it can be tough for freshmen to perceive. In addition, consonant that appears like "th," which haven't equivalents in a few languages, can also be challenging. Beginners may inadvertently replace "d" or "t" sounds, main to incorrect pronunciation. Furthermore, the differences in stress patterns between English and some

newcomers' native languages also can be problematic. Out-of-place pressure can alter the means of a phrase, inflicting confusion and useless communicate.

B. Extraordinary English accents.

Another predominant challenge confronted with the aid of English newcomers is the diversity of accents in the English-speaking international. English accents range appreciably throughout the united states, top-notch Britain, Australia, and different English-speaking countries. A few accents, which include the British acquired Pronunciation (RP) accent, are normally used in academic and expert settings and can be less complicated for newcomers to recognize.

However, other accents, such as the diverse Southern American accents or the Australian accessory, maybe extra tough for newcomers to understand because of variations in pronunciation, vocabulary, and grammar. Moreover, novices may conflict to modify local variations in vocabulary and idioms, which may further complicate their knowledge of spoken English. Consequently, it's miles important for English newcomers to be aware of and practice being attentive to a variety of accents to improve their average comprehension abilities.

C. Intonation.

Every other challenge that non-local English speakers encounter is intonation. Intonation refers to the

manner that we use pitch, pressure, and rhythm to deliver that means and attitude in spoken language. In English, intonation can be in particular tough because pitch and pressure play a major function in distinguishing between special words and conveying emotions. As an example, the phrase "content material" can be stated with special stress styles to signify whether or not it approaches "glad about what one has" or "the concern relies on textual content." Accuracy in intonation is vital for powerful communication in English, and non-local speakers may warfare to deliver the meant which means if their intonation is inaccurate. Thus, it's far critical for learners to be cognizant of intonation while working towards their talking abilities.

One of the most important skills to grasp while getting to know English is the potential to apprehend and use a wide variety of vocabulary. English is a language with a big lexicon, and it can be hard for

Non-native speakers memorize new words quickly and efficiently. A useful approach for expanding one's vocabulary is to read considerably in English, masking more than a few genres and topics. Additionally, newbies can gain from the use of online dictionaries and apps that offer definitions, synonyms, and example sentences. But, it is critical to remember the fact that honestly memorizing phrases isn't always enough – beginners also want to learn how to use

phrases in context, to realize nuances of meaning, and to apprehend suitable register and tone.

Grammar

This is another predominant challenge for novices within the English language. Not like other languages which have hard and fast inflexible grammar policies, English is flexible and dynamic in its grammar. The English language has several verb tenses, and it is critical to understand how and when to apply them efficiently. Furthermore, English grammar has many exceptions and irregularities that newbie inexperienced persons may also battle with. Novices might also conflict with the right use of articles, prepositions, and conjunctions. These mistakes can result in confusion and misunderstanding, and it's miles critical to have a stable know-how of English grammar for effective communicate in both written and oral bureaucracy.

A. Complex sentence structure

A complicated sentence consists of an impartial clause and at least one structured clause. This form of sentence shape may be tough for English language newbies (ELLs) to comprehend because it calls for them to understand the connection between the 2 clauses and the way they are characteristic in the sentence. ELLs may additionally battle with figuring out the challenge and verb in the structured clause and

Figuring out which word or words it relates to in the impartial clause. Further, complicated sentences can also be challenging to punctuate successfully, as the position of commas performs a tremendous role in conveying the supposed meaning. Consequently, ELLS need to exercise writing and reading complex sentences to enhance their comprehension and conversation competencies in English.

B. Verb tenses

Are any other difficult factors of the English language? There is a spread of tenses in English, each one indicating a unique time frame. It's far more important to understand the proper use and formation of those tenses with the purpose to speak effectively. Additionally, abnormal verbs add an extra layer of complexity, as their past irritating and past participle forms do not comply with a constant pattern. Students ought to spend time memorizing irregular verbs to use them efficaciously in sentences. It's also important to be aware of the context of the sentence to make certain that the verb nerve-racking is accurate. Incorrect verb disturbing usage can lead to confusion, miscommunication, and a poor effect on the general fine of the scholar's writing.

C. Prepositions.

Every other not unusual problem for English language newcomers is the suitable use of prepositions. Prepositions may be problematic due to the fact an

appropriate usage regularly relies upon context and may exchange that means of a sentence. Even native English audio systems may additionally battle with prepositions in sure conditions. Some common errors encompass using "in" rather than "on" or vice versa, or confusing "at" and "to". One manner to enhance your preposition utilization is to pay attention to how native audio systems use them in context and to practice the usage of them yourself in unique situations. It could additionally be useful to memorize commonplace prepositional terms and their meanings, along with "in addition to" or "in regards to".

Every other important issue confronted by beginner English rookies is the enormous array of idioms and colloquial expressions which might be used in normal speech. Those phrases frequently don't have any direct translation and can be puzzling to non-native audio systems. Additionally, idioms can vary from area to area and may not make feel out of doors of a selected cultural context. As an example, the word "it's raining cats and puppies" manner it's raining heavily, but to a person who's strange with this idiom, the assertion can also appear confusing. Furthermore, colloquial expressions in English are in regular evolution and can be difficult to hold up with, especially for those studying the language as a 2nd language. As a result, it's far essential for college students to immerse themselves in the language thru daily conversations and media.

Vocabulary;

The fourth fundamental assignment in learning the English language is related to vocabulary. Because of its twin origin, English has a plethora of words that have exceptionally comparable meanings, making it hard to distinguish between synonyms and antonyms. Additionally, the good-sized variety of homonyms and heteronyms together with multiple meanings of phrases often introduce a stage of ambiguity inside the language, making it challenging for the rookies to decide the context in which a word is being used. Moreover, the good-sized vocabulary of the English language coupled with the complexity of grammar rules can result in misunderstandings, misinterpretations, and frequent mistakes on the part of the rookies. For that reason, developing a sturdy and versatile vocabulary is key to turning into a proficient speaker of the English language.

A. Big quantity of phrases.

Thirdly, another fundamental undertaking that students face within the preliminary tiers of learning the English language is the wide quantity of vocabulary that they want to understand. English is a language that has many phrases, and new words are brought frequently. For non-local English speakers, it may be overwhelming to analyze and memorize all of the words and their meanings. It is important to have an extensive and sundry vocabulary with a purpose for

specific thoughts and ideas really and successfully. But, this takes effort and time to domesticate. Students want to study drastically and make a conscious effort to research new words in distinctive contexts to build their vocabulary. Whilst it may be hard to not forget all of the words, it's far vital to be patient and continual in the mastering process.

B. Similar phrases with one-of-a-kind meanings.

Any other impediment whilst learning English is comparable phrases with different meanings. Homonyms, homographs, and homophones can be a source of bewilderment for non-local speakers, mainly inside the early tiers of learning. For example, the phrases 'tear' and 'tear' are spelt equally, but they have special meanings. One refers back to the act of ripping something apart, even as the alternative approach is a liquid that comes out of the eyes whilst we cry. Similarly, words like 'lead,' 'stay,' and 'wind' can imply different things whilst utilized in special contexts. This will make it hard to recognize the means of a sentence or a word with the outright context. Consequently, it's essential to familiarize oneself with these versions which means to keep away from misunderstandings.

C. Colloquial expressions.

Some other project that rookies face in the early levels of learning English is the usage of colloquial expressions. These expressions are casual terms or idioms utilized in regular communication that won't

continually make feel to non-local speakers. Examples of colloquial expressions include phrases along with “hit the nail on the top” or “fee an arm and a leg”. Even as these expressions add shade and familiarity to the language, they also can create confusion for novices who aren't familiar with their utilization. Moreover, there are nearby variations in colloquial expressions, which further provides to the task for novices. Therefore, students must grow to be familiar with commonplace colloquial expressions and the context wherein they may be used to higher recognize and speak in English.

Similarly to the demanding situations of spelling and grammar, inexperienced persons of English often warfare with pronunciation. English has a notoriously unpredictable gadget of phonetics, with several exceptions to guidelines and some sounds that don't exist in lots of other languages. For instance, ‘the sound is one of the toughest for non-native audio systems to supply efficaciously. Additionally, there are widespread regional versions of English pronunciation, that can similarly confuse newcomers. As a result, a few newcomers may additionally hotel to memorizing terms and sentences as opposed to trying to apprehend and bring man or woman sounds, which can prevent their capability to speak effectively inside the language.

Language exposure;

Any other trouble encountered at the beginning of the English language is the dearth of exposure to the language outside of the lecture room. Language publicity performs a vital function in language acquisition, and without regular publicity to English, inexperienced persons may struggle to progress in their proficiency. That is especially actual for newbies who live in non-English speaking environments, wherein they will have restrained opportunities to use English in real-global contexts. Moreover, the lack of language publicity can result in constrained expertise in colloquialisms and idiomatic expressions, making it difficult for learners to understand local speakers and communicate successfully. Consequently, it's miles vital for English language freshmen to actively are looking for publicity in English thru media, social interactions, and different forms of verbal exchange outdoors of the school room.

A. Limited language exposure.

Restricted language publicity is another foremost problem that students face at the start of the English language. Students who come from nations wherein English is not spoken as a primary language regularly has restricted publicity to the language, making it hard for them to recognize and speak in English. They may have discovered the basic grammar and vocabulary of their home international locations however war to apprehend the nuances of the language, including idioms, phrasal verbs, and slang. Moreover, language

publicity can vary depending on the region or country. As an example, a student from a rural area may additionally have less publicity in English than a student from a city vicinity. This confined exposure poses a sizeable venture to language rookies and might require extra attempts and assets to triumph over.

B. Unfamiliar environment.

Any other big mission that many learners may face while beginning to examine English is the unusual environment that includes it. For many students, English is not only a language but a tradition as properly. Therefore, it can be overwhelming to evolve to the new customs, traditions, and social expectations related to it. In addition, some individuals may additionally war with the one-of-a-kind accents and pronunciations encountered while speaking with English natives from exceptional components of the sector. The strain and tension related to navigating through a brand-new environment can notably affect a student's capability to efficiently acquire the new language. As such, it's miles vital to offer rookies at ease and supportive surroundings that encourage them to thrive in their gaining knowledge of adventure.

C. Language anxiety.

One of the most frequent difficulties that students revel in while starting to learn a brand new language is language tension. Language tension is the sensation of

unease, anxiousness, or apprehension that someone stories when attempting to use a foreign language. It regularly affects language-inexperienced persons who're nonetheless inside the starting levels in their language gaining knowledge of the process or who have by no means attempted to examine an overseas language earlier than. Some of the signs and symptoms of language tension consist of sweating, shaky voice, elevated heart price, forgetfulness, and issue concentrating. Language tension can critically abate a person's capability to analyze and use a foreign language, and, if left unchecked, it can even result in a complete phobia of talking the language.

Another important issue for English language learners is gaining knowledge of verb tenses and irregular verbs. In English, verbs can have up to 5 paperwork for each annoying, consisting of the simple gift, present participle, easy beyond, beyond participle, and future tense. Moreover, there are numerous abnormal verbs, which do now not comply with the usual styles for conjugation. For instance, "move" turns into "went" in the beyond stressful, and "eat" becomes "ate". This could be puzzling for rookies because the policies for normal and abnormal verbs tend to be taught one at a time. Also, the dearth of consistency in English spelling and pronunciation makes it tough for novices to apprehend the correct form of a verb when they hear it. Consequently, studying verb tenses and abnormal

verbs stays a task for English language newbies at all levels.

Cultural differences;

Some other full-size project that non-local English speakers can face whilst studying the language is cultural variations. Cultural differences can affect language use and comprehension, especially on the subject of idiomatic expressions and cultural references. English is a language that is closely motivated by way of the way of life in which it is spoken, and it could take time for beginners to accumulate enough know-how of the cultural nuances surrounding the language. For example, an idiom like "the ball is on your court" can be perplexing to a person who is not familiar with tennis, a sport that originated in England. In addition, cultural references in literature or media, which include Shakespeare's performances or references to American cultural figures, may be tough to apprehend for inexperienced persons with no enjoyment of the culture.

A. One-of-a-kind expressions.

Any other issue of the English language that confuses learners is the extensive range of different expressions. Idioms, phrasal verbs, and slang are not unusual occurrences in ordinary conversations in English. For instance, the idiom "permit the cat out of the bag" is typically used to intend to reveal a mystery. Conversely, phrasal verbs which include "flip off" or

"pick out up" may have a spread of meanings depending on the context wherein they're used. Slang, however, is a language subset that is often precise to a tradition or geographic region. These expressions aren't regularly taught in conventional language lessons however are critical for attaining language talent. Beginners within the English language are often beaten by those linguistic nuances, ensuing in a steeper studying curve.

B. Slang words.

Some other obstacle is the extensive use of slang phrases. Slang is a casual language that is regularly used among buddies or in particular communities. Slang words aren't commonly located in textbooks and may not be understood using new English rookies. Slang phrases can also be place-unique, so a word this is typically used in one a part of the u. S . A . Won't be used in another. Slang also can alternate regularly, making it tough for language rookies to hold up with the modern terms. Moreover, many slang phrases have exclusive meanings depending on the context wherein they're used. Consequently, freshmen of English should make a concerted attempt to recognize slang words and their meanings to fully recognize informal English conversations.

C. Idiomatic expressions.

Are a considerable project for a non-local audio system studying English. Idiomatic expressions are terms that

can not be literally translated and regularly have figurative meanings that can be difficult to grasp. For instance, the word “it’s raining cats and puppies” method that it’s miles raining heavily, but a non-native speaker may not understand the figurative meaning of the expression. Idioms also can range by way of region and lifestyle, making it even harder for non-local audio systems to apprehend them. Additionally, idiomatic expressions are regularly utilized in the casual communicate, making it all of the more crucial for non-local audio systems to study them to efficiently talk with local English speakers in ordinary conditions.

One key venture for English newcomers is the great array of idiomatic expressions and phrasal verbs. These expressions can be difficult to interpret and are often unique to the English language. For example, the word “kick the bucket” method to die, whilst “break a leg” means good fortune. These expressions can confuse non-native speakers and preclude their ability to apprehend native English speakers. Additionally, phrasal verbs, including “appearance up” and “put off,” frequently have more than one meanings relying on the context wherein they are used, making them difficult to master. As such, it is essential for English rookies to be exposed to those expressions and to have opportunities to exercise their use of them in a context that allows them to enhance their information and fluency in the language.

Instructional device;

Another contributing factor to the difficulties encountered in learning English as a second language is the educational gadget. That is due to the fact the old methodology of teaching this is nonetheless being hired in some schools isn’t always powerful for coaching English as a 2d language. In addition, maximum colleges lack the important assets and infrastructure required for powerful teaching and learning. Teachers, who are predicted to be professional and trained, may be below-certified to guide college students thru the intricacies of English grammar, syntax, and pronunciation. The confined publicity of college students to native English audio systems further exacerbates the hassle. As a result, students are unable to speak efficiently in English, which leads to limited possibilities inside the job marketplace and different elements of life. The instructional system desires to be restructured to encompass present-day teaching methods and assets to ensure that scholars are properly equipped to research English as a 2nd language.

A. Poor teaching methods.

Another quandary that language beginners encounter is the terrible quality of teaching techniques. It’s miles a crucial element that affects the achievement of a scholar in learning a brand new language, and ineffective coaching techniques can result in a loss of motivation in college students. In a few instances, teachers do now not use updated

Or interactive coaching strategies, thereby making the studying procedure dull. Furthermore, some teachers use confusing or unfamiliar terminology, which makes it difficult for college kids to understand the materials. A few teachers can also fail to explain the importance of the materials included to the students, resulting in a lack of knowledge of the relevance of the studied content. Therefore, instructors need to apply contemporary, stimulating, and interactive teaching methods to facilitate effective studying.

B. Insufficient sources.

Any other principal difficulty that emerged at the beginning of English getting to know become the inadequacy of assets. In some cases, learners had insufficient materials and devices to help their mastering journey. This brought about a loss of get right of entry to substances that might assist improve their competencies in various regions together with grammar, vocabulary and talking. Teachers were also stricken by this inadequacy as they had been restricted get admission to schooling and development programs that might have given them more know-how to deal with exclusive ranges of rookies. The restricted resources also averted some rookies from participating in extracurricular sports and occasions which were essential for practice and immersion in the language. Despite those challenges, the freshmen and instructors who decided to prevail determined ways to improvise and maximize the to-be sources.

C. Lack of opportunities.

Some other most important problem faced by non-native speakers in learning English is the dearth of exposure to the language. Usually, non-native audio systems come from countries wherein English is not commonly spoken, making it difficult to find possibilities to practice and enhance their language abilities. Furthermore, get right of entry to assets is constrained, with few books, television indicates, or films available in English. This makes it difficult to immerse oneself in the language, which is an important part of gaining knowledge of manners. As a result, non-local audio systems may also war to use the language guidelines they have found out in actual-life situations, hindering their potential to communicate successfully in English. Overcoming this obstacle calls for a concerted attempt to are searching for opportunities to practice the language, whether thru language change packages or immersion stories.

One of the main difficulties encountered by non-local English audio systems is the complexity of English grammar. Unlike some other languages, English does not have a constant set of guidelines governing phrase endings or conjugations, and there are many exceptions to the policies that do exist. Moreover, English has a huge range of tenses and modal verbs, which may be tough to master for the ones coming from languages with a less complicated and demanding machine. Using articles (a, an, and the) can

also be puzzling for non-native audio systems, as English is one of the few languages that have them. Overcoming these demanding situations calls for a brilliant deal of exercise and interest in detail, in addition to a willingness to learn and make errors along the way.

CONCLUSION

In the end, gaining knowledge of a new language can be a difficult yet rewarding enjoyment. As proven in this essay, there are numerous problems encountered at the start of studying the English language. These challenges can arise from differences in grammar rules, pronunciation, and vocabulary. Moreover, the cultural nuances and social conventions present in conversation additionally pose barriers to getting to know. But, with proper sources, determination, and exercise, these problems can be triumph over. It's miles crucial to have a fantastic mindset in the direction of learning and to are seeking help from instructors, friends, or language trade companions. In time, you could attain fluency in English and advantage knowledge of a brand new lifestyle. The advantages of language acquisition expand beyond educational or professional nation-states; it opens doorways to new possibilities, broadens views, and fosters communicate and expertise amongst individuals of diverse backgrounds.

A. Recap of difficulties mentioned.

In summary, the principal difficulties encountered within the starting stages of getting to know the English language include the demanding situations of mastering the pronunciation of English sounds, memorizing the substantial vocabulary, and expertise in complex grammar guidelines. Phonetics and intonation play a big position in English pronunciation, and knowledge of the phonetics of the language is important. Vocabulary plays an essential position in verbal exchange, and the huge wide variety of English phrases may be overwhelming. Grammar can be a particularly difficult thing in the language, with diverse grammatical policies and exceptions making it extra hard to master. Those difficulties can make English language novices annoyed and discouraged, emphasizing the importance of perseverance and practice.

B. Advantages of getting to know the English language.

Studying English is fine for people in many ways. First of all, it's miles the language of communication in lots of parts of the world. Understanding English opens doorways to task opportunities and lets people interact results easily with people of numerous cultures. Secondly, English is the language of international enterprise, and it is the most normally used language in the technological, clinical, and clinical fields. It gives an introduced advantage to the students and specialists who work or take a look at those

regions. Thirdly, it improves cognitive talents, increases mind features, and complements reminiscence strength. Sooner or later, mastering English allows exploring specific cultures, literature, and media throughout the globe, thereby broadening the person's angle.

C. Strategies to conquer difficulties in getting to know the English language.

To overcome problems in mastering the English language, several techniques may be implemented. First off, it's far crucial to exercise often. Consistent practice will assist to improve vocabulary and grammar, which might be key components of language mastering. Secondly, seeking assistance from an educator or trainer may be beneficial. This allows for personalised attention and steerage and additionally gives the possibility to ask questions and get comments. Another beneficial strategy is to immerse oneself in the English language and way of life. Watching English tv suggests and movies, being attentive to English songs, and analyzing English books assist to improve language competencies and increase self-belief in the usage of the language. Finally, it is vital to have patience and perseverance. Studying a language calls for effort and time, however, with dedication and willpower, progress can be made.

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FOSTERING CREATIVITY IN FUTURE PRIMARY SCHOOL TEACHERS: A PATHWAY TO EDUCATIONAL EXCELLENCE

Submission Date: December 03, 2023, **Accepted Date:** December 08, 2023,

Published Date: December 13, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-13>

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ABSTRACT

This article explores the importance of developing creativity in future primary school teachers and provides strategies to nurture their creative potential. It emphasizes the significance of creativity in education, the incorporation of creative teaching methodologies in teacher education programs, the promotion of playfulness and curiosity, the value of collaboration and diverse perspectives, the integration of arts and technology, the cultivation of a growth mindset, and the creation of a supportive environment. By focusing on these aspects, aspiring primary school teachers can effectively inspire creativity in their students and prepare them for the demands of the 21st century.

KEYWORDS

Creativity, primary school teachers, teacher education programs, creative teaching methodologies, playfulness, curiosity, collaboration, technology integration, innovation, critical thinking.

INTRODUCTION

The development of creativity is a crucial aspect of preparing future primary school teachers. In an ever-evolving educational landscape, creativity plays a

pivotal role in fostering innovation, critical thinking, problem-solving skills, and adaptability among students. This article explores the significance of

developing creativity in aspiring primary school teachers and highlights effective strategies to nurture their creative potential.

Understanding the Importance of Creativity in Education: Creativity is not limited to artistic expression; it encompasses the ability to think outside the box, generate original ideas, and approach challenges with an open mind. By cultivating creativity, future primary school teachers can inspire their students to become active learners and develop essential skills for success in the 21st century.

Incorporating Creativity into Teacher Education Programs:

Teacher education programs should prioritize the development of creativity among aspiring primary school teachers. This can be achieved through a multidimensional approach that includes theoretical knowledge, practical experiences, and reflective exercises. Courses and workshops on creative teaching methodologies, innovative lesson planning, and integrating arts and technology into the curriculum can equip teachers with the necessary tools to foster creativity in the classroom.

Encouraging Playfulness and Curiosity: Nurturing a sense of playfulness and curiosity is fundamental to unlocking creativity. Teacher education programs should emphasize the value of exploration, experimentation, and risk-taking. By encouraging

future teachers to embrace these qualities, they can model and instill a love of learning in their students, fostering an environment that nurtures creativity.

Promoting Collaboration and Diverse Perspectives: Collaborative learning environments provide fertile ground for creativity to thrive. Future primary school teachers should be encouraged to work collaboratively, engage in group discussions, and value diverse perspectives. These experiences promote the exchange of ideas, enhance critical thinking, and foster creative problem-solving skills.

Integrating Arts and Technology: Integrating arts and technology into the curriculum can significantly enhance creative development. By incorporating visual arts, music, drama, and digital tools, future teachers can tap into various forms of expression and provide students with opportunities to explore their creativity. Additionally, leveraging technology platforms can facilitate innovative teaching methods and enable students to engage with educational content in dynamic ways.

Embracing a Growth Mindset: Developing a growth mindset is essential for future primary school teachers to nurture their own creativity and that of their students. By fostering a belief in continuous improvement, resilience, and the value of effort, teachers can inspire their students to embrace

challenges, take risks, and persist in their creative endeavors.

Creating a Supportive Environment: Teacher education programs and educational institutions should create a supportive environment that values and encourages creativity. Mentoring programs, peer collaborations, and professional development opportunities focused on creativity can provide ongoing support to future primary school teachers and help them refine their creative teaching practices.

Encouraging Playfulness and Curiosity:

Playfulness and curiosity are crucial in fostering creativity in future primary school teachers for several reasons:

Exploration and Experimentation: Playfulness and curiosity encourage teachers to explore new ideas, teaching methods, and approaches. They are more likely to take risks, try innovative strategies, and experiment with different techniques, which can lead to creative breakthroughs in the classroom.

Open-mindedness: Playfulness and curiosity foster an open-minded attitude, enabling teachers to embrace diverse perspectives, alternative solutions, and unconventional thinking. This mindset allows for the exploration of multiple pathways and encourages the generation of creative ideas.

Joy of Learning: Playfulness and curiosity create an atmosphere of joy and excitement for learning. When teachers approach their work with enthusiasm and a sense of wonder, it becomes contagious and inspires students to develop their own curiosity and passion for learning.

Promoting Collaboration and Diverse Perspectives:

Promoting collaboration and diverse perspectives among future primary school teachers is essential for fostering creativity because:

Exchange of Ideas: Collaboration allows teachers to share their experiences, ideas, and insights, leading to a rich exchange of diverse perspectives. This exposure to different viewpoints stimulates creativity by challenging existing assumptions, sparking new connections, and fostering innovative approaches to teaching.

Co-creation and Innovation: Collaborative environments provide opportunities for teachers to co-create lesson plans, projects, and activities. This collaborative process encourages the generation of novel ideas, the blending of different teaching styles, and the integration of diverse skills, resulting in innovative and creative teaching practices.

Problem-solving Skills: Collaboration requires teachers to work together to solve problems and overcome challenges. By engaging in collaborative problem-

solving, teachers develop their critical thinking abilities, learn from each other's strengths, and explore creative solutions that may not have been possible individually.

Inclusive Environment: Promoting diverse perspectives ensures that all voices are heard and valued. This fosters an inclusive environment where different ideas, cultural backgrounds, and experiences are respected. Such an environment encourages creativity by providing a broader range of perspectives and insights that can inspire innovative approaches to teaching.

By encouraging playfulness and curiosity and promoting collaboration and diverse perspectives, future primary school teachers can tap into their creative potential, explore new possibilities, and create dynamic and engaging learning experiences for their students.

The development of creativity in future primary school teachers is vital for creating engaging and innovative learning environments. By equipping teachers with the knowledge, skills, and mindset to foster creativity, we can empower them to inspire their students to become lifelong learners, critical thinkers, and innovative problem solvers. Embracing creativity in teacher education programs will contribute to the overall advancement of education and prepare students for the challenges of the future.

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THE IMAGE OF ABU RAYHAN BERUNI IN THE INTERPRETATION OF ISAJAN SULTAN

Submission Date: December 04, 2023, Accepted Date: December 09, 2023,

Published Date: December 14, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-14>

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ABSTRACT

This article analyzes the novel "Abu Rayhan Beruni" by the people's writer of Uzbekistan Isajon Sultan. During the analysis, the peculiarities of the author's interpretation of the image of Abu Rayhan Beruni are discussed. Some comments are made about the proportionality of historical truth and artistic texture. At the end of the analysis, a conclusion is given.

KEYWORDS

Abu Rayhan Beruni, Isajon Sultan, author's skills, stylistic originality, interpretations and analyses, historical truth, artistic texture.

INTRODUCTION

In Uzbek literature, there are about twenty works of various genres in which the image of Abu Rayhan Beruni is interpreted. Among these works, the novel "Abu Rayhan Beruni" by the People's Writer of Uzbekistan Isajon Sultan, published this year, was added. Compared to other works in which the

character of the Alloma is interpreted, the novel acquires its uniqueness in a number of aspects. In particular, the writer tried to fully reflect Beruni's era, as well as fully reveal Hazrat Beruni's life, personality, and his religious, philosophical, and political views. In addition, Abu Rayhan Beruni's scientific activities,

research work, a tool for measuring the relative weights of substances he made with his own hands, a fine scale for determining the weight of precious stones, equipment based on the rule of adjacent containers, high Hand-made inventions of various sizes, such as accurate astrolabe and armila, intellectual discoveries put forward by clear scientific evidence are shown from the beginning to the end of the work, sometimes with the help of events and sometimes using the language of images in different ways. "Abu Rayhan also read the works of Greek scientists on the structure of the earth. In addition, he studied the theory of triangles and right angles. Whenever I looked, I would see him on the bills. After measuring and checking the rum, together with the blacksmith, his hands made his own astrolabe and armilla. The scientific achievements and labors of our Alloma ancestor are described as follows. At this point, we remember the following words of the former president of France, Francois Mitterrand. "The services rendered by Abu Rayhan Beruni, the great thinker of the East, known as "Al-Baron" in the West, are so great that no representative of any other nation can be placed next to him. He was the first in all fields of science. The history of world science cannot be imagined without the scientific works of Abu Rayhan Beruni."

Isajon Sultan Abu Rayhan looks at Beruni's relationship with the kings from a new perspective. In this regard,

the writer tries to be more truthful than his predecessors. If we pay attention to the following lines written by Hazrat Abu Rayhan Beruni, in which his status is described, it would be wrong to say that his relationship with the emirs and sultans was constantly conflicting.

I climbed the pulpits and rose in rank,

Many moments have passed in the shadow of blessings.

An Iraqi family fed with milk,

I - Mansur became the sprout.

Vishmagir, the stone-hearted

Vishmagir, invited me.

I didn't like it - "Leave it," my friend said.

Ul Ali is a descendant of Ma'mun

He was a doctor, he never saw pain, my dear.

The last Ma'mun looked at me,

My head is blue.

Mahmud did not miss his blessing,

It's always my fault to not be afraid.

This excerpt from a poem about the life of Abu Rayhan Beruni mentions Amir Afrigis, Khorezmshah Mamuni, Sultan Ghaznavis and Qabus ibn Vishmagir. In the

novel, Isajon Sultan imagines the relationship of kings with allama in a warm and sincere way, as mentioned in the above poem and similar sources. For example, Sultan Mas'ud Ghaznavi and Abu Rayhan Beruni had a very good relationship. Beruni mentored Masoud Ghaznavi from his youth and later dedicated one of his greatest works, Qanuni Masoudi, to him. In his turn, Sultan Mas'ud also respected his teacher and showed him respect. "In this way, Sultan Mas'ud Ghaznavi raised the honor of Abu Rayhan to the stars in the sky. Bogi gave him a separate garden from Masudi. He was so beautiful that everyone envied him. Blue waters flowed from the east, and basil was planted along with various flowers. From the image above, we can see the high respect of Sultan Mas'ud for his teacher. If we pay attention to the phrase "basils were planted along with various flowers" in the passage, we will notice the writer's meticulousness and uniqueness in paying attention to the smallest details in the image. According to the sources, Abu Rayhan Beruni loved the basil flower very much. There are even opinions that the suffix basil in his name caused him to be called a basilisk person as a result of the fact that he always wore a basil flower on his forehead. The presence of basil flowers in the garden of Sultan Mas'ud's royal garden is a sign that the gift is intended to be more pleasing to the recipient. Every reader who is familiar with the life of Hazrat Beruni will understand that it is not for nothing that the basil flower is highlighted in the text given by the author.

There are some sentences that are confusing to the readers of Abu Rayhan Beruni's works, especially his poems. In our opinion, the lines referring to the 111th Surah Masad of the Holy Qur'an, which is considered a divine book, disappointed the author of the novel. But we can see that the writer found an artistic solution to spread this confusion through the following passage taken from the work.

"When I was ignorant, when I was young, in order to show how smart I was, I used to answer those who asked about my family name, saying, 'I don't remember my father, and my mother was "a piece of junk". Out of sheer ignorance, I applied those words about the late Abu Lahab's wife to my mother. When I remember, my heart is full of serum. I will do whatever I can to make sure other mothers' sons don't do the same stupid thing as me."

Although about ten novels have been created in Uzbek literature with the image of Abu Rayhan Beruni, but the following real event from Hazrat Beruni's life has not been reflected in them. In the interpretation of Isajon Sultan, the story of the scholar Nizami Aruziy Samarkandi, who lived and worked recently in the book "Rare stories" called "Rare stories", is described in the section called "Inna lillahi va inna ilayhi rojiun" in the interpretation of Isajon Sultan. "This is what happened, it was told to me by Abu Rayhan's friend, jurist Abu Hasan Walwalaji.

- I went to Abu Rayhan's house to ask about the situation. I saw that he was breathing heavily, his chest was tight. Then look at me:

- What did you say to me one day "Al-jaddat al-fasida"? he said. I sympathized with his suffering:

-In such a case? I asked

- O Abul Hasan, - said Abu Rayhan, - I am saying goodbye to this world, isn't it better to know about that matter than to leave without knowing it?

That issue was about the science of inheritance calculation. I explained to him the calculation of al-jaddat al-fasida, and he memorized it and taught me what he had promised. With that, I stepped out in front of him. Before reaching home, I heard that Abu Rayhan surrendered his life to the Haqq on the way..."

We can see that the condition of the genius who showed a beautiful example of the search for knowledge from the cradle to the grave on his deathbed is depicted in the style of Isajon Sultan in a combination of historical truth and artistic skill.

So, the life of such a genius, who left an indelible mark on the world civilization and could be born only in the past, is an inexhaustible resource that can be repeatedly referred to by creators.

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CREDIT-UNIT SYSTEM AND DENTAL EDUCATION: EVALUATING ITS IMPACT ON ACADEMIC PREPAREDNESS AMONG STUDENTS

Submission Date: December 05, 2023, Accepted Date: December 10, 2023,

Published Date: December 15, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-15>

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ABSTRACT

This research investigates the influence of the Credit-Unit System on the academic preparedness of dental students. The Credit-Unit System, a prevalent educational structure, is examined for its impact on the learning outcomes, curriculum efficiency, and overall academic readiness of students pursuing dental education. Utilizing a mixed-methods approach, including surveys, interviews, and academic performance analysis, the study aims to provide valuable insights into the strengths and challenges associated with the Credit-Unit System in dental education.

KEYWORDS

Credit-Unit System, Dental Education, Academic Preparedness, Learning Outcomes, Curriculum Efficiency, Higher Education, Student Performance, Educational Structure, Dental School, Mixed-Methods Research.

INTRODUCTION

In the dynamic landscape of higher education, the Credit-Unit System has become a predominant framework for structuring academic programs, offering flexibility and adaptability. This study, titled

"Credit-Unit System and Dental Education: Evaluating its Impact on Academic Preparedness among Students," delves into the intersection of this educational structure and the field of dental education. The Credit-Unit System, characterized by modular credit allocation, is examined for its implications on the academic preparedness of dental students.

Dental education, known for its rigorous curriculum and hands-on training, stands at the intersection of scientific knowledge and clinical skills. The structure and organization of educational programs play a pivotal role in shaping the learning experience and academic readiness of dental students for the challenges of the professional field.

The implementation of the Credit-Unit System in dental education prompts critical questions regarding its impact on learning outcomes, curriculum efficiency, and the overall preparedness of students. Understanding the strengths and challenges associated with this system is imperative for educators, administrators, and policymakers seeking to enhance the quality of dental education.

This research aims to assess the influence of the Credit-Unit System on the academic preparedness of dental students. By employing a mixed-methods approach that integrates surveys, interviews, and academic performance analysis, the study seeks to unravel the nuanced dynamics between the educational structure and the readiness of students for the demands of dental practice.

The findings of this study hold significance for the broader discourse on higher education structures, particularly within the specialized domain of dental education. As the Credit-Unit System continues to shape educational landscapes, understanding its impact on dental students becomes pivotal for optimizing learning experiences and ensuring the seamless transition from academia to professional practice.

METHOD

The research process for "Credit-Unit System and Dental Education: Evaluating its Impact on Academic Preparedness among Students" unfolded through a

systematic and multifaceted approach. The initial phase involved the development of a comprehensive survey instrument to gather quantitative data on students' perceptions of the Credit-Unit System. This survey, encompassing questions related to learning outcomes, curriculum flexibility, and overall satisfaction, was distributed to a diverse sample of dental students across different academic years, ensuring a representative perspective.

Simultaneously, semi-structured interviews were conducted with dental students, faculty, and administrators to capture qualitative insights into the impact of the Credit-Unit System. The interviews, designed to explore the nuanced aspects of the system's strengths and challenges, allowed for a deeper understanding of the subjective experiences and perceptions of stakeholders within the dental education community.

The academic performance analysis phase involved collecting and evaluating objective data on students' grades and examination results within the Credit-Unit System. This quantitative analysis aimed to identify

trends and correlations between academic success and the modular credit structure, providing an empirical perspective on the system's impact on students' preparedness.

The integration of quantitative survey data, qualitative interview insights, and academic performance analysis formed the backbone of the study's data synthesis. Triangulating these diverse data sources allowed for a comprehensive understanding of the Credit-Unit System's multifaceted impact on dental students' academic experiences and overall preparedness for professional practice.

Ethical considerations were paramount throughout the research process, with informed consent obtained from all participants, confidentiality assured, and a commitment to voluntary participation. To enhance the robustness of the findings, member checking and peer debriefing were employed, ensuring the validation of preliminary results through participant feedback and external review.

The analysis framework, developed to systematically categorize and interpret the data, facilitated the extraction of meaningful themes and patterns. By engaging in this thorough and reflective process, "Credit-Unit System and Dental Education" aspired to contribute nuanced insights into the interplay between educational structures and academic preparedness, offering valuable guidance for educators, administrators, and policymakers in shaping the future of dental education.

To comprehensively evaluate the impact of the Credit-Unit System on the academic preparedness of dental students, a mixed-methods research design was employed. This methodological approach aimed to capture both quantitative data on academic performance and qualitative insights from students, faculty, and administrators.

Survey Instrument:

A survey instrument was designed to gather quantitative data on students' experiences with the Credit-Unit System. The survey included questions

related to perceived learning outcomes, curriculum flexibility, and overall satisfaction with the educational structure. The survey was distributed electronically to a representative sample of dental students across different academic years.

Interviews:

Semi-structured interviews were conducted with dental students, faculty members, and administrators to delve into the qualitative aspects of the Credit-Unit System's impact. These interviews explored participants' perspectives on the system's strengths, challenges, and its influence on students' academic preparedness. Sampling ensured representation from various stakeholder groups within the dental education community.

Academic Performance Analysis:

Academic performance data, including grades and examination results, were collected and analyzed to provide an objective measure of students' success within the Credit-Unit System. This analysis aimed to

identify trends in academic achievement and potential correlations with the modular credit structure.

Data Integration:

Quantitative and qualitative data were systematically integrated during the analysis phase. Survey responses were quantitatively analyzed to identify trends and patterns, while interview transcripts were subjected to thematic analysis to extract rich qualitative insights. The triangulation of these datasets aimed to provide a comprehensive understanding of the Credit-Unit System's impact.

Ethical Considerations:

Ethical guidelines were strictly adhered to throughout the research process. Informed consent was obtained from all participants, ensuring confidentiality and voluntary participation. Participants were briefed on the study's objectives and assured of their anonymity in reporting.

Data Validation:

To enhance the reliability and validity of the findings, member checking and peer debriefing were employed. Preliminary findings were shared with participants for validation, and external reviewers were engaged to critically evaluate the research process and outcomes.

Analysis Framework:

An analytical framework was developed to categorize and interpret the data, ensuring a structured and systematic analysis of both quantitative and qualitative findings. Themes and patterns emerging from the data were carefully examined to draw meaningful conclusions.

By employing this robust mixed-methods approach, the study aimed to offer a comprehensive evaluation of the Credit-Unit System's impact on academic preparedness in dental education, providing valuable insights for educators, administrators, and policymakers in refining and optimizing educational structures.

RESULTS

The analysis of survey data, qualitative interviews, and academic performance indicators revealed multifaceted insights into the impact of the Credit-Unit System on the academic preparedness of dental students. Quantitative findings indicated varying levels of satisfaction with the system, with notable trends in perceived flexibility but also concerns regarding depth of learning. Qualitative interviews provided a deeper understanding of stakeholders' perspectives, highlighting the system's strengths in fostering adaptability but also its challenges in maintaining depth and coherence in the curriculum. Academic performance analysis showed diverse outcomes, with correlations between student success and the modular credit structure in specific areas.

DISCUSSION

The divergent perspectives captured through surveys and interviews illuminated the complex interplay between the Credit-Unit System and students' academic preparedness. While the system was praised for its flexibility in accommodating diverse learning styles and facilitating interdisciplinary approaches,

concerns were raised about potential gaps in foundational knowledge and the need for a cohesive curriculum. Faculty and administrators acknowledged the benefits of modularity but underscored the importance of ensuring a balance between flexibility and maintaining the integrity of dental education.

The academic performance analysis further enriched the discussion by providing empirical evidence of the system's impact on students' achievements. Variability in performance across different components of the curriculum raised questions about the alignment of modular credits with the depth of understanding required for certain dental disciplines.

CONCLUSION

In conclusion, this study offers a comprehensive examination of the Credit-Unit System's influence on the academic preparedness of dental students. The findings underscore the nuanced nature of the system's impact, emphasizing the importance of balancing flexibility with the maintenance of educational rigor. The diverse perspectives from

students, faculty, and administrators, coupled with empirical performance data, contribute to a holistic understanding of the strengths and challenges associated with the Credit-Unit System in dental education.

The implications of this research extend beyond the specific dental education context, providing valuable insights for educators, administrators, and policymakers involved in designing and refining credit-based educational structures. As dental education continues to evolve, this study serves as a foundational resource for informed decision-making and the ongoing improvement of educational practices. The Credit-Unit System, when strategically implemented and continuously evaluated, has the potential to enhance adaptability without compromising the depth of knowledge essential for the academic preparedness of future dental professionals.

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THE INTERPRETATION OF THE IMAGE OF ALEXANDER OF MACEDON - ISKANDAR IN THE NOVEL "SPITAMEN" BY MAKSUD KORIYEV

Submission Date: December 06, 2023, Accepted Date: December 11, 2023,

Published Date: December 16, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-16>

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ABSTRACT

Alexander the Great, who marched to Central Asia in the temptation to become the ruler of the world, is convincingly depicted in the work that Alexander's dreams turned into a mirage due to the valiant struggle for freedom that the Sugdians, Scythians, Masgates, Sakas and Daxians united against him. The writer has truthfully shown that war is an unprecedented disaster for humanity, that neither its victims nor those who ignited its fire can win.

KEYWORDS

Maksud Kariyev, Iskandar, Spitamen, Aspat, Dariyad, image, battle, Sugdian, Greek.

INTRODUCTION

In Western and Eastern literature, there are many works dedicated to Alexander the Great and interpreted as a prototype. For example, in the classical literature of the East, great authors such as Amir Khisrav Dehlavi, Nizami Ganjavi, Abdurahman Jami and Alisher Navoi used the image of Alexander in the ideas of social justice and glorification of the ideal hero. However, the historical reality shows that Alexander the Great cannot be interpreted as not only

a just king, a just ruler, but also a person with a generally positive character. Alexander's marches are for the purpose of invasion and robbery, it can be seen in Vasiliy Yan's novels "Kurgan Uzra Khanlar", Yavdat Ilyasov's "Sugdiyona", Isfandiyar's short story "Kasam", Mirkarim Asim's story "Spitamen and Alexander", Muhammad Ali's "Spitamen" series. It is explained in Among them, we can add "Murg uz-Zahab" by the Arab historian Masudi, "History of

Alexander the Great" by the Greek historians Quintus Curtius Rufus, and "The Campaigns of Alexander" by Arriye. In Maqsud Qariyev's novel "Spitamen" the image of Alexander is vividly reflected in accordance with historical reality. He is sometimes a fair judge (in Habit and in his treatment of his slave), brave (in his fight with the tiger), able to accept the truth (in his treatment of Aspat's words), cruel (in his punishment of Bess, in his treatment of Ushrushonya and Krikhasta), greedy for wealth It truthfully illuminates aspects such as slyness (in relation to Namech), awareness of every event in the palace (in relation to Clitus and Lysimachus), weakness in front of any criticism of oneself, inability to accept it (in relation to Darius and Roma). For example, in the "Clash with the King of the Forest" part of the play, Aspat, a Sugdian hunter, accompanies Iskandar as a guide. According to Iskandar's request, Aspat spoke about Spitamen's bravery and bravery, not forgetting the good, not forgiving the bad, and compared him to a tiger that was hunted on that day.

Aspat justifies his opinion as follows: "There is a reason why I look like a tiger. I have been walking in the forests for several years and have studied the nature of animals and birds well. Among all animals, there is no animal as strong, intelligent, delicate nature as a tiger. The reason I say this is that, even if the tiger is strong, it does not hunt in vain, when it is necessary, when it opens its stomach, it throws itself at animals. If he

encounters animals of equal strength, he tries not to start a fight if possible. He will only fight if he attacks him.

– "What do you mean by delicate nature," said Iskandar curiously.

– The tiger looks after itself very much, it does not infect any place, here it is

now take the tiger you hunted, clean even to the feet. Then he likes to walk in the most beautiful places of the forest, by the water's edge, feed on beautiful trees, and listen to the chirping of migratory birds.

– "Why did you make Spitamen look like a tiger?" asked Iskandar again.

– Because Spitamen is a strong, dexterous and restrained guy. It does not

touch the untouchable, if you touch his anger, he will not survive. That's why I said, he's a good-natured, gentle nature, a good hunter, if you see him, he'll light you up in just one conversation" [1,130-131].

It can be seen that the writer collected a lot of materials to reflect aspects specific to Aspat and Iskandar's character and worldview, and then placed them on the pages of the novel through their speech, which created the uniqueness of the interpretation of these characters. The author embodies the images of these two characters through their mutual

observations and internal dialogues. In the novel, Aspat's situation is described as follows: "Aspat was lying on felt like a child, talking to an ordinary hunter so arrogantly, looking at the world-famous king like Alexander the Great, shaking the world. "I talked to a king like Alexander like that, who would believe that he was curled up on a simple felt! The world wandered to this place with the help of the sky, if Aspat hits the head with his moon ax, then everything will turn into a mess, and the world will be saved from a global invader. But such a thought does not even occur to him now, because he lives with the ideals of truth, there is no malice in his heart, he is an ordinary child of the people of Sugdiyana, and on top of that, he is a hunter, a devil of nature. Hunters will never be evil or evil. They like to eat halal. He does not shoot at a pheasant walking on the ground, but shoots it with a bow after flying" [1,130].

The writer describes Aspat from Alexander's point of view: "Iskander was fed up with the fact that this savage was talking without hesitation, even bragging about his enemy and saying, 'There is no such hunter in Sogdia.' But Iskander was calmed by the simplicity of the young man, and the fact that he said what was in his heart. Because the king knew that evil would never come from such people. It was the same inside and on the face of the horse. The fact that some people have become accustomed to speaking in front of the king, concealing the bad and exaggerating the good in front

of the king, does not bring out the king's demon" [1,129].

Alexander, who only likes the right words and does not punish those who tell lies, cannot tolerate Dariad's truthful words about him. The question and answer between Dariad and Iskandar is very close to the conversation between Khusrav and Farhad in Alisher Navoi's epic "Farhad and Shirin". There is no doubt that the writer was influenced by Navoi's work in this place.

When Dariad was brought to Iskandar, he said, "The intellectuals put their heads to the sword of the executioners, the slanderers, the slanderers, the dirty copycats, the skinny people with the wind in their brains ate food on golden plates. The glammers were honored, many intellectuals and wise men were hanged... In Istahr, a book written in gold and blood on the skin of twelve thousand calves was burned. With him, if you know, intelligence and faith burned. Twelve million lines of elegant words, poetic verses, burned to ashes! May history forgive this, great king!" [1,123]. These words of Darius made Alexander angry and ordered him to be expelled from the city, saying that he would not let him see him again.

Dariad in the play is a person who spreads the wisdom of "Avesta". Darius, who testifies to the vitality of the people's genius, first informs Spitamen that the invaders are invading the country. Then, appearing from time to time during the events of the novel, after

the tragic death of Spitamen, he speaks painful words on his grave and sings his old song. Dariyad urges the people to protect the Motherland, mutual cooperation, kindness and creativity.

The horror of the invasion of Alexander's troops is described in the part of the novel "Dombiras don't stop...". Alexander imposed a tax on the inhabitants of the occupied areas, giving one horse and thirty bales of hay to each family. They take people to the fields and force them to collect hay under the supervision of the guards. Then a Greek soldier named Roma starts whipping the pregnant daughter-in-law of a woman from Ustrushona with a whip saying that she is not doing well. The bride is pregnant and starts to cry from the whipping. Then a strong woman from Ustrushona fights with Roma, defending her bride, and finally stabs Roma in the stomach with a sickle. As a result, a fight broke out between the Greek soldiers and the local population, and thirty soldiers were killed. Under the leadership of Kamak, the entire population fled to the mountains and fought valiantly against Alexander's soldiers. Alexander's troops found the inhabitants hiding in the mountains: the elderly, children and women from the caves and threw them from the mountain with the help of getairs. At this point, the writer quotes the following information from the work of the Greek historian Arrion, "The Campaigns of Alexander": "Thus, the extremely difficult and tragic battle in Ustrushon left an indelible mark on the history

of Sogdiya, in this battle there were many mountaineers. although he gave a victim, but for the first time, Alexander's army suffered an unprecedented blow. Yes, there was no end to the victims... They were big and small, old and young, twenty thousand warm souls... " [1,143].

So, in the novel, the writer Aleksandr Makedonskiy - in creating the image of Alexander, mainly refers to the pages of history. The development of non-repeating and diverse events creates his character and image, which is clearly expressed in the process of struggles between characters.

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SOCIAL SPORTS MARKETING

Submission Date: December 06, 2023, Accepted Date: December 11, 2023,

Published Date: December 16, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-17>

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ABSTRACT

To get the public to accept certain ideas and bring about the necessary changes in thinking and behavior, social campaigns are needed that will have a wide impact. Marketing is essential to organizing an effective social campaign. Marketing activities organized with the aim of creating positive behavioral changes in society and adoption of a social message in this regard come under the scope of social marketing. Countries are trying to popularize sports through social outreach activities because the demand for sports increases and because the increase in demand for sports improves public health by increasing the number of people participating in sports in the community. People are expected to develop a healthy lifestyle, improve their lifestyle and exhibit positive behavior in this regard by avoiding risky behaviour. It should be aimed at identifying people's attitudes towards sports and changing their behavior in accordance with these existing attitudes. Changing the network of social relations that make up the structure of society and the institutions that define them is important for social change. The change may be small or large, significant or insignificant. What matters is how the changes will affect society. To change the behavior of people who consider physical activity useful but do not practice it, to change existing misconceptions and attitudes towards sports, to connect people's daily activities with physical exercise, and to increase the ability to engage in physical education. the role of sport in reducing violence in society, it is necessary to conduct a good analysis of the community and create an action plan. Social sports marketing needs to be planned and implemented. Since society is inherently resistant to change, collaboration with social anthropologists, increased private sector and public support for social sport marketing, involvement of opinion leaders in physical activities that can impact society, and presentation are

required. For children who are far from studying military discipline, fun and interesting sports activities in the classroom are the key to success.

KEYWORDS

Sports, social marketing, society, labor, product, advertising, television.

INTRODUCTION

SOCIAL SPORTS MARKETING

Today, sport has become a universal phenomenon that belongs to all people, regardless of their biological, social and cultural differences, regardless of religion, language, race, gender, age, profession and so on. Almost no one, including older people, is affected by the slogan “Sport for Life”; tracksuits and sneakers have become indispensable items of everyday life as indicators of youth, strength and dynamism; Sports programs on television and sports pages in newspapers are the most attention-grabbing publications; This “universal” nature of sporting events can be better understood if we consider the billions of people who watch giant sporting events such as the World Cup in front of their screens. Obviously, it is impossible to imagine a science that does not cover such a broad phenomenon. Sport, with its medical, economic, legal, administrative, political, religious, philosophical, psychological and sociological aspects, is a truly “multidisciplinary” field of study, and thousands of specialists work in these areas of sports science.

Society's approaches to sport today reflect the general structure of society. Sport is actually seen as a criterion for development.

If social thinking rejects the concept of modern sports, if an adult only runs, the society in which he lives considers him crazy and plays sports, which becomes a high goal of society, and students play sports. If the family and environment treat people who play sports as lazy, then the habits of sports indicate the habits of sports in that society. Awareness of its necessity is not fully established. Undoubtedly, the solution to this problem is closely related to the general educational policy of the country, as well as the lack of a social marketing campaign. Because social marketing is the process of developing marketing programs necessary to gain acceptance of a social idea, cause or practice by a specific group of people.

Social marketing is defined as “the analysis, planning, implementation and evaluation of programs designed to influence the behavior of target audiences to improve individual and public health using traditional marketing methods.”

In addition, the application of social marketing occurs not only in the process of behavior change using products, but only in situations where behavior change occurs, for example, in developing countries that do not send girls to school, in families that abuse children . taken for the purpose of prevention, they say. to help young people break bad habits.

The researcher conducts qualitative interviews and focus groups to gain insight into consumer motivation, attitudes, and behavior. Factor analysis is used to create a series of sections that are as different from each other as possible to eliminate variables that are closely related to each other. Each group is evaluated based on their unique attitudes, behaviors, demographics, psychographics, and media models. For example, it can be assessed by dividing it into groups such as passive people sitting at home, active people playing sports, introverts, social activists, and philanthropists.

In social marketing, there are challenges in selecting the target market. They pay too much attention to some issues and ignore others. Social marketers cannot easily and accurately obtain relevant behavioral data to define segments. Problems with data collection necessitate early segmentation to be avoided because it makes it difficult to separate users from non-users. The target audience usually includes consumers who are prone to negative offers.

Product in social sports marketing

Services do not have physical durability and life like goods. From a content perspective, services can be described as pointers, so they cannot be stored or inventoried. For example, in situations such as unsold airline seats, empty patient beds, or unsold theater tickets for a particular flight, the surplus cannot be reserved and re-offered. The amount of service not used within a certain period of time will never be assessed as a non-refundable period. Consumers cannot touch or inspect services before purchasing them. Consumers' shopping attitudes and experiences are effective. Previous experience and knowledge play an important role when repurchasing a service. Services, like products, do not have a description of their color, pattern, size or function. Since services are intangible, they cannot be exhibited and demonstrated without their production and consumption. Another common problem is the difficulty of standardization. Due to the high labor intensity, services cannot be uniform.

Sport as a product has concrete (tangible) and intangible (intangible) characteristics. The final sports product is a combination of these interrelated tangible and intangible elements. The main sports product consists of four material products. This; sports (eg football, basketball, gymnastics); participants (athletes, coaches and their entourage); team and competition. The abstract dimension covers the

mental side such as emotions and experiences. It includes emotions such as excitement, enthusiasm, satisfaction, contentment and pride.

When it comes to organizations providing sports services, it is more appropriate to pronounce the product along with the name of the program. Sports programs can also change based on their ability to meet needs and desires. The organizational purpose of each sports program can be determined by examining the relationship between producer and consumer. The program forms the basis of sports services, that is, it is promoted as the main business.

The first of the most important tasks of a sports program that takes the form of a product is to develop the service in such a way that it is useful to the target market; secondly, it can mobilize the consumer to participate in the service; Third, eliminate spatial restrictions when implementing the program.

Price in social sports marketing

Pricing in services is based on value rather than cost. Value is usually determined by consumers or the market and is subjective. Thus, pricing is an underutilized strategic weapon in service businesses. The price paid for any sporting event, concert or movie ticket is its price. Price is a description of the value of a sporting product or event. The price we are willing to pay for a product depends on how valuable that product or service is.

Social marketing does not require a market driven by supply and demand factors in the classical economic sense. The budget constraint of social marketing replaces the profit motive of classical marketing. But the decision-making process reflects the same trend. It also includes price, monetary cost, opportunity cost, energy cost, and psychological cost. The cost of quitting smoking is psychological. This also has a positive effect on the budget. The cost of the seat belt is equal to the amount paid upon purchase. In addition to the psychological costs associated with connecting and disconnecting a device, there are safety costs, whether it is secured or not, in the event of an accident.

The role of social sports in marketing (distribution)

There are many advertising strategies used in social marketing programs. Increasing the number of sales points, opening sales points closer to the target audience, creating mobile units, offering various options to the target audience by phone or email, transport services, increasing working hours per week, increasing the attractiveness of sales points, reducing waiting times, providing parking space. Can be displayed in aisles and on shelves to increase product visibility.

Creating target market-oriented channels and distribution system between business and target market is an important factor in creating distribution system in social organizations. How services are

provided is the essence of the distribution system. By determining the behavior and activities of the target audience, as well as their satisfaction and experience with the existing distribution system, researchers can determine the most ideal distribution channel for delivery. Political campaigns, family planning, health centers, tourist offices and similar places are distribution sites for social marketing. Dissemination can also refer to information used to reach a target audience. For example, important information about certain diseases can be communicated to the target market through schools, universities and clinics. For a social marketer to demonstrate behavior to their target audience, they must develop solutions that facilitate it or engage the target audience with their message. For example, in drug and alcohol research, information is most effective in nightclubs and similar places. Since sports programs do not have features that can be purchased and ordered over the phone or in a store, the location variable associated with sports services is not only the location where the program is actually offered, but also the location, capacity, parking, presentation of program hours, duration, period, etc. includes factors such as Availability is perhaps the most important factor influencing the marketing of a sports program. The user who wishes to enjoy the sports programs and amenities must be within an accessible distance. If we take this distance as the limit of customer attraction, then the further people live from there, the more attractive the objects

and activities that attract their attention are, and fewer people come to this object. For example, a pool of similar qualities but located far from a residential area will have fewer customers than a more accessible pool. Accessibility is important not only because it means you can get somewhere, but also because it is easy, fast and safe.

Advertising in social sports marketing

Promotion is the coordination of all efforts made by the seller to create informative and persuasive channels to sell a product or service or promote an idea.

This is a communication process consisting of conscious, programmed and coordinated actions aimed at persuading the buyer, carried out under the control of the manufacturing company-marketer in order to facilitate the sale of the company's goods and services. The promotion function focuses on a system of communication tools designed to introduce a business and its products or services to consumers, intermediaries and users.

Advertising can support consumers and clients by making them aware of a brand, providing information, encouraging and motivating purchases, psychological acceptance, giving them what they want and changing their habits.

Social advertising refers to social promotional activities that are carried out to create, maintain or change the behavior of the target audience by creating an attitude towards an idea or goal, as well as the personal interests of supporting public-private institutions or individuals. The motivating factor is social benefit. Advertisers are not commercial entrepreneurs.

While advertising tries to create a reason to buy, promotions try to create an incentive to buy. For example, gifts with tangible or symbolic value, price reductions, free trials, various gifts or celebrity participation in the program, etc. to entice the target market to participate in a particular sports program. methods can be used. It can be said that sales promotion techniques play an effective role in informing a wider audience about an organization by stimulating the consumer behavior of target market groups.

The provision by a sponsor of free print media coverage of commercially significant news to directly stimulate demand for a product, service or organization, or preferential coverage on radio, television, stage and email.

The success of many services is already based on relationships with customers using the service, or interactions that lead to repeat customer satisfaction. Here, it is important to meet the individual needs of customers with customized services.

Social marketers focus on public relations. Thus, its influence mediates people's attachment to the business situation. Part of this responsibility is to achieve the goal of thought control. Social marketing works naturally when reaching the public through the media. This integrity of social marketing is also supported by the high value of the product.

The role of promotion specialists; The goal is to inform the target audience about the social marketing program, take advantage of the said benefits and take action. One of the most important elements of developing a communications strategy is crafting the message. The target audience perceives the message as a combination of the way the message is created, the tools used, and the way the sender processes it. An element to consider when creating a message; It should not only be about the author of the message, but also what the target audience thinks. When crafting a message, consider the key message, target audience, communication objectives, promised benefits, support for promises, impact factors and locations. Framing a message is an important factor in revealing what we want to communicate. Those receiving the message should have no difficulty converting it into a concept or idea. In some cases, what the speaker wants to say and what the recipient gets from it may be different. How we communicate is the next step. The main thing here is to decide what type of communication to develop in order to attract

the attention of the target audience and convince them of the desired behavior. Feedback from the target audience on the topic, research conducted by advertising and communications companies, and the deductive design of possible advertising messages in a way that arouses the interest of the target audience are factors that increase success. .

Sports can increase their visibility by making music, painting or other forms of fine art more valuable, that is, pleasing to the eye and appealing to the senses. Clearly, in addition to the sport's values of health, happiness, socialization and stress relief, fame and the quality of the financial benefits are other important factors that increase adoption.

From a social marketing perspective, in sports marketing, the marketer is faced with people and groups who are apathetic, apathetic, and strongly against sports. The job of a sports marketer is to persuade people to participate in sports and create the necessary opportunities for participation. However, the living conditions, environmental factors, motivational factors and demographics that influence the decision to participate in such individuals and groups must be carefully analyzed.

Television, which is one of the mass media today, has further increased interest in sports activities. Thus, thanks to the media, it became possible to introduce and popularize various sports, as well as interest in

sports among many people who did not have the opportunity to play sports. From the past to the present, both the influence of sports on the media and the influence of the media on sports have been observed. In particular, the media has played an important role in raising the profile of sport as a social phenomenon throughout the world. The introduction and popularization of various sports, as well as the interest in sports of many people who did not have the opportunity to play sports, was realized thanks to the media.

With increased media coverage of sports, professional and semi-professional sports networks have become the focus of public attention, leading to increased interest in these areas. Thus, commercial television channels in particular can significantly increase their viewership potential by broadcasting specialized sporting events, and therefore there is a growing trend to include such programs. Effective communication requires trust, charm and strength. All three source characteristics lead to changes in the behavior of receivers. These three characteristics influence buyer behavior as a result of three different characteristics of buyer psychology. Trust is explained by assimilation, attractiveness by identification, and power by conformity. Another factor influencing the reliability of a source is its knowledge and experience with the advertised goods or services. For a message to be credible, there must be a genuine connection between

the person communicating the information and the product or service being advertised. By choosing people who are loved by the community and creating an environment where they can explain the contribution of sport to society and health, it increases interest.

Advertising is a communication tool that offers various benefits to the advertiser. Advertising provides a high degree of control over the choice of advertising media and message content, as well as significant control over message planning. The reason why society prefers advertising is because the advertised product is standard and legal. Since most people have seen an advertisement for a product, the consumer knows that the product he is buying is accepted and understood by society. In addition to advertising goals, which influence the choice of criteria that determine the effectiveness of advertising, when planning advertising, questions arise such as who, how, why, when, where, with what budget, how often, how to advertise. is being done and what behavioral changes should be created in the target audience as a result of advertising. There are questions.

Sports arenas are preferred for promoting many other products due to the large number of spectators in stadiums and the audience of television, newspapers and magazines. Sportswear has replaced regular casual clothing, especially among young people. Educational institutions have adopted sport as an

effective means of education. Politicians made sure to participate in sports organizations and awards ceremonies to create a positive image among the public. To prevent social disintegration and prevent people from committing anarchy and terrorism, governments began to give importance to sports and invest in sports facilities and organizations.

DISCUSSION AND CONCLUSION

People need time to break old habits and learn new ones. The key to success for social marketers will be to work with social anthropologists and organize the social marketing campaign according to the community structure before organizing the social marketing campaign.

City carnivals, events and winter activities, including physical education and sports events, are one of the ways to meet the needs of the population and attract the attention of tourists. Local authorities should be involved in such activities. The preparation of national sports programs that give children and youth the opportunity to “realize their physical and personal potential” and encourage their activity, increase the number of sports parks, and organize information departments among the population in these parks must be carried out in collaboration with sports scientists. can increase interest and awareness.

Countries with the most effective numbers of children and young people in their total population

participating in sport are seen to be steadily increasing in sporting performance and achievement both nationally and internationally. The development of effective sports programs should be prepared in such a way as to give children and youth the opportunity to “realize their physical and personal potential”, to stimulate their active participation. The ease and freedom of playing sports increases the interest of youth. One might think that government, public and private investment in sports is not enough, moreover, sports is still a social life and does not seem to have found its place in the world.

The influence and contribution of sport is not temporary, but long-term and permanent. That is why the task of attracting people of all ages to the field of sports is very serious and large-scale, convincing them, loving them and realizing the importance of this field. However, the most important principle in achieving the goal of involving people of all ages in this field or involving all people in sports must be to pay serious attention to the problem of organization, cohesion and management in this field.

There is a need for incentive programs that will help increase awareness of the sport in the media. In advertising campaigns designed to promote sports, research is carried out in collaboration between sports scientists and the advertising company, clearly emphasizing the message to be conveyed to the public, and the frequent inclusion of programs with

interesting sports content increases interest. . It is important for people who are examples for society to encourage sports, to emphasize that playing sports is a need that satisfies the needs of the body and soul, to love and understand sports in society.

In order to include sports among people's needs, it is necessary for the government, non-governmental non-profit organizations, universities, private companies and the media to come together and come up with new initiatives to increase interest in sports in society. Making sports simple and free will increase public interest. The environmental plan should be designed to encourage people to exercise. Especially in densely populated areas, it is recommended to organize sports parks and sports navigation points, which can be used free of charge. The condition for increasing the efficiency of enterprises is to increase the efficiency of human labor. One of the main conditions for increasing human activity is physical activity. Management levels of businesses should be informed and encouraged to encourage their employees to engage in physical activity.

Advertising campaigns created to promote sports are encouraged to conduct joint research between sports scientists and the advertising company to clearly emphasize the message to society and include programs with interesting sports content. often. The media is expected to be attentive to raising public awareness of the importance of physical activity.

Especially sports pen makers should be more sensitive and take the initiative in this regard. New research is needed into the hours and content of physical education and sports lessons in schools. Increasing the number of hours of physical education and sports training, as well as increasing interest in the theory of sports and health, can be a good investment in increasing awareness of sports.

It is necessary to ensure the development of the cognitive component by organizing information campaigns explaining the importance and benefits of sports, reducing, if any, false information and putting it into practice in the process of targeting the population towards sports and raising awareness. It is necessary to ensure that the campaign messages are conveyed by people who are acceptable to the community.

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RECOVERY STRATEGY IN SPORTS

Submission Date: December 06, 2023, Accepted Date: December 11, 2023,

Published Date: December 16, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-18>

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ABSTRACT

The process of returning the body to normal after any workout is called recovery. Good recovery is the process that allows an athlete to recover from fatigue caused by training or competition and replenish their energy reserves. These days, athletes in most sports train very hard 2-3 times a day. In fact, players working for top clubs may have to play in an international cup match, a league match, a domestic cup match or their country's domestic match in the same week. This condition exposes athletes to the stress of travel as well as the physiological stress they experience during competition and training. Such strenuous training, competition and travel can cause a temporary decrease in the performance of athletes. Exerting before full recovery can lead to chronic fatigue in the athlete, and chronic fatigue can lead to injury. Physiological and psychological recovery of athletes must be programmed within training to avoid overtraining syndrome and achieve optimal results. For a long time, sports scientists and coaches have been trying to find the most suitable recovery method for athletes to achieve full recovery. Optimal performance is possible by maintaining a balance between load and recovery, so stretching, massage, immersion therapy at different temperatures, contrast baths or showers, aerobics. It should be used to speed up recovery after low-intensity activities such as running, swimming, pool walking, strenuous workouts or competitions. The creation and implementation of promising recovery programs will allow athletes to rest before subsequent training and competitions, and therefore will increase their competitive and training results. The purpose of this study is to examine the impact of recovery on performance by examining recovery research in the literature and to serve as a reference for future research on this topic.

KEYWORDS

Recovery, athlete, training, sport, exercise, physiological, psychological, stress.

INTRODUCTION

Recovery is the process by which the body returns to its normal state after any exercise. Recovery is defined as the physical and mental renewal of an athlete to best eliminate the fatigue that occurs after intense exertion during training or competition and return the athlete to the physical and psychological state before training or play. Good recovery is the process that allows an athlete to recover from fatigue caused by training or competition and replenish their energy reserves. If complete recovery has not occurred, the athlete; Chronic fatigue and muscle weakness may occur. This can lead to the athlete abstaining from sports for some time or even leaving the sport.

These days, athletes in most sports train very hard 2-3 times a day. If these workouts cause physiological and psychological stress to the athlete, the same training loads, more than three hours of training per day, increasing the training load by more than 30% per week, consecutive overloads, errors in training intervals and no rest. On this day, the stress of athletes increases. For example, players working for top clubs may have to play in a week's time in an international cup match, a league match, a domestic cup match or a domestic match for their country. This condition exposes athletes to the stress of travel as well as the

physiological stress they experience during competition and training. Such strenuous training, competition and travel can cause a temporary decrease in the performance of athletes. Exerting before full recovery can lead to chronic fatigue in the athlete, and chronic fatigue can lead to injury. With this in mind, athletes' physiological and psychological recovery must be programmed within training to avoid overtraining syndrome and achieve optimal performance. For a long time, sports scientists and coaches have been trying to find the most suitable recovery method for athletes to achieve full recovery. Establishing and implementing promising recovery programs will ensure that athletes are well rested for subsequent training and competition, thereby enhancing their competitive and training performance. Optimal performance is achieved by maintaining a balance between load and recovery. Therefore, low-intensity activities such as stretching, massage, immersion therapy at different temperatures, contrast baths or showers, aerobic running, swimming and swimming should be used to speed up recovery after heavy training or competition. The purpose of this study is to examine the impact of recovery on performance by examining recovery research in the

literature and to serve as a guide for future research on this topic.

RESTORATION GOALS

This is necessary to treat damage caused by competition and reduce or eliminate fatigue. Other goals to reduce fatigue; This is explained by the normalization of body functions, normalization of homeostatic balance, renewal of energy resources and normalization of enzymatic functions.

TYPES OF RESTORATION

Athletes spend most of their time recovering from training/competition. These applications are required for optimal performance. However, there are not many studies on restoration in the literature.

According to studies in the literature, recovery is divided into 3 parts.

A. Fast recovery

This refers to the process of recovery between repeated movements within a very short period of time. An example of this is the recovery of one leg between every two steps in race walking. During this recovery, ATP in the leg muscles needs to be renewed and byproducts removed. Faster recovery of each leg allows the athlete to cover the specified distance faster. Researchers have found that if an athlete's stride is quickened and the athlete's recovery time is

shortened, training time and training distance are reduced. This suggests that high intensity exercise leads to fatigue in a short period of time.

B. Short-term recovery

Short-term recovery is rest between repeated sprints or sets during strength training. In short-term recovery, the rest period is very important for the athlete to perform the next performance. To determine this period, after the same type of exercise, rest breaks of different lengths were given and the results were compared with each other. These studies found that 15 and 30 seconds of rest between bouts of intense exercise resulted in significantly lower performance compared to 60 and 120 seconds of rest.

Although short rest was found to have a significant negative effect on perceived difficulty level, lactic acid levels, and power output, the time to peak power was not affected by the rest period. It is noted that a minute of rest after intense training allows you to replenish a very small part of creatine phosphate (CPP) reserves. A 4-minute rest was found to have a significant effect on PCr, but did not guarantee full replenishment of the reservoirs. They found that PCR resynthesis reached 64% after 1.5 minutes and 85% after 5 minutes.

C. Long-term recovery

This type of recovery involves the recovery process that occurs between two consecutive practices or

games. In some sports, athletes must train twice a day, and in some sports, they may have two competitions or meets in the same day. This situation clearly shows the importance of the recovery process. Researchers say that 4 and 8 hours of rest after aerobic exercise negatively affects performance, so the rest period after aerobic exercise should be at least 8 hours, and 24 hours of rest is necessary for full recovery. Replenishing energy resources is one of the factors that directly affects the recovery process, so the amount of carbohydrates taken in the first hour after a competition or training is very important. It should be remembered that when muscle glycogen is replenished at 5% per hour, it takes 20 hours for full recovery.

FACTORS AFFECTING THE PROCESSING PROCESS

Factors affecting the recovery process are listed below.

- Age, gender, experience of the athlete
- Health condition, whether disability or injury
- Regenerative capacity, aerobic strength
- Genetic factors (muscle fiber distribution)
- Energy requirements for training
- Characteristics and needs of an athlete sports network
- Similar loads and overtraining (cortisol-ammonia)
- nutritional status

- Climatic differences, altitude (environmental factors)
- Psychological factors
- Personal life (sleep, lifestyle, bad habits), calming, calm, positive, reliable social environment.
- Jet varnish effect
- The use of special recovery methods (massage, ultrasound, hydrotherapy, thermotherapy, chemotherapy (vitamins), acupuncture, yoga, psychological treatment (suggestion and motivation, entertainment)
- Time.
- RESTORATION METHODS
- Below are methods that have proven effective in recovery.
- Use of nutrition, hydration and ergogenic aids.
- Aquatic therapy or immersion therapy (use of cold, heat or contrast)
- Low intensity aerobic running
- stretching
- Massage
- Anti-inflammatory and analgesic use.
- Electromyostimulation
- Ultrasound
- Hyperbaric oxygen therapy
- Psychological relaxation therapy
- Improve lifestyle

RESTORATION RESEARCH

Bosak's study compared active and passive rest methods. 12 trained runners of the first group were given active rest after running 5 km, and 12 athletes of the second group were given passive rest after running the same distance. They found no statistically significant difference when comparing the two relaxation methods. On the other hand, they reported that there are some differences in recovery time among some athletes, so recovery exercises should be performed individually.

There are studies using Doppler ultrasound and xenon flushing techniques, and massage before and after exercise does not have a significant effect on increasing blood flow.

One of the reasons why massage is used for recovery purposes is that it speeds up the elimination of lactate. When lactate is formed, the pH decreases. A decrease in pH leads to inhibition of the enzyme phosphofructokinase, glycolysis slows down, energy sources are reduced and muscle contraction is limited. Accumulated lactate in the muscles and blood causes fatigue. Many studies have been conducted to determine the effects of massage on this fatigue byproduct. As a result of these studies, it was found that massage does not have a significant effect on the elimination of lactic acid.

In a study conducted by Robertson, they examined 30 athletes after a 30-second wing test, a 30-second rest

period, and a 20-minute massage. They reported that the results showed no change in blood lactate levels, but improved the fatigue index by 34–30%.

However, there are studies in the literature showing a significant effect of massage on performance indicators such as the fatigue index and the total amount of work performed. GCA, which typically occurs 24 to 72 hours after exercise involving eccentric contractions, is one of the most important issues for athletes and coaches in the recovery process. HGG causes chronic pain, muscle dysfunction and decreased athletic performance in athletes. Research shows that massage significantly reduces HGG levels.

There are not many studies that find positive results regarding the effects of massage on physiological phenomena such as lactic acid elimination during post-workout recovery. Although some studies show that massage has a positive effect on VVA, there is conflicting literature. Considering all these results, we can conclude that the most important effect of massage on the healing process is psychological.

A study conducted by Malm reported that after a soccer match, the effects of fatigue and strenuous soccer training on the immune system lasted for 24 to 48 hours.

Studies examining the effects of active recovery have typically used active recovery exercises at 30–60% of maximal oxygen uptake. There are also studies in the

literature that explore what this violence should be like. In a study by Belcastro and Bonen, they used different recovery intensities ranging from 30% to 80% of VO₂max and found that the amount of lactic acid eliminated decreased with increasing intensity. However, Arslan found no statistically significant difference between lactic acid half-life during active periods performed at 40% and 60% VO₂max.

Baldari, on the other hand, suggested that the intensity of recovery should be based on the rate of anaerobic threshold, and in their studies they found that recovery at and below the threshold was more effective in losing lactic acid. Another factor discussed in active recovery research is active recovery time; In these studies, there was a positive effect of active recovery for 3 and 5 minutes on performance, but this was independent of lactic acid.

Although the effect of active recovery on reducing lactic acid levels has been shown in all studies, there is controversy regarding the results of training. The most important thing to do to get the most out of active recovery is to fine-tune the duration and intensity of active recovery. Although active recovery that takes longer than necessary will tire the athlete, performing it at high intensity will continue to build up lactic acid. Therefore, active recovery for 10–30 minutes above the anaerobic threshold may be preferable.

Carbohydrates after long workouts are effective in restoring muscle glycogen. Miles found that carbohydrate loading after high-intensity exercise had no effect on C-reactive protein, cortisol and creatine kinase, which are associated with muscle pain.

The key to recovery after competition is replacing expended energy and lost fluids. The first two hours after finishing a competition or training are very important and this period is called the “golden hours”. During this period, the activity of the enzyme that ensures glycogen synthesis increases. Carbohydrates consumed two hours after a competition or workout have been shown to increase glycogen levels more effectively and faster than those consumed six hours later. In the first 30 minutes after competition, the athlete is recommended to consume 1.5 g of carbohydrates per kilogram. During these golden hours after the competition (the first two hours), it is advisable to eat carbohydrate foods that are easily digested, have a high glycemic index and enter the bloodstream (sweet flour products, rice, pasta, etc.). shortly after acceptance.

The abundance of research on carbohydrate loading has led to the idea that protein loading may also be effective for recovery. In Rowlands' study, they found that a high protein diet had no effect on plasma insulin, cortisol and growth hormone, but resulted in a 25% increase in testosterone levels. Additionally, the same

study found that a high protein diet had no effect on performance.

There is a wealth of research in the literature on the effects of fluids used during recovery on recovery. Carbohydrate-containing beverages were found to have no effect on plasma glutamine and other amino acids during exercise or at rest, and exercise did not significantly reduce plasma amino acid concentrations. In a study that examined the effects of carbohydrate-electrolyte liquids after a 90-minute game, blood glucose concentrations and dribble test scores at the end of the game were better in the group that consumed these drinks. does not have a significant effect on the results of tests for coordination and strength.

As a result, carbohydrates consumed immediately after training or competition are very effective for long-term recovery. Fluid intake is also important for maintaining performance, but there is no evidence that consuming protein and fat or adding them to drinks makes any difference.

For recovery strategies through nutrition and hydration to be fully successful, they must be applied not only after competition and training, but also before and during competition/training. Before competition/training, preference should be given to foods that are low in fat and fiber and moderately high in protein and carbohydrates. Carbohydrates should

have a low glycemic index. In addition, you should not neglect fluid intake before competitions and training. During competition and training, it is important to drink 4-8% carbohydrate fluid to meet fluid and energy needs.

Various water applications (cold water, hot water and mixed systems) are gradually gaining popularity for restoration. Water consumption reduces heart rate and cardiac output while increasing blood pressure and peripheral resistance. In addition, there are publications that reduce acute inflammation and pain. A significant effect of cold water application on performance was also found. The application of cold is thought to reduce tissue inflammation and swelling by slowing metabolism and waste production by reducing tissue heat. Nervous activity is also affected by cold. Cold application reduces the production of the tissue neurotransmitter acetylcholine and increases muscle spindle activity. This slows down afferent impulses and reflex responses, so nerve conduction slows down. In this case, it reduces muscle spasm and pain.

In his study, Viitasalo found that hydrojet massage applied over three consecutive days of strength training reduced multi-jump force and slowed contact time, and increased serum myoglobin levels. This study also found that aquatic massage increased the release of proteins released from muscle tissue into the blood during strength training and maintained the continuity of neuromuscular interactions. Another study found

that using a hot bath had no significant effect on blood pressure and heart rate, and reported that using hot water was more effective at removing lactate than passive relaxation.

Although blood flow in and under the skin increases with hot water therapy, blood flow in the muscles decreases at lower water temperatures. Therefore, it is argued that hot water therapy has less effect on the transport of nutrients and waste products in the muscles than cold water. As you know, recovery methods that combine the use of hot and cold water are a common method used in the recovery of athletes. In his study, Coffey compared the effects of active, passive and contrast aquatic techniques on recovery. At the end of the study, it was found that lactic acid concentrations were significantly lower during active rest and when using a contrast bath. It was noted that the most effective method in terms of perceived fatigue is the contrast bath method.

Vasoconstriction changes when cooled, and vasodilation changes when warmed, creating a pumping effect on the muscles, increasing blood flow, removing metabolic waste, and speeding recovery. Cold and hot water therapy reduces swelling, redirects blood flow and reduces muscle spasms by constricting and dilating blood vessels in response to temperature changes in the blood vessels.

As a result of these studies, it was possible to combine many restoration methods and create new combined methods. Research shows that when massage is combined with active recovery, the recovery process is accelerated psychologically and physiologically. The combination of active recovery with the use of cold water is believed to speed up recovery, despite disadvantages such as psychological discomfort and material demands.

DISCUSSION AND CONCLUSION

Many studies have questioned which recovery models are more effective in addressing performance-impairing factors such as lactic acid clearance, muscle damage, and ROM. Although studies have come to different conclusions, there are studies that provide similar results. It is hypothesized that these differences may be due to the diversity of the subjects used in the studies, the timing of the chosen method, the intensity of application and the structure of the exercises that caused fatigue in the athlete. recovery exercises. Although all researchers agree that active reduction is more effective than passive reduction in removing lactic acid from the blood, results are inconsistent when compared to other methods.

Although research into massage therapy has established that it has positive psychological effects on athletes, research on physiological responses has been inconsistent. It is known that for effective recovery,

the rest period between two loads is as important as the method used.

Points that sports scientists should consider when planning their future studies may include: The study selected groups of subjects from different groups, determined the optimal duration of active rest and intensity of exercise, timing and method of application, and the characteristics of the effects of massage in different environmental conditions. considering water applications and application times, such as different water temperatures, solids application times, different nutrients and application volumes, combining different restoration methods for different times and routes, and testing new methods.

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ANALYSIS OF MARKETING ACTIVITY IN CHEMICAL INDUSTRY ENTERPRISES

Submission Date: December 07, 2023, **Accepted Date:** December 12, 2023,

Published Date: December 17, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-19>

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ABSTRACT

The article presents a system of factors that allows us to reflect specific features and conduct a qualitative analysis of the sustainability of development of organizations in the chemical complex. A qualitative assessment of the institutional and competitive environment of chemical industry enterprises, the level of intra-industry cooperation, suppliers and consumers is given. An analysis of the internal potential of chemical enterprises was carried out, including the features of production processes, organizational and managerial factors, innovative activity, marketing, financial activities, etc. The presented factors of sustainable development of enterprises must be taken into account when justifying their development strategy.

KEYWORDS

Chemical industry, marketing, advertisement, activity, enterprise, method.

INTRODUCTION

A characteristic feature of the activities of chemical industry enterprises today is a drop in sales and production volumes and, accordingly, underutilization of existing capacities. In many cases, the reason for this

is external factors that cannot be influenced by a single enterprise. But very often the enterprises themselves are to blame for the decrease in production and sales volumes and, as a consequence, the deterioration of

financial results, in particular due to ineffective sales activities.

Analyzing this type of activity at a number of enterprises in the industry, the following can be noted: the insufficient professional level of the commercial apparatus of enterprises for studying consumer demand, the deformed structure of production of many goods, the spontaneous system of establishing economic connections. Also a negative point in their practice is the lack of proper control over the achievement of intended goals. The analysis of sales volume is carried out only partially and is superficial. Basically, it comes down to determining the degree of implementation of the plan, which does not allow us to ultimately develop valid recommendations. Hence the inability to timely eliminate or at least neutralize the negative impact of causal factors affecting the activities of the enterprise.

MATERIALS AND METHODS

Taking into account the current state of the market for chemical products, as well as the specifics of their production technologies, the performance of industry enterprises largely depends on the chosen approaches to the development of a production program, which should be carried out on the basis of marketing research.

Marketing research is a prerequisite for the success of products offered on the market. They will be effective

when they are considered not only as a process of obtaining hard-to-access information, but also as a means of providing the organization's management with analytical conclusions about changes in the marketing environment in order to improve the capabilities of the management system.

The strategic task of chemical industry enterprises is currently seen as developing various schemes for adaptation and survival in difficult economic conditions. The main components of the adaptation policy should be: the formation of an optimal system of tactical and strategic production planning, effective marketing, modern management.

RESULTS AND DISCUSSION

The main goal of enterprises is to “carry out activities to meet public needs and generate profits in the most efficient way.” In accordance with this, by the sustainable development of a business entity we will understand its ability throughout the entire life cycle to achieve its goals, taking into account the achievement of social benefit and environmental safety, while under the influence of various factors to maintain a state of balance, adapting to their influence through a transition from one qualitative state to another [1].

For effective management of any business entity, it is first necessary to identify the factors that have the greatest impact on its sustainable functioning and development potential in order to strengthen the most

vulnerable subsystems. Each factor can promote or hinder the sustainable development of an economic system, which depends on specific conditions or situations.

Since, in accordance with the modern approach, an enterprise can be represented as a set of interconnected elements, along with the relationships between them and their attributes, when studying the factors of sustainable development of an enterprise, it is proposed, first of all, to divide them into external and internal. When analyzing the external environment, it

is advisable to identify factors that directly affect the activities of the enterprise, i.e. factors of direct impact. The classification of internal environmental factors is proposed to be carried out based on functional areas, which makes it possible to track the key processes and elements of the organization, the state of which together determines the potential and opportunities that it has.

Let us consider the content and features of the factors of sustainable development of business entities in the chemical industry

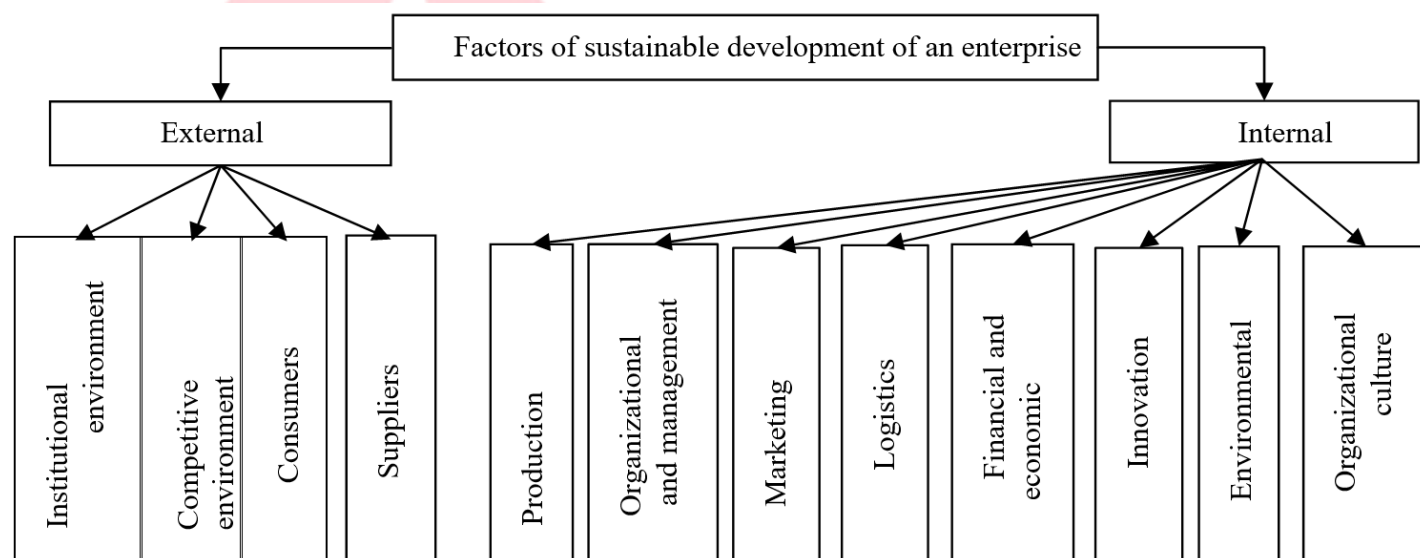


Fig.1 System of factors for sustainable development of an enterprise

Institutional environment. An important element of the institutional environment is the regulation of foreign economic activities of enterprises. This is due not only to the fact that most of the hydrocarbon raw materials are supplied from abroad, but also to the

predominant share of manufactured products that are shipped for export. The pricing procedure and price level for petrochemical products are strictly regulated by higher-level organizations and are subject to control and reporting.

Competitive environment. The chemical industry of the Republic of Uzbekistan is characterized by industry monopoly, in which the state has the exclusive right to administration through the relevant functional departments.

The obvious advantage of domestic enterprises is their favorable geographical location, which allows them to relatively quickly supply products in the required quantity. However, despite the fact that the capacity of both domestic and foreign markets is constantly increasing, a significant threat is posed by Asian and Russian manufacturers, who, due to the availability of accessible raw materials and modern equipment, can offer products at more attractive prices.

At the same time, a comparative analysis of the competitive advantages of enterprises producing chemical and petrochemical products with the world's leading manufacturers showed that domestic enterprises are losing their positions.

For enterprises producing petroleum products, ammonia, urea, benzene, caprolactam, artificial and polyester fibers and threads, tires and rubber products, the problem of providing their production with the necessary imported raw materials is the most important [4].

The analysis of suppliers of material and raw materials of chemical enterprises must be carried out in close connection with their consumers. The chemical

industry produces a fairly wide range of products intended for both intermediate and final consumption. A characteristic feature is that a significant part of the produced product along the technological chain is supplied to the enterprises of the concern, i.e. the consumers are chemical enterprises that produce products of higher processing, or the organization itself that produced it.

Often, intra-industry deliveries of products are associated with the loss of part of the supplier's income in favor of consumer enterprises due to sales at lower prices compared to supplies to foreign markets or the need for expensive re-adjustment of equipment to fulfill intra-industry obligations.

Consumers of the products of the concern's enterprises are also business entities in other sectors of the national economy.

Thus, the problem of increasing the efficiency of foreign economic activity is relevant, since in addition to the fact that the growth rate of the capacity of the domestic market is not so intense, domestic consumers (mostly industrial organizations) are characterized by low solvency and thereby negatively affect the sustainable - number of chemical enterprises.

The production process at chemical enterprises has a number of characteristic features that determine the specificity and direction of the influence of internal and

external factors on the sustainability of their operation. A feature of industry enterprises is the integration on one site into a single complex of production processes connected by a technological cycle, from the receipt of raw materials to the production of finished products, which allows organizing the most comprehensive use of raw materials and material resources. However, the variety of raw materials used and methods of carrying out technological processes, as well as the need to take into account the impact of chemical processes on the environment when choosing a rational scheme for a chemical production method, complicate the process of optimal production planning.

CONCLUSION

The presented system of factors allows us to conduct a qualitative analysis of the sustainability of development of organizations in the chemical complex, taking into account industry specifics.

Modern economic conditions in which chemical industry enterprises operate are largely determined by historical factors. Industry organizations are characterized by a high level of intra-industry cooperation. Continuous production places high demands on the uninterrupted and comprehensive supply, as well as on packaging, storage, transportation and sales of products, since any failures

can lead to a stop in production, which increases the environmental risk of environmental pollution.

The results of a qualitative analysis of the factors of sustainable development of chemical industry enterprises must be taken into account when developing a system of indicators for assessing the activities of organizations, which is the most important tool for justifying priority areas of activity and developing a development strategy.

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SPECIFIC CHARACTERISTICS OF THE MENTAL AND PHYSICAL DEVELOPMENT OF CHILDREN WITH MENTAL IMPAIRMENT

Submission Date: December 07, 2023, **Accepted Date:** December 12, 2023,

Published Date: December 17, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-20>

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ABSTRACT

In this article, in order to prepare mentally retarded children for social household life, conduct correctional educational, educational, developmental work with disabled children, adapt them to the social society, use their opportunities, bring them to adulthood so that they can serve themselves and benefit the society to a certain extent. Attention is paid to the importance of the role of the family, which is one of the most urgent issues of every country.

KEYWORDS

Psychologist, special education, mentally retarded, expert, pedagogue, disabled.

INTRODUCTION

Conducting correctional educational, educational and developmental work with disabled children, adapting them to social society, bringing them to adulthood so that they can serve themselves and benefit society to a certain extent is one of the most urgent issues of every country. After all, according to the words of our president Sh. M. Mirziyoyev, "The spirituality of any nation is determined by its attention to disabled people living in this society."

Considered by the President of our Republic as the highest priority of the state policy, the Decision No. PD-4860 "On measures to further improve the system of education for children with special educational needs" and the Cabinet of Ministers "Special Education It was reflected in the decision No. 638 "On approval of normative legal documents related to education of children with special needs". As a result of these works, all aspects of inclusive education, methods of implementation, goals and tasks, reforms in this area are included in the Regulation "On the procedure for organizing inclusive education in general secondary education organizations", 2020-2025 Concept of development of inclusive education in the system of public education in 2020-2025, defined in the "Roadmap" for the implementation of the concept of development of inclusive education in the system of public education in 2020-2021, Significant work is being done on implementation.

In accordance with the practical results of the concept, inclusive education was introduced in 135 general secondary schools across the Republic, and more than 200 children with special needs were involved in inclusive education.

Decree of the President of the Republic of Uzbekistan dated December 1, 2017 "On measures to fundamentally improve the system of state support for persons with disabilities" No. PD-5270, dated April 29, 2019 "People of the Republic of Uzbekistan on the approval of the concept of the development of the education system until 2030" decrees No. PD-5712, No. PD-4860 of October 13, 2020 "Measures for further improvement of the education system for children with special educational needs and Decision No. 638 of the Cabinet of Ministers of October 12, 2021 "On Approval of Regulatory Legal Documents Regarding Education of Children with Special Educational Needs" and other regulations A number of laws and decisions of our state have included measures related to the full education of children with special needs in the implementation of the tasks defined in legal documents, the support of the society, their integration into the society along with the healthy ones, and adaptation in social life. Currently, on the initiative of the President, care is being taken in our country to restore the health of mothers and children, to provide education and training to children born with disabilities, weak and other defects, and to raise them

to become useful people for society. A number of laws and decisions of our state have included measures related to the full education of children with special needs, the support of the society, their integration into the society along with the healthy ones, and adaptation in social life. Currently, on the initiative of the President, care is being taken in our country to restore the health of mothers and children, to provide education and training to children born with disabilities, weak and other defects, and to raise them to become useful people for society. Russian psychologist L. Ch. According to Ivanov, speech is closely connected with thinking. Without speech, a person cannot think without language tools. He says that speech cannot be a language if there is no thought. As can be seen from the above opinion of Ivanov, speech and thought processes are closely related to the mental development of a person. The ancient Greek philosopher Aristotle emphasized that the absence of one of the organs of human perception or its violation does not allow the overall development of the wholeness and wholeness, and evaluates the auditory analyzer as follows: , hearing is an important organ of understanding the world around. In connection with this, it can be said that a person who has not heard since birth is naturally dumb." G.N. Mersiyanova, G.M. Dulnev, V.I. Antipov, V.I. Karvyalis, Ya. Ya. Kravalis, S.L. Mirsky, Ye.A. Kovaleva, V.F. Machikhina, N.P. Pavlova, V.A. Shinkarenko, I.P. Former Soviet scientists like Freytag conducted

scientific research on issues such as education and upbringing of mentally retarded children in our republic, elimination of their defects, pedagogical features of raising a disabled child in the family S. Sh. Aytmetova, L.R. Mominova, I.G. Radisheva, G.B. Shoumarov, D.A. Gordienko, S.G. Kim, A. Soatov, V.S. Rakhmonova, Z. B. Em, G.A. Sodikova, R.Sh. Shomakhmudova, P.M. Polatova, D.A. Nurkeldiyeva, M.P. Khamidova, L.Sh. Nurmukhamedova, Sh.M. Researched in Amirsaidovaar's research. As a result of research studies and their analysis, the formation and activation of the cognitive activity of mentally retarded children is very complex and requires a systematic approach. The education system implemented in each country is based on certain goals. The tasks of independence today require updating the content of the education system. This creates the need to connect social education and family education in a meaningful way. Since special correctional pedagogy is a component of general pedagogy, these tasks have become the priority tasks of this field, and their implementation is to search for new methods and ways of organically connecting special pedagogy with family education and social education. -requires conducting practical research. The development of the state and society, its prospects are determined by the physical fitness and health of citizens living in this state. The birth of an unhealthy and disabled child, expected with good dreams, is a tragedy for any family.

The sharp and conflicting changes in the social, political, economic, and ecological spheres that have entered our lives in recent years have fundamentally changed it. We want to mention that it also leads to the increase of children with physical and mental disabilities, which is the goal of our topic. According to UN data, there are about 450 million children with disabilities worldwide. According to UNESCO data, among them there are around 200 million children in need of special assistance. The adoption of state documents on the life of young people and their social protection in our republic is a fundamental change of attention to young people in the life of an independent state. shows that it has changed. The remarkable aspect of the policy being conducted in this area is that the future of the young country is in the hands of the healthy generation, and this policy is not recognized even by the representatives of foreign countries. After all, "Implementation of the rules of social justice means ensuring the socially protected and guaranteed rights of the most vulnerable sections of the population - the elderly, the disabled, orphans, families with many children, and students" (4) of our country. It is instructive in all respects that it constitutes the essence of his policy in the social and spiritual sphere. The social, economic, and environmental changes taking place in our society are causing an increase in the number of children with physical and mental disabilities. In documents such as the World Declaration and the World Convention on the Rights of

the Child, as well as in Article 46 of the Constitution of the Republic of Uzbekistan, in Articles 23 of the Law "On Education" and in special laws, there is a defect in physical or mental development. and establishment of specialized educational institutions for education, upbringing and treatment of children in need of long-term treatment is emphasized. It is of great importance to cooperate with the family, school and neighborhood in the implementation of the elimination, correction and development of disabilities in children in need of assistance, and it is guaranteed by the state. Based on these requirements, providing education to children in need and adapting them to life requires special knowledge and an approach that knows the characteristics of a disabled child. The fact that one of the main tasks is to educate mentally retarded children, to prepare them for life as an active person, but this problem is almost not sufficiently researched from the scientific point of view, shows the relevance of the selected problem. The pedagogical views of scholars who lived in Asia are important. For example, Abu Ali Ibn Sina's "Isharat", "Donishnama", "Hayy ibn Yaqzan", "Solomon and Ibson", "Laws of Medicine", "Tadbir ul- "Manozil" contains views on all forms of education. These views have been a school for educating children for hundreds of years. considers secret to be the same environment for child education. He notes that all good and bad behavior is formed as a result of conditions, education, environment and habituation.

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FORMATION OF KNOWLEDGE ABOUT A HEALTHY LIFESTYLE IN STUDENTS WITH INTELLECTUAL DISABILITIES

Submission Date: December 07, 2023, Accepted Date: December 12, 2023,

Published Date: December 17, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-21>

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ABSTRACT

This article provides information about the attention given by our country to the healthy lifestyle of students with intellectual disabilities, as well as their orientation to a healthy lifestyle, the formation of the concept of Health in the mind that is an important place in human life.

KEYWORDS

Healthy lifestyle, mentally retarded pupils, agenda, hygiene.

INTRODUCTION

Health is the absence of diseases or defects of any living organism and the state in which all organs of the organism are able to fully perform their functions. Protection of human health is one of the functions of the state as well as the whole of the country. The World

Health Organization (who) is engaged in maintaining human health, protecting it, eliminating health problems.

The formation of a healthy generation is carried out on the basis of deciding a healthy lifestyle in society. To do

this, each member of society should lead a healthy lifestyle, and health should be perceived as a manifestation of civilizability. The formation of such a new discrepancy in the life of young people, in their behavior, also serves as a solution to all problems in this regard. A healthy lifestyle is a broad meaning concept that finds expression in working hard, active rest, constant involvement in sports, conditioning the body, adherence to personal professional and psychogigiene, proper nutrition, abstinence from the necessary habits, passing a doctor's examination every year and forming a healthy family. Also, a healthy lifestyle is also reflected in the skills of this individual, which are associated with the formation of a healthy family and having healthy children. Today, in higher education, the formation of a healthy lifestyle, knowledge, skills, reproductive culture in them in satisfying the requirements of intellectual, professional, moral, cultural development of student-youth is considered a key part of educational goals, in particular, in specialists within the framework of the pedagogical-psychological profession.

Health is a state of complete mental and social well-being, and not just the absence of diseases or defects. The state of the level of mental and physical development of the population directly affects the well-being of society, therefore, the problems of forming visions of a healthy lifestyle for the growing generation, including children with disabilities, are

considered one of the most pressing problems of today.

Lifestyle is the sum of concrete forms of human life activity in all spheres of public life. Scientific experiments show that a number of scientific research works have been carried out by philosophers, ethnographs, historians, sociologists, psychologists and educators on the issues of healthy lifestyle, philosophical aspects of the problem of healthy lifestyle, the role of healthy lifestyle in social relations, educational impact on society, the formation of healthy lifestyles among the population, especially in young people.

"Health is not just the absence of illness or disability, but a state of complete physical, mental and social well-being."

A healthy lifestyle culture helps a person to live an active long life and fully fulfill various social functions.

The main components of a healthy lifestyle include:

a complete, balanced diet on a complex of vital substances;

being outdoors, hardening, preparing immunity;

Organization of an individual purposeful mode of motor activity, which ensures the Daily need of the body for movement;

compliance with the regime of Labor and rest;

mental and emotional stability;

intelligent environmental behavior

compliance with all sanitary and hygienic standards,
personal hygiene;

giving up bad habits;

safe behavior.

Preschool age is the most important period during which the personality of an individual is formed. It is during this period that the basis is laid for the formation of a healthy lifestyle culture. The child will have many habits, including skills to perform life actions that significantly affect the functioning of the organs and systems of the body, awareness of the importance of personal hygiene, proper nutrition and an active lifestyle.

Care to strengthen the health of the child is not only a medical, but also a pedagogical problem. The team of teachers of the orphanage No. 5 for disabled children in the city of Yekaterinburg perfectly understands that only properly organized educational work with children ensures the formation of a healthy lifestyle culture, and this is not only hygiene measures.

Factors such as heredity, health disorders, living conditions, upbringing in the family and educational institution determine the health of our students. The formation of a healthy personality of children, in

particular children with disabilities, is possible with the purposeful development of physical education and its personality, by ensuring effective relationships in a specially created and organized environment that contributes to independence, self-development, organization, self-regulation of their actions.

As teachers, our task is to prepare students as much as possible for various complex and sometimes dangerous meetings. life situations. The most acute question arises about the need to develop the individual capabilities of each child, the formation of his vital powers. Thus, the assimilation of the rules of behavior that maintain health occurs primarily through the formation of initial ideas about the social norms of interaction, which are associated with the attitude towards oneself and others.

To date, the formation of a healthy lifestyle culture has been expressed in pedagogical theory and practice, but this problem is little studied compared to disabled children raised in a children's home. Issues of forming a healthy lifestyle culture in children with sensory, movement, speech, and mental developmental disabilities in foster homes have not been sufficiently developed, despite the need for conditions specifically established for the education and education of these children.

In the formation of a healthy lifestyle culture in children, we use the following forms of work

(preschool age with disabilities): observation, showing methods of movement, viewing video and photo materials, pictures, visual activity, didactic and plot-role. play games; teacher stories, conversations, problem solving, experiments, exercises, entertainment and tempering activities.

A person should always remember that there is one health in him, and the disease is countless, too much, and therefore not forget that it is easier to preserve health, awaken than to fight a large number of diseases. From this, it should be concluded that establishing a healthy lifestyle will help you completely get rid of many diseases or successfully fight them. For this reason, it is necessary that each person is able to establish a healthy lifestyle in his way of life and that i.e. pay more attention to their nutrition, starting first of all to work on expanding and developing opportunities for improving their health, following the rules of Hygiene and physical and cultural conditioning, always following the agenda. If a healthy lifestyle is not followed, it usually leads the human body to weaken its resistance to various diseases, and in most cases to weaken the immune system (the protective function of the body).

Indeed, in recent years, the formation of knowledge about a healthy lifestyle among children with special needs and mental retardation, the large-scale work carried out on their health, is a sign of the attention and opportunity given to them. It is worth mentioning here

that we can see it in the "Strategy of Development", "State Policy on Youth", "Convention on the Rights of the Child" and many other examples of the President of our country Shavkat Mirziyoyev. Also, for persons with disabilities, measures such as "On measures to further improve the system of state support for the disabled" and "Radification of the Convention on the Rights of Persons with Disabilities" of the Republic of Uzbekistan In the words of our president, "Educating a healthy and well-rounded generation is our noble goal." After all, every person, whether young, old, healthy or sick, is a member of our society.

CONCLUSION

In conclusion, whether a healthy person or an unhealthy person, it is necessary for everyone to live a healthy lifestyle, to follow the correct daily routine, to observe hygiene and diet. It is permissible to form the right ideas about a healthy lifestyle for children with disabilities, make them healthy, and introduce the rules of personal hygiene. It is necessary to provide theoretical knowledge about the fight against factors that threaten human life. Promoting a healthy lifestyle and paying special attention to it was considered one of the important tasks of the state-society.

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IMPLEMENTATION OF THE INCLUSIVE EDUCATION SYSTEM AND ITS EFFICIENCY INCREASE

Submission Date: December 07, 2023, **Accepted Date:** December 12, 2023,

Published Date: December 17, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-22>

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ABSTRACT

This article is devoted to the introduction of inclusive education in the educational system, the role of inclusive education in Uzbekistan and foreign countries, its application, the study of education on the basis of equality of children with disabilities together with healthy children. Collaborative training of children and healthy children in need of special care is a complex and time-consuming process, while there are advantages of inclusive education for both disabled and non-disabled people. It is emphasized that inclusive education plays an important role in the successful social activities of children with disabilities.

KEYWORDS

Inclusive education, social integration, disabled children, access to education, benefits of inclusive education.

INTRODUCTION

Currently, inclusive education is being introduced in many developed countries of the world. In English, the term "inclusion" means "join, add". Inclusive education is the organization of the educational process, taking

into account the educational needs and abilities of children with disabilities, studying together with healthy peers. Inclusive Education Unites children with different characteristics and abilities and does not

adapt all the individual needs and characteristics of children in the educational process to the educational system, on the contrary, the educational system adapts to the needs of each child. Today, solving problems with disability is one of the priorities of the social policy of developed countries. At the same time, the Republic of Uzbekistan seeks to ensure that every person with a disability carries out their rights and freedoms on an equal basis with other members of society. Including, There is a normative legal basis for the organization of inclusive education in Uzbekistan, the development of inclusive education in the educational system in accordance with the decree of the president of the Republic of Uzbekistan dated October 13, 2020 PD-4860, decree of the Cabinet of Ministers of the Republic of Uzbekistan dated October 12, 638 is a priority. In particular, in inclusive education, the goal is to create all the conditions for the education of children with disabilities, the creation of all conditions for achieving quality education and success in it, regardless of previous educational achievements, language, culture, economic and social status of parents. There are a number of relevant areas in the development of the inclusive education system, training and professional development of pedagogical personnel for the inclusive education system, development of educational materials and methodologies adapted for inclusive education, development of educational guidelines for Parents, Organization specialists and the general public on

inclusive education, development of teaching methods in inclusive education, implementation of individualization principles, development and implementation of technologies aimed at preventing the treatment of impotent or degrading dignity, ensuring the right of each child to develop in a way specific to his private pace, ensuring educational rooms of institutions that have switched to an inclusive education system with all the modern technical equipment necessary in this process is a priority of the development of inclusive education in Uzbekistan. At the same time, this direction also included the implementation of five initiatives, which included complex activities aimed at creating additional conditions for the pedagogical education of children with special educational needs involved in inclusive education.

If one looks at the idea of an inclusive education system, “education is for all” that is, everyone has the right to education. The basis of inclusive education is that all children can study together, develop, unite and be able to apply each other. 3 important factors in the development of inclusion are:

1. Formation of inclusive culture;
2. Development of inclusive policies;
3. Development of inclusive practice.

Inclusive education is considered to have several advantages over special education:

- As a result of the inclusive education process, children with special educational needs feel equal with their peers;
- As a result of inclusion, children spend a full-fledged time with their family and achieve the opportunity to live in a saturated state in an emotional-emotional aspect;
- Children discover their potential and feel the need to study.

The definition of disability is considered as a complex social phenomenon, which depends on many factors necessary for the successful socialization of an individual. Disability is a violation of health due to a constant violation of body functions, the degree of restriction of a person's life activity. Disabled people are a category of population who have difficulty exercising their rights and obligations on an equal basis with other citizens due to their limited health. The implementation of the rights and freedoms of people with disabilities largely depends on various factors, for example, the severity of the disease, the environment, as well as age. Speaking about age, it should be noted that it is much more difficult for children with disabilities to exercise their rights and freedoms, unlike adults. Therefore, such children need special support from the state and society. Currently, one of the

priorities of public policy in relation to persons with disabilities is to increase their vital activity through various activities and programs. One of the ways to improve the social functioning of people with special needs is their full integration into different areas of society, namely: social integration. Social integration (derived from the Latin word: integratio-meaning filling, regeneration) is the process by which an individual is fully and equally integrated into all aspects of the life of society. Integration is a two-way process, on the one hand, when a person seeks to join society, on the other hand, society tries to create opportunities for its inclusion. The process of social integration allows people with disabilities to adapt to the living conditions of society and fully operate in it. For social integration to be successful, it is necessary to create conditions that facilitate the inclusion of the disabled person in the life of society. One such prerequisite is inclusive education.

We can conclude that inclusion not only solves the problem of the education of children with disabilities, but also solves important problems at other same levels. If this education is applied correctly, taking into account various features and technologies, then most likely our country will not be forced to develop additional programs to solve the problems of children with disabilities. Inclusive education was created to solve the problems of children with disabilities within the framework of a social approach. This means that

such education must take into account the individual characteristics of each individual and create all the necessary conditions for the successful education, socialization and integration into society of the child. The positive attitude of teachers, healthy children and their parents contributes to the successful integration into society of a child with limited opportunities. Children with disabilities will communicate with healthy peers from an early age, which will allow them to successfully adapt to society outside the educational institution in the future after graduating from school, and also guarantee the beginning of an independent life without the help of anyone.

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APPEARANCE OF ETHNOPSYCHOLOGICAL FACTORS IN THE RELATIONSHIP OF MOTHER AND CHILD IN THE UZBEK FAMILY

Submission Date: December 08, 2023, Accepted Date: December 13, 2023,

Published Date: December 18, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-23>

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ABSTRACT

The article discusses the expression of ethnic identity in the relationship between mother and child, the differences in approaches that reflect the priority strategy of mothers belonging to two ethnic groups in their relationship with their children. Also, in the article, the research methods, comparative approaches, and empirical data are presented.

KEYWORDS

Mother, child, attitude, approach, value, cooperation, emotional closeness, symbiosis, infantilization, authoritarianism, cooperation, ethnopsychology feature.

INTRODUCTION

Due to the deepening of the processes of global integration and information in the world, the perception of the family institution is changing in people's social life. In particular, in the system of interpersonal relations, which is the socio-psychological basis of family life, a sharp change in traditionality, a weakening of psychological balance,

especially in parent-child relations, "alienation syndrome" is manifested. According to the data published by WHO (World Health Organization) at the end of 2022, 1 billion children between the ages of 2 and 17 in the world become victims of some form of neglect in one year, 300 million of them are parents or they the cruel treatment and pressure of substitute persons

makes the problem of establishing a healthy relationship between adults and children even more urgent and shows the need for scientific and practical research.

Literature review (Literature review). Among all institutions of socialization, the family is distinguished by its special status. Although its socializing function is especially strong in the early stages of life, it actually accompanies a person throughout his life. The socialization process in the family is a factor that determines the successful adaptation of the child to different social groups [6], its socialization function is particularly evident in certain age periods [4], and at the same time, this function of the family is declining in the life of modern youth. [5].

So, as the family appears as a transmitter of ethno-cultural characteristics, it is reasonable to expect that ethno-psychological identity is manifested in every aspect of its life. In particular, it is natural that ethnopsychological characteristics are clearly expressed in parent-child relationships. Because on the one hand, the relationship between parents and children is a significant part of family life, and on the other hand, the family always appears as the main space that conservatively preserves the elements of the national way of life. Therefore, it is not difficult to predict the expression of ethnic identity in parent-child relations. This process is especially evident in the relationship with the mother

Research Methodology (Research methodology). Based on the tasks set out in the study, A between Uzbek and Russian mothers. Y.Varga V.V.Stolin's "parental attitude survey" was conducted and the results were comparative analyzed and processed through computational methods according to the method t-criterion[3].

Here, first of all, it should be emphasized that for the comparative study, the Uzbek nation, which is the titular ethnos, was selected as the self-identified test subjects and mothers from the ranks of the Russian nation, in the ethnic composition of our country, its national-cultural It is explained by the fact that the largest number of ethnic groups, which differ according to their characteristics, are Russians. In particular, according to the latest data of the State Statistics Committee (as of January 1, 2021), after Tajiks, Kazakhs, and Karakalpaks, Russians are the largest ethnic group in terms of numbers. The main goal of the research is to study the characteristics of mother-child relations in Uzbek families, including the role of national-cultural factors in this. , according to customs and traditions, in other words, representatives of the Russian nation were chosen as an ethnic group that differs from the Uzbeks more than the Tajiks, Kazakhs and Karakalpaks with their signs that reflect the unique aspects of the ethnic group.

Analysis and Results (Analysis and results). One of the tasks set in the study, that is, when studying the aspects of Mother-Child relations related to ethnicity, it is Uzbek and Russian testers that we should not overlook an important aspect here. The fact is that the study was conducted between mothers and children living in our country. Since the psychological characteristics of each person are a reality formed under the influence of many factors, it can be expected that, naturally, representatives of nationalities who have long been living separately from their homeland, who have become neighbors to other ethnic groups, differ to some extent in their large Ethnos. In other words, both life observations and logical reasoning confirm that certain differences can arise between them after the fact that representatives of one nationality live in two fundamentally different historical and cultural spaces. Therefore, when it comes to a comparative study of the relationship of

Uzbek and Russian mothers with a child, first of all, we will also be right to note that these results should be extrapolated precisely in the mica of our country.

At the same time, of course, a search was organized in our study to verify the importance of the specific ethnopsychological factor, taking into account the fact that the ethnic group, which, despite living in two different environments, maintains unity with a large Ethnos in terms of common language, customs, traditions and rituals (including traditional religious rituals), maintains its indigenous ethnopsychological characteristics even in a

Examination of the level of statistical significance of the difference in approaches that reflect the priority strategy of respondent mothers of two ethnic groups in relation to the child has shown that there are also differences in addition to a number of general aspects.

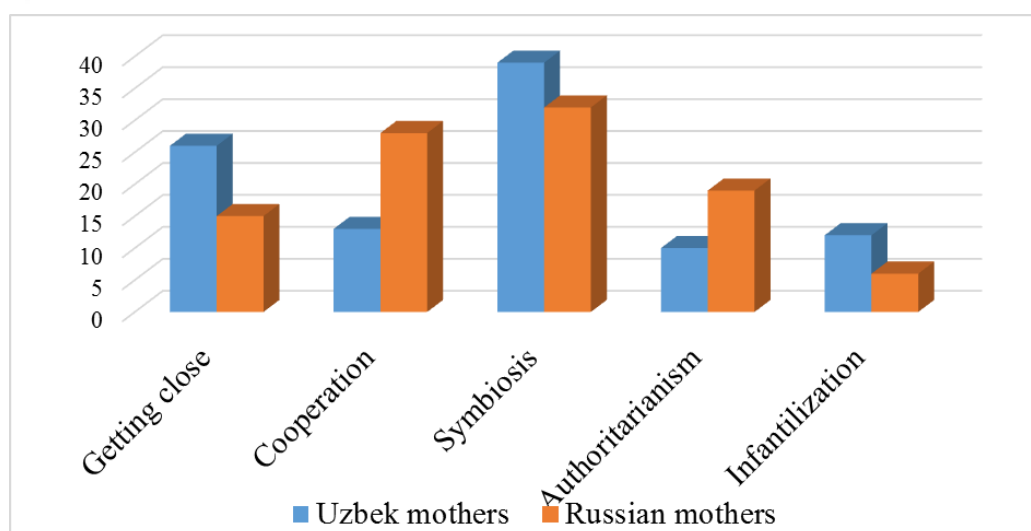


Figure 1. Indicators of priority approaches of Uzbek and Russian mothers to their children (in %)

An aspect that initially attracted our attention in the comparative study of the methods of cooperative Uzbek and Russian mothers who are more willing in a relationship with a child is the fact that for Uzbek mothers the indicators of emotional closeness of the child, symbiosis and infantization are higher. Of course, there are many proverbs, life examples in Uzbek national history about the fact that mothers sacrifice their lives for the child, are ready for anything for the child. However, in our modern life, an increasing number of negative phenomena (child trafficking, physical torture of a child at the level of serious injury, his suicide, etc.) when it comes to explaining, We think that it is precisely because of the loss of its creative power against the background of a symbiotic and

infantile relationship of the intimate acquisition strategy. In other words, the result may also not be positive if the intimate taking attitude is reconciled with the child being fully attached to himself (symbiosis) or understanding him as helpless, unable to handle anything.

It was noted that Russian mothers, on the other hand, give a higher place in the relationship with the child than Uzbek mothers in the styles of cooperation and authoritarianism. This situation will most likely be due to the fact that in a relatively small Russian family, a mother is more willing to personally devote more time to one or two children, offer him cooperation, cooperation based only on her own conditions.

Table 1.

Indicators of discrepancies in the views of Uzbek and Russian mothers regarding the leading approach in the attitude towards the child

Comparative analysis scales	Test groups		Student's t-test
	Uzbek mothers	Russian mothers	
	M ₁	M ₂	
Getting close	22,4	20,6	1,05
Cooperation	4,3	7,8	2,72**
Symbiosis	5,6	3,2	2,64**
Authoritarianism	3,1	3,4	0,73

Infantilization	5,1	3,7	2,04*

Note: *- $p \leq 0.05$, ** - $p \leq 0.01$.

Based on the results of the two-member statistical processing, it was found that the indicators of mothers of two ethnic groups in terms of discretion to the methods of attitude towards the child do not differ significantly on the scale of close acquisition ($t=1.05$; $p \geq 0.05$). At the same time, a significant statistical discrepancy has been identified on the cooperation ($t=2.72$; $p \leq 0.01$), symbiosis ($t=2.64$; $p \leq 0.01$), and infantilization ($t=2.04$; $p \leq 0.05$) scales. In particular, it was observed that more Russian mothers, symbiotic and infantilized attitudes towards cooperation and authoritarianism are at the discretion of Uzbek mothers. From this, it is understood that Uzbek mothers seek to protect the child from everything, to keep him as dependent on himself as possible, and to beware of various grievances, Russian mothers move to ensure a partnership based on a certain severity.

It is possible that here, following the dominance of values of a free approach in Europeanized family relations, mothers may choose a collaborative strategy in which they themselves turn out to be the initiators as a way to ensure that children do not get out of the overreaching majors.

CONCLUSION

Thus, the following conclusions can be drawn on the results of a comparative study of the views of mothers

of two ethnic groups on the approach and tactics that should prevail in a relationship with a child:

1. To consider the role of a national-cultural factor in the life of a family, the level of objective discrepancy is relatively high, that is, according to language, way of living, religious imagination, Customs and traditions, in other words, it is precisely with the signs that reflect the unique aspects of Ethnos that it is advisable to choose representatives of an ethnic group that are
2. The differences between Uzbek and Russian mothers in the approaches that are manifested in the attitude towards the child are mainly concentrated in the field of opportunities for organizing activities in cooperation with the child.

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STUDYING SPORTS PSYCHOLOGY

Submission Date: December 09, 2023, Accepted Date: December 14, 2023,

Published Date: December 19, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-24>

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ABSTRACT

Sports psychology studies the psychological foundations, processes and effects of sport. Sports psychology involves the scientific study of human behavior in sport and exercise, and the practical application of this knowledge in the context of sport and exercise. Moreover, this structure of sports psychology, which includes both science and practice, can be traced since the development of sports psychology as a science. It is also considered very useful for assessing and developing sports skills by improving psychological development or sports performance, as well as by maximizing the performance of athletes in competitive situations. Along with these psychological advances in modern sports, there has also been significant progress in sports psychology research. This is a lot of new research; It not only covered a wide range of topics of scientific and practical importance in the field, but also included other areas of sports and health sciences, as well as various areas of psychology. In such an environment, a critical element of developing knowledge in any area of research is regular reflection, reflection and feedback. This task is usually accomplished through a literature review. General information about literary sources; Literature review; It serves as the first tool for organizing, restructuring and creating a certain structure of the subject. It also guides future research, lays the foundation for further progress, and serves as a guide. In this study, we attempted to provide a starting point for future research by briefly discussing the development of sport psychology from the past to the present, research topics, and methods used in sport psychology research.

KEYWORDS

Sport, Psychology, Sports psychology, Behavior, Health, Endurance, Coaches.

INTRODUCTION

Sports psychology, as the study of human behavior in the context of sport and physical activity, is one of the youngest subdisciplines in the field of sports science, as well as one of the youngest subdisciplines in the field of psychology. Sports psychology is increasingly supported by medical and psychological concerns about health and endurance, as well as an interest in performance. As athletes and coaches strive for peak performance, they also become aware of psychological factors, making sports psychology more effective.

Sports psychology is concerned with improving people's performance in both team and individual sports by assessing the psychological characteristics of people who participate in sports. In other words, sports psychology is the study of human behavior, such as competition and achievement, and the thoughts and feelings associated with these behaviors, such as anxiety, self-esteem, and motivation. Sports psychology is the application of psychological principles to sport and physical activity at all levels of skill development. Therefore, he tries to reflect the results of psychology in his direction and methods. Since its development as an academic discipline, sport psychology has been viewed in two ways: first, as applied psychology, in which the principles of psychology are applied to sport and physical activity, and second, as a sub-discipline of sport science.

knowledge of other branches of sports science, such as biomechanics, its theories, structures and measurements. Physiology of exercise. Those who took the first view tended to focus on sport and physical activity as a means to understand psychological theory and apply psychological principles. Those who adopted the latter method focused on observing, explaining and predicting behavior in the context of sport.

Sports psychology encompasses both science and practice, and this has been evident since the development of sports psychology as a discipline. Thus, sports psychology involves the scientific study of human behavior in sports and exercise, as well as the practical application of this knowledge in the sports and physical environment. European Federation of Sports Psychology (FEPSAC) sport; defined it as including cognitive, motivational and sensorimotor aspects of psychology: "Sport is physical activity in educational, competitive, recreational, preventive and rehabilitative environments, including health-oriented exercise." This definition describes the place of sport psychology in psychology, its application to sport, and sport science as a field of study.

Another area focuses on the study of sport psychology; psychophysiological, socio-psychological and cognitive-behavioral approaches. Psychophysiological

approach; Sports emphasize the use of physiological indicators such as heart rate, brain wave activity, palm sweat, and muscle action potential, which are the best indicators of psychological processes. The socio-psychological approach assumes that behavior in sports is determined by the complex interaction of psychological structures (characteristics/tendencies) of individuals and the social environment in which they exist. The cognitive behavioral approach emphasizes the cognitive and behavioral aspects of the athlete and their way of thinking; Pays attention to how safe, comfortable or tense you feel and how this affects your performance. These trends also reflect methodological and measurement challenges in the field and are therefore important indicators of the ongoing debate about what constitutes legitimate and useful knowledge in sport, physical activity, and sport psychology. This study discusses the debates and advances in sport psychology; The development of sport psychology as a concept and field from past to present, research topics, methods and foci used in the study were reviewed and presented. It should not be forgotten that in order to advance research and knowledge in a particular field, it is necessary to summarize and reflect that field through literature reviews. This study attempts to accomplish this task in the best possible way.

Sports psychology and its pioneers in the historical process

To our knowledge, the word "psychology" was not used in conjunction with the word "sport" until the 1870s. Around 1875, Russian anatomist Pyotr Frantsevich Lesgaft developed a system of physical education. His goal was to promote harmony between body and mind and to explore conscious control of the body as a method. He thought that training the nervous system in this way could later form the basis for the development of character and intelligence, and he conducted serious research on this topic. Later, the German physiologist Emile du Bois-Reymond suggested in 1881 that physical exercise creates a complex connection with the central nervous system, and therefore physical exercise is not only gymnastics of muscles, but also a kind of gymnastics of the spiritual function of the body. A similar idea was expressed by the Hungarian Karoly Budinsky: "Strengthening the nervous and muscular system through physical exercise, as well as self-control and willpower." Another indicator of sports psychology research is the 1894 article "Psychologie de l'Entraînement Intensif" by the Frenchman Philippe Tissier and the 1895 Norman-Triplett study directly related to sports psychology. At the end of the 19th century, interest in sports psychology increased.

In 1899 and 1900, two articles appeared entitled "The Psychology of Sports." The first was written by Baldwin Groller. It was published in two parts in the journal Die Wage (Vienna) in October and December

1899 under the title "Zur Psychologie des Sportes". Groller drew attention to some psychological phenomena associated with sports activities that have not yet been studied scientifically, and noted that it is doubtful that even the most qualified scientists are aware of the existence of these problems. In May 1900, an article by Baron de Coubertin, the founder of the modern Olympic movement, was published entitled "The Psychology of Sports" with the same title as Groller's work. The content of this article is completely different from Groller's article, and it is unlikely that Coubertin and Groller knew about each other when they wrote their articles. Expressions related to sport psychology appear to be included by both authors, although Groller has a slight edge.

There was no formal sport psychology organization until the 1920s, but the Sports Research Laboratory, founded by Coleman Griffith at the University of Illinois in 1925, was considered a pioneer. Coleman Griffith, who also popularized sports psychology by founding a university research laboratory, publishing two textbooks, and consulting with professional sports teams, is often called the "father of sports psychology." However, this early path in sport psychology was not without its problems, and in 1932 the Sports Research Laboratory was closed due to lack of funds. Peter Rudik and A.S. Puni in Russia and R.V. Schulte in Germany conducted parallel research related to sports psychology, but at that time sports

psychology was not yet a defined field. Following these events, there was little activity in the field of sport psychology between the 1930s and 1960s.

Sports psychology re-emerged in the US in the 1960s and was used in the UK and the rest of Europe a few years later. The field of sport psychology has since expanded throughout the world and has become one of the fastest growing new academic disciplines. Another notable issue is that until recently, sport psychology research has been conducted primarily in the field of sport science rather than psychology. The year 1965 is considered a turning point due to the holding of the first International Congress of Sports Psychology. The Congress was held in Rome and chaired by Ferruccio Antonelli, with 500 participants from more than 40 countries and 230 scientific studies.

In 1969, the European Federation of Sports Psychology (FEBSAC) was founded in Vittel. In 1970, the first journal in the field of sports psychology, International Journal of Sport Psychology, was published. By the mid-1980s, practical issues came to the fore and attracted attention, prompting many researchers to turn to the field. The 1985 meeting marked the beginning of the Association for the Advancement of Applied Sport Psychology (AAASP), the primary professional organization for sport psychology in the United States. In 1986, the American Psychological Association (APA) officially recognized "sport

psychology” as a branch of psychology, and it has now become a field that attracts many researchers.

As noted above, researchers have conducted various studies on many of the perspectives that form the basis of modern sport psychology. These studies created the field of sport psychology and not only served as a guide for researchers of their time, but have allowed many researchers today to use these ideas and studies.

Areas of research in sport psychology

Personality

In the minds of many, sports psychology is viewed primarily as the relationship between the individual and sport. Whether in the context of motivation, aggression, stress and anxiety, cognitive processes, development, or social interaction, it is discussed how each individual's responses to the sporting environment differ. According to Goffman, “personality is nothing more than the set of roles or characters that we represent,” according to Raymond Cattell, our personality has a stable essence. Kelly defines personality as, first of all, each of us is unique, has our own priorities and our own world. In general, regardless of how personality is conceptualized, the transactional approach is seen as the only logical path. Within this interaction, it is important for sport psychology to consider how personality relates to performance. Therefore, one of the most studied topics in recent years is the relationship between sport

and personality. Athlete personality, the relationship between personality and performance, and the impact of sport on personality constitute important areas of research.

Self-esteem

Self-esteem remains one of the most studied concepts in social psychology and sport psychology. Self-esteem generally refers to a person's "positive self-image." It consists of two dimensions: competence and value. A measure of competence (performance-based self-esteem) is the extent to which people consider themselves competent. The value dimension (value self-esteem) is viewed as the degree to which people perceive themselves as valuable people. If we look at the concept of self-esteem in the field of sports, we can see that it is of great importance.

Attention

It answers fundamental questions such as "how voluntary control and subjective experience arise and regulate our behavior." The ability to concentrate or concentrate on what is most important in any situation, without paying attention to distractions, is an important component of successful performance in sports. Some sport psychologists have focused their research on the role of selective attention in development. In general, selective attention can be improved with practice and experience and is effective for focusing attention and making quick and accurate

decisions in a variety of sports. Additionally, lack of focus can mean the difference between success and failure in competitive sports. With this difference in mind, researchers have focused on attention regulation. The issue of attention regulation is especially relevant for elite level sports performance, since athletes need to properly understand and control their attention system in order to achieve success.

Motivation

It is emphasized that a person must first of all be motivated to perform an action. In fact, in sports, motivation is seen as the key factor for a person to perform the activity, continue with it and at the same time achieve success. "Motivation means various internal and external factors that induce an organism to a certain behavior, determine the regularity and duration of this behavior, direct the behavior and determine the mechanism that ensures its activity." An important difference between types of personal motivation is defined as intrinsic and extrinsic motivation. Intrinsic reasons for playing sports include excitement, fun, love of movement, the opportunity to demonstrate and improve our skills, in short, all the reasons we enjoy sports. The reason they are so effective at motivating athletes is because they directly impact intrinsic motivation. Extrinsic motivation can come in the form of rewards, praise, increased status, and new friendships. Both intrinsic and extrinsic motivation are important in sport, and sport

psychologists can work with both intrinsic and extrinsic motivational factors to improve a person's athletic performance. Additionally, current approaches to motivation in sport psychology focus on criteria such as self-efficacy, goal setting, and achievement motivation to explain why human behavior is motivated by future events.

Image

Although 'visualization' has recently gained attention as a popular approach to improving sporting performance, the concept was first introduced by Galway in the 1970s. Galway says that the most powerful opponent a player has to face in sport is in his own mind, and he must be able to defeat it primarily with his mind. Imagination is intense imagination in the mind without any action. Athletes often create images about competition. They imagine performing technical skills, imagine themselves playing well or poorly, mentally analyze mistakes, worry about competition, think about winning or losing, and question their relationship with each other every time.

Stress

Stress is the process by which people perceive and respond to certain events, called stressors, that they find difficult or threatening. Stress is understood as an interaction between a person and the environment. Stress can be observed in athletes under the influence of external and internal factors of the sports

environment. Identified stressors include excessive pressure, critical comments, spectators, athlete testing, excessive focus on winning, training and competition environments, opponents, coach and teammate relationships, physical errors, abilities, injuries, self-doubt regarding personal goals and expectations, and also watching the opponent play well. Identifying these sources of stress that athletes face can help them develop strategies to cope with stress. Coping strategies are important to applied sport psychology, and research in this area sheds light on the topic. Research in this context is increasing every day and these studies show the importance of sports psychology as it plays a role in improving the performance of coaches and athletes.

Aggression and violence

Although the competitive nature of sports can contribute to aggression, the essence of aggression is actually behavior. Aggression, by definition, involves actively causing something unpleasant to someone. Aggressive behavior can take many forms, from verbal abuse to physical violence aimed at causing psychological harm. In general, aggression involves the intention to cause harm. Therefore, behavior that accidentally harms someone is not aggression. When these factors are combined, aggression is briefly defined as “any act done with the intent to harm another person,” and violence is “the intentional use of physical force or force in the form of threat or force

against another person.” the reality of bodily harm, psychological harm and death to the person exposed. "or the possibility of its discovery." Although the prevalence of aggression and violence in sports is not an inherent part of sport, aggression and violence in sports on and off the field is a worrying spiral. In recent years, the concepts of aggression and violence have become the subject of significant research from a sport psychology perspective. Researchers have focused on the context between the causes and consequences of aggressive and aggressive behavior that can often be observed in sports environments, especially due to the motivational and competitive aspect of sports. In addition, cross-national and cross-cultural research may help highlight the changing importance of broader psychosocial and cultural determinants of aggression and violence in sport more generally.

Methods used in sports psychology research

There are a number of alternative methods that sport psychology researchers can use to conceptually advance the field, and within this framework there is an increasing use of qualitative, quantitative, and mixed methods. As you can see, the quantitative method is often used in sports psychology research. Quantitative Research; This is useful if there is prior information about the phenomenon of interest that allows the use of standard data collection methods such as surveys. It is used to measure people's psychological attitudes, self-esteem and behavior.

Given recent developments in qualitative research methodology and ongoing debates over fundamental issues such as how to evaluate qualitative research, the effectiveness of qualitative research in sport and exercise psychology is another area of concern. The value of qualitative approaches in some sport and health-related research is that they can answer research questions that do not always lend themselves directly to quantitative research.

At the same time, mixed methods, which help methodically diversify and enrich the field, also stand out as an alternative due to their depth. Recently, there has been a growing belief that focusing solely on qualitative or quantitative research methods causes researchers to miss important parts of a phenomenon or story. However, given that the use of mixed methods remains a controversial issue, it seems worthwhile for those using this approach in sport psychology research to engage with debates in other disciplines to inform their research. The use of mixed methods is important for the future development of mixed methods research in sport psychology, as well as for increasing the awareness of researchers.

DISCUSSION AND CONCLUSION

Answers to many questions posed by sports psychology require the integration of psychological and physiological parameters. Sports psychology, by definition, strives to do just that. Despite the demands

on the researcher, the benefits of such studies are actually higher and undoubtedly provide more information about sports. Today, the potential presence of physiological as well as psychological effects in improving athletic performance and, therefore, the importance of sport psychology is recognized. It is clear that physical activity and sport alone do not ensure healthy and adequate development with good physiological functioning. It is very useful for assessing and improving athletic skills in sports through psychological development or improvement in sports, as well as for optimizing the performance of athletes in competitive situations. All these factors require further research for the future of sport psychology. This enthusiasm for the application of psychology to sport is exciting for sport psychology and its researchers. Moreover, such efforts should also contribute to the development of relevant theoretical frameworks for research.

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PHYSICAL ACTIVITY, HEALTH AND ENVIRONMENT

Submission Date: December 09, 2023, Accepted Date: December 14, 2023,

Published Date: December 19, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-25>

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ABSTRACT

It is well known that physical activity has many benefits when performed at the levels and durations recommended by organizations. Physical inactivity and therefore certain diseases are on the rise worldwide. Many studies have shown that preventable diseases place a large financial burden on countries' healthcare systems and economies. In recent years, interest in the features of the built environment associated with physical activity has increased sharply. Creating supportive built environments in residential areas can be a strategy to increase physical activity in communities. Walkable neighborhoods are characterized by the presence of characteristics that promote physical activity, such as high housing density, diversity of land uses and routes, street connectivity, pedestrian infrastructure, traffic and crime safety, and aesthetics. Research has identified relationships between perceived and objectively measured characteristics of the built environment and physical activity in adults.

KEYWORDS

Physical activity, sedentary lifestyle, modern non-communicable diseases, built environment, sports, environment, society.

INTRODUCTION

For thousands of years, people have been physically active to feed, shelter, and protect themselves. He made weapons from stone, bone and wood for

hunting and protection from predators. Sometimes he hunted for prey for several days and fought with the animals that attacked him. He domesticated animals

and led a nomadic lifestyle. With the domestication of the horse, it became possible to travel further. After farming began on the land, they began to lead a settled life, and villages were built. Thanks to the technology he developed, he began to use his body less and less. Thanks to the industrial revolutions that began in the 17th century, people move less and therefore consume less energy, but eat more than their daily needs and struggle with a growing number of modern non-communicable diseases. The cumulative effects of sedentary lifestyles and accompanying dietary changes have led first to an epidemic of cardiovascular disease and, more recently, to an epidemic of overweight/obesity in post-industrial societies. It is estimated that pre-industrial people consumed a total of 3000 kcal per day. Comparable estimates for today's wealthy societies are around 2000 kcal. This change is explained by a decrease in energy expenditure during physical activity from approximately 20 kcal/kg/day in hunters to 5 kcal/kg/day in sedentary Westerners.

The adventures of inaction that we have attempted to summarize above led to efforts to take action around the world beginning in the third quarter of the twentieth century. Many questionnaires, diaries and observational methods have been developed to assess physical activity levels and are still widely used today. In addition to the developed subjective methods, in parallel with the development of technology, objective measurements using heart rate monitors (HR),

pedometers, accelerometers, and geographic information systems (GIS) also have their place. Currently, research on increasing physical activity is gaining momentum. First, we see that research is focused on understanding the factors limiting physical activity and reducing these limitations.

Physical activity (PA) is defined as any movement of the body that results from contraction of skeletal muscles and requires energy expenditure. "Physical activity," "exercise," and "physical fitness" are terms that describe different concepts. However, they are often confused and the terms are sometimes used interchangeably. Exercise is a subcategory of physical activity that is planned, structured, repetitive, and goal-directed in the sense of improving or maintaining one or more components of physical fitness. Physical fitness is a set of characteristics related to health or skill. The extent to which people possess these characteristics can be measured using certain tests. These definitions are offered as a basis for interpreting research linking physical activity, exercise, and physical fitness to health. Physical activity includes play, work, active transport, housework and other activities that include physical activity as part of leisure time, as well as exercise.

Physical inactivity (PI) is defined as the absence of any or very little physical activity at work, at home, in transport or during leisure time and failure to comply

with physical activity recommendations considered necessary for public health.

Sedentary lifestyle is a growing health and economic problem

Physical inactivity is reported to be responsible for 9% of premature deaths, or more than 5.3 million deaths in 2008. Strong evidence shows that physical inactivity increases life expectancy and reduces the risk of major non-communicable diseases, including coronary heart disease, type 2 diabetes, and breast and colon cancer. Since the majority of the world's population leads a sedentary lifestyle, this addiction poses a serious health problem. There are studies aimed at measuring the role of physical inactivity in causing major non-communicable diseases, at estimating how many diseases could be prevented if sedentary people became active, and at increasing community life expectancy. Physical inactivity and sedentary lifestyles create a significant economic burden worldwide and also increase the risk of many adverse health conditions, morbidity and mortality. It is reported that 3.6 million deaths worldwide could be prevented each year if two-thirds of sedentary people increased their activity to the level recommended by guidelines.

In 2013, the global economic cost of physical inactivity to healthcare systems worldwide was estimated at \$53.8 billion. In addition, deaths associated with

physical inactivity result in \$13.7 billion in lost productivity.

In high-income countries, 26% of men and 35% of women are not physically active enough, compared with 12% of men and 24% of women in low-income countries. Low or declining physical activity usually corresponds to high or increasing gross national product.

On World Obesity Day, leading obesity organizations around the world are calling for collective action to tackle the global obesity problem. At the lower end of the range recommended by the 2020 WHO guidelines, engaging in at least 150 minutes of moderate-intensity physical activity per week would increase global gross domestic product (GDP) by 0.15–0.24% per year by 2050. Over a thirty-year forecast horizon (in 2019 prices), this increase is estimated at US\$314–446 billion per year, with a total cost of US\$6.0–8.6 trillion. Results vary by country due to differences in physical activity levels and per capita GDP. A systematic review of the literature identified 74 comparable studies that provided estimates of the risk of all-cause mortality associated with physical inactivity. The presented meta-regression estimates of mortality risk compare people with moderate and high levels of physical activity to a baseline group with low activity, after adjusting for health status and lifestyle factors. As a result, increasing physical activity in society leads to significant economic benefits for the global economy

by reducing mortality and morbidity in working age and increasing productivity, in particular by reducing lost workdays. .

Our health is closely linked to where we live

In recent years, interest in the features of the built environment associated with physical activity has increased sharply. Creating supportive built environments in residential areas can be a strategy to increase physical activity in communities. Walkable neighborhoods are characterized by the presence of characteristics that promote physical activity, such as high housing density, diversity of land uses and routes, street connectivity, pedestrian infrastructure, traffic and crime safety, and aesthetics.

Research has identified relationships between perceived and objectively measured characteristics of the built environment and physical activity in adults. A meta-analysis found that the availability of physical activity spaces, sidewalks, shopping and services within walking distance, and road safety were positively associated with physical activity in adults. A multi-country study found that certain perceived environmental characteristics (e.g., housing density, access to land use, diversity of land use patterns, street connectivity or traffic safety, crime safety, and aesthetics) promote transit walking, leisure walking, or moderate to vigorous walking. Physical activity: A systematic review of 25 Canadian studies found that

total walkability and land use were consistently associated with walking on public transport.

In women, general physical activity is determined to be 6-10% less than in men. Evidence suggests that the importance of some neighborhood characteristics in supporting physical activity may differ for men and women. The association between total walking and transit minutes was found to be stronger for women than for men. However, these data are particularly important for planning physical activity interventions aimed at increasing participation and/or duration of moderate-to-vigorous physical activity for both men and women.

Significantly higher levels of physical activity are reported among residents of areas where the built environment supports physical activity. A cross-sectional study examining the association of physical activity with the urban environment in 14 cities around the world provides a comprehensive overview of the quality of the built environment and physical activity outcomes across five continents (6822 adults) and provides an effective assessment. Four built environments: walking distance from residence (0.5 km), public parks; high density of public transport, such as bus, train or ferry stops, and the number of stops; Net residential density and more pedestrian intersections were positively and linearly associated with higher levels of physical activity in the single environment model. Geographic information systems

and accelerometers are used to objectively assess the environment and physical activity. They noted a difference of 68–89 minutes of moderate to vigorous physical activity per week between the least and most affluent areas of the built environment; This is a significant difference, representing 45-59% of the moderate to vigorous physical activity recommended by the World Health Organization per week. According to the results of this study, almost two thirds of physically inactive people could meet international recommendations if they added 10 minutes of moderate to vigorous physical activity to their daily routine.

Traditionally, some of the world's most pedestrian-, physical-activity-, and bicycle-friendly cities have been built or developed for the broader public good and a general sense of citizenship, rather than specifically for physical activity or health. Wide sidewalks (shaded by trees to combat hot weather in tropical countries), bike paths, green areas for walking, parks and sports centers were built decades ago for the benefit of the public. Delhi and Mumbai in India were pedestrian-friendly cities, but they were ordinary. But rampant new construction has weakened their accessibility for pedestrians and cyclists. Likewise, cycling to work has significant health benefits, with the popular Danish cycling system providing transport for 25% of the population. The death rate among those who cycle to

work is 30 percent lower than among those who use passive transport.

Historically, urban planning and the built environment have been heavily influenced by infectious diseases such as cholera, rheumatism, and tuberculosis.

Continuous and long-term multi-dimensional assessment of the existing urban built environment should be an integral part of urban planning and management. With rapidly increasing inactivity due to urbanization, we need initiatives that create an environment that changes our daily lifestyle.

International Organization for Physical Activity and the Environment (IPEN)

To change behavior in society, it is important to understand the underlying forces responsible for current patterns and trends. Among the many possible factors under consideration, physical environmental variables are particularly promising. In many countries, land development practices are increasingly based on car-centric suburban models, with risk factors for inactivity and obesity. A better understanding of how to create action-ready communities can lead to informed policy recommendations. Country-specific data are needed to provide reliable evidence to policymakers.

The main objectives of the IPEN study were: To determine the strength of the association between

leisure-time physical activity, walking/cycling for transport, and BMI and environment in all participants using self-report data. environment. will be collected according to a common protocol.

What is walking ability?

Some may think of "walkable" neighborhoods as places where people enjoy walking. Of course, there may be conditions that encourage leisure time walking. However, the concept of "walkability" used in the IPEN project methodology is different as it comes from the field of transport and urban planning and primarily refers to environments that encourage people to walk or cycle for transport. In this context, "walkable" neighborhoods are places where multiple destinations can be easily reached on foot or by bike. Thus, two important factors in the "Walkability Index" (used to select neighborhoods for IPEN studies) are street connectivity and land use mix: schools, homes, offices, and shops are all within easy walking distance of each other in a given area.

What is a Geographic Information System (GIS)?

One of the most challenging parts of environmental research can be examining geographic information systems (GIS) and census data. GIS is computer software that links geographic information (where things are) with descriptive information (how things are). Unlike a simple paper map, where "what you see

is what you are," a GIS can contain multiple layers of information.

Interdisciplinary team

The first step in designing and planning physical activity and environmental studies is to form an interdisciplinary team. It is important to work with specialists in the following areas:

- City planner
- Transport engineer
- GIS Specialist
- Architect
- Behavioral scientist
- Advocate; advocate
- Recreation Specialist

GIS has been used with great success in the study of physical activity and the environment. Although GIS is a technology that provides excellent objective data about environmental characteristics, the challenge is to transform this data into meaningful information. Collaboration with behavioral scientists, epidemiologists and researchers from other disciplines is especially important here. For example, in health research, behavioral scientists, epidemiologists, demographers, and other disciplines study the spatial determinants of health behavior. In the field of

transportation and urban planning, researchers in social geography, urban studies, architecture, transportation engineering, and other disciplines study how urban form influences the choice of active versus passive transportation. Researchers in recreation studies and related fields have developed a wide range of knowledge, concepts, and methods for active recreation in parks, trails, and public spaces. Now these disciplines are uniting and finding a new common denominator.

The main goal of IPEN is to develop interdisciplinary connections that allow better collection of behavioral, social and spatial data.

DISCUSSION AND CONCLUSION

Technological development today is causing a gradual increase in inactivity. Rates of insufficient physical activity are rising in high-income countries and around the world, with women being less active than men. In many countries, significant strengthening of national efforts is needed to scale up effective policy implementation. As a result of inactivity, diseases such as cardiovascular disease, diabetes, high blood pressure and obesity are on the rise. The diseases that people face cause loss of labor at both individual and societal levels, place a burden on the health care system and the economy in treating the diseases and reach large numbers.

Better understanding of behavior and how it interactively influences health outcomes, health care utilization, and workforce productivity can help develop efficient land use and transportation initiatives and lead to specific policy changes to support health and well-being. communities. In addition, interdisciplinary collaboration between health, environment, land use, and transportation supports long-term institutional awareness of health benefits and costs. It helps bridge existing gaps between policy, planning, science, health and spending, resulting in healthier, more resilient and more equitable communities.

However, changing the status quo will require bold leadership and full coordination across sectors. Cross-sector collaboration can yield significant returns, as policies that promote physical activity contribute to health, local economies, community well-being and environmental sustainability, as well as the achievement of many development goals.

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DEVELOPMENT OF COMMUNICATION SKILLS IN CHILDREN WITH EARLY CHILDHOOD AUTISM SYNDROME

Submission Date: December 09, 2023, Accepted Date: December 14, 2023,

Published Date: December 19, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-26>

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ABSTRACT

The article is devoted to the problem of developing communication skills in children with early childhood autism syndrome. A brief description of developmental approaches is given, such skills show the importance of working not only with children, but also with their families, in various pedagogical and psychological fields.

KEYWORDS

Autism, communication skills, autistic children, development, socialization, developmental psychology.

INTRODUCTION

Communication is the most sought after and necessary skill for any person. Life cannot be imagined without any conversation or connection with other people. We get information and exchange ideas through communication.

A. A. Leontiev developed the concept of communication as a system-forming concept, not only in modern psychology, pedagogy, but also as one of the main categories of other human sciences. He formulated the following definition of the concept of "communication". "Communication is a process of purposeful, direct or mediated communication

between people who are psychologically related to each other in some way. This establishing communication coordinating "individual" activity on changing the course of collective (joint) activity (incompatibility) one or another parameter or vice versa, or the implementation of a target effect (its size and quality specificity can be determined both by society "from the outside" and by the individual himself "from the inside") about the formation and change of an individual (or directly, specifically, about his behavior) in a collective or "individual" process, but enables social mediation (personally oriented communication)".

In the concept of A.A. Leontiev, great attention is paid to the relationship between the categories of communication and activity. Many rules were developed by him in discussions with B.F. Lomov's approach, he considered communication and activity as two independent processes. B.F. Lomov "... defined concepts of activity... "subject-object" cover only one aspect of human existence. According to him, there was a need to develop a category of communication that reveals another side of human existence: the "subject-subject" relationship.

According to E. P. Ilyin, the criteria of communication between real people: exchange of information, exchange of feelings and interaction. "Human communication is a specific type of communication that involves mental communication between real

subjects and leads to their interaction, mutual experience and mutual understanding."

According to R. and K. Verderber, communication can occur in different conditions. Despite the differences in approaches to the study of communication in domestic and foreign theories, all researchers recognized the role and impact of communication on personality development.

Of course, communication is very important for children's development. According to Russian pedagogues, child development is a process of the child's assimilation of socio-historical experience. Isolation of the baby from adults, as well as the lack of communication, the most severe impact on the mental development of a small person. Communication affects various areas of children's mental development: interest, emotional experiences, love for adults in formation, speech acquisition, personality and consciousness of the child.

According to M. I. Lisina, during life, the need for communication is formed as a result of the child's communication with adults. As a result of his research, the following stages of communication needs were identified: the child's attention and interest in adults; emotional displays aimed at adults; proactive actions of the child to attract adults; sensitivity to the child's assessment of adults.

Communication is very important for a child's development. During the communication, the child absorbs the socio-historical experience accumulated by previous generations of mankind. For such assimilation, it is necessary to communicate with adults, which is a necessary condition for human existence. It not only enriches the content of children's minds, but also plays a decisive role in the child's acquisition of new knowledge.

In the preverbal stage of communication, the child communicates with the world around him through emotions and facial expressions transferred from his parents. The more widely the second spectrum is demonstrated by relatives, the greater the child's ability to later "objectify" the feelings, the process or the object of action. At this stage of child development, father and mother are the first and only encyclopedia of knowledge about the world. Nothing brings parents and their children closer than common feelings.

At the same time, it is very important to expand the circle of communication in the second year of the child's life. If during the first six months the baby is surrounded by the home environment and the circle of people familiar to him (which was certainly good for him), by the 2-3 years of his life, it is not enough to satisfy his curiosity and expand his world view.

Around the age of 2, most children make their first attempts to communicate, get to know each other,

and begin to participate in games, including adult-initiated games. This environment socializes the developing child.

At the same time, we understand that sooner or later the child will get out of this circle: there is a whole world in front of him. He will have to communicate with different people throughout his life. And the flexibility, convenience of this communication is sometimes determined by the presence of experience accumulated at the right time in a person's life and the experience he constantly receives.

In the socialization of the child, the society should implement social adaptation.

Socialization is a continuous and multifaceted process that continues throughout the child's life. However, it takes place intensively during childhood, the main social norms are mastered and the motivation of relationships and social behavior is formed.

Socialization of a child occurs in interdependence with the environment, which affects the process of its formation and development as a person through various social factors.

The socialization of the child is influenced by environmental, demographic, economic, socio-political processes, as well as the country, society and state. In addition, the influence of the regional conditions in

which the child lives and develops should be taken into account.

The immediate environment includes the family, educational institutions, peer groups and many other things that form the space and social environment in which the child is directly located and in contact with him.

In modern society, there is a problem of adaptation of children with developmental disabilities. All groups of such children are characterized by a change in communication methods, which is manifested in the violation of their verbal communication, most of them develop communication through non-verbal means. Many children have speech defects, the process of perceiving and understanding the content of stories is difficult. Linked speech is not age appropriate.

One of the main deficits that prevent the successful adaptation of children with childhood autism is the violation of communicative relationships. Foreign researchers have developed three main approaches to the formation of communication skills in such children: psychoanalytical, behavioral, psycholinguistic.

Proponents of the psychoanalytic approach believe that communication disorders in autism are a means of expressing inner mental conflicts. They believe that lack of communication is the result of impaired self-awareness, that the development of communication skills in children with autism is a therapeutic work

aimed at developing self-awareness and that it occurs spontaneously through conflict resolution. They believe that Many modern researchers reject the psychoanalytical approach, because they believe that it is necessary to purposefully develop communication skills in children with childhood autism.

In behavioristic programs, the stimulus conditions, the learning context, the cues used, and the reinforcement of correct responses are elaborated. Early programs based on a psycholinguistic approach taught children to use appropriate communication skills in the classroom. At the same time, the ability to transfer basic communication skills in everyday life was not considered. The main problem is that children are not able to show their self-learned skills for the purpose of information transfer and do not use the acquired skills in natural conditions. This may have led to some changes in the programs: researchers began to focus on the "functionality" of communication skills in everyday life

According to many foreign scientists, the most effective method is the "accompanying" method, which allows children to learn the ability to communicate in natural situations. Thus, the correction process is based on the child's interests and needs, which leads to an increase in educational results.

Proponents of the behaviorist approach pay particular attention to the means of communication for teaching

mute children who are unable to master oral speech. Methods of teaching the use of alternative communication systems are actively developing: gestures, sounds, pictures, icons and written speech. Alternative tools allow many non-verbal autistic children to acquire the basic communication skills necessary for successful social adjustment.

Psycholinguistic researchers study the ontogenetic development of normal children and apply this knowledge to teaching children with autism. They compare the sequence of acquisition of communication skills in normal conditions and in autism; examines the relationship of language and cognitive and social relationship with other areas of mental development of an autistic child. The first program for teaching children with autism was developed by J. MacDonald. Then the interest in studying the meaning of speech units of communication increased. In recent studies, special attention was paid to the pragmatic aspects of communication. Questions related to the ability of children with autism to use speech in different social situations according to their meaning are being considered.

A combination of behavioral and psycholinguistic approaches has been found to be most effective in developing communication skills in children with autism.

In local literature, the problem of developing communication skills in children with autism spectrum in childhood is not sufficiently developed. Methods of pedagogical influence aimed at developing communication skills in children with autism, questions about the development of remedial programs remain relevant.

Information transmission is carried out through signal systems. Usually, two types of communication can be distinguished depending on the existing sign systems: verbal and non-verbal.

Verbal communication implies the use of language as a speech signaling system. All types and forms of non-verbal communication are rich in their potential, and time cannot completely replace verbal communication. The development of verbal communication is based on interaction with non-verbal communication. According to researchers, speech is the most universal means of communication.

Verbal communication often takes the form of a dialogue. During the conversation, there are consistent changes in communicative roles ("speaker" and "listener"), which affects the content of the speech. The success of verbal communication is determined by the degree to which both parties provide thematic orientation of information during the dialogue process. Thus, one of the most important communication skills is the ability to respond to the interlocutor's words and

respond adequately, as well as the ability to continue a conversation on a certain topic.

Nonverbal communication is the exchange of information between people without the help of speech or other means. Non-verbal means of communication are performed by facial expressions, gestures, body posture, intonation and the emotional state of communication partners.

Nonverbal communication includes the following five systems: spatial system (interpersonal space); to see optical-kinetic system (appearance of the interlocutor, facial expressions, pantomime); paralinguistic or near-speech system (vocal sound quality, range, tonality, timbre); extralinguistic or extraspeech system (speech rate, pauses, laughter)

Educators use non-verbal and verbal communication skills to carry out corrective work with children with early childhood autism. When working with people with autism, they often use icons that represent certain buildings, activities, or images of actions, and icons that describe actions that are appropriate for a social situation.

When working with autistic children, the use of collaborative drawing allows the child to develop non-verbal and verbal communication tools. A grown man uses a word to represent everything marked on paper. Such a review allows the child to clarify the meaning of previously known words, and also introduces him to

new words and their meanings, enriches his vocabulary.

In joint drawing, it is especially important in the development of active speech: a means beyond the communication function for the autistic child to show activity during the lesson.

In the process of developing the communication skills of a child with autism, in addition to the work of a specialist, the support of the family environment is great: communication with parents, brothers, sisters, grandparents, aunts and uncles, as well as healthy children.

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SPECIFIC CHARACTERISTICS OF THE ORGANIZATION OF THE PROFESSIONAL ACTIVITY OF GENERAL SECONDARY EDUCATION INSTITUTIONS TEACHERS IN THE CONDITIONS OF INCLUSIVE EDUCATION

Submission Date: December 09, 2023, **Accepted Date:** December 14, 2023,

Published Date: December 19, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-27>

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ABSTRACT

The article reveals the problem of professional training of future primary school teachers to work in the inclusive environment of a comprehensive educational institution. Also, the methods of scientific research that are sufficiently used in solving the problem of formation of socio-pedagogical competence are highlighted.

KEYWORDS

Primary class, inclusive education, competence, professional skills, individual approach, foreign experience.

INTRODUCTION

At the current stage of development of the education of children with special needs, creating an inclusive educational environment has become a priority. In such conditions, all children study together in the public education system according to general education programs adapted to the needs of such a child.

Among the main steps towards creating an inclusive environment, the following are considered: abandoning stereotypical views of teachers, students and the educational process; creating an environment at school based on the ideas of inclusion; development of the school as a team; focus on cooperation rather

than competition; instill confidence in every member of the school team.

The necessary conditions for the formation of an inclusive educational environment in general educational institutions are as follows:

- recognition of the need to use different educational methods by the teacher, taking into account different educational styles, temperament and personality of individual children;

- adapting educational materials to use in a new way, supporting the child's independent choice in the classroom;

- using different options for grouping children;

- establishing and supporting cooperation between students;

- using a wide range of activities, practical exercises and materials appropriate to the child's developmental level.

The purpose of an inclusive environment is to focus on the development of the individual and meet the demands of the social environment and the expectations of the individual.

An educational environment is inclusive only when it has a number of characteristics:

- a planned and organized physical space where children can move safely during group and individual activities;

- existence of a comfortable social and emotional environment;

- conditions are created for children to work together and help each other to achieve a positive result.

All children are capable of success in an inclusive environment. Based on a comprehensive analysis of the literature on this issue, D. McGregor and Vogelsberg state the following advantages for children with special educational needs:

- in an inclusive environment, disabled children demonstrate a high level of social communication with other children without such disabilities;

- social competence and communication skills of children with special abilities improve in an inclusive environment;

- children with special educational needs study according to an individual curriculum, as a result of which the process of acquiring skills continues more efficiently and academic achievements improve;

- the social perception of children with special abilities is strengthened thanks to the teaching method with the influence of group work in inclusive schools

(working in groups, children learn to see a person, not his defect, and begin to understand that there is a lot

- friendships between children with disabilities and others without such disabilities often develop in an inclusive environment.

The implementation of the set goal should begin with the justification of methodological approaches to understanding the professional activity of teachers of general secondary education institutions working with children with special educational needs. The methodology of socio-pedagogical activity is determined by the system of basic rules, concepts, general and special methods of knowing objective reality and is presented by synthesizing philosophical, psychological, pedagogical, socio-pedagogical, medical theories. It is based on the analysis of scientific knowledge, research results and the activities of pedagogical staff. Therefore, its theoretical foundation is constantly changing, developing in accordance with the needs of the subjects of activity and society.

The development of a model of social-pedagogical activity of primary school teachers in the inclusive environment of a general educational institution is conditioned by the above analysis and is based on the understanding of the achievements, scientific developments and empirical experience of relevant disciplines (psychology, sociology, social work, philosophy, etc.) is based on Therefore, we consider

socio-pedagogical activity from the point of view of the interdependence of theory and practice, its implementation is mainly not in accordance with the actual principles, patterns, methods and forms of teaching schoolchildren, but in the non-standard conditions of science is carried out on the basis of applied interdisciplinary theoretical knowledge. Educational environment, personal creativity of the teacher and an intuitive approach to its implementation. Let's consider the concept of professional preparation of teachers of general secondary education institutions to work in an inclusive environment of an educational institution and the terms "expertise", which serve as a basis for developing a model of the process of formation of socio-pedagogical competence for it.

At the moment, in the Classification of Professions, the specialty "Inclusive education" and the qualification "Inclusive education teacher (inclusive pedagogue)" are not defined, the qualification characteristics of such a teacher and the model of his activity are not substantiated and disclosed, therefore, teachers are not recognized by the public. Professional preparation for working in the inclusive environment of educational institutions is considered from the perspective of the National Academy of Sciences specialty "Teacher of an inclusive general secondary educational institution".

As mentioned above, the professional activity of teachers of general secondary educational institutions differs from the activity of a teacher in an inclusive environment of a school, because raising different children is more complicated and more responsible. O. Budnik aims to create appropriate conditions for the successful socialization of students in the socio-educational environment of the school, assimilation of socio-cultural experience to prepare for self-awareness in society, interprets it as a type of professional activity aimed at helping children and their families.

Therefore, teachers who carry out socio-pedagogical activities in an inclusive environment, in addition to the main functions of education, indirectly perform several tasks that are unusual for them, for example: providing necessary services and advice aimed at socialization of schoolchildren and related disorders in children correctional, special educational needs directly implemented by medical and psychological services professionals at various levels.

Vitaly Bondar said that "inclusive education" is the process and result of teaching students with developmental disabilities in the general educational environment using special programs, creatively adapted teaching methods and methods. This includes the inclusion of students with developmental disabilities in the regular classrooms of the general education school [34].

At the same time, inclusive education researcher A. Kolupaeva and a team of like-minded people taught inclusive education in a general educational institution based on the principle of ensuring the right to education in the place of residence of children with special educational needs provides.

In the works of scientists, the main starting points of inclusive education are interpreted:

- in all cases, children with general development and special education needs should study together;
- schools should recognize and take into account the diverse needs of students, coordinate different forms and paces of education;
- the quality of education should be ensured by using sufficiently selected educational and methodical tools and specially developed teaching methods, resources and partnership relations with their communities;
- children with special educational needs should receive additional support that may be needed to ensure the success of the educational process.

In an inclusive environment, primary school teachers interpret social-pedagogical assistance to junior schoolchildren as providing a set of social-pedagogical actions aimed at solving problems of a social-pedagogical nature, in particular:

- creation of such cooperation, in which the educational process becomes a single functional system aimed at organizing mutual assistance and mutual understanding, which includes meeting the educational needs and interests of all subjects of interaction;
- the formation of new motives that create a state of identification with other subjects of the interaction of the educational process or a change in the motivational power of existing motives, attitudes and values;
- organization of communication aimed not only at the communicative cognitive process, but also at providing a comfortable emotional environment in the classroom, at the development of verbal and non-verbal behavior in an inclusive environment;
- to ensure a favorable character in the system of subject-subject relations, conditions for their socialization in order to positively develop the personality.

In the context of studying the specific features of the organization of the professional activities of teachers of general secondary educational institutions to work in an inclusive environment, the general educational institution determined the essence of social work. M.Lukashevich and I.Mygovich consider it the professional activity of social institutions, state and non-state organizations, groups and individuals in the absence of appropriate conditions in society or to help

people socialize. personal defects, their socialization becomes difficult.

A teacher of a general secondary educational institution should be qualified in all areas of socio-pedagogical activity: prevention; diagnostics; working with deviant, gifted children and working with families; working in inclusive education (O. Budnik), at the same time working in the inclusive environment of a general educational institution as mediator, socializer, protection, correction, compensation, psychotherapeutic and other functions.

S. Litvinenko's research shows that the socio-pedagogical activity of a primary school teacher is a structural dynamic set of purposeful socio-pedagogical activities carried out in a micro-society in order to support the development and socialization of children. The author says that his goal is to create an optimal educational and educational situation, to help the child in the process of socialization. The teacher highlighted its leading functions (analytical-diagnostic, organizational-communicative, social-prophylactic, protection-protective, corrective-rehabilitation, heuristic).

Achieving the goal of inclusive education in a general educational institution requires teachers to know the high moral standards of activity and behavior, the principles of truth, goodness, beauty and perfection,

and the harmonious combination of student and other interests. .

Thus, while studying the socio-pedagogical activity of primary school teachers in an inclusive environment, it is a multifunctional professional activity of a person authorized by the state, which is aimed at the implementation of education, upbringing and development we came to a conclusion. The introduction of inclusiveness into school practice requires elementary school teachers to change their personal psychology and form professional skills for the implementation of socio-pedagogical activities, to accept and implement the educational paradigm of inclusive education, to organize a new educational process requires the development of methods, teaching-methodical support, mastering of modern educational methods.

It can be seen that future primary school teachers need to improve their professional skills for this, therefore, during the period of study at a higher educational institution, they should master it at a high level, be prepared and ready. sure It is not provided for in the functional tasks, but it is able to implement large-scale socio-pedagogical activities thanks to inclusive education. In conclusion, determining the level of formation of socio-pedagogical competence of teachers of an inclusive general secondary educational institution is carried out using diagnostic tools as a product of professional training in a general

educational institution of higher pedagogical education, which tells us that students provides a wide range of indicators that describe the state of knowledge acquisition.

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THE IMPORTANCE OF MUTUAL RESPECT AND KINDNESS IN SPORTS

Submission Date: December 09, 2023, Accepted Date: December 14, 2023,

Published Date: December 19, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-28>

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ABSTRACT

Today, kindness is perceived only as helping someone. Kindness is not done only as material support. Kindness is what a person offers and shares goodness and beauty with himself, his immediate environment and society at large. One of the social activities that a person can offer to himself and society is exercise and sports. Sports activities are carried out in all societies to achieve various goals. Sports events are a topic that people all over the world talk about, discuss and raise on social media. Research shows that the goals of participation in sports activities vary depending on society and individual. As a profession, sports activities are carried out with the aim of achieving and maintaining health, efficient use of free time, reducing stress and psychological peace, creating a friendly environment, increasing awareness, increasing productivity and social communication. Today, according to the World Health Organization, about 60% of the world's population does not meet the recommended minimum daily physical activity. All over the world, health problems associated with a sedentary lifestyle pose a threat to society and individual health. One of the factors that creates and ensures the physical, mental and social well-being of people is sport and physical exercise. All sports and physical activities are dominated by values such as goodness, beauty, happiness, responsibility and mutual assistance. You can have a physically fresh, healthy and beautiful body through sports. Getting out of stress and a stressful environment for a short time, relaxation, gaining a sense of success and self-confidence are the psychological foundations of sports. Social cohesion, friendship and socialization can be attributed to the social effects and benefits of sport in building a democratic society. This study discussed in this context is a qualitative study, a theoretical study resulting from a literature review. This is to show that sport is an activity that promotes a state of virtue and well-being. In this context, exercise should be perceived as a physical benefit for oneself and society.

KEYWORDS

Sport, kindness, sport and virtue, man, democracy, disease, society.

INTRODUCTION

Today, rapidly developing fields of technology and science not only make our lives easier, but also cause a number of negative consequences. These negative conditions manifest themselves as work stress, problems, antisocial life, physical fatigue and illness. In all these negative and unfavorable situations, society is beginning to pay more and more attention to the importance of sports and exercise to continue the healthy life of people. Due to the rapid development of technology, business life and changes in our lives, lack of free time, sedentary lifestyle is the reason why people do not have enough time in their lives for sports and physical activity. Today, goodness, prosperity and well-being are among the recognized values throughout the world. Although the concept of kindness is difficult to define, actions described as kindness can be found in every culture.

In general, well-being is considered as “a way of life aimed at improving the physical, spiritual and social functioning of the individual.” According to many scientific studies, one of the factors that creates and ensures a person’s physical, spiritual and social well-being is sports and physical exercise. These activities are effective in helping people live health, beauty, fitness, love, peaceful and happy personalities. It will

be good to do some sports. Well-being is the state of physical well-being of people in social and natural life. The purpose of this study is to interpret and present information in the literature on how sport and exercise can support human well-being and well-being.

Kindness

In the first stages of life, a person who came into the world armed with “good” learns “good” from “good” people in a “good” environment, and shapes the future life of the individual. All efforts of society and the state are always aimed at “good”. Kindness is an integral concept in the education system. Because the purpose of education is always to create a “good person”, a “good citizen” and a “good society”. The concept of goodness is an important value in shaping the lives of people who are social beings. The concept of good is one of the judgments that are set out in all sacred books and commanded to people. Religions give people a sense of good deeds.

In general, it appears that the concept of well-being is defined as “a way of life aimed at improving the physical, spiritual and social functioning of an individual.” According to all theorists, their common idea is that “well-being” is a way of life in which a

person actively participates in determining his own well-being. Myers, Sweeney, and Whitmer define well-being as “a state of optimal health-oriented lifestyle and well-being in which the body, mind, and spirit are integrated, allowing the individual to live fully in the social and natural environment.” Well-being means that a person lives fully in his social and natural environment; It is a state of well-being that integrates the physical, mental and spiritual and is combined with the most appropriate health-oriented lifestyle.

Until the 1940s, health was defined as the absence of disease. In 1947, the World Health Organization gave a new, comprehensive definition of health as “a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” As can be seen from the definition, he explained health by including spiritual and social concepts. One aspect noted in the definition is that health is explained as a state of well-being. In this context, health should be viewed as multifactorial. Although there are different definitions of well-being in the literature; The focus is on maintaining optimal health, achieving individual goals that integrate mind, body and spirit, and maintaining a more meaningful life, as well as maintaining a fulfilling, socially and individually functional life.

A person's health and well-being and the lifestyle they lead are closely linked. Wellness focuses on improving people's health and changing their lifestyle. In short,

based on the idea that people can improve their health and well-being by making changes in their lifestyle, various models for improving human well-being have been developed today. Many well-being theorists have developed nine models of well-being.

Health Star Model

There are five dimensions: physical well-being, psychological/emotional well-being, social well-being, intellectual/occupational well-being, and spiritual well-being. These dimensions are considered interrelated and can influence each other.

Sports and wellness

comes from the Latin word "Hali Spor". According to researchers, the words “disportare” and “desport”, meaning “to disperse, separate from each other, fun, joy,” have come down to the present day from the 17th century and have become “sport.” In nineteenth-century England, the word "sport" was used to describe all activities for recreation, amusement and pleasure, and increasingly in all languages to describe activities aimed at competition, victory and dominance. Kinds of sports; These are organizations that have predetermined rules for individuals or teams, where changes in place, time and territory are observed, carried out in a sequence, and also organized within the framework of a game.

Today, sport is a field of multifaceted interaction, including medical, physiological, pharmacological, economic, sociological, psychological, philosophical, political and legal relations, as well as scientific research in various technological fields. Today, sport is celebrated as the main field of activity. It plays an important role in the development of the individual and society. At the same time, sport promotes social cohesion and integration and is an important universal element in terms of recognizing people and cultures living in different geographical regions. It offers all these universal values equally to every individual, without highlighting any particular characteristics of society and people.

The following factors accelerate the spread and development of sports in the world; popularization and focus of sports, industrialization, technological developments, progress in sports sports, political factors, increasing health awareness, professionalism and new professions, mass media, sponsorship, increase in passive participation, social and psychological phenomena. Today, sport and physical exercise are important in all countries of the world. The media around the world follows sports and exercise.

There are many studies examining the effects of sports on people. Stevens summarized epidemiological studies examining the relationship between sport and well-being and found that there was a clear link between sport and subjective well-being.

Sport, social development and well-being

includes the extent to which people interact with others, society, the environment and nature, as well as their relationships with family, friends and the opposite sex. It is concerned with continuing one's life based on social rules, establishing good relationships, keeping oneself healthy and honest, and with one's physical and spiritual maturity and mental development.

People who become healthy through exercise develop a sense of "we" and lose self-consciousness. Through sports, teamwork, gaining self-confidence, improving national feelings, assimilating social norms and values, increasing the sense of responsibility, responsiveness, respect, control of one's own behavior, correct, honest, orderly, self-confident, disciplined. , use. Proper use of their free time will help them grow into socialized citizens capable of demonstrating democratic views. In addition, sport is one of the important ways of socialization and self-expression of people. Sport also strengthens a person's willpower, helps a person gain self-confidence and effectively influences the formation of his personality.

Sport is conceptualized as an important institution that influences all aspects of everyday life. In a sense, the power of sport is measured by its ability to serve the role of bringing people together as a means of socialization. Sport, with its power of socialization and social change, helps create many values. Values include

hard work, self-sacrifice, fairness, loyalty, responsibility, reliability, tolerance and self-discipline. An important result of the socialization process is role learning. Mastering appropriate roles for themselves, all people in childhood are socialized through games, sports and other events and activities. All these activities help people to be good citizens and friends, responsible neighbors, good students, work together, have leadership qualities, etc. Takes on an important preparatory role through role-playing training. With sporty, individual; In addition to teaching social responsibility, self-control, respect for other members of society, measured and planned work and attentiveness, the ability of people to work together and conduct business, it is effective and attractive in determining the personality of a person. educational tool. place in society.

Sport prepares people for life in society, making them the most important and honorable members of society. Younger generations; It is constructive and creative and has a great influence on cultural development as well as social cohesion in society. It raises the level of education and culture in society, and its contribution to success is undeniable. It helps people behave well, gain status and increase income. It creates an atmosphere of competition and struggle within the rules, promotes cooperation and harmony between people, and helps people get rid of bad habits. A person with good social status is a person

who helps support all the people with whom he interacts and receives help from them, strengthening relationships that improve the quality of life. Sport promotes and strengthens the well-being of society and the individual, influencing all spheres of public life.

Sports, mental/emotional and well-being

has gained importance in the last century and has become an important part of human life, affecting cognitive, affective, social and psychomotor aspects in various areas. In addition to the positive effects of sports and physical activity on a person's body and health, they are also known to benefit a person's mental health. A psychologically healthy person is expected to have a positive image of himself and the world, knowledge and self-esteem, and the ability to see conflicts and difficult experiences. Health is associated with a wide range of internal experiences and includes such characteristics as awareness and control of emotions, as well as the ability to view oneself, life situations and conflicts realistically, positively and from a developmental perspective. Research shows that participation in purposeful, structured environments and programs has an impact on adolescents' self-development and personality development.

There is an inverse relationship between sport and physical activity and levels of stress, anxiety and depression; It is known that there is a directly

proportional relationship with self-esteem and self-perception. In addition, teens who exercise regularly report having less conflict with their families, fewer symptoms of depression, using fewer drugs, and having above-average academic achievement. In addition to the positive effects of exercise, it is sometimes found to be a useful element in the treatment of mental disorders.

Sports, economics and welfare

Today, the level of society's attitude towards sports reflects the general structure of this society. In addition, sport is considered as a level of development of society. Today, sport and economics complement each other and are even inseparable elements of each other. It is noted that the level of economic development of society increases people's propensity for sports. In this context, the economic structure determines people's demand for sports. In developed countries, both the public and private sectors are investing more in sports infrastructure. Sports and sports organizations generate economic activity. Contributes to the production of sports cars, equipment and materials. The influence of sports organizations on tourism and the economy is very great, which leads to an increase in domestic and foreign tourism. Physically strong people can work efficiently.

Sports and spiritual well-being

The concept of spirituality is usually associated with giving meaning to life. It is any activity that motivates a person to appreciate life as it exists in nature, art, music and social relationships. According to some, spirituality means that a person focuses on spiritual life and completely distances himself from material ideas; according to others, this secret is possessed by people who have completely freed themselves from negative thoughts and feed their soul with goodness and beauty. This. from spiritual life.

The spiritual perspective responds to the concept of omnipresent life energy. The Higher Self is also called the superego or supermind. To achieve the spiritual dimension, the following are needed: Prayer, Faith in the understanding of God, Recognition, Knowledge, Spirituality, Feeling, Tolerance, Reasoning, Contemplation and Serenity. Spiritual well-being involves finding purpose and meaning in life and recognizing powerful connections. A person with good spiritual well-being feels fulfilled and fulfilled in life.

DISCUSSION AND CONCLUSION

The purpose of this study is to interpret and present evidence in the literature regarding the impact of exercise on maintaining individual well-being and well-being. Well-being is seen as "a way of life aimed at improving the physical, spiritual and social functioning of the individual." According to research, one of the factors that creates and ensures a person's physical,

mental and social well-being is sports activity. These activities are an effective tool in making a person healthy, beautiful, healthy, loving, peaceful and happy.

Although the importance of regular exercise and training to maintain and maintain a healthy lifestyle is increasing day by day, technological changes, changes in business life, lack of free time and all other factors force people to exercise. I can't spare enough time. and physical activity. Sports and exercise have many positive effects on people. There is a wealth of scientific research on the use of sport and exercise as a means to maintain and improve health. Sport and exercise can be defined as planned and purposeful activities aimed at improving health and well-being.

It can be said that sport and exercise, which is one of the healthy lifestyle habits, affects a person's well-being and therefore contributes to physical and social health. It will be good to do some sports. Compassion is the ability to live a lifestyle that is physically, mentally and spiritually integrated so that one can continue to live in the social and natural environment. In addition, we should not forget that sport is not only a physical activity, but also a very important social activity for a person's social, emotional and social development.

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Khoja Abdurakhim Joyboriy

Submission Date: December 09, 2023, Accepted Date: December 14, 2023,

Published Date: December 19, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-29>

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ABSTRACT

This scientific article shows the socio-political situation in the Bukhara Khanate at the beginning of the 17th century, the weakening of the central authority, the positions of the landowners in the Khanate. Also, relations between Imam Quli Khan and Khoja Abdurakhim Joyboriy, one of the Ashtarkhan rulers, influence and prestige of Khoja Abdurakhim Joyboriy in the khanate, his trip to India and his services are explained.

KEYWORDS

Bukhara, Khojas of Joybor, Khoja Muhammad Islam, Khoja Abu Bakr Sa'd, Khoja Tajiddin Hasan, Khoja Abdurakhim Joibri, Imam Quli Khan, wealth, inspection, Baburis and Khoja Abdurakhim, travel to Kashmir.

INTRODUCTION

In the years of independence, attention has been paid to the study and illumination of the history of Islam, religious teachings and the activities of their founders, which have helped to preserve universal and spiritual values, which are a component of human spirituality, and to pass them down from generation to generation.

In the Middle Ages, Bukhara, the birthplace of Imam al-Bukhari, was recognized as "Qubbatul Islam", i.e. "Dome of Islam", in the words of scholars, "Islam, the religion of strength", and was considered one of the most respected centers in the entire Muslim world. As Mir Muhammad Amin Bukhari wrote in his work

"Ubaidullanama", "Bukhara was a city where famous scholars, scientists and writers of their time, people with various professions that were not found in other countries gathered."

Indeed, Bukhara was a major center of science. Among the religious leaders who came to Bukhara, there were also the ancestors of the Khojas of Khojabor. The major representatives of the Khojas of Khojabor are Khoja Muhammad Islam Khojabori, Khoja Abu Bakr Sa'd, Khoja Tajiddin Hasan and Khoja Abdurakhim Khojabori. Khoja Abdurakhim Joybori is one of the great representatives who occupied an important place in the social and political life of the Bukhara Khanate, made a significant contribution to strengthening the economic power of the family of the Khojas of Khojabor, and strengthening their political position. He is the grandson of Khoja Muhammad Islam and is the second son of Khwaja Abu Bakr Sa'd.

Khwaja Tajiddin Hasan's brother Khoja Abdurakhim was also a person with special influence and prestige in the khanate. Like his ancestors, he was a large landowner. In addition to the inherited properties left by his father, his estates increased year by year due to the properties donated by the Khans of Bukhara. Khoja Abdurakhim's "... property consisted of 800 acres of land, 14 cattle ranches, 15 rows of camels, one thousand horses, 8 cisterns, 2 luxury palaces, 7 timchas, several mills, and 400 slaves. 2 Khoja Abdurakhim received 100 thousand man of grain

harvest and 40 thousand khani (coins) of net income from his land.

It can be seen that Khoja Abdurakhim's estates differed in terms of quantity from the estates of other Khojabor Khojas. It is known that in order to increase their prestige and wealth, Khojas of Khojabor paid great attention to establishing kinship ties with the ruler and his descendants. Among them, the sister of Vali Muhammad was the wife of Khoja Abdi, younger brother of Khoja Tajiddin Hasan. After the death of Khoja Abdi, the khan gave his sister in marriage to Khoja Abdurakhim. At that time, Khwaja Abdurakhim was gifted several villages as suurgol. At the same time, the Khan and his relatives used the influence and prestige of the noble Khojas in order to strengthen their position.

Nevertheless, disagreements arose between Khoja Abdurakhim and Imam Qulikhan in the 20s of the 18th century for unknown reasons. As a result, Imam Quli Khan issued an order to inspect all the property of Khoja Abdurakhim. Judges Mirzobek and Shomurod Yasovull are involved in these inspections. Shockingly, both inspectors' investigations were inconclusive. Three days after visiting him, Shamurod fell ill and died. Qazi Mirzobek was killed by Shukur Kipchak. "In these two events, the economic and political power of the Joybori family is shown and the moral inviolability recognized and recognized by the people."

After this attitude of Imam Qulikhan, Khwaja Abdurakhim decided to leave Bukhara. At the same time, internal conflicts in India in the state of Baburi became a convenient excuse for Khoja Abdurahim to leave Bukhara.

During this period, conflicts between Babur Jahangir (1605-1627) and his son Shahjahan (1627-2658) intensified in India. Khoja Abdurakhim asks permission to go to India from Imam Qulikhan to end the conflict and disagreement between father and son and to reconcile them. To this proposal of Imamkuli Khan Khoja: "... you have been doing such things since your ancestors. These things are your work"⁴ - he agrees. A special letter was prepared by Imam Kul Khan for Khoja Abdurakhim's trip to India, according to which he was supposed to perform the service of event reporter and ambassador during this trip.

The following words were written in the letter: "Khoja Abdurakhim from Pokzod received many compliments, and with warmth and good will towards the ambassadors, we mobilized him to the service of chronicling the trip to India. Khoja Abdurakhim, from crossing the border and starting this job, from the beginning to the end of his service, captures and describes all the various events that happened in every property and every place, and brings it to the Supreme Throne every day."

Khoja Abdurakhim ruled the Safavid state (Iran) and moved towards India. When he arrived in Isfahan, he was received with honor by Shah Abbas (1629), feasts were organized in his honor, and various gifts were presented. Then they moved towards Kabul. The Governor of Kabul Province, Zafar Khan, welcomed him with great respect, showed him compliments, and accompanied him to the Indian city of Lahore.

Khoja Abdurakhim was solemnly welcomed in India by Babur Jahangirshah. Jahangirshah gave a solemn banquet in honor of Khoja Abdurakhim. Before leaving, he presented Eshon with a belt and dagger decorated with precious stones, expensive clothes and 50,000 rupees in cash.

In addition, Jahangirshah's wife Nurjahan Begum, Osaf Khan and Abdukhasan officials each donated 10,000 rupees in cash to Khoja Abdurakhim. Jahangirshah also took Khoja Abdurakhim on a walk to the Kashmir region. However, the Kashmir region was the last destination for Khoja Abdurakhim. The story writing task assigned to him has not yet been completed.

He died in Kashmir in 1628 and was buried here in the Chagar region. Later, his son Khoja Muhammad Siddiq was brought to Bukhara by ambassadors led by Hokim Khaziq and buried in Sumiton. Khoja Abdurakhim left two sons and six daughters. All his property was distributed to his children by his brother Khoja Tajiddin Hasan. Khoja Abdurakhim was a creative person like his

descendants. He started building a large mosque in the city of Bukhara, but with his death, the construction work was not completed.

Khoja Abdurakhim Joybori lived and worked in difficult times. During this period, disputes, conspiracies, and quarrels were raging in the khanate. On top of that, the actions of the local officials and nobles who owned large estates grew stronger. This situation led to the weakening of the central government. Therefore, Khoja Abdurakhim fought to end mutual disputes and quarrels, to maintain peace and tranquility in the country, and to strengthen the central authority.

In short, he said that Khoja Abdurakhim was a person who had his place in the history of Bukhara Khanate and Joybor dynasty. The main one of those services was the embassy. Like his ancestors, he did great service in maintaining peace and tranquility not only in the territory of the Khanate, but also in the neighboring countries. His role and contribution in resolving disputes between Baburizadas, ensuring mutual agreement and developing mutual relations between India and Bukhara Khanate was very great.

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ADVANTAGES AND DIFFICULTIES OF TEACHING ENGLISH IN PRIMARY SCHOOLS

Submission Date: December 10, 2023, **Accepted Date:** December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-30>

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ABSTRACT

The readiness of the schools and the proficiency levels of the students are related to the teaching of English in primary schools. The schools will be prepared to teach English if they have an adequate number of English teachers, media, and textbooks. This is because students in primary schools typically range in age from 6 to 12 years old, and this is thought to be the optimal time for learning. It is consistent with the fundamental idea that younger students learn English more effectively. Primary English instruction has advantages as well as difficulties. This article addresses the problem by outlining its advantages and disadvantages in light of theories and research findings. It then suggests some workarounds for these issues, which can serve as guidelines for educational institutions offering top-notch English instruction.

KEYWORDS

Advantages, difficulties, and solutions of teaching English in elementary schools.

INTRODUCTION

Pupils between the ages of six and twelve, who are considered young learners, are taught English in primary schools [1]. They will arrive at the class with

varying degrees of English proficiency because they are still young. They might speak English quite well, while the others might not know any language at all.

There is a difference in the motivation of students to learn English due to this condition. While some of them believe that learning English is simple and enjoyable, others believe it is challenging and tiresome [2]. Additionally, it is important to support and encourage students who are not interested in learning English by demonstrating that it is an exciting and enjoyable language, while also providing them with an appropriate English lesson. As a result, schools that have the necessary resources—like media, English-language books, and qualified teachers—can help students learn the language and support them effectively. There must be numerous difficulties involved in teaching English in elementary schools. For young learners, learning English can be both beneficial and detrimental [6]. If the activities are engaging and relevant to the lives of the young learners, then it might be advantageous. Additionally, it will encourage them to pick up English. However, if the exercises are not enjoyable and relevant to the lives of the young learners, they may even be harmful. They will therefore detest learning English as a result.

The main results and findings

Numerous studies on the subject of teaching English in primary schools have been carried out in support of that claim. These include textbooks, English teachers, parents' awareness, the social standing and interests of the students, and so forth [7, 8]. It is evident from these phenomena that teaching English in primary

schools presents a number of difficulties and challenges [7,8,9]. As a result, offering the solutions can assist the educational institutions in resolving any issues that may arise during the actual implementation of the English teaching-learning process. The answers can be found by providing English teachers with training, informing parents of the importance of English, inspiring students with engaging lesson plans, and other similar initiatives.

In addition to local and national languages, English is now taught as a foreign language in Indonesian schools [1]. It is only regarded as a local content subject, though, according to [2], so schools are free to decide whether or not to teach English depending on their unique needs and geographical circumstances. English was not taught in primary schools in the past, but it is now deemed necessary for a number of subjects, including science, technology, culture, and similar fields. As a result, the Indonesian government chooses to incorporate English into the curriculum for elementary schools, which is referred to as the School-Based Curriculum [3].

Learning the language will be more difficult if it is acquired after the ideal time. Ages 2 to 14 are the ideal range [10]. It implies that learning English will present greater difficulties for adults or those over the age of 14. In a different source, students in most schools begin learning a foreign language between the ages of 8 and 9 [11]. They think that because it's the best time to learn

from the teacher, students will not fail to learn a foreign language during those years.

Additionally, "preschoolers' brains are more flexible, connected, and active than adults'." [12]. It indicates that kids have great social skills, enjoy playing and moving around, and are imaginative and creative. Therefore, if English teachers consider their students' needs and are able to recognize their backgrounds, including their environment, culture, and areas of interest, the teaching and learning of English in the classroom will be more successful.

There are other factors besides age that help young language learners pick up a language more quickly [13]. The success of introducing English in primary schools can also be influenced by other factors, such as social interaction, family background, learning strategies, learning materials and media, socioeconomic background, motivation, language ability, and quality of the teachers [4]. It appears that young learners will have difficulty learning English if they lack motivation to do so and if their aptitude is not supported at an early age. It also occurs in relation to the caliber of the instructors, learning methodologies, socioeconomic background, media and learning resources, social interactions, and family history. Success is impossible if they don't help them with their English language studies.

Teachers in elementary schools are expected to assess the advantages, difficulties, and potential solutions after identifying a number of factors that impact the effectiveness of English instruction. The method used to teach English in primary schools will be covered next. One important aspect of teaching English in primary schools is emphasised. The reason for this is that it deals with young students who have special needs. Young learners have a number of traits, including being egocentric, imaginative and active, self-centered, easily bored, and having trouble telling the difference between concrete and abstract concepts. They also have low levels of concentration, prefer to work alone, and enjoy learning new things [4,14,15]. When learning a new language, they pick it up by doing.

Primary school English instruction serves a number of functions. They fall into two main categories, like socialization and interaction [12]. The goals of interaction are to support children's acquisition and application of knowledge, such as learning how to spell; other physical skills, such as cutting and handwriting; and complex skills, such as reading. In the meantime, socialization serves to enable kids to interact and collaborate with their peers as well as to help them recognize the existence of a larger society. For instance, working in pairs, playing games, singing along to a song, and other similar activities can all be done during class.

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The present study's central hypothesis will be examined in the following discussion. It covers the advantages of teaching English in elementary schools as well as the difficulties and their resolutions. These concepts are compiled from multiple studies on English instruction in elementary schools.

Numerous studies have been done on the subject of English instruction in primary schools. Learning English in elementary school has a number of advantages, according to [10, 16, 18]. They all concur that teaching English in elementary schools will have more benefits than drawbacks. Benefits include increased awareness, fluency in language, confidence, and time. The advantages that the researchers have identified will be covered in more detail.

According to [16], teaching English in elementary schools can increase pupils' awareness of their native tongue. It's quite strange that, for instance, Indonesian students speak enough Indonesian but are proficient in English. As a result, in order for Indonesian students to learn English, they must possess the fundamental language of communication, which is Indonesian. This indicates that before students wish to learn English as a foreign language, the Indonesian language plays a very important role. However, teaching English in elementary schools also gives pupils the chance to develop more significant intercultural competence and global awareness [16, 18]. This implies that students will have more opportunities to comprehend the fact that different countries have different cultures as a result of learning English. Students who experience it develop a more positive outlook and become more tolerant and respectful [10, 16]. English, being an international language, is also thought to be one of the best means of communicating with people from various countries and understanding their cultures.

Because primary school students have more time to learn foreign language instruction [10], teaching English to them also helps them acquire better pronunciation and fluency [18]. If students practice pronouncing words correctly in English, they will become more fluent speakers.

Gaining confidence is an additional advantage. One of the most important things to inspire pupils to learn is

self-confidence. Their confidence may suffer if they struggle to understand the lesson. It is anticipated that one of the initiatives to increase their self-confidence may be learning English at a young age [19]. If they speak English well enough, they will feel more comfortable following the lesson and responding to the teacher's questions, for example.

Furthermore, given that learning at this age is natural, engaging, social, multisensory, active, experiential, memorable, and so on, children learn better than adults [18]. They will attain a high level of language proficiency when all of these ideal circumstances are met.

These results point to a number of advantages for English instruction in primary schools. According to these results, it is best for kids to comprehend that there are various languages used for communication in this world and that they can categorize languages as first, second, or foreign. They will become more conscious of both their native language and the foreign language they are learning if they know which ones are first, second, and foreign. They will also speak English with greater assurance. It's because they pronounce words more clearly and speak English more fluently than those who lack confidence in the language.

Since teaching adult learners differs from teaching children, teaching English in primary schools is not an easy task. It also faces numerous difficulties. [9][8][7].

There are issues with both external and internal factors. Identity, motivation, and pedagogy are all considered internal factors. Textbooks, educational materials, the English proficiency of the teachers, and class size are examples of external factors. We go over those difficulties below.

One of the primary challenges associated with internal factors is pedagogy competence, which pertains to the appropriate application of instructional strategies. In language teaching and learning, there are a number of novel learning approaches, including Communicative Language Teaching (CLT), Task-Based Learning and Teaching (CBLT), and others. For a number of reasons, teachers might find it difficult to introduce those strategies [9]. For instance, it might not be suitable for instructing sizable class sizes in environments with limited resources. As a result, [9] educators must work harder to apply those teaching techniques in a successful manner.

Children have diverse motivations, which makes it challenging to inspire them to learn the language [9]. While some of them might have trouble understanding English, others might not. Additionally, there is infrequent assessment of the students' progress. It poses a small issue because the assessment is necessary to determine the extent to which the students have understood the material. Because of this, people with low English proficiency are not motivated or even interested in learning if their

progress is not regularly evaluated. It's actually worse because the teacher will find it challenging to explain the material and include the students in activities if they lack motivation to learn English. However, parental support is also very important to the students [8]. Students will not be motivated to learn English if their parents do not support them in doing so.

Identity is a further source of difficulty. Teaching English to young students who have a global perspective while allowing them to retain their national identity is a difficult task. "A situation in which a mass of people makes the same identification with national symbols – have internalized the symbols of the nation" is what national identity is defined as [19]. It recognizes that each nation has a distinct national identity and that they are all unique from one another. It indicates that the students are patriotic because they can communicate in both local and Indonesian languages. It is difficult, though, to instill a sense of pride in students' national identities while they are learning English. The second challenge is a result of external factors, specifically textbooks. Some counties lack textbooks, which poses a problem because textbooks are essential for helping students learn English. In Indonesia, the government has mandated the use of textbooks, but it does not restrict the use of other resources that can aid teachers in delivering lessons. Nevertheless, the materials in the school's chosen textbooks were frequently disorganized and

lacking in illustrations [7]. It is also well-known that having the right resources available can help teachers prepare lessons to be used in teaching-learning activities. In this regard, the lesson plan or content from textbooks or other learning resources must be modified in accordance with the needs and abilities of the students. Children require specific explanations in the form of demonstrations, according to the source. It implies that they require something empirical in place of conjecture [9]. Media that can aid in their understanding of the lesson is necessary. But the majority of schools lack adequate instructional resources [8]. Lack of appropriate teaching resources, such as media, will make it difficult for teachers to plan enjoyable activities that get students moving.

Next, a teacher's ability to teach in English may have an impact. Put differently, individuals with low proficiency levels tend to be low on confidence, struggle to engage with kids, and absorb information slowly [9]. As a result, teachers who lack the necessary expertise to instruct English, particularly to younger students, should receive training that will enable them to advance their competencies. But the majority of the English teachers enrolled in the program expressed dissatisfaction. They are not proficient in the relevant method, which is one of the causes [7, 8]. When a teacher is not adequately assisted by the training to enhance their competencies, it creates an additional issue. These issues give rise to grave concerns

regarding the general caliber of English instruction in primary schools. As a result, giving English teachers in primary schools the right training will enable them to be prepared for a variety of student characteristics.

Then, it is thought that a common challenge is the size of the class. The teachers find more challenges and it is more difficult to implement learner-centered learning in larger classes. Otherwise, students will find it difficult to move around and won't have enough room to complete their tasks if the room is too small or inappropriate for the number of students [9].

These results indicate that there are numerous sources of difficulty. Therefore, in order to improve the quality of English instruction in primary schools, the government works with educators and the school committee to find solutions to these problems.

One possible solution is for primary school English teachers to receive some training from stakeholders who oversee the problem of teaching English to young learners. In addition, the training must be properly planned and organized, including by having a qualified instructor, relevant resources, and an appropriate methodology. The reason for this is that educators who work with younger students differ from those who work with adults. Primary school English teachers should meet certain requirements [4,20]. The listed qualifications are as follows: teachers must be multitalented, conduct assessments, manage their

English classes effectively, be patient, kind, friendly, humorous, and extremely energetic; they must be professional and eager to participate in skill-building activities like training sessions or workshops; and they must be able to communicate effectively with students, coworkers, parents, and other stakeholders.

Second, since the students are still young and require special attention from the teachers, the teachers must recognize the characteristics of the students in order to motivate them to learn English. A number of experts also describe the aspects of young learners [4,14,15]. Because different personalities require different approaches, teachers who are aware of their students' personalities can inspire their students to be enthusiastic about learning English. Teachers can, for instance, offer engaging and pleasurable activities that are age-appropriate, active and experiential, memorable, and so forth [18].

English teachers must be resourceful in the classroom because they still need to provide engaging learning activities, even when they are working with primary school textbooks and instructional aids that aren't appropriate for the students. A few enjoyable teaching strategies for young English language learners include role-playing, games, storytelling, and music. It's crucial that English teachers exercise discretion when selecting and utilizing media and textbooks to enhance their teaching-learning activities, particularly when instructing younger students. They must determine

whether the lessons, resources, and content are suitable for the students' language proficiency. For instance, teachers can present subjects that discuss foreign nations as input and other subjects that discuss topics pertaining to the students' home country as output [21]. This demonstrates the significance of national identity; even though the pupils are studying a foreign language, they do not lose or forget it. In order to better assist their students, English teachers should also be open-minded in their thinking about learning, trying new things, and enhancing their own competencies [16] [17]. Additionally, since learning resources are what will be used to enhance the teaching-learning process in the classroom, it is imperative to plan for their absence.

Second, because English language learners prefer to move around and because physical activity will take up most of the class time, English teachers must create a comfortable learning environment [16] [17]. Teachers may also need to plan an outdoor activity to introduce their students to the surrounding area. They must also consider the fact that students keep a report book in which they record their progress in learning English. Teachers must serve as the foundation for creating activities that are suitable for the needs and abilities of the students.

Lastly, teachers also have a responsibility to inform parents about the importance of learning English because it is a global language in the modern world.

Parents can be persuaded by them if they can demonstrate that a large number of students can succeed in learning English through participation in international debate competitions and other similar events. If parents do ultimately encourage their kids to learn English, educators must offer more engaging activities rather than challenging and tedious ones.

CONCLUSION

To put it briefly, it is difficult to teach English in primary schools. Additionally, there are several advantages to introducing and teaching English in primary schools. This means that since students will have more time and opportunities to learn English, teaching English in primary schools will benefit them more. Primary English instruction gives kids more chances to learn about and become more accepting of other cultures [10]. However, to meet the aforementioned challenges and provide high-quality English instruction, it must be carefully planned and coordinated.

To put it briefly, to enhance their abilities and effectiveness as teachers, English language instructors working with younger students must be aware of the habits, traits, and needs of their students. Additionally, they will become professionals in their field, especially when teaching primary school pupils, if they have an open mind, are willing to ask questions, have a reading habit, and are curious enough to open a dictionary.

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Research Article

METHODOLOGY FOR DEVELOPING THE COMPETENCE OF STUDENTS TO SOLVE PROBLEMS AND EXERCISES IN BIOLOGY

Submission Date: December 10, 2023, **Accepted Date:** December 15, 2023,
Published Date: December 20, 2023
Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-31>

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ABSTRACT

The article describes the scientific information about some aspects and their solutions in the development of the competence of solving problems and exercises of biology students taught in secondary schools.

KEYWORDS

Biology, professional competence, competence approach, problem solving, energy exchange, transcription, reverse transcription, DNA, RNA.

INTRODUCTION

One of the urgent issues of today is to continuously improve the professional level and qualification of the personnel working in the educational system of our

republic, professional-pedagogical competencies following the requirements of the time.

In this regard, Decree No. PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy of Actions for Further Development of the Republic of Uzbekistan", September 26, 2017 "Training of Pedagogical Personnel, Public Education Decision No. PQ-3289 on measures to further improve the system of retraining employees and improving their qualifications, as well as Decision No. PF-60 of the President of the Republic of Uzbekistan dated January 28, 2022 "For the years 2022-2026 The main goal is to improve the content of teacher training processes based on modern requirements and to continuously improve their professional competence.

In the process of implementing the tasks specified in these decrees and decisions, in cooperation with the professors and teachers working in the Ministry of Primary and Secondary Special Education and the Ministry of Public Education, DTS, programs, textbooks, based on the new version of the competence approach, as well as o Curricula are being radically updated based on the best experiences in the educational process of the developed countries of the world.

The main results and findings

Modules included in the curriculum of network centers for retraining and professional development of pedagogical personnel operating in our country are scientifically oriented to the development of

knowledge, skills, and professional competencies of pedagogues.

Acquiring modern knowledge, skills and qualifications of pedagogues, as well as improving their professional competence, will be a solid foundation in the process of delivering a well-rounded generation to our society during their pedagogical activities. In order to train competitive personnel, it is necessary to have professional competence from every specialist, to improve it regularly.

Therefore, it is important for our pedagogues to clarify the content of the concepts of competence and professional competence.

"Competence" (incl. "competency" - "ability") is the ability to effectively use theoretical knowledge in activities, to demonstrate high-level professional skills, skills and talents.

The concept of "competence" entered the field of education as a result of psychological scientific research. From a psychological point of view, competence is "how a specialist behaves in unconventional situations, unexpected situations, engages in communication, takes a new way in relations with opponents, performs ambiguous tasks, uses conflicting information, consistently develops and possessing a plan of action in complex processes.

And professional competence is the acquisition of knowledge, skills and qualifications necessary for professional activity by a specialist and their practical application at a high level.

Professional competence does not mean the acquisition of separate knowledge and skills by a specialist, but the assimilation of integrative knowledge and actions in each independent direction. Also, competence requires constant enrichment of professional knowledge, learning new information, understanding important social requirements, finding new information, processing it and being able to use it in one's work.

In order to activate the cognitive activity of students in the literal study of the science of biology, it is necessary to determine the knowledge, skills and abilities acquired by the students from the previous topic, their systematization, and the knowledge and skills acquired from the new topic. It is appropriate to use biological problems and exercises in the process of controlling and evaluating skills and abilities, as well as in the process of learning a new subject.

Improving the professional competence of biology teachers of general education schools directly serves to raise the quality and efficiency of education to a higher level.

In the course of their pedagogical activities, biology teachers use exercises and problems related to various

questions, identifying biological objects, studying the external and internal structure of plants, animals, microorganisms and even their cellular structure, drawing pictures and schemes. Having scientific information about the diversity of the organic world causes students to develop a competence approach.

One of the aspects of improving the problem-solving competence of students in the teaching of biology in general secondary schools is the use of direct biological problems and exercises during the lesson. For this, it is important for the teacher to follow the following.

In the textbook of Biology (fundamentals of cytology and genetics) approved for students of the 9th grade:

- Using problems and exercises on the cell chapter;
- Problems and exercises related to the chemical structure of living organisms;
- Problems and exercises from molecular biology;
- Issues and exercises related to protein and protein biosynthesis;
- Problems and exercises on the subject of nucleic acids;
- Problems and exercises on energy exchange and photosynthesis;

- Problems and exercises related to cell division;
- Problems and exercises on the number of chromosomes and DNA;
- Using problems in teaching genetics and selection topics.

In the Biology textbook written for students of the 10th grade and academic lyceum and vocational college:

- Universal biological laws at the molecular level of life;
- Universal biological laws at the cellular level of life;
- General biological laws of life at the organismal level;
- General biological laws at the species and population level of life;
- It is necessary to use problems and exercises related to topics from the chapters of the basics of ecology and the biosphere based on the principle of systematicity, taking into account the age characteristics of students.

After all, the teacher, along with mastering biological problems and exercises, constantly trains students to solve and formulate problems, prepares the ground for a broader understanding of the essence of the subject,

understanding the interrelationships of cause and effect. Because problem solving and framing is the most important way of thinking.

Any action of the teacher, which is carried out in order to train students to solve and formulate problems continuously, encourages students to do scientific research and make scientific discoveries.

Due to the fact that teachers do not systematically use biological problems and exercises, a number of shortcomings in their professional activity are visible among the team of pedagogues. In particular, during the conducted research, teachers of general education schools who attended training courses and teachers who participated in workshops within the framework of the vocational school were informed of the "Information" for the subject of biology, published by the Ministry of Education under the Cabinet of Ministers for applicants entering higher educational institutions. Anonym was applied for a pedagogical experiment-test analysis with a number (20 of five difficulty levels) of problems and exercises given on separate pages and compiled for scientific research. In the process of working with the given problems and exercises, 24% of the pedagogues were able to complete the tasks, 35% of the pedagogues encountered various difficulties (they could work only when appropriate recommendations were given), and 41% of the pedagogues could not work with the given problems at all. These studies indicate that the

professional competence of the team of pedagogues in the process of solving biological problems is not sufficiently improved, and it is one of the important negative factors that prevent the formation of the competence of students in solving problems in biology. Let us dwell on the solution and analysis of some problems that pedagogues could not work on given problems during the pedagogical experiment-testing process.

Issue 1. Temur's body mass is 70 kg, and the total energy generated from carbohydrates consumed for one day is equal to 2050 kcal. The daily amount of protein and fat in food is equal, and the amount of carbohydrates is 2.5 times more. Calculate the amount of energy spent on digestion and work done overnight in kcal?

Solution to the problem:

This issue is related to the topic "Energy exchange" from the biology textbook, and during its work, the pedagogue should pay attention to the following:

1) First, the pedagogue needs to determine how many grams of carbohydrates are 2050 kcal. For this, we divide 2050 kcal of energy by 4.1 kcal of energy and determine how many grams of carbohydrate, based on the information given in the textbook, that 4.1 kcal of energy is generated from the oxidation of 1 g of carbohydrates.

2050 : 4.1 = amount of carbohydrate in 500 g.

2) Now we find the amount of unknown protein and fat in the content of the problem.

500 : 2.5 = 200 g, which is the total amount of protein and fat.

3) Through the third action, we find the separate mass of protein and fat and calculate how many kcal each produces energy.

a) 200 : 2 = 100 grams of protein and fat.

b) 100 × 4.1 = 410 kcal (protein)

c) 100 × 9.3 = 930 kcal (fat)

4) Determine the total energy of protein, fat and carbohydrate.

410 + 930 + 2050 = 3390 kcal total energy.

5) As we know from the textbook, energy exchange takes place in three stages, i.e.: first stage: energy spent on metabolism of basic substances;

second stage: energy spent on digestion;

the third stage: the energy spent on the work done overnight.

Temur's body mass is 70 kg. Based on this information, we can determine the amount of energy spent on the metabolism of the main substances: (Note: 1 kcal of energy is spent per 1 kg of body mass in 1 hour)

$70 \times 24 = 1680$ kcal of energy After determining the energy spent on the metabolism of basic substances, the amount of energy spent on digestion and the work done in one night is obtained by subtracting the total energy.

$$3390 - 1680 = 1710 \text{ kcal}$$

Answer: Timur spent 1710 kcal of energy for digestion and work done overnight.

Issue 2. If 5 molecules of glucose are broken down in the second step of the energy metabolism process in muscle tissue cells, find how much energy (kJ) is attached to the energy-rich phosphate bonds of ATF during this step?

Solving the problem: This problem is worked on based on the knowledge gained from the topic "Energy exchange" in the 10th grade Biology textbook.

When one molecule of glucose is completely broken down, 2800 kJ of energy is generated, and 200 kJ of this energy is generated in the II stage of energy metabolism. Based on the above information, we perform the following actions.

If 200 kJ of energy is produced from 1 mol of glucose, $x=1000$ kJ of energy is generated from 5 moles of glucose.

After that, how much of the 1000 kJ of energy from 5 moles of glucose is bound to the energy-rich

phosphate bonds of ATF. 40% of the energy released due to the breakdown of glucose into lactic acid in the absence of oxygen is stored in ATF, and the rest is dissipated as heat energy. Based on these ideas given in the textbooks, we make a proportion.

If 100% is 1000 kJ,

40% will be $x = 400$ kJ.

Answer: 400 kJ of energy is bound to the energy-rich phosphate bonds of ATF.

Issue 3. There are 80 urastil nucleotides in the i-RNA molecule in the cell. The number of cytosine nucleotides in one strand of the DNA molecule synthesized in the process of reverse transcription from this i-RNA chain is 3 times more than the number of uracil nucleotides in i-RNA, and the number of guanine nucleotides is 2 times less. If the amount of thymine nucleotides in this single strand of DNA is equal to half of the sum of guanine and cytosine nucleotides, find the number of hydrogen bonds in the double strand of DNA.

Solving the problem: The given problem is from the 9th grade Biology (fundamentals of cytology and genetics) textbook "Plastic exchange. Protein biosynthesis. Genetic code" and the information obtained from the topic "Cell is the hereditary unit of life" in the 10th grade Biology textbook.

It is possible to achieve the goal by understanding the content and essence of these processes while working on the problem. The solution to the problem lies in reverse transcription.

Transcription process

.....A G T G T G S T G A G.....

DNK dan

.....T S A S A S G A S T S.....

AG UG U G S U G AG

RNK

Transcription - the sequence of genetic information-nucleotides in one strand of DNA is copied into mRNA with the help of an enzyme. The process of reverse transcription

.....A G T G T G S T G A G.....

DNK

.....T S A S A S G A S T S.....

AG UG U G S U G AG

RNK dan

Reverse transcription is the synthesis of a double-stranded DNA molecule from a single-stranded RNA molecule

taking into account that the number of guanine nucleotides is 3 times more than the number of nucleotides, and the number of guanine nucleotides is 2 times less, we perform the following actions.

a) We find that there are $U - 80 \times 3 = 240$ S in one strand of DNA.

b) We determine that there are $80 U : 2 = 40$ Gs in that DNA chain.

2) Assuming that the amount of thymine nucleotides in this single strand of DNA is equal to half of the sum of guanine and cytosine nucleotides, the amount of thymine nucleotides is determined, i.e.:

a) $240 (S) + 40 (G) = 280 (S+G) : 2 = 140 (T)$.

b) according to the principle of complementarity, opposite to 80 U in RNA, one strand of DNA also has 80 (A) nucleotides. Based on this information:

atRNK 80 U

80 A, 240 S, 40 G, 140 T

at DNK

3) Based on the information given in the textbook, the number of hydrogen bonds is found. There are two hydrogen bonds between adenine and thymine, and three hydrogen bonds between cytosine and guanine. Accordingly, the number of adenine and thymine

nucleotides are added to each other (a), and then the number of cytosine and guanine nucleotides are added to each other (b), and the totals are doubled and tripled, and hydrogen bonds in DNA the total number of 's is found.

a) $80 + 140 = 220 \times 2 = 440$ hydrogen bonds;

b) $240 + 40 = 280 \times 3 = 840$ hydrogen bonds are determined.

4) Hydrogen bonds are added between adenine and thymine nucleotides and cytosine and guanine nucleotides.

There will be $440 + 840 = 1280$ hydrogen bonds.

Answer: The DNA molecule synthesized on the basis of the i-RNA molecule in question has a total of 1280 hydrogen bonds.

Based on the above information, it was determined that the following are the main shortcomings that teachers make when solving biology problems and tasks::

- describing events without revealing the reasons;
- mixing causal relations with temporal relations;
- show the effect instead of the cause;

- mixing the primary cause with the secondary cause;
- it is permissible to emphasize such things as incorrect identification of causal connections.

At the time when our state is creating wide opportunities for fundamental reform of the education system, it is clear that the above opinions of pedagogues are unfounded. Because today, advanced pedagogues-methodologists and scientists of our Republic have developed "Pedagogical education", "Public education", "Continuous education", "Educational technologies", "Methodology of exact and natural sciences", "Scientific theoretical journals such as "Biology at School" continuously publish scientific methodical articles and theses on the latest achievements of science and methods of solving biological problems and exercises, as well as creating problems.

It should be noted that the professor of the Department of Biology Teaching Methodology of TDPU named after Nizomi, b.f.d., on solving biological problems and exercises. G. Shakhmurova, senior teachers I. Azimov, U. Rakhmatov co-authored the electronic textbook "Problems and Exercises from Biology" (2017), "Solving Problems and Exercises from Biology" training manual (2017), "Problems from Biology" and solving exercises" (fundamentals of cytology and genetics) instructional manual (2018),

"Solving problems and exercises from biology" (Man and his health) instructional manual (2017), "Solving problems and exercises from biology" (Zoology) methodical manual (2016), "Solving problems and exercises from biology" (Botany) methodical manual (2016), Test set from biology (2016), Tests for applicants from biology Collection (2017) is a clear proof of our opinion.

CONCLUSION

In conclusion, in today's era of globalization, pedagogues must continuously research, self-analyze, analyze and synthesize, draw quick and clear conclusions, systematically apply biological problems and exercises to practice. as a result of improving professional competence such as the use of scientific and popular literature, the ability to effectively use the latest achievements of science in the course of the lesson, without being limited to theoretical information, it creates a basis for the formation of competence in solving problems and exercises in biology in students.

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ESSENTIAL PECULIARITIES OF LANGUAGE TEACHING THROUGH INTEGRATED APPROACH

Submission Date: December 10, 2023, Accepted Date: December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-32>

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ABSTRACT

This study examines how successfully improving the four language skills and proficiency of English language learners can be achieved by employing an integrative approach. Generally speaking, teaching reading is linked to teaching writing, vocabulary, and speaking skills in the context of modern language learning. Integrating language proficiency with communication culture is important when teaching language skills. This will enable students to enhance both their language proficiency and communication skills simultaneously. These needed to be equally authentic and focused on interactions, allowing students to use their language skills for meaningful and productive communication. Students are expected to take on different roles to meet the objectives of an integrated language-learning approach. Additionally, many factors make effective integrated language learning practices difficult to implement in the classroom. For an integrated approach to language learning to effectively use the factors, they must therefore be recognized and addressed. The major goal of this article is to identify the variables that influence the application of this methodology.

KEYWORDS

Integrative, Language, Teaching Approach, Teachers, Students, Peculiarities.

INTRODUCTION

In recent years, the priorities of education have changed significantly. At the forefront, modernity sets the goals for the development of the personality of the student. Therefore, the instructor himself must freely and flexibly operate with information, be able to easily show the students the level of their own knowledge and teach them how to improve them. Teachers of English generally acknowledge the close links among the four strands of the language arts: listening, speaking, reading, and writing. For the context of the present study, the integration of language skills is defined as the process in which each language skill is learned in terms of the others. Learning to listen, talk, read, and write always involves something content to listen, talk, read, or write about. The teaching of language skills cannot be left to chance. The integration of language skills can best be achieved through involving students in hands-on communicative language learning activities. The active involvement of students in communicative language learning activities enhances the integration of the language strands. Teaching language skills concurrently is known as an integrative approach. This implies that instruction in the four skills — reading, writing, speaking, and listening — occurs simultaneously. The teaching of the language skills of reading, writing, speaking, and listening in tandem with one another, such as when a lesson includes activities that relate speaking and listening to reading and writing, is known as the “integrated language skills teaching approach”

(Richards and Rogers, 2001). An integrated way to language teaching is an essential strategy for successful language acquisition. This method is incorporating two or more language skills into a task or lesson (Afnan, 2004). One way to describe teaching language skills integrated is as a multi-skill syllabus or a whole-language approach. This is so because the method teaches every language skill at once. A whole language approach is the integrated language skills teaching approach. In other words, if a lesson covers reading comprehension, it will also cover speaking, listening, and writing.

Main part

Knowledge of one or several foreign languages has become an urgent problem for many people. And in these kinds of situations, the find for efficient approaches for teaching foreign languages that target particular professional issues has become pertinent. The paper reveals and categorizes contemporary approaches of teaching foreign languages. An examination of contemporary materials about the execution of the integrated approach to teaching foreign languages and the abilities reform of the educational standard is conducted. It also examines the central claims of language teaching methodology, specifically as they relate to topical approaches. Language education plays an ever-expanding role in an ever-evolving educational paradigm. Given that learning a foreign language is regarded as an

instrument that helps one perform professional tasks in addition to helping one become accustomed to the modern world. Furthermore, studying diverse sources of information gives him/her the chance to broaden both his/her professional and cultural perspectives. Being able to speak one or more foreign languages has become a pressing issue for many people. Furthermore, under these conditions, the look for efficient methods of teaching foreign languages that address particular issues in the workplace has gained significance. Training qualified specialists with the right level and profile is the primary goal of professional education in higher education, according to the modernization of education concept. Learning language with the help of integral approach implies that students learn collaboratively to speak, understand, and express their thoughts with understanding. Holistic approach activities usually include students in a realistic process of interacting, in which the correct use of language is less important than the successful achievement of the communication task that they perform. The second specific feature of the common approach is mastering all aspects of a foreign language culture through interacting. It is the active method that first advanced the position that communication should be taught only through interacting, which has become one of the characteristic features of modern methods. In the integral teaching approach, interacting performs the

functions of learning, cognition, development and education.

A whole language approach is used in the teaching of integrated language skills. Put differently, a lesson that focuses on reading comprehension will also cover speaking, listening, and writing. Through the use of an integrative approach, the four English language skills can be taught in a classroom context. To answer and ask pertinent follow-up questions, for instance, a learner can concentrate on both speaking and listening when they practice conversational skills. Since every language skill is regarded as crucial to helping students become proficient communicators, they should all be taught simultaneously using an interactive approach to language learning. As such, the method promotes the integration of all language skills in real-world classroom settings (Crystal, 2003). Put differently, the natural method of acquiring a language is through the integrated language skill teaching approach. Language abilities are seldom employed separately in everyday communication; it is uncommon for one of the four abilities to be employed alone. As per Jing (2006), simultaneous comprehension and speaking are necessary for participating in a conversation. More so than for other students, the integration question is evidently brought up in language learning. According to scholars a more comprehensive perspective of language use has been gradually incorporated into language learning theory (Nunn, 2006). Wagner (1985)

defined language arts integration as giving students access to authentic learning contexts where speaking, listening, reading, and writing can be developed collaboratively for real-world goals and audiences.

Language instructors must incorporate language skills into their lessons to make language learning as realistic as possible, which is necessary for communication. One skill will frequently reinforce another; for example, we learn to write by looking at what we can read, and we learn to speak by modeling what we hear (Brown, 2001). For example, it is simple to connect reading instruction to writing and vocabulary instruction, and oral skills are well-suited to teaching pronunciation, listening comprehension, and cross-cultural pragmatics (Hinkel, 2001; Lazaraton, 2001; McCarthy and O'Keeffe, 2004). Moreover, other academics agree that language learning exercises ought to be created in an integrative way (McDonough and Show, 2003). Additionally, educators contend that integrated language skill instruction can boost students' chances for language acquisition as well as meaningful communication, interaction, and real-life language use, as well as a variety of contextualized discourse and linguistic features, all of which are intended to advance students' language proficiency and skills (Fotos, 2002; Ellis, 2003). Furthermore, using an integrated approach to teaching language skills can assist a teacher in making their lessons lively by involving the students in a variety of activities and interactions (Richards, 2006).

This can give the students plenty of opportunities to participate in class and boost their motivation to learn the language. It also facilitates students' free and easy learning of English language.

CONCLUSION

From the summary above, it is clear that the integrated language teaching skill approach is the standard method for language acquisition and that it enables teachers to monitor their students' simultaneous progress in several skills. By integrating language skills, students will be exposed to real-world language use and encouraged to interact. Additionally, there are a number of benefits to teaching language skills through the following approach. In light of this, the current study was carried out to determine what issues prevent the integrative teaching of language skills and how language teachers address these issues to move forward with successful language skill teaching and learning. The study's findings offer solid evidence in favor of the necessity of incorporating an integral approach into language course of study. The fact that any language teacher can effectively employ integrative teaching methods in the classroom is arguably the most important pedagogical conclusion to be made.

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READING TEXTS ARE THE BASIS OF DEVELOPING LEXICAL COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

Submission Date: December 10, 2023, Accepted Date: December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-33>

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ABSTRACT

This article focuses on the development of lexical competence of future foreign language teachers in the process of professional training: reading literary texts, working with vocabulary, reading works rich in different plots, linguistic, grammatical, linguistic-cultural, stylistic, is devoted to the importance of the role of literary works, which are permanent custodians of socio-cultural information.

KEYWORDS

Future foreign language teachers, professional training, lexical competence, linguistics, linguistic-cultural, text, reading.

INTRODUCTION

Organization of the training process of future foreign language teachers in our country based on international qualification requirements, training of future English language teachers based on advanced foreign experience, training of experts who can communicate freely in foreign languages, the

normative basis for wide use of the achievements of world civilization was created and the material and technical base was enriched. In the new decree on the development strategy of Uzbekistan for 2022-2026[1], the priority task is to improve the quality of education, train highly qualified personnel in line with the modern

needs of the labor market, as well as introduce international educational standards and evaluate the quality of higher education institutions. Improving efficiency was set as a priority task. As a result, the possibility of teaching languages integrated with subjects in higher education institutions has expanded.

The main results and findings

Home reading, which is an independent method of teaching a foreign language in higher education institutions, has not been fully studied and it has not been determined that it has the required didactic potential. It is known that artistic texts are of special importance in teaching a foreign language. M.K. Borodulina believes that "artistic works are a priority example in learning a foreign language following the norms of the literary language" [2; 154-b]. The literary text provides an opportunity to observe the presence of language in the speech of the author and his characters, observe the methods of expressing thoughts in a foreign language, and directly perceive the meaning of what is being read.

According to V.P. Rudnev, although fiction is not a reflection of reality, it is "a reflection of speech activity specific to the national language culture belonging to the author. The material of artistic prose is ordinary speech activity, i.e., the artistic text reflects the real modern speech activity of native speakers and is characterized by saturation with national-specific

concepts, socio-cultural conditions of reality in a foreign language" [3; 53-b]. The linguistic form of the text is a vivid example of the use of language tools to express the author's goals and thoughts.

Viewing language as a culture means that it is appropriate to refer to fiction. We believe that well-targeted "texts for reading" can be an effective factor in increasing the vocabulary of a future teacher. This situation, in turn, undoubtedly increases students' desire to learn a foreign language as a future specialist. Teaching the future professional language based on the study of literary texts of modern authors has the following positive aspects. First of all, it should be noted that reading works of art serves the personal development of students, the development of high moral qualities, critical thinking, and a firm life position. It cannot be denied that literary works are masterpieces of the culture of a certain country, affecting the main ontoanthropological problems of the studied language culture and time [4; 8-b].

A literary work that is a permanent storehouse of various linguistic, grammatical, linguo-cultural, stylistic, socio-cultural information significantly enriches the worldview of students, increases their linguistic level, provides material for independent conclusions and generalizations, and contributes to the field of language education. Lajak develops professional thinking of specialists.

According to N.M. Ahmedova, working with real texts in the audience allows to create situations as close as possible to the professional sphere, to understand the professional reality in the country where the language is studied, and to develop the correct ideas about the professional culture in the country. The use of authentic (original) texts is one of the main factors for students to move freely in a professional environment in a foreign language, to apply their knowledge, skills and abilities in a specific life situation[5; p. 75].

Works used as home reading, devoted to the most pressing problems of the past and present, rich in various plots, create psychological conditions for students' speech, improve oral speech, skills and abilities of future professionals. serves as a basis for development. And finally, reading fiction, which is especially important for us, stimulates the student's mind to constantly repeat lexical units in a new context, as well as to combine already learned grammatical structures with new lexical material. Such repetition of lexical units creates a convenient opportunity for strong acquisition of vocabulary and its future use by students.

In the process of developing the professional lexical competence of future foreign language teachers, viewing the text as the main basis (basis) is based on a number of factors[6; p. 21]:

- "text" is a type of oral speech, which includes verbal and non-verbal intellectual processes performed to organize meanings during the speech process, both as a means of information for communication and as a means of linguistics works as a basis;
- communication through the text is a complete form of information, therefore the text serves to develop the language and speech competences of the student;
- Through text, you can organize different types and forms of work.

In home reading classes, graphic texts of various genres and styles of communication, suitable for the language of education, showing any foreign language culture, are a source of information.

It is known that working on the text in the process of studying at home has different goals in the educational institution of pedagogy, and accordingly, the text also performs different tasks, which are as follows: assimilation of lexical and grammatical material; development of oral and written speech; linguistic observations and expanding linguistic knowledge; motivational tools for learning a foreign language; a means of achieving the goal of learning, that is, a second language works as a means of personality development.

According to I.B.Utayeva, it is possible to present grammatical material to a foreign language in 2 different ways. These methods are as follows[7; p. 74]:

1. Using the lexical method.
2. Using models.

Grammatical events that are rare in the language are explained by the lexical method. According to this method, students are introduced to specific grammatical phenomena and the translation, meaning and application of these phenomena are shown.

Explaining the grammatical phenomenon with the help of models is a common method in methodology. The model means the potential, abstract, minimal representation of the language being studied, which is represented by conditional signs that meet the requirements of phonetic, lexical, and grammatical norms.

In order to study the specific features of language in the field of foreign language teaching practice and professional pedagogical activity, it is important that we turn to the theory of text comprehension from the perspective of psycholinguistics.

The process of understanding the text requires hard work, as a result of which the main idea is extracted from the broad information, the received message forms a certain set of meanings for the receiver. This happens by compressing the message into a semantic

theme, a kind of internal code equivalent to the perceived textual content.

V.I. Narolina [8; p. 45] believes that before understanding the text, it is necessary to determine the contextual meanings of words, as well as to understand their syntactic structure. Yu.N. Karaulov emphasizes that it is necessary to know the vocabulary well in order to understand the texts correctly: "Behind the understanding of the text is the student as a listener, and the understanding usually occurs through the "language-concept" channel: symbols are used in the process of understanding the text. changes and recreates the standard understanding of the text" [9; p. 204].

Despite many studies, scientists have not agreed on the nature of understanding. Understanding is considered from two sides - as a process and as a result, as a result of the process. In the process of understanding, thinking, memory, ideas, recovery and creative imagination, emotional-volitional and other mental processes, characteristics and abilities of a person are combined into one node. Revealing the semantic content of a work of art is related to the following mental operations: comparison, prediction, estimation, analysis, synthesis, induction and deduction, critical thinking, abstraction and concretization, etc., which shows the progress of the understanding process. It is a multidimensional

thinking process, including mnemonic activity (remembering).

Thus, the process of understanding the text is a purposeful interaction between the text itself, internal and external factors, passing through the prism of the student's values and personal experience. It is our task to teach the future teacher to correctly understand and learn professional vocabulary based on pedagogically oriented texts.

It cannot be denied that the reality of a foreign language is not always reflected in an artistic text. Nevertheless, we cannot agree that in an artistic image there are always generalizations of other cultural realities of life, national mentality, specific features of speech behavior of a representative of a certain social class, a certain profession.

It should be noted that reading literary texts in a foreign language is associated with a number of difficulties. Practice shows that during the reading process, some language phenomena pose special difficulties for the student: they are colorful stylistic lexical units, ambiguous words, idiomatic expressions, phraseological verbs, realias, slang expressions, is "non-equivalent vocabulary". What are the criteria for choosing texts for home (independent) reading? In our opinion, the listed language phenomena should not be completely excluded from the text, as this deprives it

of expressiveness and originality, as well as spoils its aesthetic perception.

We understand that working on a pedagogy-oriented text, which is composed of professionally important content, meets the professional interests of students of pedagogical universities, is the main unit of developing the professional lexical competence of a future foreign language teacher. Now we will answer the question of the technology of working on real text in words.

Working with lexical units of speech is always in the focus of foreign language teachers of higher educational institutions. Knowing a word requires understanding its sound and graphic forms, meaning (or meanings if the word is polysemous), and usage.

Since the amount of polysemous words in English is very large, the future foreign language teacher should learn all the meanings. It activates such functions as mastering the dictionary meaning of the word, remembering, multiplying them, learning the meaning of the word by memorization. The effort spent on acquiring words is, first of all, the need to express the speaker's thoughts, as well as their characteristics, whether or not they correspond to the meaning in the native language, concrete/abstract concepts. that it has is determined by its importance in the speech.

E.I. Passov In order to effectively develop lexical competence, recommends successful performance of

all communicative-cognitive tasks and the implementation of specific goals and motives of communication. asserts that it shoots and establishes a strong interest [10; p. 47].

The stages of development of professional lexical competence of a future foreign language teacher can be described as follows:

-PLC (professional lexical competence) development technology stages

-Perception stage: selection and grouping of new lexical units of professional texts

-Semanticization stage: focusing on the main information, recognizing and understanding the semantics of lexical units and forming the first concept.

-Automation stage: differentiation and identification (separation); change by imitation; prediction; reduction and expansion of associative (organized) connections, etc.

Creative stage: modeling of professional conditional situations of communication (plot, thematic, changing, controversial, problem search).

CONCLUSION

Thus, such stages form the basis of the technology we have created for the development of the professional lexical competence of the future foreign language teacher. For the effective development of lexical

competence, the importance of the successful performance of all communicative-cognitive tasks of speech activities and the realization of specific goals and motives of communication was determined above, so in special literature it has been repeatedly noted that the main stimulator of speech thinking activity is the task of speech thinking, because it arouses interest in speech activity 'shoots and establishes strong interest.

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PEDAGOGICAL ASPECTS OF SPEECH ACTIVITY DEVELOPMENT OF FUTURE TEACHERS

Submission Date: December 10, 2023, Accepted Date: December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-34>

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ABSTRACT

In present days, it is being done to activate the speech activity of future teachers, to raise a highly educated and intellectually developed generation, to create a reserve of competent scientific and pedagogical personnel in higher education institutions. If we consider the pedagogical theories of speech activity development, even though there are different didactic views, as well as even though preparing students for future activities is an integral part of their professional formation process, graduates of higher education institutions they face great difficulties in organizing, plus, it is clear that their communication competences are not sufficiently developed. This publication is devoted to the discussion of pedagogical aspects of speech activity development of future teachers.

KEYWORDS

Pedagogical aspects, speech activity, accuracy and articulation, skills.

INTRODUCTION

In pedagogy, the term speech activity is used in a narrow and broad sense. Speech activity in the narrow sense is carried out in oral forms through speaking, in which listening plays the auxiliary role of the condition

of speech. In a broad sense, speech activity is understood as a special type of activity, the exchange of information to achieve mutual understanding and

communication between members of the same language community.

Targeted viewing of thinking, creation of speech, pace of action, means of clarifying the way of perception and individual important parameters to ensure the development of speech activity of students of higher education institutions. The purpose of developing speech activity is to increase the effectiveness of education in accordance with international educational standards in higher education institutions, to ensure the quality of training of qualified personnel and their competitiveness, the wide introduction of information and communication technologies, the use of speech activity in the conditions of the digital education is to create normative bases for increasing the level of pedagogical and psychological possibilities of knowledge transformation. Today's student should be able to think extensively as well as at the same time be able to speak several foreign languages with ease, be able to effectively apply the knowledge and skills acquired during the education process. It is important to be able to use and firmly grasp the concept of a speech activity in the scientific and educational process.

Furthermore, we are the object of the educational process in this research, taking into account the opinions of a number of researchers above. Possible problems of speech activity of future specialists at a satisfactory level in the organization of continuous

education process. The development pedagogical aspects of speech activity have an effective effect on foreign language learners. It appears that the advancement of speech activity increases language competence, accuracy and complexity. In fact, speech activity increases students' communicative skills and cohesion, lexical possibilities, morphological diversity, accuracy and articulation. In addition, developing pedagogical aspects of speech activity in teaching speaking improves students' speaking skills, allows students to overcome their communication problems and has a significant impact on students' speaking skills, accuracy and articulation.

Main part

Majority of researchers have carried out lots of scientific works on pedagogical aspects of speech activity development of future teachers so far. According to their research results, it can be inferred that speech activity can be admitted as a stress-free teaching resource and an interactive learning platform with the help of pedagogical tactics and methods suitable for students' desire to improve their speaking skills. There is no doubt that speech activity provides students with a variety of applications, exciting opportunities for intensive learning and practical application of what they have learned. It allows students to learn new topics and practice understanding difficult concepts and presenting fluent speech effectively. Through various pedagogical

aspects used in teaching and learning speech skills, students are given the opportunity to search and learn independently. In this way, students learn the features and functions to use the speech skills effectively. At the same time, speech activity is a learning means that is completely attractive to young students because of the new features, because it helps to create a stress-free environment in the classroom during the lesson. Students learn speaking skills without any pressure. Therefore, speech activity allows students to be more effective and active in learning speaking skills because it provides an engaging environment for students.

The positive results achieved in terms of the development of pedagogical aspects of speech activity in the context of education system, the acquired knowledge, this is not only a process achieved as a result of the student's knowledge or skills, but also an intellectual, social-cultural, professional process carried out in cooperation with the pedagogies during the educational process. It is a set of competencies related to communication and information.

In this publication, we follow the model of speech activity proposed in the document of the Council of Europe (1997). According to this document, speech activity consists of three components: linguistic, sociolinguistic and pragmatic. It should be noted that the model of speech activity provided by the Council of Europe is interconnected with the model proposed by our country's experts. That's to say, pedagogical

aspects of speech activity can provide the formation of the future teachers' verbal ability. In this light, the practice of speech activity of future teachers appears as one of the most significant tasks of university education. That's why, a number of universities in the globe overcome this issue by introducing native language courses in their specialized pedagogical aspects. It is believed that this task is not performed directly, it should be purposefully discussed as broader tasks of mastering chosen profession.

CONCLUSION

In conclusion, it can point out that as a result of the conducted scientific researches, the views of foreign researchers about the nature of speech activity and its internal activity are different, but some general trends are clearly visible. It is worth noting the above-mentioned research works that many researchers accept the concept of speech activity as the basis of modern methodology. Moreover, it is particularly crucial to improve students' speaking skills in English by using various pedagogical methods to develop speech activity by designing the classroom environment with digital technologies.

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ORGANIZING CULTURAL MATERIALS IN THE TEXTBOOKS

Submission Date: December 10, 2023, Accepted Date: December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-35>

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ABSTRACT

The article aims to explore the organizing of cultural materials, to analyze differences and similarities of cultural aspects and to find the main features of aspects of cultural materials.

KEYWORDS

Intercultural communication, the unit of culture, methodology teaching English.

INTRODUCTION

The analysis of studies in methodology shows that the techniques of presenting sociocultural materials in foreign textbooks are tightly connected with a situational approach and a concentric principle of organizing language units [7: p. 74]. That would probably be insufficient in terms of the “dialogue of culture” which suggests devising explicit and implicit contexts, comparing mentalities, creating emotional incentives. All together these methods are intended to excite real communication among students of the humanities.

In the context of the co-study of languages and cultures, the technology of presenting cultural units in a foreign language (FL) textbook for non-linguistic humanitarian universities is of particular importance. To call interest in further, more thorough study of a foreign language, educational material should be focused not so much on the already achieved level of development personality, as much as to the “zone of proximal development” (L.S. Vygotsky’s term).

The main results and findings

An analysis of the methodological literature shows that a wealth of theoretical experience has been accumulated that allows one to comprehend new techniques and methods of teaching foreign languages. However, in the practice of designing professionally oriented textbooks, these approaches have not been developed.

Text material

As is well known, every text is produced according to a set of rules, and the perception of linguistic personality as knowledge, which is broadly ascribed to the "social memory" of a particular ethnic culture, complies with these rules. This memory interprets data that has been gathered over socio-historical development and is represented in the outcomes of cognitive and practical tasks. The activity of those who teach languages. Social memory, which is passed down through cultural artifacts from one generation to the next, is the foundation of both individual and collective knowledge. We can discuss various approaches to presenting sociocultural knowledge in educational texts since texts serve as the foundation for the process of mastering a particular linguistic culture. They accomplish a range of educational and cognitive tasks. A peculiar classification of such methods are proposed in the materials of the Council of Europe :

1. The typified-imitation method is typical for texts whose topics are common to many textbooks due to

the reflection in them of typical, visual phenomena and life events, such as: "Family", "Housing", "Shopping", "Free time" and others.

2. The normative-documentary method of presentation is aimed at communicating objective information about the foreign language environment. For this purpose, both documentary materials and primary sources containing accurate objective facts, statistical data.

3. With the affirmative-exclamatory method of presentation, we are talking about the disclosure of special phenomena of reality that surprise in their uniqueness. It is characteristic that at the end of each such text, it is imperative expressing unconditional approval of the subject of discussion, you can put an exclamation point.

4. The problem-oriented way of presentation points to real circumstances of specific tasks facing society that encourage trained to make one or another decision. This method reflects the postulate educational reform of the 1970s: to use foreign languages in problematic life situations that require the ability not only to express one's attitude to the world, but also to change the existing state of affairs in your favor.

5. A critically emancipated way of presentation involves contrasting the views of communicating parties in various fields of activity. Events in which the interlocutors become participants, freely or

unwittingly affecting their interests, involve them in discussion and force give a critical assessment of what is happening.

In a number of works by domestic methodologists, the text library of a textbook is understood very broadly - as a list of all materials necessary for educational communication, motivating and stimulating it, containing factual or verbal material for solving communicative problems (CP). According to A.R. Arutyunova, "a text is any fact of culture A foreign language that is appropriate for educational communication and has a sign function" [1: p. 76].

According to L.S. Zhuravlev and M.D. Zinoviev, the following texts reveal sociocultural information more openly because they differentiate between explicit and implicit forms of presentation.:

- information and reference;
- visual-behavioral (descriptive and narrative);
- popular science (about the achievements of science).

If in the mentioned types of texts cognitive plans of information predominate, then in journalistic and artistic texts cognitive information plans are combined with evaluative-emotional and motivating-volitional plans. That is why the regional geographic potential is expressed they are less explicit [5: p. 40–53].

According to G. Neuner, the sociocultural context of textbook elements like audiovisual content and authentic text is either "hidden" or subservient to the prevailing grammatical progression. Textbook compilers use explicit context to explain specific cultural facts because the implicit sociocultural context offers a more flexible interpretation subject of consideration. Simultaneously, implicit contexts facilitate the development of strong emotional ties with foreign cultural realities and the removal of psychological barriers to pedagogical communication, which in turn encourages students to approach memorization of logically-based content with a positive attitude. They very accurately characterize E.M. Vereshchagin and V.G. Kostomarov distinctive features of a successful authentic text, selected according to the laws of association. In such texts it occurs: direct targeting, which allows you to rely on your native culture students in search of both analogies and contrasts; explicitness, which transforms the educational process from the passive accumulation of ready-made information into the active acquisition of knowledge. That's why it's like that it is important to combine review (providing information) and exemplary (illustrating this information) texts: illustration and argumentation are the essence their reliable basis; mnemonicity, leading to the fact that knowledge is consolidated and can later be activated and included in communication [3: p. 117–125].

At the same time, it is not enough to just include texts containing descriptions of regional studies objects in the textbook. It is necessary to supplement them with dialogue, interviews between imaginary participants in intercultural interaction so that they contain an element of the unfamiliar, provide stimuli that provoke an emotional reaction of the future specialist, his the need for comparison of co-studied cultures. According to the apt saying T.M. Dridze, "by informing, the text teaches, forms ideas and images, develops values and attitudes, programs an activity strategy, reinforces behavioral skills, leads to the formation of certain sociocultural guidelines" [4: p. 200].

In a foreign language textbook, the title of the text often allows one to predict the content of the text to be expanded. At the same time, associations that reinforce the formation of sociocultural stereotypes and contribute to the development linguistic consciousness of the individual are formed both by similarity and by contrast. Characterizing the comparative analysis of various aspects of a specific topic in co-learned languages, V.P. Furmanov's statements -gives a fair idea that comparison of a foreign cultural stereotype with one's own, as well as the inclusion of the experience of another culture into one's own world, focuses on establishing and maintaining a certain image in intercultural communication . "National culture is potentially multidimensional, we read from M.M. Bakhtin, -

therefore only in the eyes of another culture, it reveals itself more fully and deeply" [2: p. 354].

Thus, providing intercultural communication with topics and subjects of speech, authentic text

- acts as a way of presenting extralinguistic knowledge, with the help of which a full disclosure of the meanings of words is achieved;
- can be considered as a national-cultural standard for formulating typical communicative intentions that arise among speakers during socially significant communication.

As is known, explication of educational material includes presentation, semantization and primary assimilation of knowledge. Semantization of the word content plan is a listing of semantic parts included in the background of the semantized word, which is carried out in metalinguistic communication [8: p. 57]. Since authentic texts contain lexical units that reflect unique sociocultural phenomena inherent in the reality of the country, whose language is studied, educational materials are introduced and reinforced on a differential basis. This means that during semantization and training of lexical units, components that distinguish native and foreign languages and cultures co-learned with them [9: p. 27-30]. In language teaching, semantization refers to such information and techniques their presentations, thanks to which the learner can perceive figurative the

meaning of a linguistic unit or a gesture unit, if for some reason they are difficult to understand. Let us emphasize that the national-cultural the specifics of realities can only be revealed in comparison and that only open comparison of linguistic cultures, reliance on the culture of the recipient's native language gives a stimulus for understanding the basic semantic images of the vocabulary being studied.

CONCLUSION

The culture of the people appears most clearly and prominently in the non-equivalent vocabulary denoting realities - everyday information that is relevant in the mass everyday consciousness of native speakers, but unknown to representatives of other cultures. For example, Americans know from Westerns that characters are endowed with the image of a positive hero, a good guy in a white hat - white hat; villains wear black hats; Rose Garden is the name of the small lawn near the White House, where the windows of the office of the American president overlook; teach-in means a debate-seminar on important social and political issues obvious, that when presenting educational materials, it is necessary to take into account the building units of the language with the sociocultural component of semantics, so that the student can not only recognize them in the speech stream but also respond to the connotative, emotional and symbolic meaning of words formed within the framework of a given national culture. In this regard, among the

compositional techniques for the systematic presentation of speech material in foreign language textbooks, it is necessary to provide not only technology comparisons of languages and cultures, but also a concentric presentation of similar according to the form of units of organization of presentation materials - in accordance with the specific section of the textbook. The principle of concentricism is reflected in the fact that as introducing new sociocultural information while limiting the number of keywords, their meanings gradually expand and deepen.

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THE USE OF DIGITAL TECHNOLOGY IN ENHANCING ESL LEARNERS' SPEAKING SKILLS

Submission Date: December 10, 2023, Accepted Date: December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-36>

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ABSTRACT

In the present days, digital technology is a crucial resource for a number of activities. The usage of gadgets are developing process for educational, scientific or relaxation purposes. Technology gives an opportunity for the learners with fast access to any kind of data, rapid learning process and chances in order to gain enough knowledge. Creating a captivating learning process may have a positive effect on learners. While discussing traditional teaching styles to different digital technologies, extra choices for innovations, researches and an interactive learning experience are supported. Different digital technologies have been utilized in ESL teaching over the past decades. This publication aims to investigate the methods of different digital technologies in improving the speaking skills of learners and educators.

The results show that digital technology is a main factor to boost learners' speaking abilities by developing their enthusiasm and competence in educational setting, as well as enhancing their engagement as a stimulating teaching tool.

KEYWORDS

Digital technology, ESL Learners, Speaking Skills and Educators.

INTRODUCTION

Almost per day, a new device is launched in the industry market that contributes to modernizing our lifestyles in some manner and make daily life considerably better, as well as to progress an application or device. Moreover, approaching to digital technologies in the lesson process is very effective for learners in comprehending and involved in information which is being taught. There is a remarkable technology that may be utilized to increase the content of the syllabus. In fact, learners can approach to tasks, activities, projects, and research topics via different applications, which may offer them good opportunity to boost their knowledge and experience. The impact of innovative technology is significant, particularly on the educational system. It is commonly known, English is a common language in the world, its prominence has developed from primary school to higher education in our education system. Majority of the instructors rely on digital technologies to design their classes as well as enrich learners' skills in the educational setting.

That's to say, language is actually speech. Researchers state that a lot of languages around the world are with no written form but only oral. According to some experts of languages mention that even spoken versions more valuable than those with written forms. As it is known that language is gained by talking at first, following much more hearing sounds, syllables, words, and phrases in one's speech. Among the

abilities listening and speaking are much more essential and its basis is as solid as iron that means, the building built on it would survive forever. Children in their native language have an inborn ability to hear and respond in their surroundings. Furthermore, children attend schooling to obtain reading and writing skills. But, in the environment of communicative classroom, the learner's means of communication is their native language; in turn, the teachers should alter their instructional technique substantially too. Overall, there is a crucial need for a conceptual transition in learning and teaching speaking abilities via a switch in emphasis toward verbal inclination, teacher training, and the development of appropriate pedagogy.

Main Part

Learning a foreign language has been enriched and enhanced by the application of digital technologies. Many educators can develop teaching practices using digital technology, which enhances literacy development. Instructors present the opportunities for creating both autonomous and interactive learning settings in which students can obtain, engage, and practise a target language. Perhaps, learners can actively take part in personalised guidance constructed to fulfil one's particular needs and actively be involved in collaborative initiatives that would enable interaction with learners during the lesson process by utilizing the Online services, microsoft word, electronic

games, interactive media, multimedia and training programmes .

Moreover, digital technology may facilitate learners to collaborate together more effectively. Actually , collaboration is a vital strategy for classroom activities. Students work together on developing projects and learn from one another by reviewing their classmates' performance. The usage of digital technology enhances teachers' teaching and learners' learning in the educational settings . The usage of digital technology may enable to help educators in meeting the pedagogical demands of their learners. It would be reasonable to emphasize that the use of digital technology permits educators and learners to create regional and worldwide communities that link them with others and boost their learning experiences. In addition, the stable impact of digital technology is not inevitable; it depends on how educators use it in their English classroom. The conventional teaching method is not sufficient to educate English widely that's why , it high time fundamental shifts occurred in classrooms .Learners learn how to study productively in a well educational as well as innovative environment. In addition, educators should look for methods to use digital technology as a meaningful learning means for their students, even if they have not learned it. As we know, educators in conventional educational settings stand in front of learners and use a chalkboard or whiteboard to deliver lectures, explanations, and

instructions. By advancing of technology, these methods must be modernized. The use of electronic materials assists learners to gain new vocabulary and linguistic resources. Printed texts and the internet are all used in the application of multimedia to improve learners' verbal expertise . Plus, digital storytelling which includes 2 or 3 minutes storytelling video designing with pictures . The use of technology denotes a genuine educational experience that expands learners' capabilities. Technology allows learners to work independently and to develop appropriate attitudes. Learners may learn more effectively when technology is incorporated in the process of learning. When learners approach to technology to learn, it assists them cultivate higher order creative and critical thinking skills . It can be stated that an effective integration of various technologies and teaching techniques is significant for absorbing learners' interest for English language acquisition.

So far a lot of researchers have studied on teaching speaking via digital technology . One of them is Bahadorfar (2014) . He indicated that utilizing technology in the classroom to teach speaking enhances learners' communicative skills and cohesiveness, lexicon capacity, morphological variety, correctness, and articulation. Moreover, using digital technology to teach speaking enhances learners' speaking skills and has a significant effect on learners'

speaking skills, accuracy, and articulation. It facilitates students to eliminate their issues communicating . During the pandemic period demand for digital technologies raised rapidly especially for online lessons, multimedia ,multiple tasks, including academic programs, leading in widespread school crisis emigration using virtual learning as the instructional tool. Shortly, the crisis has caused many education systems to alter traditional face-to-face teaching and learning lessons with online or distance learning.

It is possible to conclude that, with suitable techniques and methods, technology can be used as a stress-free teaching resource and an interactive educational platform that can grow learners' enthusiasm to enhance their speaking abilities. Digital technology is a bridge for students to explore new subjects' sea and deepen their comprehension of complicated concepts and perform speaking fluently and accurately. Moreover, technology is a learning tool that attracts absolutely young learners due to the new features as it gives a hand to create a stress free environment during the lessons. Best sides of all is that language learners gain speaking skills without any pressure as it is mostly learners centered. That's to say, digital technology provides an entertaining stress -free environment for the learners.

Anil (2016) points out that digital technology facilitates the educators to create a collaborative learning environment particularly during speaking lessons. The

students will be given a chance to work in groups as they will communicate with each other properly via technology in an interactive way. It deepens the relationship between the learners and the instructors. In turn, learners build their confidence through the opportunity presented them to interact with other people. Therefore, technology lets the learners to be actively involved in the speaking lesson as it creates an interactive learning environment.

CONCLUSION

In conclusion , the involvement of digital technology in teaching and learning is far beyond that of a traditional learning environment. In other words, approaching to digital technology in the educational settings is a great interactive medium or tool for ESL learners or any learners improving speaking skills in a fun way as well as bringing positive attitude towards the subject. These types of applications provide learning-based enjoyment and satisfaction as well as positive vibes which possibly change into motivation. Learners' learning spirit builds with motivation by using various applications in ESL learning. Without feeling anxious or blocks , educators may rely on digital technology in ESL teaching and learning that properly increase their confidence level in order to achieve proficiency in English Language .

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EXPLORING THE POSSIBILITIES OF MANAGING INFORMATION SYSTEMS USING SECUBE

Submission Date: December 10, 2023, **Accepted Date:** December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-37>

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ABSTRACT

This article explores the possibilities of managing information systems using SeCube, an advanced information security management system. It delves into how SeCube can streamline and enhance various aspects of information system management, including risk assessment, policy enforcement, incident response, and compliance monitoring. The focus is on SeCube's diverse functionalities that enable organizations to maintain robust information security protocols while ensuring operational efficiency. This exploration aims to provide insights into the benefits and practical applications of SeCube in the management of complex information systems across different industries.

The results show that digital technology is a main factor to boost learners' speaking abilities by developing their enthusiasm and competence in educational setting, as well as enhancing their engagement as a stimulating teaching tool.

KEYWORDS

SeCube, Information Systems Management, Risk Assessment, Policy Enforcement, Incident Response, Compliance Monitoring.

INTRODUCTION

In the rapidly evolving digital landscape, effective management of information systems is critical for organizational success and security. SeCube, with its comprehensive suite of tools, presents a formidable solution for managing these systems. This article examines the capabilities of SeCube in enhancing information systems management, focusing on its role in risk management, policy implementation, incident handling, and compliance assurance. An understanding of SeCube's functionalities in this context is essential for organizations looking to optimize their information system management practices.

Main Study Sections

Risk Assessment and Mitigation in Information Systems

SeCube facilitates a detailed risk assessment process that helps identify potential vulnerabilities within information systems, allowing organizations to proactively address security gaps. The system provides dynamic tools for ongoing risk monitoring and evaluation, ensuring that risk mitigation strategies are continuously updated in line with the evolving threat landscape. SeCube's risk management capabilities are

instrumental in maintaining the integrity and security of information systems, thereby protecting organizational data from potential breaches and cyber threats.

Policy Enforcement and Management

SeCube excels in enforcing and managing security policies across information systems, ensuring that all organizational activities comply with established security protocols. The system allows for the creation of customized security policies tailored to the specific needs of an organization, facilitating seamless integration with existing operational processes. Through SeCube, organizations can effectively monitor policy adherence, making it easier to identify and address areas of non-compliance. This feature is particularly important in maintaining consistent security standards and practices across all levels of the organization.

Incident Response and Compliance Monitoring.

SeCube's incident response mechanism provides a structured approach to managing security incidents within information systems, minimizing the impact of

such events on business operations. The system enables quick detection and response to security breaches, ensuring that incidents are resolved efficiently and effectively. Additionally, SeCube's compliance monitoring tools assist organizations in adhering to industry-specific regulations and standards, simplifying the process of compliance reporting and audits. These features are essential for organizations to maintain high levels of operational security and regulatory compliance.

CONCLUSION

Managing information systems using SeCube offers a comprehensive approach to maintaining robust security protocols while ensuring operational efficiency. SeCube's capabilities in risk assessment, policy enforcement, incident response, and compliance monitoring make it an invaluable tool for organizations navigating the complexities of information security management. By leveraging SeCube, organizations can enhance their security posture, protect sensitive data, and ensure compliance with regulatory standards, contributing to overall organizational resilience and success.

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Molecular & Clinical Medicine, V 8, N° 01, pp. 610-

618, 2021





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THE IMPACT OF STRUCTURED PLAY ON PHYSICAL AND PSYCHOLOGICAL DEVELOPMENT IN 5-6-YEAR-OLDS WITH DEVELOPMENTAL DELAYS

Submission Date: December 10, 2023, **Accepted Date:** December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-38>

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ABSTRACT

This article explores the impact of structured play on the physical and psychological development of 5-6-year-olds with developmental delays. Structured play, designed with specific goals and objectives, is examined for its effectiveness in enhancing motor skills, cognitive function, and emotional well-being in young children facing developmental challenges. The study synthesizes research findings and practical insights, highlighting the significance of tailored play activities in fostering comprehensive development in this age group.

KEYWORDS

Structured play, Developmental delays, Physical development, Psychological development, 5-6-year-olds, Motor skills, Cognitive function.

INTRODUCTION

Structured play, characterized by organized activities with specific learning objectives, is increasingly recognized for its role in supporting children with developmental delays. For 5-6-year-olds, such play offers a balance of guidance and freedom, crucial for addressing their unique developmental needs. This article reviews the influence of structured play on both physical and psychological development in children with developmental delays, emphasizing its role in facilitating holistic growth and learning.

Main Study Sections

Physical Development through Structured Play This section examines how structured play activities can be designed to enhance motor skills, coordination, and overall physical health in young children with developmental delays. It discusses the types of activities that are most effective in promoting physical development and how they can be adapted to meet individual needs.

Cognitive and Psychological Benefits of Structured Play Here, the focus shifts to the cognitive and psychological aspects of structured play. The impact of such play on cognitive functions like memory, attention, problem-solving, and language development is explored. Additionally, the role of structured play in emotional regulation, self-esteem, and resilience is analyzed.

Adapting Structured Play for Developmental Delays This part provides insights into adapting play activities to suit the specific requirements of children with developmental delays. It involves tailoring activities to individual capabilities, ensuring inclusivity, and setting achievable goals to foster a sense of accomplishment and progress.

Case Studies and Practical Applications Presents case studies and real-world examples where structured play has been effectively implemented for children with developmental delays. This includes feedback from educators, therapists, and parents, offering a practical perspective on the challenges and successes of such initiatives.

Assessment and Future Directions Discusses methods for assessing the effectiveness of structured play in physical and psychological development. It also explores future research directions, including the integration of technology and innovative play strategies.

CONCLUSION

Conclusion Structured play is a vital tool in the developmental arsenal for 5-6-year-olds with developmental delays. By offering tailored, goal-oriented activities, it supports physical and psychological growth, catering to the unique needs of each child. Continued research and innovation in structured play strategies are essential for maximizing

developmental outcomes and providing inclusive, effective support for young children facing developmental challenges.

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FROM WASTE TO RESOURCE: COMPOSTING AND RECYCLING OF BIODEGRADABLE CELLOPHANE

Submission Date: December 10, 2023, **Accepted Date:** December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-39>

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ABSTRACT

This article delves into the transformation of biodegradable cellophane from waste to resource through composting and recycling. It explores the compostability of biodegradable cellophane, the recycling processes, the environmental implications of these waste management strategies, and the challenges and future prospects in this domain. The focus is on how biodegradable cellophane, as a sustainable packaging option, can be efficiently returned to the ecosystem or repurposed, thereby closing the loop in the product lifecycle and contributing to a circular economy.

KEYWORDS

Biodegradable Cellophane, Composting, Recycling, Waste Management, Sustainable Packaging, Circular Economy.

INTRODUCTION

The shift towards biodegradable cellophane in packaging reflects a growing emphasis on sustainability. However, the end-of-life disposal of these materials is a critical aspect of their environmental impact. Composting and recycling

represent two vital pathways for converting used biodegradable cellophane into valuable resources. Understanding these processes is essential for optimizing waste management and enhancing the eco-friendliness of biodegradable cellophane. This article

examines the effectiveness and implications of composting and recycling biodegradable cellophane, highlighting its role in sustainable waste management.

Main Study Sections

Composting of Biodegradable Cellophane

Composting biodegradable cellophane involves breaking down the material into organic matter through biological processes. This section explores the compostability criteria for biodegradable cellophane, including time frames, conditions required for effective decomposition, and the resulting compost quality. The role of industrial composting facilities versus home composting setups is also examined, along with the impact of composting on reducing landfill waste and greenhouse gas emissions.

Recycling Processes for Biodegradable Cellophane

Recycling biodegradable cellophane presents a different set of challenges and opportunities compared to traditional plastic recycling. This part of the article delves into the specific processes used to recycle biodegradable cellophane, such as mechanical recycling and chemical recycling. It discusses the feasibility of these processes, the quality of the recycled material, and the integration of recycled cellophane into new products. The environmental benefits and limitations of recycling biodegradable cellophane are also evaluated.

Environmental Implications and Benefits

The environmental implications of composting and recycling biodegradable cellophane are vast. This section assesses the carbon footprint, energy usage, and overall ecological impact of these waste management strategies. The benefits, including reduced reliance on virgin materials, lower environmental pollution, and contribution to a circular economy, are highlighted. The potential for compost and recycled material in agriculture and industry is also explored.

Challenges and Future Prospects

While composting and recycling biodegradable cellophane offer significant environmental advantages, they also face challenges such as public awareness, infrastructure requirements, and economic viability. This section discusses these challenges and the steps needed to overcome them. It also looks ahead to future prospects, including technological innovations, policy developments, and market trends, that could enhance the effectiveness and adoption of these waste management strategies.

CONCLUSION

The composting and recycling of biodegradable cellophane are pivotal in transforming this sustainable packaging material from waste to resource. These processes not only mitigate the environmental impact

of waste but also contribute to a circular economy. While challenges exist, the potential for composting and recycling biodegradable cellophane is significant, offering a path towards more sustainable waste management and a greener future.

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CHEMICAL INNOVATIONS IN PRODUCING COMPOSTABLE CELLOPHANE MATERIALS

Submission Date: December 10, 2023, **Accepted Date:** December 15, 2023,

Published Date: December 20, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-40>

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ABSTRACT

This article explores the chemical innovations driving the production of compostable cellophane materials. It discusses the advancements in polymer chemistry that have enabled the development of cellophane materials with enhanced compostability. The focus is on the synthesis of biodegradable polymers, the incorporation of environmentally friendly additives, and the overall impact of these innovations on the sustainability of cellophane. The article also examines the challenges in balancing compostability with material performance and the implications for the packaging industry.

KEYWORDS

Compostable Cellophane, Chemical Innovations, Biodegradable Polymers, Sustainable Packaging, Polymer Chemistry, Environmental Additives.

INTRODUCTION

The production of compostable cellophane represents a significant leap in sustainable packaging, largely driven by chemical innovations. Advances in polymer chemistry have been crucial in developing cellophane

materials that not only meet functional requirements but also decompose effectively in composting environments. These innovations are essential in addressing the global issue of plastic pollution. This

article delves into the chemical advancements that have enabled the creation of compostable cellophane, highlighting their importance in the context of environmental sustainability and packaging technology.

Main Study Sections

Development of Biodegradable Polymers

The cornerstone of producing compostable cellophane is the development of biodegradable polymers. This section explores the chemical structures and properties of these polymers, such as polylactic acid (PLA) and polyhydroxyalkanoates (PHA), which are key to compostability. The synthesis processes, including the use of renewable resources like corn starch and sugarcane, are examined. This part also discusses the degradation mechanisms of these polymers in composting conditions.

Enhancing Compostability with Additives

Incorporating environmentally friendly additives is a critical aspect of improving the compostability of cellophane materials. This part of the article discusses the types of additives used, such as plasticizers, stabilizers, and pro-degradant catalysts, and their roles in enhancing compostability. It also covers the challenges in selecting additives that do not compromise the physical properties of cellophane, such as clarity, strength, and barrier properties.

Balancing Material Performance and Compostability

Achieving a balance between material performance and compostability is a significant challenge in the development of compostable cellophane. This section delves into the trade-offs and optimizations required in the chemical formulation of these materials. It examines how factors like mechanical strength, moisture resistance, and shelf life are balanced with the need for effective compostability.

Implications for the Packaging Industry

The implications of these chemical innovations for the packaging industry are profound. This part discusses the potential impact of compostable cellophane on reducing plastic waste and its role in promoting a circular economy. It also explores the market potential, consumer acceptance, and regulatory considerations related to compostable cellophane. The challenges in large-scale production and the future prospects for these materials in the packaging industry are also examined.

CONCLUSION

Chemical innovations in producing compostable cellophane materials mark a significant advancement in sustainable packaging. The development of biodegradable polymers and environmentally friendly additives has opened new possibilities in reducing plastic pollution. While challenges remain in balancing

performance with compostability, the potential impact on the packaging industry and the environment is substantial. Continued innovation and adoption of these materials are key to advancing towards a more sustainable future.

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HISTORICAL SIGNIFICANCE OF THE DEVELOPMENT OF FAMILY BUSINESS IN UZBEKISTAN

Submission Date: December 11, 2023, Accepted Date: December 16, 2023,

Published Date: December 21, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-41>

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ABSTRACT

In Uzbekistan and in many countries of the world, family entrepreneurship is one of the most common areas; the development of this type of business has become a vital necessity for our country and is considered as one of the factors solving many social and economic problems. Also, based on various statistical data, it is stated that the protection of the rights and interests of family entrepreneurs and their development have become an issue at the level of state policy.

KEYWORDS

Family business, socio-economic problems, analysis, employment provision, self-employment, labor resources, development history.

INTRODUCTION

The development of family businesses has become a vital necessity for our country. The creation of a family business made it possible to solve many socio-economic problems of our country. First of all, he created the owner class, which is the main driving force

of the market economy. Analyzes carried out in the field of family entrepreneurship in our country and its regions attract the population to entrepreneurship, create new jobs, provide employment, provide practical assistance to citizens seeking self-

employment, efficient use of labor resources, and have shown that there are still untapped opportunities in such directions.

The development experience of foreign countries that have achieved serious success in reforming the economy, reducing poverty and ensuring high levels of employment and income of the population shows that the initiative aimed at family business is aimed not only at providing employment, but also at equal distribution of income, with In this regard, socially stable factors of economic development are becoming increasingly important in improving the quality.

Sahibkiran Amir Temur also paid great attention to entrepreneurship in his time. All his victories in economics, politics, social life, government and the military were due to the fact that he took entrepreneurship as the motto of his thinking and actions and acted accordingly. He knew that “an entrepreneur with courage and enthusiasm, strong determination, an entrepreneur and a vigilant person is better than thousands of idle and indifferent people” .

Literature review. R. Cantillon, A. Turgo, A. Smith, R. Coase, J. Galbraith, K. McConnell, Sraer D., Thesmar D., S. E. Brew, A. D. Volkov, A. V. Busigin, F. T. Egamberdiev and B. Sharofitdinov, A. Olmasov, S. Sharifo Dzhaev, B.B. Berkinov, R.G. Abdullaeva, F.S. Tolipov, Kuvandikov Sh.O. often consider a household as an economic, socio-demographic and statistical definition

of a family. Currently, the most common way is to divide the enterprises of family households by size, taking into account the signs of marriage and kinship, cohabitation, common budget and joint farming.

Research methodology. This study outlines different approaches to developing women-man entrepreneurs. Using the methodological capabilities of synergetics, the objects of analysis were equally studied, grouped and systematized, and based on the conclusion, developments are necessary for comprehensive application in practice. The use of synergistic methods in the field of service research increases its practical value.

ANALYSIS AND RESULTS

Today, market relations require the development of entrepreneurship in every household. For example, in 2012, wages accounted for 29.7% of household income . This was an indication that most of the family's income could be covered through entrepreneurship. The legal basis for this is the Law of the Republic of Uzbekistan “On guarantees of freedom of entrepreneurial activity” (May 25, 2000), the President of the Republic of Uzbekistan “Measures to further improve the system of legal protection of business entities.” o” (June 14, 2005), "On additional measures to stimulate the development of micro-firms and small enterprises" (June 20, 2005).

Family business and entrepreneurship are widespread in many countries around the world, and in 2013, nearly 30% of the global workforce was made up of family businesses. For example, family businesses employ 62% of workers in the US economy, 66% of workers in Germany and 61% of workers in Sweden. In Italy, 70% of jobs are created in small businesses with fewer than 50 employees. Those working in family businesses accounted for 40 percent of those employed in the economy. . According to the experts of the London School of Economics, if the business management is properly organized, the efficiency of the family business can increase by 10-12 percent compared to other types of business .

Family businesses are very resistant to various crises and instabilities occurring in the economy. It can work for many years. For example, the family enterprise Chateau Gulen, which produces wine products in France, has been operating for 1000 years and has become the pride of Europe. Hoshi Ryokan is a family hotel business in Japan, operating since the 14th century and managed to enter the Guinness Book of Records. The Berenberg family bank has been operating successfully in Germany since 1590. Currently, the husband and wife of the Kaspersky company, which creates anti-virus programs for personal computers, are successfully running a joint business, despite the fact that they are divorced. .

Running a family business in the Republic of Uzbekistan has long become a tradition, and according to some data, every fourth family is engaged in it. According to the results of the survey “Family business: a new stage of development”, conducted by the Center for the Study of Public Opinion “Social Opinion” on September 1-8, 2011 in order to determine the state, types and prospects for the development of family business in our republic, every third family engaged in family business is engaged in cultivation and production of agricultural products, every sixth - works in the field of trade, every eighth - is engaged in the production of handicrafts and consumer goods, 6,5% of families and it is established that he works in the field of transport services (see Table 1). The data in this table shows that family businesses are underdeveloped in the areas of medicine, education and legal services. The table shows that a very large figure falls on the agricultural production sector. These data indicate that family businesses occupy a significant share of agricultural production.

Today, the Law “On the Development of Family Business” and a number of government resolutions have been adopted. In particular, a resolution of the President of the Republic of Uzbekistan “On additional measures to be implemented within the framework of the family business development program No. PQ-5041” was adopted.

Analyses conducted in the field of family entrepreneurship in our country and its regions are aimed at attracting the population to entrepreneurship, creating new jobs, ensuring employment, providing practical assistance to citizens seeking to become self-employed, and efficient use of labor resources. showed that there are still untapped opportunities in the areas.

For example, according to 1996 data, family income from family business is 470,3 soums in the Republic of Karakalpakstan, Andijan – 545,7 soums, Bukhara – 373,6 soums, Syrdarya – 502,9 soums, Tashkent – 465,7 soums, Fergana – 3566,6 soums, Khorezm – 417,2 soums, Tashkent city – 2443,4 soums. This year, the average income of families of entrepreneurs was 9,470 soums, and the income of families of employees in this sector was 4,614 soums .

In our republic, for many years, family business and entrepreneurship have been carried out mainly informally, that is, without the official creation of family enterprises. Now, after the adoption of the Law of the Republic of Uzbekistan “On Family Business”, opportunities have arisen to officially engage in family business by creating a family business. However, there are certain difficulties in this regard. Based on the results of a sociological survey conducted by the Center for the Study of Public Opinion “Social Opinion” on September 1-8, 2011 on the topic “Family business: a new stage of development” in order to determine the

state, types and prospects for the development of family business in Uzbekistan. Some difficulties were identified that have a negative impact on running a family business. According to the questionnaire, survey participants identified insufficient start-up capital and financial resources, problems with obtaining a loan, lack or absence of equipment, and a family business as difficulties in creating their own family business. have information about the need for advice on running a family business and other reasons. Difficulties in organizing a family business (as a percentage of the total number of respondents). Difficulties in starting a family business as a percentage of the total amount Insufficient start-up capital 32,0 Insufficient information about the family business 17,1 Lack or absence of technical means 15,3 Difficulty in obtaining a loan 15,0 Labor force 5,9 Workplace 8,9 Difficult to answer 6 ,2 .

Most of these difficulties and problems were taken into account when the Law of the Republic of Uzbekistan “On Family Business” was adopted, and articles aimed at solving them were reflected in the law..

In order to eliminate these shortcomings, to give every family the opportunity to become self-employed, to rationally and effectively use all opportunities, our country has adopted the “Every Family is an Entrepreneur” program. .

When we analyzed the number of registered family businesses by organizational and legal forms, when compared with the 2013 figure, we discovered the following situation.

During 2014-2018, 48,981 were registered in the republic, 45,695 were registered, 3,286 were active, 11,899 were newly created and 3,555 were closed. .

Comparing these figures with the current situation, as of January 1, 2023, it was 3786, and it can be seen that this figure has increased by 5.3% compared to the same period last year. The number of active family businesses is 3,450, an increase of 130, or 3.9%, compared to the same period last year. According to the data, the difference in 2017-2018 reached 3970, while in January-December 2022, the number of newly established family business entities was 440. It should be noted separately that this indicator decreased by 476 or 48.0% compared to the same period last year .

Of course, this situation has a number of reasons. Because objectively, a family business by its nature does not have competitive power in the market compared to large businesses. Due to the small number of products produced at them, production costs are high, the level of equipment in science and technology, and low qualifications of personnel. Information support is difficult; there are often not enough tools for conducting marketing research (marketing development in family businesses). This

puts family businesses at a disadvantage in the market. Therefore, the creation of a perfect system of support for family businesses by the state and society is considered an important condition for its development.

Cash flow is important in a family business. Preferential lending is one of the most important areas of government support. The bank always helps large reputable companies.

In order to support women's family entrepreneurship in our country, commercial banks support women's production and service projects through lending .

Until 2015, Turonbank ADB will allocate a total of 29.6 million soums of loans and this is 1.6 times more than in 2014.

In 2016, providing financial support for women's entrepreneurship was designated as one of the priorities of ADB Turonbank. soums or 4.8 times more loans than in the corresponding period of the previous year .

Also, the attention paid to women's entrepreneurship in the bank's lending practice can be seen in the fact that projects of women entrepreneurs are selected at various competitions held by the bank and are financed on preferential terms.

As an example, we can cite 4 of the 12 projects recognized as winners in a competition held by the

bank in various areas within the framework of the national exhibition of banking services, equipment and technologies “Bank Expo-2016”, held in April of this year. I can note that these are projects of women entrepreneurs.

Typically, within the framework of these programs, preferential loans are issued at the main rate of the Central Bank for a period of no more than 3 years with a grace period of up to 6 months .

It is important to focus on women's participation in family entrepreneurship, traditional crafts and homemaking. Since the role of women in family business is important, firstly, some women face the problem of unemployment in remote villages, and secondly, most women prefer to do handicrafts and housekeeping at home. According to historical data, by 2021 the number of women entrepreneurs in the country has reached 45 thousand. .

But there are still enough problems with attracting women to entrepreneurship, socially useful work and production in the republic.

In a family business, it is impossible under normal circumstances to give a loan to a company that is just starting out. So the president “On additional measures to bring support for entrepreneurial initiatives of the population to a new level within the framework of family business development programs” Resolution was adopted. According to him:

- In 2023, it will allocate at least 13 trillion soums for the financing of projects within the framework of family business development programs;

- Loans are primarily issued to residents and business entities who have not previously used loans under the programs;

- Unsecured loans of up to 50 million soums are granted to farmers and small business entities;

- According to the letter of recommendation from the deputy mayor, the loan amount is 10 million soums, part of up to 20 million soums (for craftsmen up to 20 million soums) will be transferred to bank cards (with limited cash withdrawal options);

- Within the framework of the programs, the procedure for issuing loans at a rate of 14 percent per annum will be maintained. These opportunities will be a great impetus for the development of family entrepreneurship in rural areas.

Below are family business options these days.

- online store or website;
- consulting firm;
- network games;
- services of translators and tutors;
- organization of holidays;

- trade;
- cafe or hotel (for resort residents) - the most common option.

There are no good or bad (profitable or unprofitable) ideas for a family business; it all depends on how competently it takes a position in the market. This affects the conditions of your location and competitors (their strengths and weaknesses), as well as your organizational skills and much more.

When choosing a field of activity, it is necessary to strengthen the knowledge and skills of family members.

CONCLUSIONS

The opportunities and conditions created in our country contribute to an even greater expansion of the number of family entrepreneurs.

Family business is very important. Firstly, it creates the products and services necessary for the population, and secondly, it enables the family to provide itself with income, keeping the labor force in the family busy with work. Each family, receiving a high level of profit, produces products and services necessary for society, creates new markets for the country, promotes employment of the population and other organizations and acts as a consumer of products and services created in families, contributes to the

development of the country's economy by paying certain types taxes.

In our opinion, the development of family entrepreneurship locally, especially in villages, is a priority task aimed at ensuring the improvement of transport roads, electricity and gas supplies, the rapid development of production and social infrastructure, as well as the structural renewal of the family economy. entrepreneurship in the economy and to further increase their role in the economy, it is necessary to improve the mechanism for stimulating their involvement in the service sector. This area does not require large capital, so it is advisable to involve family businesses in it.

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THE EVOLUTION OF THE OIL INDUSTRY IN THE FERGHANA VALLEY FROM THE KOKAND KHANATE TO THE COLONIAL ERA

Submission Date: December 12, 2023, **Accepted Date:** December 17, 2023,

Published Date: December 22, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-42>

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ABSTRACT

The Ferghana Valley has long been recognized for its rich history and abundant natural resources, particularly its significant role in the development of the oil industry. This paper aims to provide a comprehensive historical account of the oil industry in the Ferghana Valley during the period of the Kokand Khanate and the subsequent colonial era.

The study begins by delving into the early developments of oil extraction and production in the region, highlighting the traditional methods employed by local communities and the cultural significance of oil within the society. It then examines the impact of the Kokand Khanate on the oil industry, exploring the influence of the Khanate's administration and policies on the production and trade of oil.

Furthermore, the paper investigates the transformative effects of the colonial era, during which the Ferghana Valley fell under the influence of various external powers. It analyzes the introduction of modern technologies, infrastructural developments, and the establishment of colonial oil companies, shedding light on their role in shaping the industry and its relationship with the local populace.

Moreover, the study evaluates the socio-economic implications of the colonial period on the oil industry, including changes in labor practices, trade dynamics, and the integration of the Ferghana Valley into global oil markets. It also addresses the environmental impact of increased oil extraction and the responses of local communities to these changes.

By examining primary sources, historical records, and scholarly works, this paper seeks to provide a comprehensive understanding of the evolution of the oil industry in the Ferghana Valley. It aims to contribute to the broader discourse on the historical development of oil industries in regions with similar historical and geographical contexts, offering insights into the complex interplay between local traditions, imperial ambitions, and global economic forces.

KEYWORDS

Traditional techniques for extracting oil, refinement of crude oil, derivatives of petroleum, strategic utilization of oil, drilling for oil reservoirs, oil sector.

INTRODUCTION

In world history, oil, as the basis of liquid hydrocarbon fuel, is of great importance; it has been known to mankind since ancient times; various petroleum products are produced from it and are used as a driving force in the processing, production, and transportation of many other goods. Previously, oil was extracted using simple primitive methods based on manual labour; later, oil was extracted by manual drilling and drilling with the help of machinery. With the growing demand for oil in the world market, attention to the oil industry has increased. As a result, new technologies for oil production and refining were widely used. On the territory of modern Uzbekistan, the first oil industry was created in the Fergana Valley.

The article examines the history of the oil industry of the Fergana Valley from the mid-19th century to the end of the First World War, that is, on the border of the Kokand Khanate and the Fergana region within the Russian Empire. Among scientific studies in this area,

scientific studies carried out during the Soviet period are distinguished by the fact that they approach the topic from the point of view of colonial ideology. In scientific research conducted during the years of independence on the topic of the history of the development of the industry, it is of particular importance, since it is carried out on the principles of historical truth and objectivity in covering the development of the oil industry, infrastructure, impact on nature and ecology in connection with the well-being of the people of Uzbekistan.

Analysis of literature and sources on the topic. In studying the history of the oil industry of the Fergana Valley during the period of the Kokand Khanate and the Russian Empire, scientific treatises and monographs on this topic published in Soviet times and in the years of independence, textbooks, historical normative documents related to this area, as well as information contained in annual reports of oil industry enterprises

in the region. In works written during the colonial period of the Russian Empire, in studies conducted during the Soviet period and during the years of independence, as well as partially in scientific research by foreign scientists, the topic is analyzed from the point of view of the era. During the Soviet period, Sh. Muzaparov conducted research work on the topic “Culture and life of the Uzbek oil workers of the Fergana Valley.” The work of Sh. Muzaparov provides information about oil production at the Andijan, Polvontosh, South Olamushik, North Sokh, Chimion, Namangan oil fields in the Fergana Valley and about workers working in the oil industry. During the years of independence, I. N. Jamolhodji conducted scientific research on the topic “History of the formation and development of the oil industry in the Fergana Valley” (1860-1917). This dissertation examines the raw materials resources of the government of the Russian Empire in the region, the history of the exploitation of oil resources by Russian and foreign entrepreneurs, and oil companies. During the study of publications and scientific research on the topic, they were divided into three groups. The first group includes literature from the colonial period of the Russian Empire, the second group includes publications from the Soviet period, and the third group includes literature from the period of independence. Information on the history of the oil industry of the Fergana Valley during the period of the Kokand Khanate and the Russian Empire can be found in the books of Kh.N. Bobobekov “History of Kokand”,

I.O. Brod “Underground Oil and Gas Resources of the USSR”, Kh.H. Akhmadov, M. A. Musaeva, A. M. Syrkina, L. Sh. Makhmudova, M. A. Takaeva “Extraction, processing and research of Grozny oil during the 19th - early 20th centuries”, A. R. Mukhidova, T. T. Tozhieva “Black gold of Uzbekistan”, monographs by Kh.M. Abdullaev “Underground resources of Uzbekistan in the service of socialism” and A.A. Abidov, O.G. Khaitov, I.Kh. Kholismatov “Geology of oil and gas”.

Research methodology. This article is devoted to the study of the history of the oil industry of the Fergana Valley during the period of the Kokand Khanate and the Russian Empire. During this period, after the collapse of the Kokand Khanate, the Russian Empire, as a result of the introduction of Russian and foreign investments in the process of studying, researching and developing the natural resources of the colony, increased oil production in the Fergana Valley to an industrial level; in studying this process, comparative, historical and factor analysis were used to coverage of the topic. Conclusions and proposals were developed using current research works and archival materials.

ANALYSIS AND RESULTS

In ancient times, oil was extracted and used for various purposes in the North Caucasus, Mesopotamia, Egypt, Burma, Malaysia, China, Romania, including the Fergana Valley of Uzbekistan and a number of other countries. The oil production and processing industry

in the Fergana Valley was raised to the artisanal level by local artisans and entrepreneurs living in the Kokand Khanate from the mid-19th century, and by the beginning of the 20th century, attention to this industry increased. As a result, the oil industry reached its peak in terms of the era.

A number of historical data confirm that the history of oil production in the Fergana Valley actually took place in the historical past. Many historians, geographers and travelers mention this fishery in the Fergana Valley in their notes. The first information about oil production in Central Asia can be found in the works of Greek, Arab and Russian scientists [9.P.2].

Historical information about the presence of oil wells in the Fergana Valley and in Khorezm dates back to the period BC; the ancient Greek historian Plutarch reported that before Alexander the Great's campaign in India, "The head of the royal sleeping bags, a Macedonian named Proxenus, was preparing a place near the Oxus River for Alexander's tent, discovered a source of thick and greasy liquid. When they scooped up what was on the surface, a clean and light stream began to flow from the source, no different in smell or taste from olive oil, just as transparent and greasy. This was especially surprising because olive trees do not grow in those areas. They say that in the Oxus itself the water is very soft, and those who bathe in this river have their skin covered with fat" (Plutarch, 1961: XXXV), and later he saw that oil stood on the surface of

the earth in the village of Mailisoy, located in the north of the Fergana Valley, and used it for your needs. According to local residents, the oil well in the Mailisoy area was later exploited under the name of Alexander the Great [10.P.18].

Oil deposits discovered in the Fergana Valley were widely used by local artisans. Healers well versed in traditional medicine used the black oily liquid, filled with the natural depths of the earth, as medicine. People came from distant places and took bottles filled with unrefined crude oil from the depths and used it as a cure for itching and skin diseases [2.P.14].

Oil was widely used for military purposes. Those besieged by the enemy defended themselves by dousing the attackers with burning kerosene. Those who attacked the enemy burned oil products on arrows [10.P.9]. It can be seen that people have been effectively using petroleum products since ancient times.

Oil production has been developed since the mid-19th century by local artisans using a method of collecting oil from open wells, based on manual labor. Local artisans and entrepreneurs who lived in the Khanate extracted oil from oil wells using primitive methods, for example, soaking with rags, or from surface wells using ladles and buckets [10.P.10]. During this period, the method of oil extraction by drilling was just discovered in the world oil industry and had not yet been applied

on the territory of the Khanate. The extracted oil was used mainly for the needs of the population - for medical purposes, as cheap fuel for lighting, in crafts and for military purposes. In the Russian Empire, starting in 1823, in the North Caucasus, the brothers Vasily, Makar and Gerasim Dubinin, serfs, began the industrial production of kerosene from oil by distillation [4.P.8] great shifts in the field began to be observed. Kerosene products are more convenient than crude oil for medical and lighting purposes, and their use has become popular. Kerosene was considered the cheapest and most convenient of all lamp oils known at that time [6.C.3]. In 1853, the Polish pharmacist Ignacy Łukasiewicz invented and quickly became popular the kerosene lamp, which was the most efficient in terms of lighting power among the lighting devices of that time (candles, lampshades, etc.). For this reason, the extraction of kerosene from oil has become widespread.

The chemical properties of oil obtained from fields on the territory of the Kokand Khanate facilitated the process of extracting kerosene from it. That is, the absence of heavy deposits in the oil composition made it possible to obtain more kerosene while spending less technological costs on oil distillation [6.C.4]. The products of local artisans were important not only for the needs of the population living in the Khanate, but also in foreign trade. Craftsmen and entrepreneurs

living in the Khanate successfully used oil wells to produce products for export to neighboring countries.

In order to use the oil wells identified on the territory of the Khanate, local artisans and entrepreneurs received permission to rent oil wells. Archival sources contain information that in the Kokand Khanate the development of oil fields and the extraction of petroleum products was carried out on the basis of the permission of the Khan. In particular, it was recorded that local businessman Polvon and merchant Mikhail Fedorov rented an oil field for 1000 rubles for oil production in the city of Namangan with the khan's label [11]. In addition, similar information can be found in the works of Russian scientists who conducted research on the territory of the Kokand Khanate. Researcher A.P. Fedchenko in 1868-1871, exploring the Southern Tien Shan, Fergana Valley, Aloy, Pamir Mountains, discovered that there were many oil sources in these areas. A.P. Fedchenko, exploring the geography of the places he studied and the customs of the peoples, wrote in his scientific work entitled "Travel to Turkestan" that another thing that interested him in research was oil. In his scientific work, he records information about the discovery of an oil spring by Haji Yunus from Tashkent at the foot of Mount Mahram and that Haji Yunus received a khan's label asking for permission to use an oil well from the Kokand Khan [15.P.39]. In an article by another Russian scientist A.A. Kushakevich, published in the journal

“Russian Geographical Society” in 1871, he writes that there are more than 200 oil springs on the territory of the Kokand Khanate, including the Fergana Valley. Later, there is information in the sources that in 1878 G.D. Romanovsky also found oil springs in many places in the Fergana Valley [10.P.19]. If you pay attention to the information given in the sources, you can note that there were many oil wells on the territory of the Kokand Khanate, and permission from the khan was obtained for their use.

For example, the above-mentioned dissertation by I.N. Jamolhodzhi contains the following provisions on how oil was used by artisans in the Kokand Khanate. During the Khanate period, lining fabrics called “nafti” and “kora nafti” (black oil) were produced in the Fergana Valley. There were also such fabrics as “Nafti-i rasmi” (ordinary Nafti) and “Nafti beka sali”. Coats (tŷn, suzana) were made from “Nafti” fabric for nobles and princesses. Nafti cloth is added to Chilla Kochdi sarpo for women who have just given birth. For example, in 1872, for Sultan Murodbek, a rug was woven for underfoot during prayer and socks from Nafti fabric. Sultan Muradbek was the Bek of the Margilan region in the Khanate [7.P.42].

Local artisans and traders who lived in the Khanate extracted oil and made from it the necessary products for the needs of the population. After the liquidation of the Khanate of Kokand, the Russian Empire

appropriated the existing oil fields in the area and began searching for new oil fields.

In 1868, Russian merchants Khludov, Zakho and Gromov were the first to use the oil sources located in the territories of the Kokand Khanate. But these merchants quickly finished their work. They cited delivery costs and other unfavorable conditions as the reason. Russian merchants expected big profits, but it didn't pay off on their books. Therefore, they quickly finished the work [2.C.14].

The first geological research in Turkestan was carried out in the Fergana Valley. At the end of the 19th century, Russian geologists A.P. Fedchenko in 1871, N.A. Severtsev in 1873, I.V. Mushketov in 1876, G.D. Romanov in 1876, A.F. Middendorf 1882 went to the Fergana Valley in order to identify oil deposits and conducted geological research.

By the 1900s, geologists V.I. Weber, D.V. Golubyatnikov, V.D. Sokolov, V.A. Obruchev, K.P. Kalitsky conducted scientific research to identify new oil fields in the Fergana Valley. In 1912-1914, geologist K.P. Kalitsky compiled a geological map of the Mailisoy, Rishtan, Shorsuv and Selrokh areas in the Fergana Valley, where oil fields are located [16.P.10].

Before the revolution of 1917 in Russia, a number of private enterprises and artels were engaged in the search, exploration and exploitation of oil fields in Turkestan. They carried out exploration of deposits

based on research, assessments and analyzes by V.I. Weber, D.V. Golubyatnikov, V.D. Sokolov, V.A. Obruchev, K.P. Kalitsky. Maps were also drawn up showing areas rich in oil. Russian entrepreneurs D.P. Petrov and A.D. Germanov, relying on these sources, cheaply bought some land plots in the Fergana Valley [3.P.109-110].

In 1880-1883, in the Lokan site, located in the Kamyshbashi region of the Fergana Valley, 4 oil exploration wells were dug, the remains of which are still preserved. These oil wells were percussively drilled to depths of up to 36.2 meters and a width of 219 mm (8 inches). There is information that from the first dug oil wells, from 5 to 12 tons of oil were extracted, and from wells 2-2.5 meters deep, 10 tons of oil were extracted per day. At that time, D.P. Petrov was the first entrepreneur to start industrial oil production. In 1885, D.P. Petrov bought several oil fields. In the same year, he discovered oil wells in Shorsuv at a depth of 35-40 meters and manually dug two wells in this field. Using a long bucket with a valve at the bottom, two workers from these wells extracted 400-500 kg of oil per day and 100-130 tons of oil per year. Entrepreneur D.P. Petrov built himself a small plant where he extracted kerosene by pumping oil. He sold separated kerosene in Tashkent, Andijan and other cities [17.P.18].

In 1898, a group of entrepreneurs led by engineer S.A. Kovalevsky began searching for oil fields in the area of

the villages of Chimion and Yarkotan in the Fergana Valley, relying on the recommendations of geologist-paleontologist G.D. Romanovsky. As a result, several wells were drilled using the percussion method. By 1901, the first well was drilled using a percussion method using a mechanized machine. In 1904, an oil reservoir 278 meters deep was discovered and oil flowed like a fountain. 130 tons of oil were extracted from this well per day [3.P.110].

Until now, oil was used as it seeped to the surface of the well. The need to build an oil refinery in the area arose as a result of oil seeping out of the ground. This year, construction of the first oil refinery in Central Asia began in the Fergana Valley near the Vannovsky station. This plant was built by railway engineer A.N. Kovalevsky and put into operation in 1906. As a result of oil refining at the plant, kerosene and fuel oil contained in oil were obtained [10.P.21]. The construction of this plant gave impetus to the development of the oil industry.

After the plant was put into operation, interest in the oil industry of the Fergana Valley increased, and foreign capital began to flow. By 1907, the Chimion oil field was purchased by the Nobel brothers, a firm involved in the oil industry in the Russian Empire. The Nobel brothers had extensive experience in the oil industry. The Nobel brothers company also took its place in the global oil industry. In 1878, the Nobel Brothers Company built the world's first tanker, the

Zoroaster, with a carrying capacity of 242 tons, and began transporting oil from Baku, Azerbaijan, to Tsaritsyn (Volgograd), Russia.

Professor Paul Stevens, an English researcher who studied the history of the international oil industry, compares the activities of the Nobel Brothers company with the activities of the Standard Oil Trust, owned by the famous American billionaire D. D. Rockefeller, and evaluates it as a competitor in Europe and the Russian Empire [1]. It can be seen that the Nobel brothers' company was able to compete with the world's leading companies and had its own experience. Based on this experience and large investments, the company of the Nobel brothers, after purchasing the Chimion oil fields, began research in this territory. In 1909-1910, as a result of exploration of the area, the Yarkhtan oil field was discovered near Chimion and oil production began. As a result of these studies, the oil industry of the Fergana Valley grew. The Nobel brothers' company existed until 1918, that is, until the nationalization of the mining industry of Turkestan.

The Chimion oil field was purchased by the Nobel brothers. Using sufficient experience, new technologies and foreign capital to develop the oil industry, the oil produced by drilling oil wells is sent to the oil refinery through special pipes using pumps. As a result, a new stage began in the oil industry. By 1913, the volume of oil production from the Chimion oil fields increased to 13 thousand tons. But during the First

World War, oil production declined. This was influenced by several factors.

Firstly, during the World War, the export of petroleum products decreased as a result of the closure of foreign trade routes due to the war.

Secondly, because of the war, the amount of capital invested in this sector decreased sharply, and therefore oil production decreased.

Third, the change in oil production volumes was also influenced by the involvement of skilled oil industry workers in the war.

Fourthly, as a result of the coup d'etat in the Russian Empire, indicators in this area decreased. For example, in 1916, 11,900,000 thousand pounds of oil were produced from oil wells in the Fergana Valley, and in 1917, 2,141,292 pounds of oil were produced from oil wells [12].

In addition to the Chimion oil fields in the Fergana Valley, by 1908, oil exploration work had begun near the village of Sel Rojo in the territory of modern Tajikistan and several oil wells were discovered. Oil extraction from identified oil wells by drilling has shown its effectiveness. As a result, oil was extracted from a depth of 245 meters, and in 1909 an oil refinery was built near the Melnikov station.

In 1912, a group of traders founded SANTO (Central Asian Petroleum and Trading Society) based on the Sel

Rojo oil field. During this period, this society was led by management located in the city of St. Petersburg. Drilling and oil production were carried out at an oil refinery built near the Melnikov railway station. By 1915, an oil refinery and processing plant was built. At the plant, kerosene and fuel oil were separated from

the oil composition and sent through pipes to the Melnikov station [10.P.20].

The volume of oil production from the oil fields of both plants located in the Fergana Valley decreased during the First World War. This situation can be observed based on diagram No. 1 [13].

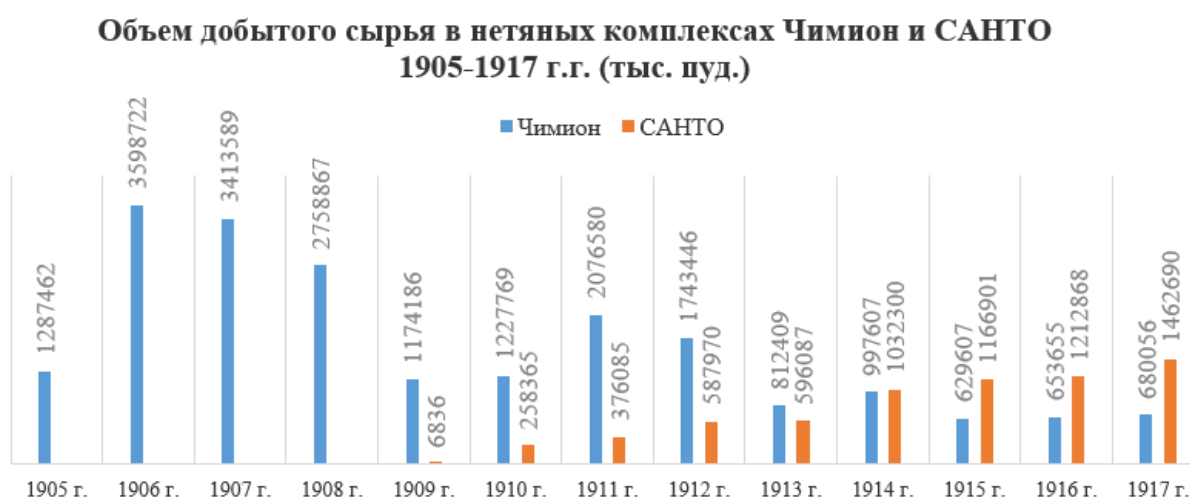


Diagram No. 1

If you pay attention to the indicators presented in the table, during the First World War, oil production volumes decreased sharply. This process was also due to the above factors. However, as a result of the development of transport and logistics, automobile manufacturing and other industries in the empire, the need for oil and petroleum products, particularly produced in the Fergana Valley, has increased. This process led to the development of oil refining technologies.

Since 1901, oil wells began to be drilled using mechanized methods. But, despite this, due to the fact that much of the work was done manually, in 1901-1917, 34,900 meters of drilling work was done in the Chimion, Yarkotan, SANTO areas of the Fergana Valley, which is an average of 2000 meters per year. [9.P.19]. This, in turn, indicates how complex the processes of extracting oil from wells were at that time.

By the 1910s, as a result of the start of oil drilling in the oil fields in the Fergana Valley by the Nobel brothers

with diesel engines “Ludwing Nobel”, “Poylar”, “Felzer”, “Otto Dietz”, local workers worked 12-14 hours a day. The company management allowed only Muslim oil workers who worked at the Chimion fields to return from work only on Eid al-Adha [7.P.96]. Before World War I, Russians, Iranians, Uzbeks, Tajiks, Kyrgyz, Kazakhs, Tatars and Armenians worked in the Chimion oil fields. During the First World War, prisoners of war of Czech, Austrian, Hungarian and German nationalities worked in temporary jobs. They were housed in miners' barracks. The largest building in the miners' barracks was the workers' building, which consisted of 8 separate houses located next to each other. Each work building accommodates 450-500 people. These houses housed Russians, Tatars, Iranians, later Czech prisoners of war, Hungarians,

Germans, as well as Uzbeks who came to work from distant villages [9.P.91].

In 1917, 68 wells with a depth of 280-300 meters were drilled at the Chimion, Yarkotan, SANTO oil fields in the Fergana Valley. Wells of this depth were drilled using the percussion method over a period of one and a half to two years. At the Chimion oil field, percussion drilling was carried out using iron rods using the Baku methodshock-rod drilling. At the Santo oil field, oil production was carried out using the Grozny methodshock-rope drilling[9.P.25]. In the period from 1904 to 1917, 437.3 thousand tons were produced in Turkestan, an average of 33.6 thousand tons per year and approximately 95 tons of oil per day, these figures can be seen in diagram No. 2. [9.P.26].

Объем нефтедобычи в Туркестане в 1885-1917 г.г. (тыс. тонн)

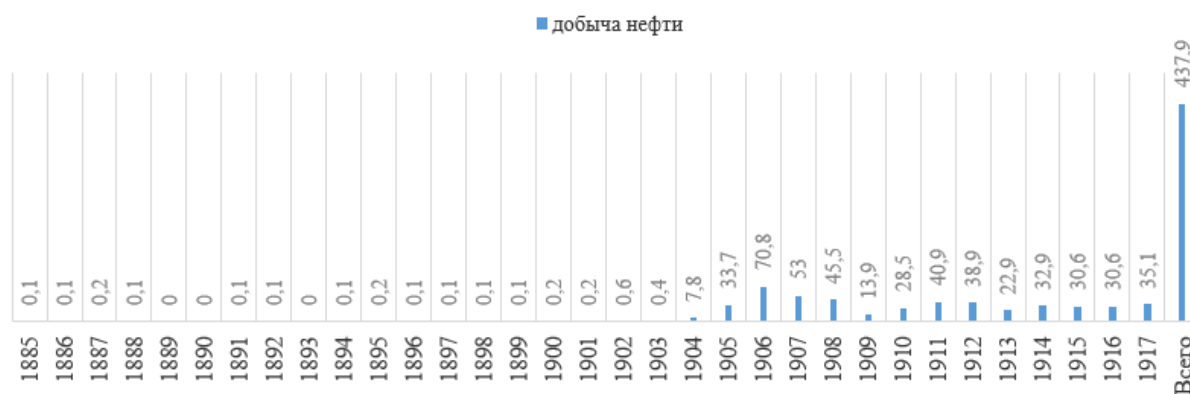


Diagram No. 2

As in many fields of the Russian Empire, oil production in the Fergana Valley was carried out by private

entrepreneurs without observing the usual rules of subsoil protection, which led to watering and

premature depletion of a number of oil wells. As a result, oil production at some fields was stopped [9.P.27].

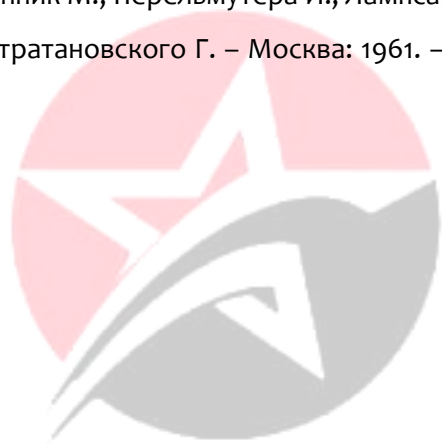
CONCLUSION

Thus, from the middle of the 19th century, that is, during the time of the Kokand Khanate and the beginning of the 20th century, the processes of oil production and refining in the Fergana Valley intensified. Local artisans and entrepreneurs, using primitive methods, collected oil from existing oil wells, prepared the necessary products for export abroad, while meeting the needs of the local population, and promoted oil extraction and refining. By the beginning of the twentieth century, oil drilling began. As a result of the introduction of foreign capital into the oil industry, the introduction of new methods and means of oil production, and the use of advanced experience in this area of industry, this industry grew. But during the First World War, the rate of oil production in the Fergana Valley decreased, as well as throughout the empire, as a result, Russia fell far behind the United States in competition in the world oil market.

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METHODOLOGICAL FOUNDATIONS FOR THE DEVELOPMENT OF PROFESSIONAL MOTIVATION OF THE CADET OF MILITARY HIGHER TRAINING INSTITUTIONS

Submission Date: December 13, 2023, Accepted Date: December 18, 2023,

Published Date: December 23, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-43>

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ABSTRACT

This article explores the methodological foundations crucial for fostering and nurturing the professional motivation of cadets in military higher training institutions. It delves into the multifaceted aspects of motivation, identifying key factors that influence and shape a cadet's dedication and commitment to their professional growth within the military sphere. By examining various methodologies, educational approaches, and psychological frameworks, this study aims to propose effective strategies and techniques to enhance and sustain the cadet's professional motivation. Through a comprehensive analysis of existing practices and theoretical foundations, this research endeavors to provide valuable insights into optimizing the development of professional motivation among cadets in military educational settings.

KEYWORDS

Methodological foundations, professional motivation, cadets, military higher training institutions, educational approaches, psychological frameworks, strategies, techniques, development, optimization.

INTRODUCTION

The development of professional motivation in military cadets within higher training institutions holds

immense significance due to its direct impact on the quality, efficacy, and preparedness of future military

leaders. Understanding the background and significance of professional motivation in this context is essential for shaping successful military careers and effective leadership within armed forces. Several key points highlight the importance of professional motivation:

Mission Readiness: Military operations often demand quick and decisive actions in high-stress situations. Professional motivation instilled during cadet training ensures that future officers possess the dedication, resilience, and drive necessary to perform effectively in challenging environments.

Commitment to Service: The military profession is rooted in the commitment to serve one's country with honor and integrity. Professional motivation fosters a sense of duty, loyalty, and dedication to upholding the values and principles of the armed forces.

Leadership Development: Cadets are groomed to become future leaders in the military. Professional motivation is instrumental in shaping their leadership qualities, fostering a proactive approach, and inspiring others through their dedication and passion for their roles.

Adaptability and Resilience: In rapidly evolving scenarios, military personnel need to adapt to changing circumstances and demonstrate resilience in the face of adversity. Professional motivation nurtures

a mindset that encourages continuous learning, adaptability, and perseverance.

Team Cohesion and Morale: A motivated cadre of cadets enhances team cohesion, fosters positive morale, and encourages a culture of mutual support and camaraderie, which is vital in military operations.

Effectiveness in Training and Operations: Highly motivated cadets tend to be more engaged in their training, resulting in better learning outcomes. This motivation translates into more effective operations, as motivated officers are often better prepared and inclined to excel in their roles.

Career Longevity and Satisfaction: Cadets instilled with strong professional motivation are more likely to have long and fulfilling careers within the military. Their sense of purpose and satisfaction in their roles contribute to overall retention rates within armed forces.

National Security: The professional motivation instilled in cadets is directly linked to the overall preparedness and effectiveness of the armed forces, thereby contributing significantly to national security and defense capabilities.

In essence, the development of professional motivation among cadets in military higher training institutions is not just about individual motivation; it's about cultivating a mindset that serves the greater

purpose of national defense, leadership, and service, ultimately ensuring the readiness and capability of a nation's military forces.

Professional motivation plays a pivotal role in military education and training, serving as a foundational element that significantly influences the effectiveness, readiness, and success of military personnel. Its importance within this context can be highlighted in several key ways:

Performance Enhancement: Motivated military personnel are more engaged, focused, and driven to excel in their training. This heightened motivation directly contributes to improved performance outcomes in various aspects, including physical fitness, tactical skills, strategic thinking, and leadership abilities.

Adherence to Discipline and Standards: Professional motivation reinforces discipline and adherence to established standards and protocols within the military. Motivated individuals are more likely to uphold discipline, follow orders, and maintain the rigorous standards required in military operations.

Leadership Development: In military education, motivation is crucial for cultivating effective leaders. Cadets who exhibit strong motivation are more likely to embrace leadership roles, inspire their peers, and demonstrate the initiative necessary for effective

decision-making and problem-solving in leadership positions.

Resilience and Adaptability: The demanding nature of military training requires resilience and adaptability. Professional motivation instills the mental fortitude needed to endure hardships, overcome challenges, and adapt to rapidly changing and unpredictable situations, essential qualities for military readiness.

Team Cohesion and Morale: Motivation fosters a sense of camaraderie and teamwork among military personnel. When individuals are motivated, it positively impacts the morale of the entire unit, promoting a cohesive environment where teamwork and mutual support thrive.

Commitment to Mission Success: Motivated individuals possess a strong commitment to mission success. They are more likely to go above and beyond to achieve objectives, ensuring the fulfillment of assigned tasks and contributing to the overall success of military operations.

Effective Skill Acquisition and Knowledge Retention: Motivated individuals exhibit increased receptivity to learning and skill acquisition. They absorb knowledge more readily, retain information effectively, and apply learned skills efficiently in practical scenarios, optimizing the training process.

Operational Readiness and National Security: A motivated and well-trained military force is essential for maintaining operational readiness and ensuring national security. Professional motivation contributes significantly to the preparedness of armed forces, enhancing their capability to respond to threats and challenges.

Professional motivation is integral to the effectiveness of military education and training. It serves as a catalyst for individual and collective success, fostering a culture of excellence, readiness, and dedication that is essential for the operational effectiveness of military organizations.

Military institutions employ various educational methodologies and approaches tailored to meet the unique needs and objectives of preparing individuals for service in the armed forces. These methodologies are designed to cultivate skills, knowledge, values, and attitudes essential for military personnel. Some of the common educational methodologies and approaches utilized in military institutions include:

Structured Curriculum Design: Military educational programs often follow a structured and comprehensive curriculum that covers a wide range of subjects, including military history, strategy, tactics, leadership principles, ethics, technology, and specialized training in various domains such as aviation, engineering, medicine, etc.

Hands-on Practical Training: Emphasis is placed on practical, hands-on training to simulate real-life scenarios. This experiential learning approach enables cadets to apply theoretical knowledge in practical situations, enhancing their problem-solving abilities and decision-making skills.

Leadership Development Programs: Military institutions prioritize leadership development through dedicated programs that focus on instilling leadership qualities, effective communication, decision-making under pressure, and the ability to lead teams in diverse and challenging environments.

Physical Training and Fitness: Physical fitness is a cornerstone of military training. Institutions incorporate rigorous physical training regimes to ensure cadets are physically prepared for the demands of military service, promoting resilience, endurance, and overall well-being.

Simulation and Technology Integration: Advanced simulators and technology are employed to create realistic training environments. This includes using simulators for flight training, virtual reality scenarios for tactical exercises, and other cutting-edge technologies to simulate combat situations and operational challenges.

Mentorship and Apprenticeship Programs: Cadets often benefit from mentorship programs where they are paired with experienced military personnel. These

relationships provide guidance, support, and opportunities for knowledge transfer from seasoned professionals to cadets.

Ethics and Values Education: Military institutions emphasize ethical decision-making and the importance of values such as integrity, honor, respect, and duty. Ethical education is integrated into various aspects of training to instill a strong ethical foundation in future military leaders.

Cross-disciplinary Learning: Military education often involves cross-disciplinary learning, exposing cadets to a wide array of subjects beyond traditional military studies. This approach fosters a broader perspective, critical thinking, and adaptability to different situations.

Continuing Professional Development: Military institutions promote lifelong learning and ongoing professional development. This includes opportunities for further education, specialized training, and skill enhancement throughout an individual's military career.

These educational methodologies and approaches in military institutions are designed not only to impart knowledge and skills but also to cultivate the values, attitudes, and behaviors essential for effective service in the armed forces. The integration of diverse methods ensures a well-rounded and prepared military

force capable of meeting the challenges of modern warfare and national defense.

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METHODS OF DEVELOPING THE MEMORY OF MENTALLY RETARDED STUDENTS OF THE LOWER CLASS

Submission Date: December 13, 2023, Accepted Date: December 18, 2023,

Published Date: December 23, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-44>

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ABSTRACT

In this article, the methods of memory development of students with mental retardation, the mechanism of implementation, the scientific views of foreign and local scientists on this issue are analyzed, and the proposed test samples for memory development are given.

KEYWORDS

Mentally retarded, development, theoretical views, memory, game, task, mechanism.

INTRODUCTION

Currently, there is an increase in research on updating and improving the content of education, in particular, on correcting cognitive processes and studying young students with mental retardation. Memory development plays an important role in correcting the cognitive processes of schoolchildren with intellectual disabilities. The reason for this is that as a person grows older, the demands on the efficiency of memory constantly increase. The memory of children with intellectual disabilities has disorders in all types of

memory, so corrective work in this direction is very relevant. By working on memory development, conducting special games, psychological tests, it is possible to increase the educational efficiency of students and their educational motivation.

All schoolchildren with intellectual disabilities have memory deficits, and they belong to all types of memory, this has been confirmed by research. Studies have shown that deviations from norms in children of

this category have different forms and individual appearance. In these children, the main memory processes have their own characteristics: external, sometimes randomly perceived visual symbols are well remembered, it is difficult for them to understand and remember internal logical connections, voluntary memory is formed late, a large number of repetitions of verbal material they make mistakes. Episodic forgetfulness in them is characterized by overwork of the nervous system due to general weakness. The imaginations of children with mental retardation are fragmentary, vague and schematic.

To develop the memory of mentally retarded children, it is necessary to adapt psychological methods taking into account their perception and memory characteristics. So, for example, in tests, games and tasks, you need to reduce their dosage, reduce the number of words to memorize and increase repetitions. At the beginning, you should ask them guiding questions.

L.V. Cheremoshkina writes in her monograph "Development of children's memory" that the basis of memory is the ability to retain genetically determined information. To successfully develop memory, the author suggests using psychological tests, games and tasks. To develop tactile memory, a child with closed eyes is offered the following:

- try and feel any object by hand;

- feel an unfamiliar object by hand and remember the feelings;

- hold and feel an object and think about what it might be.

Also, L.V. Cheremoshkina suggests using poems, riddles and games to develop memory.

In the book "How to develop a child's attention and memory", I. Yu. Matyugin suggests the use of psychological tests, exercises and games that use the imagination that is unique to each child. Children quickly and easily get into the game with their imaginations, sometimes not even knowing what difficult tasks they have completed.

Defectologist and child psychologist Elena Kurilova suggests tests for the development of different types of memory in the article of the magazine "Mom and Baby" 12, 2004. Thus, the psychological test "Find it yourself" works well for the development of visual memory in children aged 3-6 years. A button is placed on one of the boxes, for example, and the box is closed. The child is invited to show which of the boxes and in which section he put the button.

To develop the memory of mentally retarded children, the following psychological tests can be used, taking into account their perception and memory characteristics:

Psychological test "Wonderful bag" is used to develop tactile memory. Objects with different characteristics are placed in the bag: string, toy, button, ball, cube, matchbox. The child should hold and identify the items in the bag one by one. It is better if he describes their features out loud. Small children can put the items in the bag themselves for a better memory. Older children are given already filled bags.

The motor memory of mentally retarded children of the lower class is developed through the psychological test "Do as I do". At the first stage, an adult stands behind the child and performs several manipulations with his body - raises his arms and puts them to the side, raises his leg, etc., and then asks the child to repeat these actions. At the next stage, the defectologist himself performs several actions and the child repeats them, then the child performs his actions, and the defectologist repeats after him.

"Wonderful words" psychological test is used to develop the auditory memory of children with mental retardation of the lower class. You need to choose 10 semantically related words: you need to get 5 pairs, for example: food-spoon, window-door, face-nose, apple-banana, cat-dog. These words are read to the child 3 times, in addition, the pairs differ in intonation. After some time, only the first words of the pairs are repeated to the child, and he has to remember the second. It develops short-term auditory memory. To develop long-term memory, you need to ask mentally

retarded children the second words of pairs, not immediately, but after half an hour.

Using the psychological test "Let's listen and draw" is effective for developing auditory memory and attention of mentally retarded children. There are 2 variants of this psychological test.

Option 1: Children are read a fairy tale and given the following task: draw a picture that accurately reflects the content of the fairy tale.

Option 2: Children are read a poem and are given the following task: listen carefully to the poem and draw from memory the objects mentioned in it.

"Find me" psychological test: The researcher chooses a card without showing it to the students, names several signs of this object without showing it to the children. Children will have to find which picture is on the card. If there are not enough characters, the researcher continues to describe. A child can be a leader.

"What has changed?" psychological test can be used. Pictures are prepared first. The researcher shows the picture, the child is given 5-6 seconds to remember, and the picture is removed. Then the exact same picture is shown, but with changes, the children have to find what has changed.

Corrective exercises or complexes of such exercises, games and psychological tests are an effective

pedagogical tool for correcting and developing cognitive processes in children with mental retardation, instilling in them a sense of confidence in their abilities. To correct cognitive processes, that is, the level of memory development of elementary school students with mental disabilities, the use of the games, exercises and psychological tests indicated above has a good effect. Because games and exercises not only bring pleasure and joy to the child, but are very important in themselves as they develop cognitive processes in him. With their help, you can develop the child's attention, memory, thinking, imagination, that is, qualities necessary for later life. A child can acquire new knowledge, skills and abilities, develop abilities. Games also form the ability to analyze objects in a mentally retarded child, the ability to focus on certain aspects of reality and events.

In the corrective work carried out by the defectologist, first of all, he should know the children well, see individual, unique features in each of them. The better the pedagogue understands the individual characteristics of schoolchildren, the better he can organize the educational process using educational activities in accordance with the individual characteristics of the students. In the team, through the team, individual approach and education are not mutually exclusive. A.S. Makarenko called for the construction of educational work taking into account the individual characteristics of students, and spoke

about the pedagogy of "individual movement" created for each specific person with his individuality.

Improving memory at primary school age is primarily related to the acquisition of various methods and strategies of remembering, which are related to the organization and processing of memorized material during educational activities.

Correctional work should include all processes of development of mentally retarded children. In order to carry out effective correctional work with mentally retarded children, it is necessary to take into account the structure of the defect. With the proper organization of special education and training, many developmental disabilities can be corrected and prevented.

Based on our research, we recommend the following in the process of correcting and developing memory disorders of mentally retarded children:

1. Use colorful, meaningful material that engages and holds children's attention throughout the learning process. Children with mental retardation are characterized by underdeveloped cognitive interests, which is manifested in their need for knowledge less than their normal peers, that is, in their interest in knowledge. As a result, these children get incomplete and sometimes distorted ideas about the environment. Use materials that are understandable for children with intellectual disabilities. It is known that in mentally

retarded children, the first stage of cognition, perception, is not well developed.

2. The material should be presented in various forms, which will arouse the interest and increase the activity of students with intellectual disabilities.

3. Spending a lot of time on the process of recognizing, clarifying and summarizing the received information, because the main drawback is a perception disorder, which is noted to be slow compared to normally developing children. Children with mental retardation need more time to perceive the material presented to them (picture, text, etc.). The slowness of perception is aggravated by the fact that, due to the lack of mental development, they hardly distinguish the main thing, do not understand the internal connections between parts, characters, etc.

4. Provide emotional support to the child during the education of mentally retarded children.

5. In teaching mentally retarded children, take into account the possibilities of each to the maximum.

6. It is necessary to take into account the increasing fatigue of children with mental retardation, not to overload them with a large amount of materials, to maintain the average pace of the main training sessions, to present the material gradually in small doses.

Family support is also of great importance for the positive dynamics of the development of mentally retarded children. The main thing is that the child needs to see and feel the care and support of parents in everything, love and attention should be given to him. Most importantly, comprehensive development of the child's personality helps him adapt to the social environment.

Thus, it is possible to significantly improve the memory of mentally retarded children with corrective and developmental work, in particular, with the formation of special memorization methods, the development of cognitive activity and self-regulation. Correctional work should cover the entire educational process of mentally retarded children. With the proper organization of special education and training, many developmental disabilities can be corrected and prevented. Important areas of psychological correction of memory are the formation of memory using visual, auditory and tactile methods.

Therefore, the directions of work on the development of memory of mentally retarded children should be based on the principles of correctional pedagogy, as well as take into account the intellectual disability of children. Practice shows that the better a person's memory is developed, the more positive it is for all cognitive processes, such as thinking, imagination, perception, imagination.

During work with mentally retarded children, it was shown that their memory development is behind in terms of volume. One of the main characteristics of memory is its size. Mentally retarded children have a short memory. When teaching children, they take in very little information. As the memory capacity develops, it develops their learning skills. In order to develop memory capacity, it is necessary to take into account the individual characteristics of the child.

Based on the above reasoning, it can be said that every child has its own characteristics and capabilities, and the correct direction of these capabilities can be the reason for the success of the society. In this case, the role of the defectologist is incomparable. Kindness and kindness are not defined only by donations, but also by opening a way for children with physical and mental disabilities to show their potential. Defectologists should try their best in this area.

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SCIENTIFIC AND THEORETICAL BASIS OF SPEECH DEVELOPMENT OF STUDENTS WITH MENTAL DISABILITY

Submission Date: December 13, 2023, Accepted Date: December 18, 2023,

Published Date: December 23, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-45>

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ABSTRACT

This article analyzes the tasks of speech development of students with mental retardation, the mechanism of implementation of development, the scientific views of foreign and local scientists on this issue.

KEYWORDS

Mentally retarded, development, theoretical views, oral speech, grammatical form, mechanism.

INTRODUCTION

People think about what they want to say before they talk to each other, that is, they speak after thinking. Mentally retarded children have difficulty in explaining their needs and expressing them in words and sentences that are used in everyday life. Therefore, timely identification of mentally retarded children with speech defects, correct classification of existing oral and written speech defects, and the organization of

appropriate corrective education, writing and reading defects in these children not only prevents its occurrence, but also prevents lagging behind in mastering the program material in the future.

The main tasks of speech development - raising the sound culture of speech, increasing language richness and activity, developing the grammatical side of

speech, teaching communication speech are solved in all preschool institutions. A number of scientists have conducted research on speech defects of students with mental retardation. The formation of the child's communicative speech is closely related to the acquisition of the grammatical structure of the language, the composition of the vocabulary, and the pronunciation of sounds. According to many scientists, including L.S. Volkova, S.N. Shakhovskaya, it is observed that the grammatical aspects of speech are not formed in mentally retarded students. These agrammatisms (speech disorders expressed in difficulties in constructing sentences or in understanding them) are manifested in difficulties in performing many tasks that require grammatical generalizations. In this case, the morphological forms of word formation and word change, the syntactic structure of the sentence will not be well formed. In addition, the types of speech defects depend on the degree of mental retardation.

For example, the factors of grammatical construction disorders in the speech of mildly mentally retarded students were studied in the works of M.S.Gnezdilov, L.N.Efimepkova, I.N.Sadovnikova, O.L.Jilsova, M.P.Feofanov and others. The authors proved that mentally retarded children start using words much later than normally developing children. According to M.F. Gnezdilov, students with mental retardation

begin to use complex sentences first in written speech, and later in oral speech.

The problems of impaired understanding of some grammatical forms in mentally retarded students of junior school age are highlighted in the works of Z.N. Smirnova. The scientist showed that most of the students of the lower grades of the specialized school do not understand the grammatical changes of the words. The author experimentally proves that most students do not understand the unity of the lexical meaning of the word and the understanding of grammatical changes, and recommends some correction methods that help to eliminate this defect. Not only in the lower grades, but he experimentally explained the manifestations of the gross violation of the executive function of speech in mentally retarded children of preschool age, and by the age of 4-5 they have only exclamatory and activating functions of speech. formation, he showed that it occurs only as a call to action.

The nature of the underdevelopment of speech often corresponds to the level of general mental development, in a number of severe cases, speech does not appear and almost does not develop for several years. This condition is clearly visible in non-speaking children, who make up 20-25% of children with severe mental retardation. (L.M. Shipitsina 2004). In children with moderate and severe mental retardation, the level of underdevelopment of speech or the

absence of slurred speech is characterized by the injury of the analyzer.

G.E. Sukhareva (1965) noted that in children with moderate and severe mental retardation, in addition to the underdevelopment of higher forms of cognitive activity, underdevelopment of speech as one of the youngest and most characteristic human functions is observed, the more obvious the intellectual disability, the underdevelopment of speech proved in his scientific studies that the level will be so clear.

D.N.Aristova, E.N.Vinarskaya, A.G.Galle, E.I.Kaplanskaya, A.R.Maller, L.S.Fazlulina, E.D.Khudenko, G.V. showed that the delay in the developmental stage of speech in students with mental retardation and the quality of speech communication in children with mental retardation are manifested by gross violations. Several experts such as Tsikoto, L.M.. Shipitsina studied more widely.

T.V. Akhutina, I.A.Zimnyaya, A.A.Leontyev, A.R.Luria, L.V.Sakharniy created scientific theories and conducted many researches on the mechanisms of speech activity of students with mental retardation, formation and perception of speech, as well as psycholinguistic theories of speech and mental processes.

According to G.A. Kashe, 65% of the students of the 1st grade and 60% of the 2nd grade students of the auxiliary school have pronunciation defects of one

level or another. Even after the elimination of defects in the pronunciation of sounds, children with mental retardation can pronounce sounds separately, but they cannot use these sounds in independent speech. Because, compared to the pronunciation of individual sounds, the use of sounds in one's active speech is a really complex activity. In children with mental retardation, vocabulary is usually very slow. They often do not even know the names of familiar objects. According to G.L. Vygotsky, the vocabulary of 1st-2nd graders with mental retardation is mostly dominated by noun and verb word groups. G. M. Dulnev shows that mentally retarded children rarely use adjectives in their speech. In creating a new program for the development of the speech of students with mental retardation, the research conducted above creates wide opportunities for today's news and scientific research. The importance of the role of speech in human life and the presence of various disorders and delays in the speech of students with mental retardation are considered as urgent topics. The reason is that there is an increasing demand for new, corrective psychological-pedagogical methods to eliminate speech defects and develop speech.

In order to solve such problems, mature scientists who are doing their scientific work in our country contribute. M.P. Hamidova scientifically and theoretically substantiated the types of work aimed at eliminating speech problems and developing speech

activity of children with mental development problems. In this, a number of ideas were discussed about the selection of activities depending on their age and the characteristics of disabilities as the main source in the development of the speech of children with mental retardation. Mentally retarded children have external, simple oral speech. The reason is that simple, unpronounceable words such as "Take" as an answer to the word "Get" or "Give" as a means of asking are automatically found in the vocabulary of mentally retarded children.

The above scientific research shows the creation of a number of new methods today, and the importance of psychological and pedagogical support for mentally retarded students with speech defects. Therefore, the development of speech of students with mental retardation will help them to form and develop their self-service skills in the future, to be able to talk on important topics, to understand and analyze events, and to have their place in society has a great impact on. For this reason, from simple words to complex words, from complex multi-meaning words to simple compound words, and from words to the formation of sentence formation skills, thinking and speech correction of defects and violations is of great importance.

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THEORETICAL AND PRACTICAL FACTORS OF EDUCATING STUDENTS IN THE SPIRIT OF PATRIOTISM IN THE INFORMATION SOCIETY

Submission Date: December 13, 2023, Accepted Date: December 18, 2023,

Published Date: December 23, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-46>

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ABSTRACT

The article "Theoretical and practical factors of educating students in the spirit of patriotism in the information society" examines the influence of various aspects of the educational process on the formation of patriotic activity among students in the modern information society. The authors pay attention to the theoretical foundations of education, as well as consider practical methods that contribute to the development of patriotism among students. The article offers an analysis of modern challenges and opportunities related to information technologies and assesses their impact on the formation of the national identity of the student audience. The results of the study provide valuable recommendations for educational institutions seeking to actively educate students in the spirit of patriotism, applying modern approaches and methods in an information society.

KEYWORDS

Education of students, patriotism, theoretical factors, practical aspects, information society, educational programs, socio-cultural changes, youth identity, the role of education, media education, values and beliefs, information literacy, national pride.

INTRODUCTION

In the modern information society, educating students in the spirit of patriotism is a complex and multifaceted task that requires taking into account both theoretical aspects and practical methods. Globalization and digital transformation create new challenges, but also open up opportunities for the formation of critical thinking and civic responsibility. Let's look at some key theoretical and practical aspects of educating students in the spirit of patriotism in the context of the modern information society. Modern society is going through a period of significant changes under the influence of information technology[1]. In this context, an important aspect of education is the education of students in the spirit of patriotism, which contributes to the formation of civic identity and active participation in the life of the country. This material will consider the theoretical foundations and practical methods of educating students in the spirit of patriotism in the information society.

Patriotism is love and devotion to the motherland, active participation in its life and development. In the modern information society, where connections are becoming more and more virtual, it is important to strengthen the sense of belonging to the community and the country[2]. Education plays a key role in shaping students' citizenship. Pedagogical technologies should stimulate the development of patriotic feelings based on knowledge and respect for the history, culture and traditions of the country. The

information society provides new opportunities and challenges. Students who have mastered digital technologies can actively interact with society and express their civic position in the online space.

Interactive educational platforms, online courses and webinars allow students to study the history and culture of their country, as well as participate in discussions on topical issues. Conducting patriotic events such as conferences, exhibitions, and research projects contributes to the formation of civic engagement and patriotism. Cooperation with public organizations engaged in patriotic education helps students to get in touch with active citizens and better understand the values of their country. Educating students in the spirit of patriotism in the information society is an important aspect of their education. Theoretical foundations, such as understanding the essence of patriotism and the role of education, are combined with practical methods, including the use of modern technologies and the organization of events[3]. This comprehensive approach contributes to the formation of responsible, active citizens who are ready to participate in the life of their country.

Theoretical foundations

1. The ideology of patriotism in a modern context: The development of an understanding of patriotism requires revision and adaptation to new realities. This includes taking into account the multinational nature

of society, the diversity of cultures and global interconnections. The ideology of patriotism should stimulate civic engagement and respect for differences. The development of an understanding of patriotism in the modern world really requires revision and adaptation to new realities. In modern society, especially in multinational and multicultural states, the concept of patriotism cannot be limited to a narrow framework of exclusively ethnic or national affiliation[4]. The ideology of patriotism should be inclusive and take into account the diversity of cultures, languages, identities and beliefs in society. Modern patriotism should be based on values that unite citizens of different backgrounds. It is important to emphasize common goals and interests that can unite people, regardless of their diversity.

Encouraging civic engagement and respect for differences is also a key aspect of modern patriotism. This may include supporting civic education, encouraging participation in public affairs, and creating conditions for free expression and participation in decision-making. Global interconnections are also becoming increasingly important in the context of the modern world. Understanding the interrelationships between countries and peoples helps to form a broader view of patriotism, focused on cooperation and mutual understanding, rather than isolation and conflict. Thus, the development of the ideology of patriotism requires adaptation to new realities,

including taking into account multinational, cultural diversity and global interconnections, so that it can serve unity, civic responsibility and respect for differences in modern society.

Our remarkable formulation highlights the need to update the understanding of patriotism in the context of modern society, where globalization and cultural diversity are becoming increasingly important. Given that many modern societies are multinational, the ideology of patriotism should reflect not only the interests and values of a particular ethnic group, but also include all strata of society. Patriotism should stimulate pride in the diversity of cultures and languages that make up the wealth of the nation[5]. Modern patriotism should reflect respect and understanding of cultural diversity. This requires people to appreciate and respect the traditions, customs and languages of different cultures, thereby forming a more inclusive view of patriotism.

In the era of globalization, it is important to realize that national interests can be closely linked to global ones. Patriotism should not mean isolation; on the contrary, it can serve as a bridge for cooperation and mutual understanding between nations. The ideology of patriotism should encourage civic engagement and participation in society[6]. This may include not only military service, but also participation in public organizations, support for education, environmental care, and other forms of civic responsibility. Patriotism

should be based on respect for differences, including different opinions, beliefs and lifestyles of citizens. Tolerance and the ability to dialogue can be key elements of the modern ideology of patriotism.

In general, the renewal of the understanding of patriotism includes a shift from a narrow ethnic and national focus to a broader view that takes into account the complex and global realities of the modern world.

2. Education as a key factor: Universities and other educational institutions play an important role in the formation of patriotic consciousness. The integration of patriotic values into curricula, as well as the development of critical thinking and analytical skills, contribute to the formation of students' citizenship.

Educational institutions, especially universities, have an important role in the formation of patriotic consciousness among students. Integration of patriotic values into curricula: The inclusion of the study of history, culture, and social aspects of society in curricula contributes to the formation of patriotic feelings. Students get an idea of their country, its history, values and achievements. The university environment stimulates the development of critical thinking, which allows students to understand events more deeply, analyze information and form their own opinions. This aspect is especially important for the formation of a civic position. Universities can

encourage students to participate in public life, volunteering, and other social activities. This helps students realize their role in society and develop civic responsibility.

By stimulating diversity in the learning environment and actively opposing previous stereotypes, universities can contribute to a broader understanding of cultural and social differences in society, which affects the formation of a tolerant and inclusive patriotic consciousness. Universities can support research activities aimed at studying the problems of civil society and patriotism. Teaching topical issues and stimulating debate also contribute to the formation of students' critical thinking.

Thus, universities play a key role in shaping citizenship and patriotic consciousness, providing students with the necessary knowledge, tools and experience to actively participate in society.

Educational institutions, including universities, play an extremely important role in the formation of patriotic consciousness and civic identity. The inclusion of the study of the history, culture, political and social aspects of the nation in the curricula helps students better understand their place in society and develops pride in their country. It also contributes to the formation of values that can be key to patriotism, such as democracy, human rights and social justice[7]. Teaching students critical thinking allows them to

analyze information, develop their own opinions and understand different points of view. This is important so that students can be critical of patriotic ideas and values, and not be limited to accepting them without thinking.

Universities provide a platform for the exchange of opinions and dialogue between students of different cultures and views. This contributes to the formation of a respectful attitude towards differences, which is important for patriotism based on inclusion and tolerance. Universities can encourage students to participate in public life, volunteering, student organizations, and other forms of civic engagement. This contributes to the formation of a civic position and active participation in the life of society. Global education and collaboration with universities from different countries can help students better understand global interconnections and contribute to international cooperation.

As a result, universities play a key role in the formation of civic identity and patriotic consciousness, providing students not only with knowledge, but also with the skills and values necessary for active participation in the life of their society.

Practical aspects

1. Information literacy: In the era of information technology, critical perception of information is becoming key. Students need the ability to analyze

news, distinguish facts from opinions, and develop self-help information retrieval skills.

In the modern information age, critical perception of information is becoming especially important. Students need to develop skills in analyzing news, distinguishing facts from opinions, and independently searching for information. In the digital age, critical perception of information is becoming fundamental. Students should have the skills to analyze news, distinguish facts from opinions, and develop the skills to independently search for information.

2. Intercultural interaction: Creating opportunities for students to experience cultural diversity, both within and outside the country, promotes respect for differences and pride in their culture. Providing students with a chance to experience cultural diversity both within their country and abroad promotes respect for differences and pride in their own culture. Giving students a chance to experience cultural diversity, both inside and outside the country, helps them develop respect for differences and pride in their own culture. Providing students with the opportunity to experience cultural diversity, both within and outside the country, helps them develop respect for differences and pride in their own culture.

3. Social activity: The inclusion of students in social activities, volunteering and other forms of social activity contribute to the formation of a sense of

responsibility for society and the country. The active participation of students in social events, volunteering and various forms of social activity contributes to the development of a sense of responsibility to society and the state. Students' participation in social events, volunteering and other forms of social activity contributes to the development of a sense of responsibility to society and the state[8]. The active participation of students in social events, volunteer activities and other forms of social activity contributes to the development of a sense of responsibility to society and the motherland.

CONCLUSION

Theoretical foundations and practical methods are of key importance in educating students in the spirit of patriotism in the information society. Rethinking the ideology of patriotism, integrating civic values into education, developing information literacy and social activism - all these aspects create the basis for the formation of responsible and patriotic citizens. Students brought up with these factors in mind will be able to successfully adapt to a changing world, contributing to the development of society.

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ISSUES OF ECOLOGICAL EDUCATION IN A SPECIALIZED SCHOOL FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Submission Date: December 16, 2023, **Accepted Date:** December 21, 2023,

Published Date: December 26, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-47>

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ABSTRACT

The relevance, significance, and important aspects of implementing environmental education in a specialized school for children with special educational needs are highlighted in the article. The correctional role of environmental education in a specialized school for children with special educational needs, and the importance of interdisciplinarity in its implementation are shown.

KEYWORDS

In a specialized school for children with special educational needs, children with intellectual disabilities, environmental education, environmental education, environmental awareness, correctional education, interdisciplinarity, kindness to nature, flora and fauna, economy, nature protection.

INTRODUCTION

Based on the principles of the national independence ideology, the main goal is to raise our spirituality and correct attitude towards nature, which is characteristic of our values and traditions, and preserve natural resources, use them economically, and correct

development of knowledge, skills and abilities related to nature protection, including children with special educational needs the participation of students in environmental activities in a specialized school, respect for the environment, conservation of our

groundwater, our parks, rational use of our natural resources, the responsibility of being able to protect oneself and the health of others are the urgent issues of environmental education.

The Constitution of the Republic of Uzbekistan stipulates that it is necessary to carefully preserve and protect nature, to use its natural resources economically and rationally, and that they are under state protection.

In this regard, in the works of our encyclopedic scholars (Abu Ali ibn Sina, Farabi, Beruni, Yusuf Khos Khajib), it is emphasized that it is important to educate the child in the spirit of love for nature from a young age, not to allow extravagance, and to treat nature properly.

The primary goal of environmental education for children of special educational needs is to increase environmental literacy in children with special educational needs, compassion for living and inanimate nature, greening of their school, neighborhood, environment, urban and rural streets, the protection of the flora and fauna, the formation of a person who is a patriot who loves the country, who feels responsible for living and inanimate nature and society, who has the skills of independent and critical thinking, is one of the main and important tasks of corrective ecological education.

Children with intellectual disabilities who need special education may disturb nature's ecological stability, stability, and its natural laws, and sometimes cause damage to nature (break trees, destroy flowers, hurt animals, waste food and water, do not follow hygiene, etc.) The reason for this is the lack of environmental literacy and ecological knowledge among students, as well as the inability to foresee the future state of nature as a result of the destruction of nature.

The corrective educational goal of providing ecological knowledge to students in a specialized school for children with special educational needs is to teach students to consciously use nature throughout their lives, to teach our people to respect and pay attention to nature, to respect and pay attention to nature, to use pedagogy in terms of psychological, moral and ethical aspects - education that shows love and uses its traditions and natural resources sparingly without wasting them, instilling in students love for nature and its various resources, increasing its natural resources, encouraging them to create gardens and flower beds, making them interested, arousing enthusiasm.

The following corrective educational and educational tasks are carried out in a systematic, consistent step-by-step manner in the implementation of environmental education for students of specialized schools for children with special educational needs:

- first, the environmental knowledge used in the family is studied, systematized;

- formation of the foundations of corrective ecological education, a certain level of correct attitude to animate and inanimate nature. - to teach students of specialized schools to acquire knowledge, skills and abilities related to nature protection, economical use of natural resources;

- mental, moral, mental, spiritual, physical, developmental, labor and vocational training, such as the formation of basic ecological skills.

The educational goal of providing ecological knowledge to students of specialized schools for children with special educational needs is to create high spiritual and moral qualities based on the content of the subject during the implementation of ecological education, the correct worldview, the work of adults, diligence, respect for national and universal values, patriotic personality consists of formation.

The corrective and developmental goal of ecological education for students of specialized schools for children with special educational needs is to instill in students the right attitude towards living and inanimate nature, ecological awareness, thinking, spiritual and moral qualities, methods of acquiring knowledge, practical, labor, educational, independent and creative thinking serves to implement, such as the

development of management skills, speech and communication culture.

First of all, it is necessary to create the necessary pedagogical conditions to implement ecological education in the process of special correctional education for children with special educational needs, to increase the efficiency of this process, to improve it.

The lesson is an important tool in the formation of understanding, knowledge, and skills related to environmental education among students of specialized schools for children with special educational needs. Because the students of this school form their ecological outlook on the environment and nature to a certain extent only in the process of learning academic subjects at school. Preparing students of specialized schools for children with special educational needs for activities in society, social life, as well as healthy peers, requires a sense of responsibility towards nature and creating a healthy environment. First of all, on the basis of environmental education, it is necessary to develop environmental consciousness in students with special educational needs as much as possible. Ecological consciousness is implemented by creating knowledge, skills and competences in the interdependence of disciplines. It is important to train them to pay attention to the beauty of the environment around them, to observe nature, to have information about the laws of cause and effect in nature, and to critically evaluate their

actions. As a result of these activities, they develop love for nature, acquire knowledge about morals, customs and values. They will have information about the consequences of being unkind to nature. A passion for nature protection and its careful preservation is awakened, and a sense of responsibility is formed. Excursions to nature are of great importance in the implementation of ecological education for children with special educational needs. In such excursions, they get acquainted with various useful and interesting information about ecology, nature protection, economy, conscious concepts are formed and strengthened by applying theoretical knowledge in practice, showing with examples how much damage to nature is caused by carelessness, leaves a deep

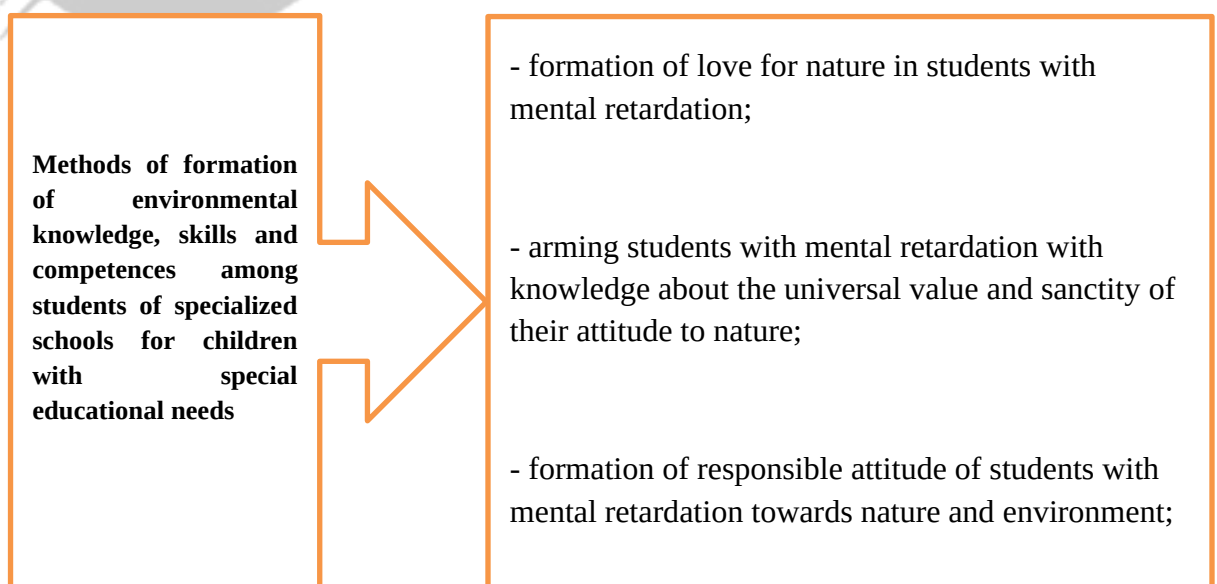
impression on students, and this situation remains in their memory for a long time will be preserved.

Interdisciplinarity is important in the implementation of ecological education for children with special educational needs, and the importance of clean air, clean water, flora and fauna in the human life should be explained to students during the lessons.

The methodical bases of the formation of concepts, knowledge, and skills related to environmental education in the teaching of "Etiquette", "Native language", "Natural science", "Geography" in the students of a specialized school for children with special educational needs are reflected in the following diagram. (Figure 1)

Figure 1

Methods of formation of ecological awareness of specialized school students



The formation of ecological-educational-educational concepts in the processes of teaching subjects such as "Etiquette", "Reading", "Mother language", "Natural Science", "Geography" among students of specialized schools for children with special educational needs is a multifaceted process. and it is solved by making schoolchildren to abandon their consumerist attitude towards nature, to inculcate caution towards nature, responsibility for the natural and artificially created environment in the growing young generation, and frugality.

It is also important to show short films, multimedia, videos related to ecology and nature protection.

Art works about nature and its beauty, colorful pictures depicting beautiful nature, poems and stories also make students feel good about nature.

Observations have shown that methodological recommendations and training manuals for the implementation of environmental education in specialized schools for children with special educational needs have not been sufficiently developed. This creates difficulties for teachers in providing them with environmental education.

Teaching is considered to be the task of geography and science teachers only. All subject teachers should work together in this area. Sometimes conservation is considered an extracurricular activity. In our opinion, this is also wrong.

CONCLUSION

In conclusion, it should be said that in the implementation of environmental education in specialized schools for children with special educational needs, it is necessary to follow the following:

- have knowledge of environmental education along with healthy peers;
- to follow the principle of going from simple to complex in the implementation of environmental education-upbringing for students of specialized schools for children with special educational needs;
- taking into account their age and individual characteristics in providing environmental education for children with special educational needs;
- Systematic and consistent implementation of ecological education and upbringing for students of specialized schools for children with special educational needs;
- interdisciplinary environmental education for children with special educational needs;
- it is desirable to achieve family-school cooperation in environmental education and upbringing of children with special educational needs.

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EFFECTIVENESS OF SPIRITUAL AND ETHICAL EDUCATION OF STUDENTS THROUGH CULTURAL AND ARTISTIC EVENTS

Submission Date: December 16, 2023, **Accepted Date:** December 21, 2023,

Published Date: December 26, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-48>

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ABSTRACT

This article presents the importance of cultural and artistic events in the spiritual and moral education of students, as well as the effectiveness of their activities and some aspects of problems in the education system.

KEYWORDS

Socio-psychological empathy, interpersonal emotional communication, value, educational effectiveness, intelligence, morality, aesthetic development, self-education, shortcomings and defects, critical vision, purity.

INTRODUCTION

Publicity, which is one of the unique features of cultural and artistic events, requires the use of specific social and psychological mechanisms in the activities of small and large groups and communities. Among such mechanisms, one of the most important is the emergence of social-psychological sympathy, empathy. Those who organize cultural and artistic events should fully and deeply understand the

subtleties of such a state of mind and be able to use them skillfully.

In the mechanism of emergence of social-psychological sympathy, the following two situations are especially important:

a) transfer of mental states with high emotional impact to each other in the process of direct communication between people;

b) multiple intensification of the transmitted emotion depending on the number of people entering into communication and the level of emotional impact.

In research on the transition of socio-psychological states from one person to another, the main attention is often focused on the second state, that is, on the multiple intensification of emotions, often ignoring the fact that interpersonal emotional communication is a necessary basis in this mechanism. remains.

Results and discussion

Interpersonal emotional communication is even more important in the cultural and artistic events held among students, because these young people know each other and there are certain emotional relationships between them. That's why it's easy and fast for the feelings that arise in them to pass to each other. In addition, in the process of this transition, the intensification of emotions occurs at a stronger level than the relationship between viewers who are not familiar with each other.

Cultural and artistic events will be aimed at promoting certain values and instilling them in the minds of young people. From the point of view of ideology, such an event consists in encouraging participants and

participants to certain activities. Such activity takes place within the framework of social norms and institutions formed in the society. To put it more simply, cultural and artistic events are based on socially significant ideas.

One of the important requirements for cultural and artistic events is the vitality of the problem raised in them. If these events are not dedicated to the current topic of interest to students, their educational effectiveness will not be high. Scientists M. Kuronov and U. Altinov express their opinion about this: "Connecting the studied topic with life is the main requirement of didactics. However, no matter how attractive an idea is, if it is not connected with life, it cannot form ideological belief and immunity. Because the student's ideology is a reflection of the ideological examples he has seen and heard in life, his dreams and interests".

Cultural-artistic events help in the formation of social and moral ideals among students. As S. Agzamkhodjayeva rightly stated, "The formation of the social and moral ideal is also related to the understanding of the individual's identity." . Self-awareness of a person is one of the important functions of spiritual and moral education.

In the course of regularly conducting cultural and artistic events in the educational system, teachers and specialists should also form a mechanism for self-

education in students. This ensures the rapid growth of all spiritual forces necessary for the physical, mental, moral, and aesthetic development of young people: as a result of the organic integration of education and self-education, young people are able to work on themselves, to be creative. He develops the skills of self-control, attention to himself, and self-management. In this way, the unity of mind and behavior is ensured, the theory during the lesson is introduced into practical activities, beliefs are strengthened, and moral and moral skills are established.

In the process of education, the pedagogue-teacher teaches students to self-educate, to correct their shortcomings and defects, to have a positive approach to the strongest factors that encourage the development of their personality, to have a critical attitude towards themselves. it is necessary to teach.

"The self-critical approach to self-education helps, firstly, to know one's own shortcomings and to set goals for oneself on this basis, and secondly, it is the object and goal of self-education. will be drunk."

"If the spark of self-criticism is instilled in a person's mind at the right time, then he will develop such qualities in himself to a sufficient degree." Based on this opinion of A. Muhamedov, if the spark of self-critical view is instilled in the minds of students in time in the educational institution, then later, that is, after

graduation, during their independent life. they can develop spiritual and moral qualities in themselves to a sufficient level.

Students who have participated in specially organized cultural and artistic events in educational institutions, whose ability to think critically, observe themselves, analyze and evaluate themselves by comparing them with the images in the events performed at the event.

As a method of morally influencing students in his activities, the pedagogue should show himself as a personal example, that is, the pedagogue's work, behavior, behavior, and relations with others should be a positive example for students. .

Since the educational process is based on the Eastern moral codes, conscientious relations are considered important aspects in the education of students. A pedagogue who has conscientious qualities such as faith, purity of heart, conscious knowledge and practical activity, tries to avoid unfairness, dissatisfaction, and injustice when educating, criticizing or punishing students. In this case, the pedagogue protects the value, honor, and dignity of students as human beings, creates an optimistic and healthy psychological climate in young people.

1. Based on the results of the conducted research, the following conclusions were drawn:

2. Cultural-educational events have great potential in raising the morale of students and youth. However, these opportunities are currently not being used enough. These opportunities are manifested in the process of creating, developing and implementing the event plan and scenario with the participation of students.

3. Educational activities related to spiritual and moral education in the educational system will give the intended results only if they are planned and carried out in accordance with the results of the pedagogical diagnosis given to students and young people.

4. The great potential of cultural and artistic events in the spiritual and moral education of young people is explained by the existence of spiritual and spiritual closeness between the performer on the stage and the audience-students in the hall in the educational institutions where these events are held. Wide involvement of students in all stages of planning, preparation and holding of cultural and educational events increases the educational value of these events.

CONCLUSION

In conclusion, it should be noted that a teacher not only teaches students, but also educates them. In this process, artistic and cultural events are of great importance, some pedagogues attach little importance to it, personnel consider education as the main issue of the first place in their work activities. In

the field of pedagogy, it is natural to conduct cultural events together with the lesson in an organic and regular manner, giving good results.

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ADVANTAGES OF MUSIC PERFORMANCE AND LISTENING ACTIVITIES IN THE DEVELOPMENT OF MUSICAL AND CREATIVE SKILLS IN STUDENTS

Submission Date: December 16, 2023, Accepted Date: December 21, 2023,

Published Date: December 26, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-49>

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ABSTRACT

This article contains suggestions, conclusions and important ideas for further clarification of the meaning of listening to music, as well as the formation of a systematic approach to students' musical knowledge in the process of musical performance and the development of musical creative abilities in this complex process.

KEYWORDS

Listening to music, musical feeling, attention, comprehensive personality, musical creativity, artistic and aesthetic level, creativity, musical perception, musical taste, ideological content, solo voice and harmony.

INTRODUCTION

Cultivating musical-creative skills in the system of music performance and music listening activities, introducing the masterpieces of musical art, effectively implementing forms of musical expression, instilling love for high-level musical works. Shooting plays an important role. In the process of listening to music, students listen to samples of the works of various

composers and composers. In the words of Shostakovich, "To love music, one must first listen to it..." Listening to works about homeland, friendship, work and other physical and mental activities has a positive effect on students. If the reader does not ask any questions about the music or art piece he listened to, if no emotion arises in him, if only a communication

in the form of a message is not connected with personal feelings and attitudes, then the task has not been completed, the goal has not been achieved.

Another important condition for listening to music is that there should be peace in the group while listening to a piece of music. Learning to listen to music attentively, in silence, begins at a young age, and after the child grows up, they become a highly cultured person.

It is known that every activity in the course of training, be it singing, reading music, or listening to music, all this is aimed at educating a well-rounded person.

One of the unique features of music culture classes is that it covers many activities of music education. Among these types of activities, the formation of children's musical taste in the process of singing in a choir and listening to a musical piece takes the leading place.

THE MAIN RESULTS AND FINDINGS

Also, children's musical tastes are formed in the process of the components of the training - singing, accompanying musical instruments, performing rhythmic movements to the music. It is very important for children to love the music they listen to. This feeling is realized only through a work of high artistic-aesthetic level. When a person listens to a good song from a skilled performer, impressions and opinions about the

musical work arise. How the listeners perceive the song, how much they are affected by it, the effect of the musical work on the emotions and minds of the listeners depends on how the music sounds, and how well the musician or singer performs the work. But this alone is not enough to listen to music. If the listeners have an understanding of the creators and authors of the music, the period of creation, form, type, measure, rhythm, etc. of the piece they are listening to, they will fully understand the essence of the piece while listening to the piece, and the piece will also have a meaning for them. has a positive effect, creates internal feelings and experiences. In this regard, it will be possible to see how well the aspects mentioned in "The complex of knowledge, skills and abilities that form the basis for the scientific theoretical training of a music teacher" justify themselves.

What kind of work is currently being done in pre-school and school educational institutions to prepare children to listen to our national music? Fulfilling the above-mentioned conditions for listening to music puts great tasks before the music director and music teacher. Before playing a musical piece, the music teacher conducts a short conversation with the children on this topic and tells the student about the content and character of the piece, as well as the authors of the piece. E. According to Gorskaya, the conversation before listening to the music prepares the students mentally to perceive the piece. The conversation about

the genre of the work, the history of its creation, its creators, and the idea of the work creates a basis for students to listen to this work. In the process of listening to a melody, a conversation about the period of its creation, about the life and work of the composer, about the historical events related to the song or melody is a very important process in the perception of music.

In the implementation of musical education, children should be taught not only to play a musical piece, but also to perceive music emotionally and spiritually. Basically, children hear music while singing. As a rule, before teaching a song, the music leader or music teacher performs it for the children. It does very little for children to hear and perceive music. For this, first of all, the teacher should teach children to listen to more complex tunes and songs than the ones they sing. That is why it is necessary for the music teacher to be able to play music and sing at a high level. Unfortunately, not all music directors and music teachers have such an opportunity.

However, a methodically skilled music director or teacher can organize children to listen to music in a highly emotional state by using various technical means, audio tapes, music centers and computers, that is, the music director of modern music culture uses all opportunities for children to understand the true essence of music. , in order to understand its meaning, they should be able to effectively use the available

technical and visual aids. But it should be taken into account that the musical piece performed by the music teachers themselves leaves a greater impression on the children than the piece heard with the help of a tape recorder. If a music director or a music teacher performs a musical piece himself first, and then records it on a tape recorder, the result will be of a high level, of course.

V. I. Petrushin in his work "Musical Psychology" talks about the psychological characteristics of music and also touches on the perception of music. According to his opinion, when listening to a piece of music, the listener can immediately identify its author and the name of the tune if he has heard it before. Every musical piece evokes the impressions and experiences of a person during his life. But when the listener listens to a musical work, he should understand not his own, but the mood and feelings of the composer through the means of expression of music. According to V. Petrushin, the formation of musical perception depends on the formation of musical hearing ability. But he also emphasizes that a person's upbringing, education, and age have a significant impact on his musical perception. V. Petrushin believes that everyone's musical taste is closely related to his place of residence, living environment and social environment surrounding him. The scientist says "... musical perception is the initial stage of thinking...". So,

analyzing the scientist's opinion, we can draw such a conclusion:

1. Musical perception is related to the sense of hearing.
2. When perceiving music, previously acquired impressions are embodied.
3. People's musical taste is directly related to the social environment in which they live.
4. Musical perception is one of the first stages of the thinking process.

N. A. In his theory "Perception of Music", Vetlugina describes the extremely impressiveness of music and the initial stages of forming the skills of perceiving it through the human mind. First of all, N. Vetlugina is a scientist who has dealt a lot with the problem of children's perception of musical works. While talking about the importance of listening to music, he emphasizes that listening to music affects people's psyche more than playing it. Also, N. Vetlugina talks about the process of listening to music having its own methodology. It is permissible to organize the listening process and develop its effective methods while listening to songs of different contents to students at school. According to N. Vetlugina, music affects a person in every way: the melody and its musical expression affect a person's emotions, evoke different feelings in him, create different moods. The text and ideological content of the song affects not only the

emotions, but also the minds of the listeners, excites them and makes them think.

B. V. Asafev (1884–1949) explained listening to music or perceiving music in two different ways:

1. The listener harmonizes with his performance and enjoys it, listening to music becomes his daily work.
2. The listener immerses himself, his whole body in the ocean of music, feels it with his heart and listens as a true connoisseur of music.

As we can see, B.V. Asafev also differentiates music listeners. He broadcasts that a true connoisseur listens to music differently and a mere amateur listens differently.

In the second stage of knowing the work, the child should express his opinion about the work, evaluate its ideological and artistic content, analyze the characteristic features of the work. In this, the knowledge collected by humanity about the author and his works in critical art studies etc. is embodied. It includes musical-theoretical knowledge such as listening to music, being able to distinguish between solos and accompaniments, being able to distinguish between words and the timbre of words, developing musical taste and perception, listening to examples of the works of composers of Uzbek, neighboring and international nations. Mastering this knowledge increases the musical-aesthetic level of children.

Forming the skills of children's perception of music, understanding its language, creating a circle of favorite musical works for each child, instilling in them a feeling of gratitude towards the authors of musical works, and arousing interest in national and classical music are among the important tasks.

In this way, children will have the following skills and qualifications in the music listening part of the training:

- listen carefully to a piece of music in silence.
- understanding the content and character of the piece when listening to a musical piece;
- to have a simple understanding of musical means of expression, genres (song, dance, march), timbres;
- to be able to hear and distinguish the voices of men, women, children and mixed choirs, solo voices;
- to distinguish between national musical instruments, types of orchestras, music genres, etc.

Experiments show that it gives good results for children to express their impressions of the works they have listened to by drawing. Based on the results of the visual activity of the children, the music director will have the opportunity to assess the level of formation of their thinking, perception, thinking and consciousness.

Repetition is a very important condition for improving skills and abilities in any field. Repeatedly listening to a

piece of music heard while listening to music makes it possible to better understand and master this piece. One of the most important requirements is that the child should be able to tell his impressions about the piece he listened to. Each child's statement of their opinions expands the range of impressions about the work heard. For example, when listening to music - "Do you know this song? Where did you first hear it? Did you like the song? Can you explain the meaning of the song?" - by asking children to listen more carefully, to perceive and understand some aspects that they did not pay attention to, and to think independently.

CONCLUSION

In the musical education system, in particular, listening to music forms the basis of the educational content. In the process of listening to a piece, children should be able to distinguish between soloist and ensemble, distinguish between ensemble and orchestral performance, distinguish between words and instruments, and learn to listen to examples of works by Uzbek, neighboring and international composers..

Listening to music is carried out in the process of performing all types of activities in training. So, by listening to music, children develop the ability to perceive, understand and know music, life and existence through its images. If the conditions listed above are fulfilled, favorable conditions will be created for children to understand musical works from an

artistic-ideological point of view, to develop their musical taste and thinking, to appreciate a musical work, and to evaluate it correctly.

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THE ROLE OF LEGAL EDUCATION IN THE FORMATION OF RESPONSIBLE CITIZENSHIP

Submission Date: December 17, 2023, Accepted Date: December 22, 2023,

Published Date: December 27, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-50>

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ABSTRACT

The article "The role of legal education in the formation of responsible citizenship" examines the importance of legal education in the context of the development of responsible civic behavior. The author analyzes the influence of knowledge about laws, rights and duties on the formation of social responsibility of citizens. The article examines modern methods and approaches to the introduction of legal education into educational programs, and also assesses the effectiveness of such measures. Special attention is paid to the role of schools and universities in the formation of civic responsibility, as well as the prospects for the development of this area in the future. The results of the study can be useful for educational institutions, developers of legal education programs and those who care about the development of responsible citizenship in society.

KEYWORDS

Legal education, responsible citizenship, educational programs on law, civil responsibility, training in the rights and duties of citizens, laws and norms of behavior, formation of legal culture, educational institutions and legal training, development of legal awareness, the role of schools in the formation of civil responsibility, legal literacy, civic education.

INTRODUCTION

In the modern world, where globalization and socio-cultural changes are rapidly transforming society, the issue of responsible citizenship is becoming increasingly relevant. A responsible citizen not only observes the laws, but also actively participates in the life of society, consciously shaping his behavior and attitude to rights and duties. The role of legal education in this context is invaluable, as it is the basis for the formation of a legal culture and responsible citizenship. Legal education begins with the development of basic norms and principles of legislation. School courses in law and civic education play a key role in forming primary ideas about the laws of the country. Here, students learn to respect the rights and freedoms of others, to understand that the law is the foundation of justice and order.

Legal culture includes not only knowledge of the laws, but also the ability to apply them in everyday life. Teaching rights and responsibilities in educational institutions should include practical tasks that contribute to the development of critical thinking and the ability to analyze situations from the point of view of legislation[1]. Legal education also contributes to the formation of citizenship values. Students learn to value democratic principles, respect the rights and opinions of other citizens, and realize their role in society. This is an important element in the formation of an active civic position. Mastering the legal aspects of citizenship should focus not only on theoretical

knowledge, but also on the practical implementation of this knowledge in public life. School projects, educational practices, discussion of topical legal issues within the framework of the educational process — all this creates a basis for active participation of citizens in the formation of the legislative framework and social norms.

Legal education should also include preparing citizens to participate in the legal system. This includes training in the rules of legal procedure, the basics of law and order, as well as explaining the processes of participation in public events, elections and other forms of civic engagement. In modern society, where dynamic changes in the political, social and economic spheres occur on an ongoing basis, the formation of responsible citizenship becomes a key aspect. One of the effective tools to achieve this goal is legal education. Legal literacy and understanding of the basic principles of legality play a crucial role in shaping active, responsible civic behavior.

Education from the earliest stages should include components aimed at forming citizens' understanding of the foundations of the legal system and their place in this system. This is not only teaching the basics of law, but also fostering respect for the law, a culture of law and order and an informed approach to one's duties. It is important to understand that legal education is not limited to school curricula. It also includes extracurricular activities, adult education

programs, seminars and trainings[2]. The more fully and systematically the legal aspect is covered in educational programs, the more ready people become for civil responsibility.

Legal education is aimed not only at the transfer of knowledge about the laws, but also at the formation of a legal culture. This includes the ability to respond adequately to changes in legislation, understanding their rights and responsibilities, as well as respect for the rights of other citizens. A competent citizen is able not only to protect his interests, but also to respect the interests of others. Legal education stimulates the active participation of citizens in public life. It provides tools for people to consciously influence the processes taking place in the country. Having knowledge of the laws and mechanisms of law and order allows citizens to effectively use their rights and obligations, as well as effectively interact with government agencies.

Legal education is a powerful tool in crime prevention. It contributes to the formation of a conscious attitude to the rule of law, which means that it reduces the likelihood of committing illegal actions. A citizen who is aware of the consequences of his actions from the point of view of the law becomes a more responsible participant in society. The role of legal education in the formation of responsible citizenship is difficult to overestimate[3]. This is not just the transfer of factual knowledge about the laws, but also the education of a conscious, active citizen. Given the rapid pace of

change in modern society, legal education is becoming a key factor in ensuring the sustainability and development of civil society. Investments in the formation of legal literacy today are investments in a responsible, stable future of society.

In the modern world, against the background of rapid technological development and social changes, the relevance of issues of responsible citizenship is becoming more and more obvious. In this context, legal education plays a key role, which is the foundation for the formation of responsible behavior of citizens in society.

Definition of responsible citizenship

Responsible citizenship presupposes active participation of citizens in the life of society with awareness of their rights and responsibilities[4]. This is not only compliance with laws, but also active participation in solving social problems, promoting sustainable development of society and respect for the rights and freedoms of others.

The role of legal education

Legal education is an important tool that forms the foundations of civic culture and reflects the norms, values and principles of the rule of law. Its role in the formation of responsible citizenship lies in several aspects.

1. Mastering the basics of law. Legal education allows citizens to learn their rights and responsibilities. Mastering the basics of law forms their understanding of how to act in various situations and what consequences may arise if laws are violated.

2. Formation of a legal culture. The legal culture includes respect for the laws, willingness to comply with them and participate in their formation. Legal education contributes to the formation of citizens' conscious attitude to legal norms and their internal assimilation.

3. The development of critical thinking. Legal education promotes the development of critical thinking, which allows citizens to analyze laws, develop their opinions on legal issues and make informed decisions.

4. Education of civic responsibility. Legal education is aimed at the formation of civic responsibility, including participation in public life, the struggle for rights and freedoms, as well as the willingness to take responsibility for their actions.

Implementation in educational programs

The realization of the role of legal education in the formation of responsible citizenship requires the introduction of appropriate elements into educational programs. This can be achieved through the integration of legal disciplines into the educational

process, the organization of legal conferences, seminars and practical classes[5]. The training should not only provide theoretical knowledge, but also focus on practical skills, such as the ability to defend one's position in a reasoned manner, participate in debates and public events. In the modern world, where dynamic socio-cultural changes require active participation of citizens in public life, the most important component of the formation of active and responsible citizenship is legal education. Understanding laws, rights and responsibilities, as well as the ability to apply them in practice, play a key role in the formation of citizens who are able to make informed decisions and contribute to the development of society.

Legal education begins with mastering the basics of law, which includes knowledge of constitutional principles, civil and criminal codes. This provides citizens with a clear understanding of their rights and responsibilities, as well as builds respect for the law[6]. Students who have received appropriate education are more likely to be guided by legal norms in their daily lives, developing responsible behavior. Legal education contributes to the formation of a high legal culture of citizenship, which, in turn, is the basis for civic engagement. People who understand and respect the laws are more likely to participate in public life, interact with government agencies and participate in various initiatives. Legal education stimulates civic

activism, creating conditions for the formation of responsible public leaders.

Legal education also develops legal literacy skills, which provides citizens with the opportunity to effectively defend their rights and freedoms. Knowledge of the mechanisms of the legal system and the ability to use them to their advantage contribute to the creation of a just society where every citizen is aware of his role and value. Legal education also provides a platform for discussing ethical issues and forming a responsible attitude towards one's actions. It is important that citizens are aware not only of their rights, but also of their responsibility to society. Teaching ethics and morality in the context of legal education contributes to the formation of citizens who can make decisions focused on the benefit of society and based on the principles of justice. Citizens with legal education are able to participate more effectively in legal reform processes[7]. They can actively propose changes to legislation, justify their positions and influence the formation of laws. Such participation in public life contributes to the development of democracy and creates conditions for building a State governed by the rule of law.

Legal education plays a crucial role in familiarizing citizens with the basics of the legal system. This includes knowledge of the basic rights and obligations, the principles of functioning of the rule of law, the structure and law enforcement agencies. Citizens with

such knowledge can make informed decisions, comply with laws and interact in society in accordance with the norms of law and order.

Legal education contributes to the development of citizens' legal thinking and critical perception of laws and regulations. This is important for the formation of the ability to analyze, evaluate and criticize existing legal norms. Citizens trained in legal thinking become more informed and able to actively participate in shaping and changing laws for the benefit of society. Legal education is aimed at educating citizens who strive to comply with the law not only out of fear of punishment, but also out of an understanding of justice and the public good. This aspect creates responsibility not only to oneself, but also to society as a whole. Legally educated citizens are able to perceive the rule of law as a guarantor of stability and justice in society.

Legal education also promotes the active participation of citizens in public life. Having an understanding of their rights and responsibilities, people can more effectively participate in public dialogue, protect their interests and contribute to the formation of public policy. Legal education plays a key role in overcoming legal nihilism, when citizens do not attach due importance to the observance of laws. Educated citizens are aware of the importance of law and order for social stability and well-being, which contributes to the formation of a responsible attitude to the law.

Thus, legal education plays an integral role in the formation of responsible citizenship. It creates the basis for a legal culture, civic engagement, ethical behavior, and the protection of rights and freedoms. The development of such skills and knowledge among citizens contributes to the construction of a just and developed society, where each member of society is aware of his role and responsibility.

CONCLUSION

In conclusion. Legal education plays a key role in the formation of responsible citizenship, providing the necessary knowledge, skills and value orientations. Support from the State, educational institutions and the public in the development of legal education contributes to the creation of an active civil society capable of effectively coping with the challenges of the modern world. The role of legal education in the formation of responsible citizenship is difficult to overestimate. It not only conveys knowledge about the laws, but also contributes to the development of culture, values and activity of citizens. A responsible citizen is formed in the learning process, acquiring the necessary skills and understanding of his role in society. Therefore, investing in legal education becomes a strategic step in building a strong and responsible civil society.

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THE ESSENCE OF THE CONNECTION BETWEEN SOCIAL INNOVATION AND INNOVATION IN OTHER FIELDS

Submission Date: December 17, 2023, Accepted Date: December 22, 2023,

Published Date: December 27, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-51>

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ABSTRACT

The article explores the relationship of social innovations with innovations in various fields, revealing their interaction and influence on each other. The author analyzes the essence of social innovations, considering their role in public space and their impact on improving the quality of life. Special attention is paid to the interaction of social innovations with technological, economic and cultural innovations. The article offers a systematic approach to understanding innovations, considering them as interrelated elements contributing to social development. As a result of the research, the mechanisms of the influence of social innovations on innovations in other areas, as well as the reverse effect, are revealed. It is noted that the synergy between different types of innovations can accelerate the pace of social progress and contribute to the sustainable development of society. The conclusions and recommendations presented in the article can be useful for researchers, practitioners and decision makers seeking to understand and maximize the impact of social innovation in the context of social development and creating an enabling environment for innovation in various fields.

KEYWORDS

Social innovations, innovations in society, interrelation of social and technical innovations, integration of social and economic changes, transdisciplinary approach to innovation, impact of social innovations on the development of society, interaction of social and cultural changes, the role of education in the formation of social innovations, mixed

models of innovation, problems and challenges of social innovation, network structures and social change, the effectiveness of social innovation.

INTRODUCTION

Modern society is facing a number of challenges that require innovative approaches to solve them. One of the key areas is the sphere of social innovations aimed at improving the quality of life, solving social problems and promoting sustainable development. In this context, it is important to consider the relationship of social innovations with innovations in other areas and identify how their interaction can contribute to social progress. Social innovations are innovative approaches to solving social problems aimed at improving the quality of life, equality, sustainability and other aspects of social well-being. These innovations cover a wide range of fields such as healthcare, education, technology, art and culture.

Technological innovations have a significant impact on social change[1]. The use of new technologies can improve access to education, health care and other social resources. Communication methods, digital platforms and analytics technologies can significantly improve the effectiveness of social programs and projects. Social innovations also have an impact on the economy. For example, social entrepreneurship support programs and new business models focused on social responsibility can contribute to sustainable economic development and reduce social inequalities.

Education plays an important role in shaping social innovation. The development of new learning methods, including online platforms and learning technologies, can improve access to knowledge and raise educational standards, which in turn contributes to social development.

Cultural and artificial innovations can have a significant impact on public consciousness. Projects in the field of art, media and culture can be a means of creating new values, supporting dialogue and drawing attention to social issues. Modern society faces many challenges that require new and effective solutions. In response to these challenges, the concept of innovation is becoming increasingly important. At the same time, it is important to understand that innovations are not limited to technical innovations in the field of technology; they also penetrate social structures, creating a link between social innovation and innovation in other fields.

Social innovations are changes aimed at improving the quality of life and solving social problems[2]. These changes relate not only to technology, but also to organizational structures, education, healthcare and other areas. The essence of social innovation is to effectively cope with the challenges facing society.

Technical and scientific innovations often serve as a source of inspiration for social change. The use of new technologies can significantly improve working conditions, education, and increase the availability of medical services. In addition, social innovations can inspire technical changes, for example, the creation of technologies that solve social problems.

The fields of education and culture are also closely linked to social innovation. New teaching methods, pedagogical practices, as well as cultural research can contribute to the formation of a more open and inclusive society. Business models based on the principles of sustainable development and social responsibility are also a form of social innovation. They demonstrate how businesses can be a driving force for social change and interact with other areas such as technology to create integrated solutions. The state plays a key role in creating a favorable environment for social innovation. Supporting and stimulating initiatives aimed at solving social problems helps to create a relationship between social and other types of innovation.

Drawing attention to successful projects and considering them in the context of cooperation with other areas of innovation can stimulate the development of new ideas. Examples include projects aimed at combating inequality, improving health care, and creating environmentally sustainable initiatives[3]. In today's world, where dynamic changes have

become the norm, innovation is becoming a key factor shaping social development. Among them, social innovations aimed at solving social problems and improving the quality of life stand out. An interesting phenomenon is that the connection between social innovation and innovation in other fields is not accidental; it is an interaction that can lead to explosive development of society.

Technological innovations play an important role in improving living conditions and solving social problems. However, often the success of such innovations depends on their social nature and implementation into society. For example, the introduction of digital technologies in education or healthcare contributes to the creation of more accessible and effective services for the general population. Social innovation can become a driving force for other areas, such as the economy. The creation of new social enterprises and business models focused on solving social problems stimulates economic growth and job creation[4]. This highlights the importance of the interaction between social and business innovation.

Today, environmental and social issues have become interrelated, and their solution requires an integrated approach. Innovations in the field of ecology, such as renewable energy or sustainable development technologies, are closely related to social innovations. Involving communities in the decision-making process

and taking into account their interests contributes to the creation of a sustainable society. Modern education is facing the challenges of a changing world. Innovations in the educational field, such as the transition to flexible learning formats and an emphasis on the development of social competencies, support the formation of a society capable of adapting quickly to changes. The introduction of innovations into the public administration system contributes to improving the efficiency of service provision and improving the interaction of citizens with the state. Social innovations, for example, in the field of citizen participation, can become a key element of management focused on solving the pressing problems of society.

In general, the link between social innovation and innovation in other areas is an important area for social development. The interaction between technological, economic, environmental, educational and government innovations can create synergies that contribute to the creation of a sustainable and prosperous society[5]. Social innovations are inevitably interconnected with innovations in other fields. The interaction of these types of innovations can lead to comprehensive solutions that contribute to the sustainable development of society. Understanding the essence of the connection between social innovation and innovation in technology, business, education and culture opens up new prospects for

developing comprehensive strategies to address modern challenges.

Modern society is in a constant state of change. In the context of rapid technological development and changing socio-cultural trends, it is becoming increasingly important to consider innovations not only in the technical field, but also in the social one[6]. The essence of the connection between social innovations and innovations in other fields not only focuses on the social aspects of society's development, but also allows you to create sustainable, integrated solutions that take into account the interests of various spheres and groups of the population. Social innovations are changes in social structure, organization, or practice aimed at improving the quality of life and solving social problems. These changes may relate to lifestyle, education, healthcare, labor relations, and other areas. Mainly, social innovation seeks to create a more equitable and sustainable society.

Technical and economic innovations are inextricably linked to social change. For example, the introduction of new technologies can affect the labor market, create new types of jobs or, conversely, eliminate old ones. Economic changes, such as the development of new industries or changes in economic policy, can have significant social consequences[7]. At the same time, social innovations can influence technological and economic progress. An example is the introduction of

educational programs aimed at training specialists in new fields, which stimulates technological progress.

With increasing awareness of environmental issues, it is becoming clear that social innovation carries the potential for sustainable development. Waste and energy consumption, for example, are important aspects that require attention and change. Innovations in energy conservation, sustainable construction and the use of alternative energy sources are directly related to social change and quality of life. Healthcare is another key area where social and technical innovations are intertwined[8]. The introduction of new medical technologies, the improvement of the medical care system, the creation of disease prevention programs — all these changes directly affect the quality of health and social well-being of society.

CONCLUSION

The interrelation of social innovations with innovations in the technical, economic, environmental and health spheres demonstrates the need for an integrated approach to the development of society. Modern challenges require not only technical solutions, but also social innovations that can balance interests and ensure sustainability in various spheres of life. It is in the integration of various types of innovations that lies the key to building a harmonious and efficient society capable of adapting to an ever-changing world. The

connection of social innovations with innovations in other fields underlines the importance of an integrated and interrelated approach to solving modern challenges. The convergence of technology, economics, education, culture and art in the context of social innovation opens up new prospects for achieving social progress and sustainable development. Effective interaction between these spheres can create a favorable environment for solving complex problems and forming a prosperous society.

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THE EVOLUTION OF THE CONCEPT OF ACADEMIC FREEDOM IN HIGHER EDUCATION INSTITUTIONS

Submission Date: December 17, 2023, Accepted Date: December 22, 2023,

Published Date: December 27, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-52>

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ABSTRACT

The article examines the dynamics and evolution of the concept of academic freedom in higher education institutions throughout the historical period. The study covers the main stages of the formation of this principle, starting from its origin and development in the context of the history of higher education. The author analyzes the impact of socio-cultural and political changes on the perception and application of academic freedom, as well as its role in the formation of educational standards and values. The article also examines the challenges faced by the concept of academic freedom in the modern educational context and possible ways to improve it. The results obtained contribute to a deeper understanding of the evolution of academic freedom and its role in modern higher education.

KEYWORDS

Academic freedom, Higher education institutions, Evolution of the concept, Student rights, Academic standards, Freedom of research, Academic ethics, University autonomy, Intellectual freedom, Restrictions on academic freedom, The role of education in society, Student government.

INTRODUCTION

Academic freedom is one of the fundamental concepts in higher education, ensuring freedom of thought,

research and learning. This concept has ancient roots, but its interpretation and perception have evolved in

accordance with changing socio-cultural and technological realities. In this article, we will look at the key stages in the evolution of the concept of academic freedom in higher education institutions. In ancient times and the Middle Ages, scientists and students were strongly influenced by church and government structures[1]. However, already in antiquity, the first signs of academic freedom appeared, manifested in the freedom of research and discussion in academic communities.

During the Renaissance and the Enlightenment, academic freedom became the bearer of the idea of freedom of thought. Universities arose where scientists and students could freely discuss ideas, conduct experiments and express criticism[2]. This time became the starting point for the formation of a modern understanding of academic freedom. Academic freedom is a fundamental principle underlying higher education. Over time, this concept has evolved, reflecting changes in society, science and education. In this article, we will consider the origins and development of the concept of academic freedom in higher education institutions.

Academic freedom has its roots in medieval universities, where teachers and students enjoyed a certain degree of independence in teaching and research. However, throughout history, this concept has undergone challenges and changes. In the age of Enlightenment, academic freedom became a symbol of

the struggle for freedom of thought and expression. The ideas of freedom in higher education were reflected in the works of philosophers and public figures of that time[3]. This influence shaped the principles that laid the foundations for the future development of the concept of academic freedom.

In the 20th century, the concept of academic freedom faced challenges such as political regimes, censorship, and sociocultural changes. Higher education institutions faced the need to protect their autonomy and the right to freely exchange ideas. Various international documents and organizations have begun to actively support the principles of academic freedom. In the modern world, academic freedom is facing new challenges. Globalization, the digital revolution and sociocultural changes present new aspects that need to be taken into account. The issues of digital ethics, accessibility of knowledge and open exchange of information are becoming key in the context of academic freedom. Taking into account modern challenges, academic freedom will continue to evolve. It is necessary to find a balance between freedom of expression and responsibility, as well as adapt to the new realities of the educational environment.

Academic freedom is a fundamental principle of higher education, embodying the independence of intellectual research and learning from external influences[4]. This concept primarily protects the right

of scientists and students to freely express ideas, explore innovative approaches and teach based on critical thinking. However, the evolution of this concept in higher education institutions is exposed to various socio-cultural, technological and political changes, forming new challenges and prospects.

The beginning of the concept of academic freedom can be traced back to medieval universities, where teachers and students had considerable autonomy in their activities. However, historical contexts such as the Inquisition restricted freedom of expression. Over time, academic freedom has become an important principle of modern higher education, which is reflected in various international and national declarations of human rights. The development of technology has brought new aspects to academic freedom[5]. The Internet and social media provide platforms for the global exchange of knowledge, but they also raise questions about digital privacy and security. Technological innovations also create new opportunities for distance learning, which can affect traditional structures of academic freedom.

Changing sociocultural values can affect the perception of academic freedom. The growing interest in the issues of voice diversification and inclusion is leading to a discussion of how widely freedom of expression should be extended in the academic community. This calls for a balance between freedom

of speech and the duty to prevent discrimination and hatred.

Academic freedom is also affected by political processes. In some countries, restrictions on the freedom of research and learning may be imposed in order to maintain political stability or deter certain ideas. This creates tension between the need to preserve the independence of educational institutions and the demands of the political authorities. Modern challenges and changes can serve as an incentive to update and strengthen the concept of academic freedom[6]. The discussion of the boundaries of this freedom and its interaction with other social values will continue. It is important to maintain a dialogue between scientists, students, the public and policy makers to develop balanced and effective approaches to academic freedom.

The concept of academic freedom is a fundamental principle of higher education institutions. It provides students and faculty with the freedom to explore, express, and learn without interference from outside forces. This concept has a long history, the evolution of which reflects changes in society, politics and culture. In this article, we will consider the stages of development of the concept of academic freedom from its inception to the present[7]. The idea of academic freedom has its roots in medieval universities, where scientists were free in their research and teaching. However, the formal concept of

academic freedom began to take shape in the 19th century, when universities in the United States and Europe faced challenges from censorship and interference in the educational process.

In the 20th century, the concept of academic freedom became more systematic and widespread. The formation of academic associations and the establishment of principles protecting freedom of research and learning have contributed to its strengthening. However, during periods of war and political crises, academic freedom faced challenges from the authorities. In the modern world, the concept of academic freedom is facing new challenges. Technological changes, the spread of social networks and globalization are making their own adjustments to the nature of communication in universities. As a result, issues of digital ethics, data protection and freedom of speech are becoming an integral part of discussions in educational institutions.

Today, academic freedom remains a key element of educational processes. However, it requires constant updating and adaptation to modern challenges. The influence of corporate interests, political pressures and cultural changes present new challenges to maintain the integrity of this concept. The evolution of the concept of academic freedom reflects the dynamics of social and cultural changes[8]. Today's universities are facing new challenges, and preserving academic freedom requires the joint efforts of students, faculty,

scientists and society as a whole. It is important to maintain a balance between freedom and responsibility in order to ensure a dynamic and progressive education for future generations.

Academic freedom is a concept that plays a key role in providing higher education with freedom of thought, research and learning. This concept has undergone significant changes over the centuries, reflecting sociocultural changes and changes in ideas about freedom and education. In this article, we will look at the evolution of the concept of academic freedom in higher education institutions[9]. Academic freedom has its roots in medieval universities, where teachers and students were able to discuss and analyze ideas without interference from church or state. However, over time, this freedom has been threatened by censorship and religious dogmas.

In the Renaissance and Enlightenment, academic freedom became a symbol of opposition to dogmas and despotism. Universities became centers of free exchange of ideas, which contributed to scientific and cultural achievements. However, even in these periods, freedom was not unconditional, ideas were still criticized and censored. At the end of the 19th century and the beginning of the 20th century, academic freedom faced new challenges. The pursuit of political correctness, nationalism and ideologies led to restrictions on the freedom of research. In some

cases, scientists and students have been persecuted for their beliefs.

The post-war era and the Cold War also had an impact on the academic environment. In regimes that suppressed political freedom, scientists and students faced pressure and censorship. At the same time, in Western countries, scientists sought to maintain neutrality and independence from politics. In the modern world, academic freedom remains relevant despite new challenges. Complex issues such as freedom of expression, research ethics, and university diversification require new approaches to understanding and ensuring academic freedom. With the development of globalization and technology, the impact on the academic environment is becoming more complex. Questions arise about the availability of knowledge, digital security, and responsibility for information that is distributed in an online environment.

The evolution of the concept of academic freedom is a reflection of the dynamism of society and its values. The preservation and improvement of academic freedom requires attention to socio-cultural changes, support for dialogue and the search for a balance between freedom and responsibility. Time will tell what challenges and prospects await academic freedom in the future.

CONCLUSION

The evolution of the concept of academic freedom is a reflection of the changing world and requires the attention and active participation of all participants in the educational process. Maintaining this freedom in the face of modern challenges becomes not only a matter of preserving traditions, but also a desire to create a dynamic and open environment for the development of knowledge and ideas. The evolution of the concept of academic freedom reflects the dynamics of society and changes in education. This process highlights the importance of preserving the principles of freedom of thought and research in higher education in order to ensure intellectual diversity and progress in society. Academic freedom remains an integral part of the educational system, requiring constant updating and protection.

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THE PHILOSOPHY OF FREEDOM AND RESPONSIBILITY IN THE CONTEXT OF YOUTH'S CHOICE OF ATTITUDE TO DRUGS

Submission Date: December 17, 2023, Accepted Date: December 22, 2023,

Published Date: December 27, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-53>

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ABSTRACT

The article explores the philosophical aspects of youth's perception of freedom and responsibility in the context of drug use. The authors analyze the philosophical concepts of freedom and consider them in the light of the modern challenges faced by young people in the field of drugs. The article offers a reflection on how philosophical principles can influence individual decisions of young people regarding drug use and what social and cultural factors shape their views. Ultimately, the article aims to enrich the discussion on the importance of understanding the philosophical aspects of freedom and responsibility when analyzing youth's drug choices, as well as to suggest possible ways to develop philosophically sound strategies in the field of prevention and recovery.

KEYWORDS

philosophy of freedom, philosophy of responsibility, youth and choice, drugs and their influence, ethics of drug use, personal freedom and social responsibility, environmental influence on youth decisions, drug education and awareness, strategies for the prevention of drug addiction among young people, the role of the state in regulating drug use.

INTRODUCTION

In modern society, young people face many choices that shape their worldview and outlook on life. One of such serious choices is the attitude towards drugs. This question not only reflects personal preferences, but also touches on fundamental aspects of the philosophy of freedom and responsibility. The philosophy of freedom assumes that everyone has the right to make their own decisions and choices. In the context of drug attitudes, freedom manifests itself in the individual's right to decide whether to participate in the use of a substance or abstain from it[1]. However, there is a question about the limits of freedom, especially when it comes to substances that can have an impact on health and public order.

Freedom carries a responsibility. In the context of choosing an attitude to drugs, young people are faced with the issue of personal responsibility for their actions. The decision to take or give up drugs has consequences for health, social relationships and professional life. How do young people balance freedom of choice with responsibility to themselves and society? Attitudes towards drugs also depend on the social context and environmental influences[2]. The opinions of friends, family, educational institutions and the media can have a decisive impact on the decision of young people. Modern society is faced with a number of difficult issues, including the drug problem. Young people, as a key element of society, face the challenge of defining their attitude to drugs in

the context of the philosophy of freedom and responsibility. This article offers an examination of the problem through the prism of philosophical concepts, emphasizing the importance of individual choice and appropriate responsibility.

The philosophy of freedom emphasizes the importance of individual choice. Young people are faced with many opportunities and solutions, and in this context, freedom provides an opportunity to independently determine their values and priorities. However, with this freedom comes responsibility for the consequences of one's decisions. Choosing an attitude to drugs has not only personal, but also social consequences. Young people should be aware of their responsibility to society, taking into account the impact of their decisions on others. The philosophy of responsibility presupposes meaningful and grounded behavior that takes into account social norms and values. The formation of a conscious attitude towards drugs requires education and education. Society and the State can help create conditions for teaching young people to make informed decisions and develop critical thinking[3]. Effective educational work can help young people realize the consequences of their actions and choose a path consistent with the philosophy of freedom and responsibility.

Creating conditions to support young people in their pursuit of a healthy lifestyle is also an integral part of solving the problem. Providing access to resources,

psychological help and communities with like-minded people can contribute to the formation of persistent drug withdrawal[4]. Today's youth face many challenges and opportunities, among which a special place is occupied by the choice of attitude to drugs. This theme permeates society in various aspects, ranging from medical and social problems to philosophical reflections on freedom and responsibility. The philosophy of freedom plays a key role in understanding the choices of young people in relation to drugs. Freedom in decision—making is not only a right, but also the burden of responsibility for the consequences of one's actions. Such freedom can serve as an incentive for self-knowledge and personal growth, but at the same time requires a balanced and conscious approach.

Choosing an attitude to drugs is responsible not only to oneself, but also to society. The philosophy of freedom in this context implies compliance with rules and laws, respect for the interests of other people and concern for society as a whole. This is an important reminder that individual freedom should not disrupt harmony in society. The environment, cultural stereotypes and peer influence have a significant impact on youth drug choices. The philosophy of freedom emphasizes the need to master critical thinking skills so that young people can consciously resist negative influences and make their own decisions.

The philosophy of freedom and responsibility requires the creation of educational programs aimed at developing a conscious and informed approach to drug issues. Education should become a tool for developing critical thinking that can help young people make decisions based on knowledge and understanding[5]. The philosophy of freedom and responsibility in the context of youth's choice in relation to drugs emphasizes the importance of a balance between freedom of personal choice and responsibility to society. This balance can contribute to the development of independent, responsible individuals who are able to make informed decisions and contribute to the creation of a healthy society.

Today's youth face many challenges and choices, including in the context of the use of narcotic substances. In this article, we will look at a philosophical approach to freedom and responsibility, analyzing how these principles can influence young people's decisions regarding drug use. Freedom is one of the fundamental concepts in philosophy. It presupposes the individual's ability to make his own decisions and act in accordance with his beliefs. In the context of choosing an attitude towards drugs, freedom implies the right of every person to decide whether to participate in such activities. Freedom, however, does not mean irresponsibility. The philosophy of responsibility says that freedom carries with it the obligation to accept the consequences of

one's decisions. In the case of drug use, this means awareness of possible risks and willingness to accept them.

Young people often face pressure from society, peer influence, explore their identity and try new forms of self-expression. During this period, young people are often faced with a decision related to drug use[6]. It is important to emphasize that freedom of choice carries with it the responsibility to take care of oneself and others. In the light of the philosophy of freedom and responsibility, young people should be aware of their motivations and psychological aspects that influence the decision to use drugs. Thinking about your own values, taking care of your health, and understanding the social consequences will help you make a more informed decision. Education plays a key role in shaping the understanding of freedom and responsibility. Schools and universities should provide young people with information about the consequences of drug use and develop critical thinking to make informed decisions.

Society, in turn, must create conditions conducive to the inclusion of young people in constructive activities that support their desire for self-realization and self-expression, which can reduce the attractiveness of drugs.

In modern society, issues of freedom and responsibility occupy a central place in discussions about youth

culture. Special attention is paid to the choices that young people make regarding drug use. The philosophy of freedom and responsibility is becoming a key aspect of understanding why some young people choose the path of drug addiction, while others decide to give it up. The philosophy of freedom assumes that every individual has the right to make decisions about his life, including the choice of drug use. This right to freedom is one of the basic principles of democratic societies. Young people, who are often in search of their identity and self-expression, may see drug use as a way to free themselves from social restrictions and norms.

However, the philosophy of freedom must be accompanied by an understanding of responsibility towards society and oneself. The question is how young people can combine their freedom of choice with conscious responsibility. This includes awareness of the possible consequences of drug use not only for yourself, but also for others[7]. The sociocultural context has a significant impact on the perception of freedom and responsibility by young people. Social norms, stereotypes and structures can shape the understanding of what is considered acceptable or unacceptable in relation to drug use. The philosophy of freedom must be balanced with an awareness of social limitations and responsibility to society. The formation of a healthy and conscious attitude towards drugs begins with education and prevention. Young people

should be informed about the consequences of drug use, as well as about their rights and responsibilities. An effective education and prevention system can help young people make more informed decisions and develop critical thinking.

The philosophy of freedom and responsibility in the context of youth's choice of attitude to drugs requires a balance between the right to freedom and conscious responsibility. This is not only a matter of individual choice, but also the influence of the socio-cultural environment and education. Society must create conditions in which young people can develop freely, but at the same time be aware of their responsibility to themselves and society.

CONCLUSION

The philosophy of freedom and responsibility provides youth with a framework for thinking about the choice of attitude to drugs. Developing a conscious and responsible approach to this problem will help young people not only in personal growth, but also in creating a healthy and responsible society. In the context of choosing an attitude to drugs, the philosophy of freedom and responsibility emphasizes the importance of a conscious and deliberate approach. Young people, having freedom of choice, are also responsible for their actions and their consequences. Education and society play an essential role in making informed decisions,

contributing to the development of a mature and responsible personality.

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INTEGRATION OF VIRTUAL AND DISTANCE LEARNING FOR THE DEVELOPMENT OF STUDENTS' COMPETENCIES

Submission Date: December 17, 2023, Accepted Date: December 22, 2023,

Published Date: December 27, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-54>

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ABSTRACT

The article explores current trends in the field of education, focusing on the effectiveness of integrating virtual and distance learning methods in order to develop students' key competencies. The authors consider the advantages of using technology in the educational process, such as accessibility, flexibility and individualization of learning. The article emphasizes the importance of adapting educational programs to the requirements of the modern labor market and the need for students to develop skills appropriate to a dynamic information society. The practical aspects of integrating virtual platforms and online courses into the learning process are highlighted, as well as recommendations for optimizing this process to maximize the effectiveness of learning and student development. The article discusses the research results confirming the positive impact of the integration of virtual and distance learning on the formation of students' competencies, which makes it relevant for educational practitioners, researchers and heads of educational institutions.

KEYWORDS

Virtual learning, distance learning, integration of technologies into education, development of students' competencies, electronic educational resources, online learning platforms, modern teaching methods, technologies in education, adaptive learning, roller conferences and webinars, virtual classrooms and laboratories, educational applications.

INTRODUCTION

In the modern world of education, we are faced with a growing need for effective teaching methods that can adapt to the rapidly changing demands of society. In the digital age, virtual and distance learning are becoming key tools for developing students' competencies. In this article, we will consider the advantages and challenges associated with the integration of these teaching methods in order to maximize the development of necessary skills and knowledge among students. Virtual learning allows students to study at a convenient time for them, providing flexibility in the schedule and taking into account individual characteristics[1]. Distance technologies also break down geographical barriers, making education accessible to students from different regions and countries.

The integration of virtual platforms and distance learning technologies allows you to create interactive courses that promote active student engagement. This includes the use of virtual labs, online collaborations, educational games, and other innovative methods to facilitate learning. Artificial intelligence systems and adaptive technologies allow you to create personalized educational plans. This allows students to study according to their pace, level of training and preferences, which maximizes the effectiveness of learning. The use of virtual and remote technologies contributes to the formation of digital competencies,

including skills in working with online tools, cloud technologies and software[2]. These skills are becoming increasingly important in today's information society.

Despite the many advantages, the integration of virtual and distance learning also faces challenges, such as the need to provide quality assessment, support students at a distance and ensure data security. The future of education is seen in the further integration of virtual and distance learning methods with traditional forms of education, creating comprehensive educational programs that promote the comprehensive development of students. Modern education is in a state of constant change, and one of the key directions of its development is the integration of virtual and distance learning. This strategy not only actualizes the educational process, but also contributes to the effective development of students' competencies. In this article, we will consider how the combination of virtual and distance learning methods contributes to the formation of key skills among students.

Before diving deeper into the integration of virtual and distance learning, it is worth understanding the essence of competencies in education[3]. Competencies are not just knowledge, but also the skills, abilities, and abilities necessary for successful activity in a certain field. Modern labor market

requirements emphasize soft skills such as communication, critical thinking, collaboration, etc. Virtual learning provides unique opportunities for developing competencies. Interactive online courses and simulations create a real-life context, allowing students to apply their knowledge in practical scenarios. Virtual laboratories, training environments and virtual projects contribute to the formation of technical and creative skills.

Distance learning, in turn, provides flexibility in learning. Students have the opportunity to study materials at their convenience, which is especially important for those who combine study with work or other responsibilities[4]. Flexible working hours also contribute to the development of independence and time management, which is an important competence in the modern world. The integration of virtual and distance learning creates synergy, increasing the effectiveness of the educational process. Virtual tools can be integrated into distance learning courses, providing students with access to modern technologies and resources. At the same time, distance learning can be incorporated into virtual courses to provide more flexible and accessible learning.

However, despite the many advantages, the integration of virtual and distance learning also faces challenges. The need for an effective assessment system, support for technically competent teachers,

and ensuring a high level of student engagement - all these aspects require careful implementation.

In the modern educational world, virtual and distance learning are becoming increasingly important components of educational programs[5]. These forms of learning provide students with flexibility, accessibility and new opportunities for developing competencies. However, in order to maximize the potential of both models, it is important to integrate them. In this article, we will look at the advantages and challenges facing the integration of virtual and distance learning, as well as explore ways to develop students' competencies in this context.

Advantages of integrating virtual and distance learning

1. **Flexibility and Accessibility:** Integration allows students to study at a time and place convenient for them, which is especially important for those who combine study with work or other responsibilities. This helps to expand access to education.
2. **Interactivity and Personalization:** Virtual platforms provide opportunities to create interactive learning environments, and algorithms can adapt to the individual needs of the student, which contributes to more effective learning of the material.
3. **Development of Digital Competencies:** The integration of virtual and distance learning provides

students with the experience of using the latest technologies, which is an important element in the formation of digital competencies needed in the modern world.

Integration challenges

1. Technical Problems: Uneven access to high-speed internet and technical facilities can create barriers for some students, making their learning experience more difficult.
2. Social Isolation: The lack of physical interaction can lead to social isolation of students. It is important to create virtual educational environments that encourage the exchange of ideas and collaboration.
3. The Need for New Teacher Skills: The integration of new technologies requires teachers to teach new skills. Teacher training and support in the integration process play a key role.

Ways To Develop Students' Competencies

1. Active Interaction: Encouraging active student participation in virtual classrooms through discussions, group projects and other forms of interaction.
2. Independent Learning: Support the development of students' independence and responsibility for their educational process through access to resources, independent assignments and regular feedback.

3. Development of Communication Skills: The virtual environment requires the development of online communication skills. Learning effective communication in the virtual space contributes to the development of key competencies. The integration of virtual and distance learning is a promising approach to the development of students' competencies[6]. This requires not only technical and organizational changes, but also the provision of support and the development of appropriate skills for both students and teachers. Working in this direction can create an educational environment that combines the best aspects of virtual and traditional learning, contributing to the comprehensive development of students in the modern world.

In the modern world, technology plays a key role in education, opening up new perspectives and opportunities for students. The integration of virtual and distance learning has become an important step towards improving the educational process and developing students' competencies. In this article, we will look at how these two types of learning can interact to provide a more effective and modern education. Before talking about the integration of virtual and distance learning, it is important to understand which competencies are key for students in modern society. In addition to traditional knowledge, today's graduates must have communication skills, critical thinking, technical

literacy and the ability to adapt to change. Integrating technology into the learning process helps students develop these skills, making them more competitive in the job market.

Virtual learning opens up a world of new opportunities for students. It provides access to education anywhere and at any time, overcoming geographical and time constraints. Virtual classrooms, interactive lessons and online resources create an environment that encourages independent learning and development. Distance learning expands the boundaries of education by providing the opportunity to study from anywhere in the world[7]. This is especially important for students located in remote regions or facing physical limitations. Distance learning programs provide flexibility by allowing students to choose the pace of study and the appropriate schedule.

The power of integrating virtual and distance learning lies in their interaction. Virtual classrooms can be part of distance learning courses, giving students the opportunity to interact with teachers and peers in real time. Virtual reality and simulation technologies create immersive educational environments that develop practical skills. Despite the many advantages, the integration of virtual and distance learning also faces challenges. The need to ensure access to technology, support teachers and ensure quality control of learning requires careful implementation and management. The integration of virtual and distance learning

provides a unique opportunity for modern educational institutions to enrich the learning process, providing students with not only knowledge, but also the necessary competencies for a successful career. This strategic combination of traditional methods and the latest technologies creates an environment in which the learning process becomes effective, exciting and adapted to the challenges of modern society.

CONCLUSION

The integration of virtual and distance learning is an integral element of modern education. It not only provides flexibility and accessibility of learning, but also contributes to the development of competencies necessary for successful adaptation of students in a rapidly changing world. It is important to continue research and development of new methods in order to maximize the potential of digital technologies in the educational process. The integration of virtual and distance learning provides unique opportunities for the development of students' competencies in modern education. A variety of methods, interaction with technology, and learning flexibility create optimal conditions for preparing students for the challenges of the modern world. It is important to continue research and development in this area in order to maximize the potential of integrating virtual and distance learning in shaping future education.

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AXIOLOGICAL ASPECT OF EXTRACURRICULAR WORK AS A MEANS OF DEVELOPING RESPONSIBILITY

Submission Date: December 20, 2023, **Accepted Date:** December 25, 2023,

Published Date: December 30, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-55>

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ABSTRACT

The article "The axiological aspect of extracurricular work as a means of developing responsibility" examines the role and importance of axiological aspects in the process of extracurricular activities in the educational environment. The emphasis is on the influence of value orientations and moral principles on the formation of responsibility among students. The authors of the study offer an analysis of modern methods and approaches used to introduce axiological aspects into pedagogical practice, and also discuss the results of their impact on increasing the level of responsibility of schoolchildren. The article provides practical recommendations for teachers aimed at optimizing extracurricular activities, taking into account value aspects, in order to promote the formation of a responsible and harmoniously developing individual.

KEYWORDS

Axiology, extracurricular work, responsibility development, educational process, school pedagogy, value education, social responsibility, personal development, training and upbringing, methods and forms of work, pedagogical technologies, value orientations.

INTRODUCTION

Modern education calls not only for the transfer of knowledge, but also for the formation of values and personal development. One of the key areas in this process is extracurricular activities that contribute to the comprehensive development of students. However, it is important not only to broaden the horizons and skills of students, but also to introduce the axiological aspect into educational practice.

Axiology in Education

Axiology is the science of values and their system. In the context of education, axiology plays a key role in helping to shape the worldview and value orientations of students. The introduction of an axiological aspect into extracurricular activities enriches the learning process and creates conditions for the development of responsibility.

Responsibility is one of the fundamental values necessary for successful adaptation in modern society. Extracurricular activities promote responsibility by giving students the opportunity to make decisions, take responsibility for their actions and participate in community initiatives[1]. Various events aimed at discussing important socio-cultural and moral issues help students realize the values they acquire in the educational process. The implementation of projects focused on solving urgent problems contributes to the formation of responsibility towards society and stimulates the development of creativity.

An active discussion of current issues and issues helps students develop critical thinking and form their own values. The introduction of an axiological approach into extracurricular activities contributes not only to the development of responsibility, but also to the formation of stable moral principles. Students who have realized the value of responsible behavior are more ready for professional and social life. In modern education, special attention is paid to the formation of personal qualities of students, including responsibility. Teachers are increasingly paying attention to extracurricular activities as an effective means of influencing students' axiological orientations and developing their responsibility.

Axiology and its role in education

Axiology is a science that studies the system of values, principles and ideals that guide a person in life. In the context of education, the axiological approach acts as a key element in the formation of students' value attitude to the world around them.

Extracurricular activities and the formation of value orientations

Extracurricular activities provide unique opportunities to influence students' value orientations[2]. Regardless of the type of events – be it sports competitions, creative contests or social activities – each of them carries certain values. For example, participation in social projects and charity events can

form students' understanding of the importance of social responsibility. Sporting events can emphasize the importance of teamwork and fair competition. Thus, extracurricular activities become a kind of laboratory field for influencing students' value orientations.

Extracurricular activities include a variety of activities – from sports competitions to creative contests[3]. All these forms of activity are aimed not only at revealing the talents of students, but also at developing their personal qualities, including responsibility.

By participating in projects and activities outside the classroom, students are faced with the need for decision-making, coordination and teamwork. These experiences form a responsible attitude to their duties and demonstrate the importance of meeting deadlines and completing assigned tasks.

Development of responsibility through an axiological approach

The axiological approach in education is aimed at the formation of value orientations, which include responsibility. Responsibility in the school context is not limited to doing lessons and following the rules – it also includes understanding the importance of one's contribution to society, respect for others and for oneself.

Through the organization of extracurricular activities with an emphasis on value aspects, teachers can create an environment conducive to the development of responsibility. In the modern educational space, the attention of the educational process is not limited to the walls of the classroom. Extracurricular activities become an important element in the formation of a student's personality, which provides unique opportunities for the development of value orientations and responsibility[4]. One of the key aspects in this context is the axiological approach, which focuses on values and their role in personality formation.

Responsibility as a value

In the context of extracurricular activities, responsibility acts as one of the key values. The involvement of students in extracurricular activities, projects, and volunteer activities creates conditions for the conscious development of responsibility. Participation in the organization of events, planning their conduct, interaction with other participants – all these aspects of extracurricular activities stimulate students to actively participate and take responsibility for their actions.

Formation of value orientations

The axiological aspect of extracurricular activities not only contributes to the development of responsibility, but also forms the value orientations of students[5].

Joint projects, creative workshops, and social events allow students to broaden their horizons, discover new values, and learn to appreciate the diversity of worldviews.

Application of the axiological approach in the organization of extracurricular activities

1. Value projects: Creating projects aimed at developing students' value qualities. For example, projects on social adaptation, support for those in need, and environmental initiatives.

2. Mentoring program: The introduction of a mentoring system where older students can support and guide the younger ones in the formation of their values.

3. Volunteering: Organizing volunteer projects that allow students not only to show responsibility, but also to actively contribute to charity and public life.

4. Integration into the educational process: Active interaction of extracurricular activities with the educational process, creation of projects integrated into the curriculum and aimed at the formation of value competencies.

In modern education, the need to form not only knowledge, but also students' value orientations is actively discussed. Extracurricular activities play a key role in this process, becoming an effective means of developing responsibility. One of the important aspects of extracurricular work – axiological – is aimed

at forming a system of values and moral principles of students.

An axiological approach to extracurricular activities

The axiological approach in extracurricular activities implies the active introduction of value orientations into the planning and conduct of events. It involves taking into account moral norms and principles in the organization of activities, as well as in the evaluation of results[6]. The principle of responsibility in the axiological approach is presented as a value that stimulates students to conscious and responsible behavior. Extracurricular activities become an environment where students can master and consolidate this principle.

Effective methods of developing responsibility outside the classroom

1. Project activities: Giving students the opportunity to plan, implement and evaluate their projects develops independent work and decision-making skills.

2. Creative contests: Participation in creative contests implies not only the manifestation of creative potential, but also responsibility for the results of their work and the fulfillment of assigned tasks.

3. Volunteering: Participation in volunteer projects allows students to feel responsible to society and become active participants in social life.

Values in education and training

The educational process is not limited only to the transfer of factual information. An important component is the formation of a system of values that will guide students in their lives[7]. The axiological aspect in this context is related to the allocation of the basic values on which education and training are based.

Extracurricular activities provide unique opportunities to actively influence students' value orientations. Projects, events, volunteer activities — all this contributes to the education of responsibility as one of the key values.

Developing responsibility through extracurricular activities

Extracurricular activities give students the opportunity to face real situations that require responsible decision-making. The organization of projects, where each participant bears his share of responsibility, promotes the development of planning, coordination and independence skills.

Project activities at school aimed at solving urgent problems in society or the school community encourage students to act responsibly. They become part of a team where success depends on the interaction and contribution of each participant.

Fostering leadership and collective responsibility

Extracurricular activities are also an excellent tool for building student leadership skills. By leading projects or participating in the organization of events, they master leadership skills, and also realize that their actions affect the outcome of the entire group.

Collective responsibility, formed through extracurricular activities, teaches students respect for the opinions of others, the ability to listen and make common decisions. These skills become an important foundation for civic responsibility and active participation in public life.

The axiological aspect of extracurricular activities plays a significant role in shaping student responsibility. Values that are instilled through educational and educational processes outside of the classroom become an indispensable part of personal development. Extracurricular activities focused on the values of responsibility create a favorable environment for the formation of a civic position and active participation in society.

CONCLUSION

the development of responsibility through an axiological approach

Extracurricular activities based on an axiological approach not only expand the horizons of education, but also stimulate the formation of student responsibility. The principles of axiology, implemented

in the organization of extracurricular activities, contribute to the development of personal qualities necessary for successful adaptation in modern society. Ultimately, these efforts are capable of creating a new generation ready to participate responsibly in shaping the future of society. In modern education, much attention is paid not only to the assimilation of knowledge, but also to the formation of personal qualities of students. One of the key aspects in this process is extracurricular activities, which not only complement the learning process, but also contribute to the development of students' value orientations. The axiological aspect related to the values and goals of education plays an important role in shaping the responsibility of the younger generation.

The axiological aspect of extracurricular activities provides unique opportunities for the development of responsibility and the formation of students' value orientations. Extracurricular activities, projects and volunteer activities not only complement the educational process, but also actively influence the formation of personality, preparing students for full participation in society. Therefore, the emphasis on the axiological aspect of extracurricular activities is a key issue of modern education aimed at the formation of a harmonious, responsible personality.

Extracurricular activities focused on the development of responsibility using an axiological approach are becoming an effective tool for personal education. This

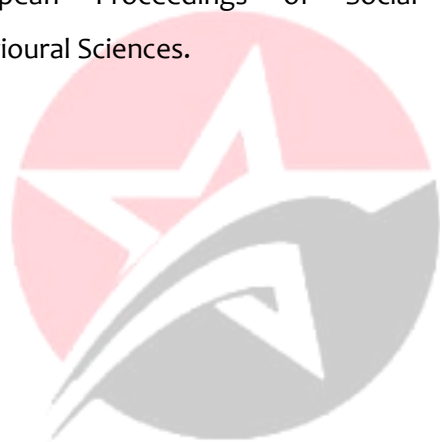
approach helps students not only to study successfully, but also to build harmonious relationships in society based on values and responsibility. The introduction of axiological methods into extracurricular activities is an important step towards the formation of a holistic and responsible personality capable of effective self-realization in modern society.

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THE ROLE OF SOCIO-PEDAGOGICAL METHODS IN THE PREVENTION OF DEVIANT BEHAVIOR

Submission Date: December 20, 2023, **Accepted Date:** December 25, 2023,

Published Date: December 30, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-56>

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ABSTRACT

The article "The role of socio-pedagogical methods in the prevention of deviant behavior" examines an urgent problem of modern society — deviant behavior among children and adolescents. The authors analyze the effectiveness of socio-pedagogical methods in preventing and reducing deviant behavior among various age groups. The article discusses the main approaches and strategies used by social educators in working with children and adolescents prone to deviant behavior. Special attention is paid to the development and implementation of preventive programs, as well as to the assessment of their effectiveness in practice. The results of the study may be useful for specialists in the field of social pedagogy, psychology and education, as well as for a wide range of readers interested in the prevention of antisocial behavior among young people.

KEYWORDS

Socio-pedagogical methods, Prevention of deviant behavior, Social work with children and adolescents, Upbringing and education, Psychosocial support, Social adaptation, Development of interpersonal skills, Family support, Training in social competencies, Preventive measures in educational institutions, Partnership with parents, a network approach to working with deviant behavior.

INTRODUCTION

Modern society faces a number of social problems, including deviant behavior, which can lead to serious consequences for the individual and society as a whole. Deviant behavior includes various forms of behavior deviating from generally accepted norms and values, such as crime, drug addiction, antisocial behavior, etc. In this context, the role of socio-pedagogical methods in the prevention and prevention of deviant behavior becomes especially important.

The essence of socio-pedagogical methods

Socio-pedagogical methods are a system of influencing a personality in order to adapt it socially, form positive values and prevent deviant behavior[1]. These methods are aimed at different age groups and social categories, and also take into account the personality characteristics of each individual.

Prevention of deviant behavior through socio-pedagogical methods

1. Work with the family. One of the key aspects is the interaction of social educators with the family. Teaching parents the skills of effective parenting, explaining the importance of family values and support in resolving conflicts in the family contribute to the creation of a favorable social environment for the child.
2. School social work. Social educators at school play an important role in identifying and preventing deviant behavior among students. They carry out preventive

work aimed at developing skills of self-regulation, emotional intelligence and conflictology.

3. Social adaptation. Systematic work on social adaptation helps to prevent deviant behavior. Social educators promote the integration of an individual into society, provide support in the process of self-determination and choosing a life path.

4. Addiction prevention. Socio-pedagogical methods are also aimed at preventing addictions such as drug addiction and alcoholism. Educational programs aimed at forming a healthy lifestyle, psychological support and educational work contribute to strengthening resistance to negative influences.

In modern society, the problem of deviant behavior among children and adolescents is becoming increasingly relevant. Deviant behavior, such as violation of laws, aggression, drug use, alcohol, premature sexual relations, can have serious consequences for the individual and society as a whole. In this context, socio-pedagogical methods play an important role in preventing and mitigating negative phenomena.

The essence of socio-pedagogical methods in dealing with deviant behavior

Socio-pedagogical methods are a system of influencing a person in order to form socially significant skills and values[2]. They are based on the principles of

interaction, support and development of the individual in society. In the context of the prevention of deviant behavior, these methods aim to prevent actions that deviate from the standards of the norms of society.

Important aspects of the application of socio-pedagogical methods:

1. Individual approach. Each person is unique, and their problems may have individual roots. Socio-pedagogical methods involve an analysis of the personal characteristics and needs of each individual to determine the best impact strategies.

2. Formation of social competence. One of the goals of socio-pedagogical methods is the development of social skills and competencies, such as the ability to communicate, resolve conflicts, and cooperate with other people. These skills play an important role in preventing deviant behavior.

3. Cooperation with the family. The family plays a key role in shaping a child's personality. Socio-pedagogical methods include collaboration with the family, providing support and resources to improve family relationships and create a supportive social environment.

4. Learning adaptive strategies. Socio-pedagogical methods are aimed at the formation of adaptive behavioral strategies that contribute to successful adaptation in society. This includes developing

problem-solving skills, self-regulation, and adaptation to change.

Examples of socio-pedagogical methods in dealing with deviant behavior:

1. Trainings on the development of social skills. Organization of special programs aimed at improving communication, conflict interaction and other social skills.

2. Individual consultations and support. Work with psychologists and social workers to provide individual support and help in solving problems.

3. Family counseling. Conducting family trainings and consultations to strengthen relationships within the family.

4. Art therapy and creative techniques. Using creative methods to express emotions and find constructive ways to solve problems.

In modern society, the issues of prevention of deviant behavior among children and youth are becoming increasingly relevant[3]. Deviant behavior encompasses a variety of forms of deviations from generally accepted norms and standards, such as violation of laws, aggression, antisocial behavior and other manifestations that can seriously affect social well-being. In this context, socio-pedagogical methods play a key role in the prevention and correction of deviant behavior.

Before considering the role of socio-pedagogical methods, it is important to understand the nature of deviant behavior[4]. Deviations can be caused by various factors, such as social inequality, family problems, lack of upbringing, school difficulties, friendly environment, and others. The development of problematic behavior can be a complex process that requires an integrated approach.

Socio-pedagogical methods are a system of influence aimed at the social and psychological development of a person. They are an effective tool in preventing deviant behavior and forming a healthy lifestyle. Specially designed programs focused on the prevention of deviant behavior may include social skills training, conflict management trainings, as well as the formation of value orientations. They help children and teenagers develop a positive attitude towards themselves and the world around them. Socio-pedagogical methods include interaction with the family, as the family environment plays an important role in shaping the child's personality[5]. Parental trainings, consultations and support help to create favorable conditions for the child's development, preventing factors contributing to deviant behavior.

The introduction of social workers in educational institutions contributes to the early identification of students' problems and provides an opportunity for correctional work. This may include individual consultations, organization of group classes on the

prevention of deviant behavior and assistance in creating a supportive learning environment. The cooperation of social services, educational institutions, medical organizations and other institutions of society creates an effective support network for children and adolescents. This approach makes it possible to respond more fully to complex cases and provide comprehensive assistance.

Socio-pedagogical methods are an integral part of the system of prevention of deviant behavior. Work in this direction requires not only the professionalism of social workers and teachers, but also the attention of society as a whole. Effective prevention of deviant behavior forms healthy social values and promotes personal development, as well as creates the basis for a sustainable and harmonious society. Deviant behavior among children and adolescents is becoming an increasingly urgent problem in modern society[6]. This phenomenon covers a wide range of negative actions, ranging from school bullying to criminal activity. An important tool for countering deviant behavior is socio-pedagogical methods aimed at preventing and correcting antisocial behavior among young people.

Before talking about the role of socio-pedagogical methods, it is important to understand the essence of deviant behavior. Deviation is a deviation from established social norms and values. Children and adolescents who are prone to deviant behavior may

show aggression, violate rules, and participate in illegal activities. This phenomenon is often associated with social, economic and family problems. One of the main methods is to create a positive educational environment. The school, as the main social institution, plays a key role in the formation of values and behavioral standards. Special programs and activities aimed at creating a supportive atmosphere in educational institutions help reduce the risk of deviant behavior.

The work of social educators and psychologists is important for identifying and solving problems that can lead to deviant behavior. They provide support to children and their families, help resolve conflicts, and direct them to appropriate resources. Many cases of deviant behavior have roots in family problems. Social educators develop programs aimed at supporting family values, developing parenting skills and strengthening relationships within the family. Special trainings and lessons on the development of social skills help children and adolescents to adapt better to society. They teach emotional self-regulation, conflict resolution without violence, and interaction with others. Involving children in cultural and sports activities not only develops their creative and physical abilities, but also provides alternative ways to express themselves. This may reduce the desire to engage in deviant behaviors.

Socio-pedagogical methods play an important role in the prevention and correction of deviant behavior among children and adolescents. They are aimed not only at treating the consequences, but also at preventing the occurrence of problems. Working in this direction requires the joint efforts of educational institutions, families, specialists in the field of social work and psychology to create a favorable and supportive environment for the development of youth.

Conclusion: The role of socio-pedagogical methods in the prevention of deviant behavior cannot be overestimated. Effective influence on the individual through family, education and social institutions helps to form sustainable values, contributing to the creation of a healthy society. The preventive work of social educators is becoming an integral part of the strategy of public safety and development. Socio-pedagogical methods are an important tool in the prevention of deviant behavior. The development of social skills, support for the individual and the family, as well as the formation of adaptive strategies contribute to the creation of a favorable environment to prevent deviant behavior and ensure the full inclusion of the individual in society. Taking into account the individual characteristics of each person, socio-pedagogical methods become an effective tool in the support and development of children and adolescents.

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INTERACTION BETWEEN UNIVERSITIES AND THE STATE IN THE DEVELOPMENT OF SOCIAL ACTIVITY OF STUDENTS

Submission Date: December 20, 2023, **Accepted Date:** December 25, 2023,

Published Date: December 30, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-57>

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ABSTRACT

The article is devoted to the study of an important aspect of the modern educational process - the interaction of universities and the state in the context of the development of social activity of students. The author analyzes the role of universities as centers for the formation of active citizenship and social responsibility of students. The article examines the mechanisms of interaction between universities and government agencies, as well as programs and initiatives aimed at stimulating the social activity of the student community. The study draws attention to the impact of such interaction on the formation of leadership qualities, the development of professional skills and the enrichment of students' socio-cultural experience. The author highlights successful practices and innovative approaches that contribute to effective cooperation between universities and the state in promoting the social activity of student youth, and offers recommendations for strengthening this interaction in order to create a sustainable and diversified educational space.

KEYWORDS

Universities, the state, social activity, student youth, interaction, development, education, social responsibility, public activities, student initiatives, civic educational program, partnership, development strategies, educational institutions.

INTRODUCTION

Nowadays, the importance of social activity of students in building a sustainable society is becoming more and more obvious. Universities, as centers of education, and the state, as regulators, play a key role in shaping this activity. In this article, we will consider the interaction of universities and the state in the context of the development of social activity of students. Universities, in addition to their main function of education, perform an important social task. They create conditions for the development of student activity by providing platforms for social activities, student organizations and projects. Social responsibility programs, volunteer and research projects create mechanisms for involving students in solving urgent problems of society.

The state, realizing the importance of social activity for the development of society, actively regulates and supports this process[1]. The introduction of appropriate laws, programs and financial mechanisms creates favorable conditions for universities and students. Government grants aimed at the development of student initiatives contribute to an increase in the number of projects covering various social spheres. The interaction of universities and the state in the field of social activity of student youth leads to the emergence of joint initiatives. These can be educational projects aimed at solving social problems, partnerships with public organizations and involving students in government programs. However, there are

also obstacles, such as bureaucratic difficulties, lack of funding, and differences in the goals of universities and the state.

Here are examples of countries where the interaction of universities and the state in the field of social activity of student youth has led to significant success. The focus will be on funding programs, educational and social projects, as well as activities that stimulate student activity. In conclusion, we will propose some ways to improve the interaction between universities and the state in the development of social activity of students. This may include optimizing financing processes, creating platforms for sharing experiences, and more flexible government regulation.

The interaction of universities and the state in the field of social activity of student youth is an important factor in the development of society. It allows you to form civic values, develop creativity and student activity, which ultimately contributes to the creation of a sustainable and prosperous society[2]. Modern universities play an important role in shaping not only the professional skills of students, but also their social activity. This process is closely linked to the actions of the State, which seeks to create conditions for the development of responsible and socially active citizenship. In this article, we will look at how the interaction of universities and the state contributes to the development of social activity of students. Modern education is not limited to just the transfer of

knowledge. Universities are becoming centers for the formation of a personality ready for active participation in the life of society. This requires joint efforts of educational institutions and the State.

Universities are a place where students acquire knowledge, skills and values. But it is also a place where social values and activism are formed[3]. Educational institutions should provide students with opportunities to participate in various social projects, clubs and community initiatives. The State, in turn, is responsible for creating conditions conducive to the social activity of students. This includes providing financial support for student projects, creating internship and volunteering programs, and supporting student organizations.

Let's look at examples of countries where universities and the state successfully cooperate to develop students' social activity. Internship programs, support for scientific and public research, as well as the creation of platforms for the exchange of ideas – all these measures contribute to the formation of citizens who are actively involved in society. The joint efforts of universities and the state bring many benefits. This not only strengthens the social responsibility of educational institutions, but also helps the state to form personnel who are ready to actively participate in the life of the country.

It is also important to identify the challenges that universities and states face in the process of interaction. These may be financial constraints, differences in priorities, and other problems. However, developing long-term strategies and partnerships can help overcome these difficulties[4]. Modern education is not only the transfer of knowledge, but also the formation of an active, socially responsible citizen. The role of universities and the state in the development of social activity of students is becoming increasingly important in the context of the formation of civil society and sustainable social development. Universities play a key role in shaping students' social engagement. Educational programs aimed at developing leadership, communication and cooperation skills contribute to the formation of an active civic position. Educational institutions are also a platform for the creation of student organizations and projects aimed at solving social problems.

The state, in turn, has a duty to support and stimulate the social activity of students. This can be expressed in financial support for student projects, the creation of grants for socially oriented research and startup support programs[5]. Successful cooperation between universities and the state requires the establishment of a fruitful partnership. The exchange of experience in the field of social activity, the creation of joint programs and projects help universities to respond more effectively to the needs of students. An

important aspect is the integration of educational programs focused on social activity and civic education. Curricula should include subjects that contribute to the formation of skills for solving social problems, developing critical thinking and social responsibility.

Regular evaluation of the effectiveness of programs and activities is important to determine the success of cooperation between universities and the state. This allows you to adjust strategies and identify best practices. Modern society is facing challenges and opportunities that require the active participation of young people in social life. Universities, as centers of education and personality formation, play a key role in the development of students' social activity. However, successful interaction with the State can significantly strengthen these efforts and ensure a broader and more sustainable social contribution of students.

The state, realizing the importance of education in the formation of civil society, plays an active role in creating conditions for the development of social activity of students. The financing of universities, the provision of scholarships, the creation of infrastructure for social and cultural events are just a few aspects of government support that contribute to strengthening the social asset of students. Universities, in turn, should actively stimulate social initiatives among students[6]. The creation of clubs, associations and social volunteering projects contributes to the

formation of an active civic position among students. The state, in turn, can support these initiatives through the provision of grants, holding competitions for the best social projects and creating favorable conditions for their implementation.

The interaction of universities and the state requires a strategic partnership[7]. Defining common goals in the field of social development, developing joint programs and projects, and sharing experiences are important components of successful cooperation. The State can also provide incentives for universities that are actively involved in the development of student social activity through various programs and awards. The interaction of universities and the state in the development of social activity of student youth brings significant benefits to society. Active and socially responsible students become agents of positive change in society. They contribute to solving social problems, participate in the development of innovative projects and create favorable conditions for sustainable development.

Conclusion: The interaction of universities and the state in the development of social activity of student youth is a key factor in the formation of active and civic personalities. It contributes to the development of society and ensures a sustainable future. Therefore, strategic cooperation between universities and the state should be considered as an important direction in ensuring social development and prosperity.

CONCLUSION

The interaction of universities and the state in the development of social activity of student youth plays a key role in the formation of future leaders and responsible citizens. This requires constant attention, investment and joint efforts to ensure the successful development of education and society as a whole. The interaction of universities and the state in the development of social activity of student youth is necessary for the formation of citizens who are able to take an active part in the life of society. This symbiosis contributes to the development of citizenship, strengthening social solidarity and building a sustainable society.

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MUSEUM AND EXHIBITION ACTIVITIES AS A FACTOR IN ORGANIZING THE EDUCATIONAL PROCESS

Submission Date: December 20, 2023, **Accepted Date:** December 25, 2023,

Published Date: December 30, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-58>

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ABSTRACT

This paper explores the critical role of museum and exhibition activities as a factor in organizing the educational process. Museums and exhibitions serve as valuable resources for facilitating experiential learning, fostering critical thinking, and enhancing the overall educational experience. By providing students with direct access to historical artifacts, scientific discoveries, works of art, and cultural heritage, these institutions offer a unique and immersive learning environment that complements traditional classroom instruction.

The research delves into the various ways in which museum and exhibition activities can be integrated into educational curricula across different academic disciplines. It examines the impact of such integration on students' engagement, knowledge retention, and interdisciplinary understanding. Furthermore, the paper discusses the utilization of technology and interactive exhibits to enhance the educational value of museum and exhibition visits, making them more accessible and engaging for diverse student populations.

In addition, the study investigates the collaborative partnerships between educational institutions and museums, highlighting best practices and successful models for incorporating museum resources into formal learning settings. It also addresses the challenges and considerations in developing effective museum-based educational programs, such as logistical constraints, funding, and curriculum alignment.

Through a comprehensive review of existing literature and empirical evidence, this research aims to provide insights into the potential benefits and practical strategies for leveraging museum and exhibition activities as a catalyst for enriching the educational process. Ultimately, it advocates for the continued exploration and utilization of these cultural institutions to enhance the holistic development of students and promote lifelong learning.

KEYWORDS

Museum education, exhibition activities, educational process, experiential learning, interdisciplinary understanding, educational partnerships.

INTRODUCTION

The formation of a personal culture in the context of new trends in the socio-cultural development of the country is one of the most important problems of education today. And this is the great educational role of museum and exhibition projects, which must fulfill its educational and culture-creating function. Museum and exhibition activities, along with educational activities, are one of the components of the sociocultural space of art museums in modern Uzbekistan, which contributes to modeling the educational system of visitors by introducing them to cultural and aesthetic values through museum pedagogy.

THE MAIN RESULTS AND FINDINGS

In recent years, the status of museum and exhibition activities has increased in Uzbekistan as a large-scale phenomenon in the cultural life of the country. Over the years of independence, we discovered the world, and the world discovered us. In this sense, I would like

to note the exhibition activities of the State Museum of Arts of Uzbekistan. Over the years of its existence, it has become one of the leading cultural, educational and scientific centers of the country. A large collection of artistic works was realized in original exhibition projects, which immediately attracted the attention of a wide audience to the State Museum of Uzbekistan and made it one of the most sought-after art museums in the country. The birth of original exhibition projects is preceded by a thoughtful concept, knowledge and careful selection of material, the creation of an extraordinary artistic and exhibition solution - a holistic artistic image in which the interior of the exhibition space becomes a kind of canvas, and the works become a palette.

The State Museum of Arts of Uzbekistan is one of the most visited museums in the republic. Every year its doors open to thousands of visitors. The museum makes a great contribution to the development of the

spiritual culture of our country, introducing the public to masterpieces of the world and national artistic heritage. During 2013-2023, the State Museum of Uzbekistan gained wide popularity not only in the CIS, but throughout the world, thanks to participation in foreign exhibitions as one of the oldest and richest treasuries of unique monuments of art and cultural heritage in Central Asia.

For example, in 2013, the State Museum of Uzbekistan hosted a vernissage of the graphic artist Fatkhulla Khaitov and two master classes conducted by the head of the restoration laboratory, Bakhtiyor Batyrov, with great success. The master classes took their rightful place within the framework of the special “Museum Month” program developed by the Ministry of Culture and Sports of Uzbekistan. Thus, in an interesting, fascinating form, students of the Republican Art College were told about the methods of restoring works of painting, wood, ceramic and porcelain, including the example of such types of work organized in the restoration workshop of our museum. Before this, the children were given a tour of the museum, they looked at the exhibition of the artist D. Mamedova, they visited the scientific and educational exhibition “Music of the Glacier” and took part in a master class prepared jointly with the Goethe Institute in Tashkent. The exhibition of ceramics by the great 20th century artist Pablo Picasso and graphics by

Nadezhda Kashina from the museum’s collections aroused great public interest.

The exhibition of the first Uzbek artist Shamsroy Khasanova, “Palette of the Female Soul” was the name of the exhibition dedicated to the artist’s work. It opened on November 19, 2013. The name of Sh.Khasanova is associated with the creation of a unique gallery of images of Uzbek poetesses, painted by her in the style of miniatures. The exhibition presents many of the works in this series, as well as other paintings by the author - landscapes, still lifes, scenes of urban and rural life. The life of Sh.Khasanova is closely intertwined with the State Museum of Arts of Uzbekistan. While still an art student, she began working at the museum as a tour guide. Then, for many years, Sh. Khasanova worked at the museum as a research assistant, and during the last 10 years of her life, since 1946, she was its director. Despite the fact that Shamsroy Khasanova lived only 39 years, she made an invaluable contribution to the culture and art of Uzbekistan both as the first Uzbek artist and as a devotee of museum activities.

In 2014, the State Museum of Uzbekistan hosted the exhibition “Music of the Glacier”, which began to attract public attention to the problem of melting glaciers. Today, this problem is especially relevant for the countries of Central Asia, since their total area in this territory is huge. The cultural and didactic exhibition “Music of the Glacier” was held in an

unusual, exciting format: the exhibition consisted not only of paintings and photographs, but also didactic interactive components, films, communicative tasks, as well as games created based on the works of the laureates of the Open Competition “Music of the Glacier” (Central Asia) and German young designers - winners of competitions held in Berlin and Hamburg (Germany). The meaning of the installation became clear even to the uninitiated - by allowing glaciers to melt, humanity is losing huge reserves of fresh water. In the exhibition, the actual noise of a real glacier was reproduced through a video clip, and visitors had the opportunity to hear it. And when you hear the music of a melting glacier, the roar of large streams of water rushing down, a very alarming feeling arises.

In 2022, a personal exhibition of the artist Gulchekhra Rakhimova entitled “Look” opened at the State Museum of Uzbekistan. At the exhibition, the director of the Republican Specialized Art School named after P. Benkov, Umidjon Khakimov, and the academician of the Academy of Arts of the Republic of Uzbekistan, Lekim Khakimovich Ibragimov, delivered welcoming speeches.

In 2022, a round table was held at the State Museum of Uzbekistan on the topic “The Work of Chingiz Akhmarov through the Eyes of Specialists,” dedicated to the work of the People’s Artist of Uzbekistan Chingiz Akhmarov. Speakers at the event were: People's Artist of Uzbekistan, academician Bakhodir Jalolov, member

of the Academy of Arts of Uzbekistan, representative of the dynasty of Chingiz Akhmarov - Shakhnoz Abdullayeva, member of the Academy of Arts of Uzbekistan, student of Chingiz Akhmarov Sadyk Rakhmanov, the speakers presented interesting information about the life and work of the great artist. The conversation made a great impression on the youth.

In order to implement the Resolution of the President of the Republic of Uzbekistan dated May 27, 2022, UP-No. 261 “On the development of the service sector in museums,” a painting master class was held at the State Museum of Arts of Uzbekistan for children studying at the “My nest” educational center and students presented to display your works of art.

As part of the “Art Week 2022”, a round table discussion and an open lecture on the topic: “Excerpts from the history of Sogdian inscriptions” were held at the State Museum of Arts of Uzbekistan by professor of the Tashkent State University of Oriental Studies Mirsadyk Iskhakov. The event was attended by students of higher educational institutions, representatives The media, museum researchers, the younger generation interested in history.

In May 2023, a traveling exhibition of the State Historical Museum of Uzbekistan was exhibited at secondary school No. 64 in Tashkent. The museum staff delighted the high school students; reproductions

of the fine arts of Uzbekistan from the museum's exposition were installed in the school foyer. The museum's art critic expressed the hope that someone will become seriously interested in beauty and, perhaps, in the future will become a museum expert and museum employee.

On May 18, 2023, the opening ceremony of a new art exhibition "Uzbekistan XX - XXI centuries: Painting and Sculpture" was held at the State Museum of Uzbekistan in connection with the International Day of Museums. On the same day, the personal exhibition of the People's Artist of Uzbekistan Bahadir Jalolov "Line to Eternity" opened.

Museum and exhibition activities of Tashkent museums as a factor in organizing the educational process are a very common occurrence. In this sense, regional museums of Uzbekistan also have interesting museum and exhibition projects, in particular the exhibition activities of the Samarkand State Art Museum-Reserve. The museum-reserve includes 8 museums, 6 historical monuments, 2 shrines. The museum's collections contain more than 211,000 exhibits. The museum's facilities are visited by more than 800,000 visitors a year. More than 20 different exhibitions are organized annually in the halls of the museum-reserve.

Among the latest significant exhibitions of the Samarkand State Art Museum-Reserve, one can

highlight the "Aral-dream" exhibition. The legendary Aral tragedy has no analogues in world history. And, perhaps, there is no person on the planet who has not heard about this at least once. The tragedy worries environmental scientists and the surrounding population, writers, artists and actors. There is a regular flow of tourists here. And their countless photographs and videos on social networks, documentaries and paintings by artists indicate that the long-standing environmental issue remains relevant. The exhibition "Aral-dream" involves 7 artists from different regions of our country. These are Nukus, Tashkent, Urgench. Vasily Khapov, Saidbek Sabirbaev, Shirin Tashova, Sarsenbai Boybusinov, Sobir Kutlimurodov, Abdulla Razhabov, Ikram Matchanov. The Aral-dream exhibition is about revealing and strengthening opinions about a new tourist destination. The desire to show the beauty of forgotten places through paintings. There is a saying by Pablo Picasso: "Life is short, Art is forever!" So, through art, we made an attempt to immortalize on canvas the Aral region with all its charms, joys, traditions, everyday life and holidays.

The next interesting exhibition is "The Great Silk Road - the golden heritage of Uzbekistan and China." The organization of this exhibition in Samarkand, the most important historical center of culture of world significance, shows the historical roots of modern political, economic and cultural interaction between

the states of Uzbekistan and China, which for many centuries formed the main links of the Great Silk Road. In this context, the exhibition created in Samarkand, located in a historical building (the building was built at the beginning of the 20th century for a Russian-Chinese bank), should also be considered. The opening of this exhibition took place in September 2022 and was timed to coincide with the days of the SCO meeting in Samarkand. The presentation of exhibits uses mainly digital technologies 3D mapping, hologram - a modern technology of volumetric gala projection in space based on conceived plots in the form of short spectacular paintings, animations, etc. The exhibition includes examples of art and artistic crafts (textiles, ceramics, embossing and etc.) from the collection of the Samarkand State Museum-Reserve.

It is also necessary to note the exhibition activities of the Directorate of Art Exhibitions of the Academy of Arts of Uzbekistan. Since 1959, DHV has carried out a wide stationary and traveling exhibition practice in collaboration with museums and galleries of the Academy of Arts of Uzbekistan, Ministries of the CIS countries and foreign museum institutions. Every year, DHV holds over 50 exhibitions (stationary and traveling exhibitions) in Uzbekistan before participating in large-scale international exhibition events, such as "Uzbekistan on the Silk Road" in Stuttgart (Germany, 1995), "Art and Culture of the

Timurid Era" in France (1996 g.), Expo 2000 in Hannover, etc.

DHW plans are formed in advance, taking into account the main directions of museum and exhibition activities. These are republican and international exhibitions, thematic and traveling, personal and group, exhibitions of artists celebrating their anniversaries; exhibitions from museum and private collections, from the creative heritage of recognized masters of art of Uzbekistan; exhibitions dedicated to traditional crafts and the creativity of young people. Among them, the most significant in scale are the annual republican events "Eng Ulug, Eng Aziz", dedicated to the Independence Day of Uzbekistan and the Festival of Traditional Crafts held annually for the Navruz holiday.

The creative team of the DHV always gives preference to thematic conceptual exhibitions and retrospectives representing the art of any region of Uzbekistan or a separate type of art that needs special coverage and which, in addition to narrow workshop problems and the demonstration of new works, allows us to present and expand our own museum collection. Illustrative examples are the exhibition "Surkhandarya. Valley of Legends" 2013, where a wide retrospective of archaeological material, fine and folk art of the region, and photography was presented; exhibition-competition "My Mahalla" 2014; "Folk crafts of Bukhara and Kashkadarya", "Traditional textiles and

costume of Uzbekistan”, held as part of the Crafts Festival in 2014 and 2015. and many others.

It must be admitted that we are still far from the progress in restoration and exhibition practice that exists abroad. The funds allocated for the technical equipment of our museums and exhibitions and for replenishing collections are too modest. We have a rich cultural and historical heritage in modern fine and folk art. The goal of the Directorate’s exhibition projects is to educate people in respect for their own history, their own and the world’s cultural heritage, and any possible means are good to achieve this goal.

Over the years of independence, our audience’s acquaintance with the world cultural heritage and foreign art has intensified. This occurs, as a rule, thanks to the activities of foreign embassies and representative offices. The most accessible cultural information is provided through foreign photographic materials. Thus, one cannot fail to note the excellent work of the Japan Foundation and the Embassy of Japan in Uzbekistan, which annually introduce us to wonderful visual material - several exhibitions of traditional and modern ceramics, dolls, posters and photographs, organized in the halls of the Academy of Arts, became a celebration of communication with high art and culture of presentation of exhibition material.

I would like to note the series of design exhibitions organized by the German and French embassies, painting and photography exhibitions organized by the Latvian Embassy, and the annual, now traditional, creative meetings of Korean and Uzbek artists.

Among the exhibitions of foreign art of the period of independence, the majority are occupied by art exhibitions, among which we can highlight personal, retrospective, collective, international competition, and program exhibitions. For example, the exhibition of folk art of Uzbekistan in France, organized with the assistance of the City Hall of the 11th arrondissement of Paris and the Embassy of Uzbekistan in 2015, became a pleasant event in the cultural life of the country. Residents of Lyon and Beaugency also became acquainted with the work of Uzbek folk artists. Unfortunately, such exchange exhibitions are rare and are held only in Representative Offices of Uzbekistan abroad, and not on professional platforms.

Over the past 20 years, a lot of positive experience has developed in the field of holding international competitive exhibitions. Important events in the cultural life of the republic were the Tashkent Biennale of Contemporary Art (2001, 2003, 2005, 2007, 2009, 2011, 2013, 2018, 2022), which have a great impact on the development of innovative trends in the art of Uzbekistan.

In 2017, the exhibition “Treasures of Nukus” was held in Moscow at the Pushkin State Museum of Fine Arts. The exhibition featured more than 250 works of painting and graphics, as well as objects of archeology and decorative and applied art from the collection of one of the largest museums in Uzbekistan - the State Museum of Art of the Republic of Karakalpakstan named after Savitsky. According to experts, the collection of the Savitsky Museum is the second-largest collection of Russian avant-garde works in the world after the collection of the Russian Museum in St. Petersburg. Over 30 years, Savitsky collected more than 44 thousand works of painting and graphics, including works by such famous avant-garde artists as Robert Falk, Lyubov Popova, Ivan Kudryashov, Kliment Redko, Alexander Volkov, Alexander Nikolaev and others.

On March 10, 2020, the opening of the exhibition “Fashion of Uzbekistan: Yesterday and Today” took place at the Tashkent House of Photography. The exhibition is dedicated to the history of Uzbek fashion, the thread of which stretches from the 1960s and smoothly flows into the present day. The exhibition project is organized by the Islam Karimov Foundation and is aimed at popularizing the cultural and historical heritage of Uzbekistan. The exhibition consisted of two blocks: the first was dedicated to the history of the 1960s-2000s. It presents fashion magazines, sketches, clothes and black and white photographs of the

capital's fashionistas against the backdrop of landmarks that are still beloved to this day. Entering the second block, you step onto the podium. On the sides are the works of modern designers, and at this moment there is a feeling that the mannequins are spectators, and the guests are models. Having reached the end of the catwalk, you pay attention to the mirror, which represents the future of fashion. Thus, in the House of Photography you can go through the path of plunging into the history of fashion of the 1960s, into the work of modern designers and imagine the bright future of the country's fashion industry.

The creative style of modern designers is completely different. Saida Amir, Taisiya Chursinova, LALI Fashion House (Lali Fazylova), Moel Bosh brand (Zukhra Inat), Markhamat Umarova and Hilola Sher presented their collections. The curator of the exhibition was art critic Binafsha Nodir. She also commented on the creation and opening of the exhibition: “About four years ago I was leafing through old magazines from the 60s and saw interesting models that are still very relevant today. The new is always the forgotten old. If we talk about fashion, then festivals and fashion weeks immediately come to mind.”

In November 2022, the first exhibition entitled “Treasures of the Oases of Uzbekistan” was held in Paris at the Louvre Museum. At the intersection of caravan routes." The second exhibition was held at the

Institute of the Arab World, “The Road to Samarkand, the Wonders of Silk and Gold.”

In the period from 2017 to the present, our country has established creative contacts, our exhibition spaces have been provided to the art of different countries. We tried to differentiate the exhibitions of foreign art in Uzbekistan and received an interesting picture that reflected the historical period in which we live, its pulsation, its political, social, moral, creative issues, the desire of representatives of different peoples, cultures at the turn of centuries, millennia to understand each other, establish a dialogue. In the future, exhibition activities include the expansion and deepening of existing creative contacts with embassies, foreign organizations, cultural centers, and acquaintance with the art of countries that have not yet been presented to the Uzbek audience.

CONCLUSION

Based on the above, we can say that the exhibition is the result not only of a social order, but also the result of the educational work of employees of exhibition halls and museums, as well as teachers of educational institutions in the field of museum affairs. Thus, the interaction of all participants in a multi-level sociocultural space increases the level of art education of students and introduces young people to artistic creativity in the process of organizing exhibition activities. Today's art museums and exhibition halls of

Uzbekistan act as a sociocultural educational object, involving students in the process of cognition, contributing to the education of the student's personality in the sociocultural space, allowing her to recognize herself as a subject of culture and understand her place in the historical and cultural process.

According to the Statistics Agency under the President of the Republic of Uzbekistan, the number of exhibitions organized in museums of Uzbekistan as of January 1, 2023, 1301 exhibitions were organized in museums of the Republic of Uzbekistan, of which 444 were presented outside museums. Number of exhibitions by year: 2020 – 846, 2021 – 1081, 2022 – 1301.

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THE STUDY OF CONFLICTS RELATED TO NATIONAL IDENTITY ON A GLOBAL SCALE

Submission Date: December 20, 2023, **Accepted Date:** December 25, 2023,

Published Date: December 30, 2023

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume03Issue12-59>

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ABSTRACT

The article is a study of conflicts caused by national identity in the context of a global scale. The author analyzes various aspects of the relationship of national identity with socio-cultural, political and economic processes, as well as identifies trends affecting the dynamics of conflicts. The article highlights cases from different regions of the world, which allows us to identify common patterns and unique features in the manifestation of conflicts based on national identity. Special attention is paid to the role of media, education and political leaders in the formation and intensification of conflicts of this type. The results of the study provide valuable practical and theoretical conclusions that contribute to a deeper understanding and effective management of conflicts related to national identity on the world stage.

KEYWORDS

National identity, globalization and cultural conflicts, ethnic tensions, nationalism and its manifestations, multiculturalism, global migration processes, international conflict research, the role of language in the formation of national identity, ethnic minorities and their status, politics and global aspects of national identity, historical aspects of national conflicts.

INTRODUCTION

In the modern world, issues of national identity are becoming increasingly relevant and often serve as a

source of conflict. Globalization, migration flows, technological changes and cultural exchange create

new challenges for traditional notions of nationality. Studying conflicts related to national identity at the global level allows us to better understand the nature of these contradictions and their impact on world politics. Modern technologies and cross-border connections lead to an expansion of cultural exchange, which can have an impact on traditional forms of national identity. This process is often perceived as a threat to established patterns of social structure and provokes resistance from those who believe that its cultural values are being eroded.

Migration-related unrest is becoming a focus of attention in the context of conflicts of national identity. The movement of people across borders raises questions about assimilation, cultural preservation, and even economic competition[1]. These aspects can lead to tensions between different ethnic and cultural groups. The digital age is making its own adjustments to the formation of national identity. Social networks and online platforms create virtual communities where identity can be more flexible and dynamic. However, this freedom can also cause friction and conflict based on differences in values and beliefs. National identity often becomes an instrument of political and economic conflicts. Competition for resources, trade advantages and geopolitical influence can lead to the activation of national feelings and their use as a means to achieve goals.

Global conflicts related to national identity require comprehensive approaches to settlement. International organizations, diplomacy, education and cultural programs can play a key role in creating mechanisms to ease tensions and strengthen mutual understanding. In the modern world, national identity plays a key role in shaping personality and determining a person's place in society. However, at the same time, it is a source of many conflicts, especially on a global scale. This research is aimed at analyzing and understanding the causes and consequences of conflicts related to national identity, as well as finding possible ways to resolve them.

National identity is a set of cultural, historical, linguistic and social elements that unite a certain group of people within state borders. This sense of belonging can be a source of pride, but also of conflict, especially when it collides with other forms of identity. Competition for resources, jobs, and economic well-being can fuel national tensions. Political leaders sometimes use national identity for their own purposes, which can lead to conflicts both within the country and on the world stage[2]. Differences in religious and cultural beliefs often become a source of conflict, especially in regions where different ethnic groups coexist.

National conflicts can lead to economic losses, loss of investment and deterioration of living conditions. Conflicts can cause mass migrations, creating

problems for countries hosting refugees and threatening the stability of the region[3]. When a conflict is related to national identity, there is a risk that it may escalate into an international conflict, threatening world security. Encouraging dialogue between representatives of different national groups can help reduce tensions. Education on tolerance, cultural diversity and the importance of peaceful coexistence can help overcome prejudice. The intervention of world organizations and intermediary countries can contribute to conflict resolution and create conditions for sustainable development.

The modern world has witnessed many conflicts based on differences in national identity. These conflicts are taking on new dimensions on a global scale, causing unrest and affecting the political, social and cultural picture of the world. National identity has become a key factor determining relations between States, ethnic groups, and even individuals.

With the process of globalization, the world has become closer, but at the same time more diverse. The growth of global communications and economic ties leads to a mixture of cultures, but also accentuates differences. In this context, national identity becomes a means of preserving the uniqueness of history, language and traditions. However, it can also become a source of conflict when differences collide with global trends. An example of a conflict related to national identity is the situation in the Middle East,

where various ethnic and religious groups struggle to recognize their unique identity in the context of regional and global power dynamics. Similar problems are evident in Europe, where issues of migration and supranational associations cause tension between nation states.

Politics and the media play an essential role in shaping national identity and in strengthening or resolving conflicts[4]. In some cases, politicians use national identity as a tool to mobilize society, while the media can reinforce stereotypes and bias by supporting conflicts. Resolving conflicts related to national identity requires a global approach. International organizations, diplomatic efforts and international treaties can play a key role in finding compromises and supporting sustainable solutions. Global trends such as the strengthening of human rights and the development of intercultural exchange can contribute to a more tolerant and inclusive world.

The study of conflicts related to national identity on a global scale is a complex and multifaceted task. It is important to recognize that national identity can be a source of rich cultural heritage, but also cause problems when it confronts global challenges. Global cooperation and respect for differences can be key elements for creating a sustainable world free from conflicts related to national identity. The modern world, gripped by globalization, presents new challenges in the field of national identity[5]. Global

changes such as migration, the transnational economy and cultural exchange contribute to the emergence and intensification of conflicts related to national identity. This article attempts to explore the essence and causes of such conflicts, as well as their impact on global stability.

Globalization creates new environments for the interaction of cultures and national groups. Multicultural societies face increasing uncertainty and competition for resources, which often leads to conflicts based on nationality. Ethnic, religious and linguistic differences can become a source of tension and conflict in the context of global interdependence. The global economy affects the structure of employment and the distribution of wealth, which can create tensions between different ethnic and national groups. Conflicts over access to resources and well-being can arise from a sense of inequality and unfairness in the distribution of economic benefits.

Mass migration caused by various causes, including economic difficulties and political conflicts, can exacerbate tensions between national groups. Conflicts based on national identity can arise both in the countries receiving migrants and in the countries from which they leave, due to fear of losing cultural uniqueness or resources. Political leaders can use national identity as a tool for mobilizing society. This can lead to the emergence of populist movements, nationalist movements and even separatist

movements. Political competition on ethnic grounds can threaten the stability of the State and the region as a whole. With the development of social media, the possibility of rapid dissemination of ideologies supporting national identity is increasing[6]. This can exacerbate conflicts and contribute to radicalization by creating barriers between groups and undermining social solidarity.

The study of conflicts related to national identity on a global scale requires a systematic approach that takes into account economic, political, socio-cultural and informational aspects. Understanding the roots and dynamics of these conflicts is a key step towards developing strategies aimed at mitigating tensions and building sustainable peace in a globalized world. The modern world has witnessed numerous conflicts that have left a deep mark on history. One of the most important aspects of modern conflicts is their connection with national identity. National identity has a significant impact on the behavior of groups, on the formation and maintenance of conflicts in various parts of the world. This research aims to gain a deeper understanding of the nature, causes and consequences of conflicts related to national identity in a global context.

For many decades, the issues of national identity have remained one of the most acute and relevant in global politics. The modern world is facing a number of conflicts related to national identity, which affect

political stability, social well-being and international relations. The study of these conflicts on a global scale is becoming necessary to understand the dynamics and causes underlying them. National identity is a complex concept that includes cultural, linguistic, historical and social aspects[7]. On a global scale, this concept can collide with a variety of cultures and traditions, which creates fertile ground for conflicts. The study of various aspects of national identity in the context of globalization makes it possible to identify factors contributing to the emergence of tension.

The analysis of history and modernity allows us to identify a number of conflicts based on national identity. For example, the Kurdish issue in Turkey, conflicts in Africa related to ethnic groups, as well as the confrontation of nationalism and cosmopolitanism in a number of countries. Understanding these conflicts requires an analysis of sociocultural factors, economic conditions, and political processes. The study of conflicts related to national identity on a global scale is a complex and multifaceted task that requires an interdisciplinary approach. Such conflicts can arise from various causes, such as historical, political, economic, social and cultural factors.

CONCLUSION

The study of conflicts related to national identity on a global scale allows us to better understand the nature of these conflicts and develop strategies for their

prevention and resolution. Encouraging respect for diversity, dialogue and cooperation are key elements in creating peace and stability in a world where national identity remains an important aspect of human life. The study of conflicts related to national identity on a global scale is an important aspect of understanding the modern dynamics of world society. This makes it possible to identify the causes, processes and possible ways to resolve these conflicts, contributing to strengthening global stability and cooperation.

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