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Editorial

Sehr geehrte Leserinnen und Leser der Zeitschrift AVICENNA,

vor allem möchten wir Euch allen zu kommenden Weihnachten und Neuem Jahr 2012 ganz herzlich gratulieren und alles Beste in Eurem gesellschaftlichen und privaten Leben wünschen! Möge der Frieden in der ganzen Welt weiter erhalten bleiben, damit wir alle miteinander erfolgreich zusammenarbeiten und das Leben genießen können!

Auch das vorliegende 4. Heft der Zeitschrift *AVICENNA. Forschung und Lehre in und über Usbekistan*, wie die früheren 3 Hefte, setzt sich zum Ziel, durch ihre Beiträge die usbekische Wissenschaft in die internationale Forschung und Lehre zu integrieren. Die Zeitschrift verfolgt also ein wissenschaftspolitisches Ziel, und sie will zugleich denen helfen, für die die Wissenschaft eine Herzenssache ist. Sie kann natürlich nicht alle der über 4000 Fächer berücksichtigen, sondern konzentriert sich vor allem auf Bildung, Wirtschaft, Philosophie, Geschichte, Medizin und Technik. Arbeitssprachen der Zeitschrift sind in der Regel Deutsch, Englisch und Usbekisch.

Die 3 einzelnen Hefte enthielten Forschungsergebnisse von Wissenschaftlern beider Länder sowie Materialien von internationalen Konferenzen und Seminaren, die von der Deutsch-Usbekischen Wissenschaftlichen Gesellschaft e.V. (DUWG) seit 2002 in Deutschland und Usbekistan durchgeführt wurden und in Zukunft durchgeführt werden. Daneben wurden hier auch Informationen über die Aktivitäten der DUWG, ihre Satzung und andere Materialien wie Rezensionen und Tagungsankündigungen veröffentlicht. Ferner wollen wir biobibliographische Materialien über solche unsere weltbekannte Landsleute wie Avicenna, Al Beruni, Al Choresmi, Al Fraganus, Ulugbek und andere Wissenschaftler, die im Westen fälschlicherweise nur als Perser oder Araber bekannt sind, und über gegenwärtige namhafte Gelehrte beider Länder veröffentlichen.

Die Zeitschrift trägt den Namen von Avicenna, des eigentlichen Stifters und Wegbahners der alten usbekischen Wissenschaft, der zu seiner Zeit vor tausend Jahren als ein Universalgenie von der Weltwissenschaft anerkannt war – als Vater der Medizin im Orient, als Begründer der neuen Metaphysik, als Astronom und Mathematiker, Philosoph und Mystiker, Poet und Maler. Da er alle seine Abhandlungen in Arabisch schrieb, hielt man ihn in den Wissenschaften westlicher Länder meistens für einen Araber und/oder Perser, zumal seit den Anfängen bis zum 20. Jh. in Turkestan Arabisch als Sprache der Religion und der Wissenschaft, Persisch als Amtssprache und türkische Sprachen (unter anderem auch das Usbekische) als Sprache der Poesie und als Umgangssprache galten. Avicenna wurde in Buchara geboren, und auch insofern ist die Namengebung der vorliegenden Zeitschrift wohl gerechtfertigt.

Wir bieten hier das vierte Heft unserer Zeitschrift an und laden alle Interessenten zur Mitarbeit ein. Ich danke meinem Mitherausgeber und allen Mitgliedern des Advisory Boards für ihre oft ganz praktische und wichtige Hilfe bei der Vorbereitung dieser Zeitschrift. Vorschläge und Ideen zur schrittweisen Vervollkommnung der Konzeption und Erscheinungsformen der Zeitschrift nehmen wir dankbar entgegen.

Zuletzt sei erwähnt, dass die Zeitschrift *AVICENNA* im September 2011 von der Höchsten Attestationskommission der Republik Usbekistan in die Liste der anerkannten internationalen Zeitschriften im Bereich der pädagogischen und psychologischen Wissenschaften eingetragen wurde, deren Publikationen den Autoren das Promotions- und Habilitationsrecht gewährleisten.

Freiburg, November 2011

Herausgeber

Vorsitzender der Deutsch-Usbekischen Wissenschaftlichen Gesellschaft e.V.

Prof. Dr. Churram Rachimov

Dear readers of the magazine AVICENNA,

First of all, we would like to congratulate you all cordially for coming Christmas and New Year 2012 and wish you all the best in your social and private life! May the peace all over the world be farther preserved so that we all are able to cooperate successfully and enjoy life!

Also the 4th issue of journal *AVICENNA, Science and Education in and about Uzbekistan*, like other early three issues, is aimed at integrating Uzbek science into international research and teaching by means of the contributions of experts from Uzbekistan and from abroad. Thus, the journal pursues an objective of science policy and at the same time it is intended to support all those for whom science is of utmost concern. Obviously, it cannot cover and consider all of the 4000 subjects but instead it focuses primarily upon education, economics, philosophy, history, medicine and technology. The working languages are mainly German, English and Uzbek.

Each issue will contain results of researches carried out by scientists from both countries as well as material from international conferences and seminars that have been held by the DUWG in Germany and Uzbekistan since 2002 as well as from those which will be held in future. In addition, information will be rendered on the pursuits of the DUWG and on its statutes and it will contain further materials such as reviews and conference announcements.

Furthermore, we intend to publish bio-bibliographical materials of world-famous scholars such as Avicenna, Al Beruni, Al Choresmi, Al Fraganus, Zamachshariy, Ulugbek and other scientists who were born in the cities and villages of today's Uzbekistan and who are now known as Persians or Arabs in the West, and also on well-known present-day scholars from both countries. The journal bears the name of Avicenna, the actual founder and forerunner of ancient Central Asian science, who in his times, a thousand years ago, was acknowledged as a polymath of universal science – as the father of medicine and the initiator of the new metaphysics in the Orient, as astronomer and mathematician, philosopher and mystic, poet and painter. Since he wrote all his treatises in Arabic and/or Persian, in Western countries he was commonly considered an Arab and/or Persian, especially because in our country, from the very beginnings and up to the 20th century, Arabic was regarded as the language of religion and science, Persian as the official language and the Turkish languages (among others Uzbek too) as the language of poetry and of the spoken language. Avicenna was born in the village Afshona near the present-day city of Bukhara. In view of that, it is all the more justified that we have named our journal after him.

We offer here the fourth issue of our magazine and invite all interested people to participate. I thank my co-editor and all members of the Advisory Board for their often very practical and important assistance in the preparation of this magazine. Suggestions and ideas for the gradual perfection of the concept and manifestations of the magazine we accept gratefully.

Finally, it should be mentioned that the journal AVICENNA was registered in September 2011 by the Supreme Attestation Commission of the Republic of Uzbekistan, thus takes place in the list of recognized international journals in the field of educational and psychological sciences that guarantee the publications of the authors in getting right to award the doctorates and professorships.

Freiburg, November 2011

Editor

Chairman of the German-Uzbek Scientific Society

Prof. Dr. Churram Rachimov

GLÜCKWUNSCH ZUM 20.GRÜNDUNGSTAG DER REPUBLIK USBEKISTAN

Freiheit und Unabhängigkeit von der dominierenden Zentrale Moskau hat Usbekistan mit dem 1. September 1991 erreicht. Der Staat übernahm Gebiet und Grenzen von der usbekischen sozialistischen Sowjetrepublik und damit auch viele Probleme. Seine Wirtschafts- und Verkehrsstruktur waren stark auf die Bedürfnisse der Sowjetunion ausgerichtet. Die Grenzen zu den umgebenden Nachfolgesstaaten trennen die natürlichen geografischen Gegebenheiten und machten neue Verkehrswege innerhalb der Republik erforderlich. Beispiele finden sich zwischen der Hauptstadt Taschkent mit Samarkand und dem Ferganagebiet, weil die früher vorhandenen Verbindungen nun im Ausland liegen. Die Grenzen Usbekistans werden abgrenzend so gehütet, dass sie für den usbekischen Bedarf offenbar undurchlässig sind.

Meine Frau und ich waren im Jahr 2011 zum zweiten Mal in Usbekistan. Die Entwicklung seit unserem ersten Besuch im Jahr 2001 ist schon beeindruckend. Herausragend ist das in der Hauptstadt, die nun viele Prachtbauten und andere Attribute einer Metropole aufweist und in deren Nähe auch die Verkehrswege stark ausgebaut sind. Die Entwicklung der touristischen Infrastruktur ist ebenfalls bemerkenswert, wenngleich für sie gewachsene alte und liebenswerte Viertel der alten Städte weichen mussten. Das ist zum Beispiel in Buchara sehr bedauerlich. Entsprechende Sünden wurden aber auch in europäischen Städten begangen.

Unübersehbar sind die Bemühungen der usbekischen Staatsmacht, das nationale Bewußtsein zu entwickeln und zu stärken. Ob das gestärkte Nationalbewußtsein hilfreich ist, um eine solidarische Nachbarschaft mit den umgebenden Staaten zu pflegen, vermag ich nicht abzuschätzen. Eine vertrauensvolle Zusammenarbeit mit den Nachbarstaaten ist für ein Binnenland ohne Zugang zu den Weltmeeren sehr wichtig. Es gilt auch, mit den Nachbarn die ökologischen Probleme anzugehen, die eine Folge des Wasserverbrauchs für Ackerbau und Industrie in Usbekistan sind.

So sehr der usbekischen Republik zu ihrer Unabhängigkeit zu gratulieren ist, so sollte sie sich bemühen, ihre gewonnene Freiheit auch im Innern auszubauen. Die jüngste Entwicklung in den Ländern des Mittelmeerraumes zeigt, dass Entwicklung und Wohlstand gefährdet sind, wenn die Bevölkerung den Eindruck gewinnt, dass sie an den Erträgen des Landes nicht adäquat teilhaben kann. Usbekistan ist so reich an überkommener Kultur und an Bodenschätzen, dass ihrer

Staatsführung daran gelegen sein muss, die Bevölkerung aktiv mitwirken zu lassen und ihr alle demokratischen Freiheiten zu gewähren. Es schien mir, dass die Polizei im Jahr 2011 weniger präsent war als vor zehn Jahren. Wenn das ein Indiz wäre für größere Freiheiten der usbekischen Menschen, dann würde mich das sehr freuen. Also wünsche ich Usbekistan viel Glück und Erfolg auf dem Weg zum dreißigsten Gründungstag in 2021.

Professor Günther Edler,

ehemals Rektor der Hochschule Niederrhein – University of applied Sciences – Krefeld und Mönchengladbach

MEDICINE

DEFINITION OF CHARACTERS OF OVARIAN TUMOURS BEFORE OPERATION

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Annotation: *This article demonstrates the importance of early diagnostics of formations of ovaries and presurgical inspection of patients. Furthermore, here was discussed the ways of application of modern technologies in diagnostics of gynecologic diseases. Here also took place the results of survey with patients with ovarian formations referred to operative treatment.*

Keywords: Diagnostics, operations, anamnestic parameters, oncomarker, rehabilitation, scientific research, diseases, tumor, index of resistance.

Today, it is important to make the early diagnostics of formations of ovaries and presurgical inspection of patients, in order to forecast the characters of formation, thus to make a decision, which method and operative measure should be taken. Last years the wide introductions of laparoscopic operations of ovarian tumors are being revealed. At the same time, excision of a malignant ovarian tumor by a laparoscopy can lead in certain cases to serious complications, promote tumor diffusion. Solution of this problem includes forecasting the presurgical character of ovarian formation, choosing the perfection methods of their early diagnostics and working out the algorithm of inspection of patients.

Application of modern technologies in diagnostics of gynecologic diseases has allowed to tap character of ovarian formation with split-hair accuracy before operation. Among them, the most informative research is ultrasonic one. Today this research is supplemented by color Doppler charting (CDC) of a blood flow in vessels of a uterus and an ovary through the duplex scanning. Application of this method, along with maintenance definition in a blood of oncomarker CA-125, allows not only to tap, but also to spend the differential diagnosis of character of a neoplasm in an ovary before operation.

Research objective was to work out the algorithm of inspection of patients with volume formations of ovaries through application of new technologies.

Material and research methods: We survey 38 patients with ovarian formations referred to operative treatment. In a retrospective study of patients the influence of clinical anamnestic parameters of disease was investigated.

Laboratory methods included studying of the immune status of patients and surveying of maintenance definition of oncomarker CA-125 in bloods. Immunologic researches were spent by an immunoenzymatic method in blood serum of patients in the course of presurgical inspection in scientific research institute of immunology of Academy of Sciences Republic of Uzbekistan. Oncomarker CA-125 is an antigen, defined by means of monoclonal antibody cells of ovary of cancer. Here the age dynamics of tumor-associated antigen secretion in postmenopausal women is determined to be decreasing. As norm, the maintenance considered in a blood of oncomarker is equal to 35 Units/ml. The research was repeatedly conducted, in case the indicators sharply raised in the postoperative period, after rehabilitational treatment. As a verification of the diagnosis of character of formation was conducted histological research of a remote capsule. Ultrasonic researches were spent by apparatus «Lodjiq-400 SL», multifrequency gages 4,0 and 7,5 Hz with dopplerometric attachment. Researches were spent transabdominal and transvaginal. All patients spent US with CDC for differentiation of benign and malignant formations. Depending on the characteristic of ovarian formation, the woman have been divided into three groups: the 1st group consisted of 14 patients with benign tumors of ovaries (BTO). The 2nd group covered 22 patients with tumorous formations of ovaries (TFO) and 3rd group had 2 patients with malignant tumorous formations of ovaries. Dopplerovsky research included definition of character of blood flow, localization of an intratumoral blood flow, definition of size of an index of resistance (IR).

Results of research and their discussion: Studying of clinical-anamnestic indicators has taped that the overwhelming number of patients (73,7 %) didn't have an accurate semiology. This study showed that formations of ovaries of 12 patients connected with sterility. Only by 10 (26,3 %) noted that these patients have compliance referred to disturbances of menstrual function, constant pains of stomach aches.

At bimanual investigation size, a consistence, morbidity, mobility of formation of an ovary was observed. So, the size of formation on patients of group one and group two was from 4 to 8 cm in diameter, basically they are painless, but are often sensitive at a palpation, mobile and soft - or average elasticity consistencies. At patients with malignant formations they were hilly, painful at a palpation, thus their mobility has been a little limited.

Studying of the immune status of patients of third groups showed change of size of indicators of an immunogram. The most expressed changes were at patients of third group, a little less expressed disbalance of indicators of immunity was observed in the second and first group. The

disbalance was characterized by depression of absolute and relative number of T-helpers, rising T-suppressors and especially NK-cells.

Definition of blood serum in patients of oncomarker CA-125 showed the maintenance, thus in the 1st group, its size varied from 9 to 48,1 units/ml, in the 2nd group with TFO from 9,4 to 30 units/ml. Only in 2 patients with TFO oncomarker has been enlarged from 51,7 to 200,8. Repeated survey after operation of oncomarker has showed its depression to normal amounts. Such augmentation is possibly bound to inflammatory process in a capsule of formation which is established by histological research.

In patients with malignant formation, the histological verification of the size formation with oncomarker has been sharply enlarged in comparison with norm and fluctuated from 48,1 60,3 to 354,9-583,3 units/ml, and the highest indicators were at boundary tumours. It confirms high specificity of the test for the maintenance of oncomarker at ovary tumours.

The results received from studying of a blood flow in ovarian and tumour vessels were interesting. CDC has shown that at BOT a blood flow, usually, has peripheric character. At the same time, when there was a growth of papillas on an internal surface of a capsule of a tumor (serous papillary cystomas) it was defined not only peripheric, but also central intratumoral blood flow. IR there was mainly average. At 2 sick of 3-groups with boundary tumors and at 2 patients with a 1-degree of adenocarcinoma the same blood flow is showed, but, unlike BOT with neovascularisation. The index of resistance of all these patients was low. Considering that an appreciable part of serous and mucinous tumors subsequently can regenerate in a cancer, it is possible to assume that detection of such kind of a blood flow at BTO is risk factor on a malignancy. Our received results as a whole will be compounded with studies of other authors. Studying anamnestic and clinical- laboratory dates of patients with BOT, comparing the data of the maintenance of oncomarker CA-125, to a histological picture and to the dopplerometric date allowed us to develop algorithm of presurgical inspection of patients with formation of ovaries. Application of such inspection allows us to prognosticate with a precision character of formation and to make the right decision for the question related to the method and volume of operative treatment.

1. Poll of complaints
2. Gynecologic survey
3. US with CDC for definition of character of a blood flow in a tumour
4. Definition of oncomarker CA-125
5. Definition of the immune status
6. Suspicion on malignant formation – consultation of the oncologist
7. A surgical laparoscopy, formation excision

8. Histological research of the received material
10. Rehabilitational treatment with an immunocorrection.

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MORPHOLOGICAL CHARACTERISTICS OF PARANASAL SINUSES IN PATHOLOGIES OF BLOOD SYSTEM IN THE RATS

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Annotation: *This article reveals the results of the study, which was conducted in the rats. Special attention was given to the morphological characteristics of paranasal sinuses in blood system of the rats. It also describes a short information regards to the purpose, materials and methods, results and discussions of the conducted study.*

Keywords: Morphological characteristics, paranasal, sinuses, blood system, pathologies, aplasia, leukemia, atrophy, vascular permeability, pathomorphological process.

The chronic blood system pathologies, particularly, bone marrow aplasia (BMA) and chronic leucosis (CL) develop as a system damaging all organs and tissues [1, 4, 5]. This is related to sharp change of the body's immunological characteristics, homeostasis disturbances, activity inhibition of the detoxication system organs, damages of central and peripheral hemodynamics, developing of hypoxia, as well as aggressive chemopreparations [4, 8, 9, 10]. The above mentioned changes may induce damage of the mucosal membrane of the paranasal sinuses, slowing processes of their reparative regeneration and resistance to infections. Our previous investigations showed that frequency of otorhinolaryngological organ pathology in the patients with aplastic anemia and leucosis was high [2, 3]. Generally this manifested by suppurative-inflammatory as well as nasal bleeding of different intensity. However, in the literature, the information about morphological backgrounds of the development of mucosa pathology with paranasal sinuses is absent.

The purpose: In the comparative aspect, to study features of the changes of mucosal membrane of paranasal sinuses in experimental aplasia and chronic leucosis and chronic leucosis.

Material and methods. The investigations were conducted in 128 white mongrel rats-males with initial mass 180-230 g. Intact group included 8 rats receiving distilled water. The model of BMA was created in 70 rats through subcutaneous. Every day 40% of benzole solution was implemented in dose 0,2 ml/100g with olive oil during all experiment [1]. Development of

hypo- and aplasia of the bone marrow was controlled by changes of hemo- and myelograms of the animals. The total lethality achieved 37,1% (26 rats) by the end of experiment.

The model of CL was done in 50 rats through subcutaneous, every day injections is 40% bensole solution in 0,01ml/100 g body mass, during 8 months [6, 7]. The total lethality here achieved 40%. Development of CL was controlled by change of hemo- and myelograms of the animals. By the final term of experiment, in 60% of animals were revealed lymphoproliferative processes, in 30% were discovered myeloproliferative processes and in the rest rates were showed the leukemyoid response.

The animals with signs of BMA and CL were killed under rash narcosis following the rules adopted by European convention on defense of the vertebrate animals (Strasburg, 1986). After killing of the animals by decapitation, the head was set, as whole in 10% neutral buffered, formalin solution during 72 hours. After washing in the tap water the sample was decalcinated in 15% of nitric acid solution. Then it dehydrated in increasing concentration of ethanol, immersed in chlorophorm, and embedded paraffin wax. The histological studies, obtained after deparaphinezation of common morphological changes on the sledge of microtome, developed in the tissue elements of the paranasal sinus, were studied with staining with hematoxylin-eosine, mucopolysacharides. Method of use of elastic fibers in periodic acid Schiff reaction was revealed, and these were determined by Weigert.

Results and discussion

The integumentary epithelium of the upper jaw in the rats with BMA is in the state of atrophia, baring the desquamation with basal membrane (Fig.1). The own plate was thin, venous vessels in it were impressed and ischemic. The connective tissue of the submucosal layer was in the state of edema and loosening due to disorganization of the fiber structures. The presence of diffusive mononuclear infiltration was noted in the connective tissue, perivascular zone was infiltrated more intensively. The periosteum was also very edematous, distally separated from the bone plate. In the upper jaw sinus the bone plate was slightly thinned due to osteoid resorption and expanding of the fat marrow.

In the other paranasal sinuses was also noted development of the initially discirculatory disorders looking-like vascular spasm of the microcirculatory bed, impressing the venous sinusoids with increase in their wall permeability and development of diapedetic hemorrhage (Fig.2). The consequence of hemodynamic disorders results the development of dystrophic and desorganizational expressions as vacuole dystrophy and atrophy of the integumentary epithelium, mucoid and fibrinoid swelling of the basal membrane and fiber structures of the submucosal layer with outcome as focal fibrinoid necrosis. Finally to these dystrophic and desorganizational changes the inflammatory process added as vascular wall alteration and fiber structures, and

appearance of lympho-histiocytary infiltration in the basal membrane and around the vessels. This consequence of pathomorphological changes developing on the basis of experimental BMA was accompanied by development of chronic atrophic-inflammatory processes.

In experimental CL the mucosa of the upper jaw was significantly thickened, predominantly due to presence of diffusive leucosis infiltration. The integumentary epithelium was tortuous thickened, due to suppression of its leucosis infiltration. On the surface of the integumentary epithelium the villi was absent, the multiseri cylindrical epithelium was metaplastiated into multilayer epithelium, the epitheliocyte nucleus were located on the different levels, in comparison with norm

They were hyperchromic. Basal membrane was rough, tortuous thickened in one sites and invisible in other sites. The plate and submucosal layer was not different, due to diffusive leucosis infiltration (Fig.3). Leucosis infiltrates were predominantly concentrated round the vessels, and in some places expanded to integumentary epithelium, forming prominent sites into lumen of the cavity with atrophy of the integumentary epithelium. This diffusive leucosis infiltration is accompanied by the development of secondary changes such as hemorrhage, destruction and necrosis of tissue elements.

In the other paranasal sinuses the above-mentioned pathomorphological changes were less marked and limited by lesion of only own plate and entegmentary epithelium. In the sphenoidal cavity there was noted thickening of the integumentary epithelium due to prolipheration of cambial enterocytes and metaplasia in the multilayer epithelium. The basal membrane and the proper mucosal plate were diffusive, infiltrated by leucosis cells. In the submucosal layer there was noted vascular plethora and interstitial edema (Fig.4).

In the sphenoidal cavities the pathomorphological process, expressed by leucosis infiltration was often noted and appeared as diffusive leucosis infiltrate of basal membrane and proper mucosal plate with focal invasion into submucosal layer. In the deep parts of the submucosal layer there were revealed significant interstitial edema, disorganization of the fiber structures and vessel walls with appearance of the focuses of the diapedetic hemorrhage. Uneven thickness of the bone plates and staining focal resorption of the compact bone tissue are developed through the edema intensity with rejection of the periosteum (Fig.5)

Thus, the results of morphological investigation of the tissue elements of the paranasal sinus wall showed that in experimental BMA and CL both the common pathological and characteristic changes for each of them have been developed. The common pathomorphological changes were expressed as development of discirculatory, dystrophic, desorganizational, destructive and inflammatory processes. The specific changes for BMA included atrophy of the soft tissues, thinning of the own plate, and bone plate. Specific processes for CL included

increase in vascular wall permeability due to their alternative damages and metastasizing of the leucosis cells, development of secondary changes such as protein dystrophy in the cytoplasm of integumentary epithelium and mucoid, fibrinoid swelling, fibrinoid necrosis in all the fibrillar structures of the connective tissue of the own plate and submucosal layer. Analyzing of the data obtained, it may be suggested that chronic hematological diseases are developing with systemic damages of all the organs and systems. Firstly, this is related to the sharp change of the body immunological properties, homeostasis disorders, inhibition of the detoxication system activity, disturbance of the central and peripheral hemodynamics resulting in development of hypoxia, which identified our revealed common pathomorphological changes in the mucosa of the paranasal sinuses.

At the same time from many hypotheses and theories of pathogenesis of the aplastic anemia, the hypothesis about the major role of energetic deficit acquires many advocates. The developing dysmetabolic changes in the body result in accumulation of the metabolic underoxidized products, development of the endogenous intoxication (9). It may be suggested that developing energy deficit promotes enhance of the plastic processes in the organs and tissues creating vicious circle (8), that, on our opinion, reveal the predominance of the atrophic changes in the mucosa of paranasal sinuses.

Leucosis is a clonal disease, occurring due to mutation and transformation of the cells from bone marrow. According to the monoclonal growth one mutated hemopoietic gives the onset of tumor clone formation (in 3rd months 10^{12} cells) in the bone marrow. They show carcinogenic properties: decrease in colony forming property, proliferation and differentiation of asynchronism process, differentiation blockade, mitotic cycle prolongation, in the cell during the life period. In the leucosis blast clone is found presence of 2 cellular populations of “growing” and “drowsy” cells (78-90%). During the development they acquire the capacity to grow out of the hematopoiesis organs: in the skin: kidneys, cerebral membranes, mucosa, promoting development of the generalized damage of various organs and systems. Evidently, this influences on the development of specific changes in the paranasal accessory sinuses of mucosa in animals with experimental chronic leucosis. All this shows necessity to study more carefully mucosa of the paranasal accessory sinuses in chronic hematological diseases.

Conclusions:

1. The common pathomorphological changes such as dyscirculatory, dystrophic, desorganizational, destructive, inflammatory processes develop in the accessory nasal sinuses due to experimental aplasia of the bone marrow and chronic leucosis.

2. The soft tissue atrophy, thinning of the own plate, bone plate seem to be specific changes in the paranasal accessory sinuses in experimental aplasia of the bone marrow.

3. The increase in vascular wall permeability and metastazing of leucosis cells, enable to develop the protein dystrophy in the cytoplasma of the intengument epithelium and mucoid, swelling fibrinoid and necrosis in all the fiber structures of the connective tissue of the proper plate and submucosal layer.



Fig.1. The wall of the maxillary cavity in anemia. Atrophy and desquamation of the integumented epithelium inflammation of the submucosal layer. Staining: hematoxylin-eosin. Enlargement: 10, 20

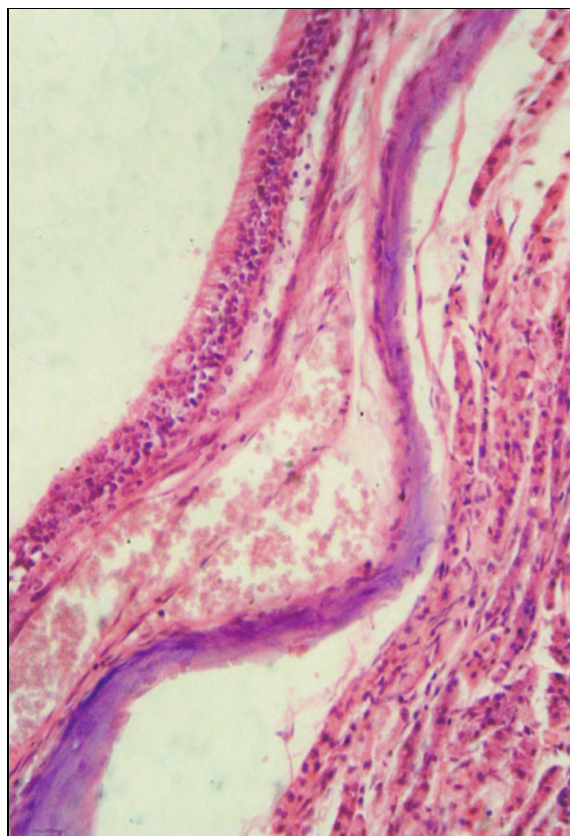


Fig. 2. The wall of the ethmoidal sinus in anemia. Diapedetic hemorrhages, inflammatory infiltration and atrophy of the integumentary epithelium. Staining: hematoxylin-eosin. Enlargement: 10, 20

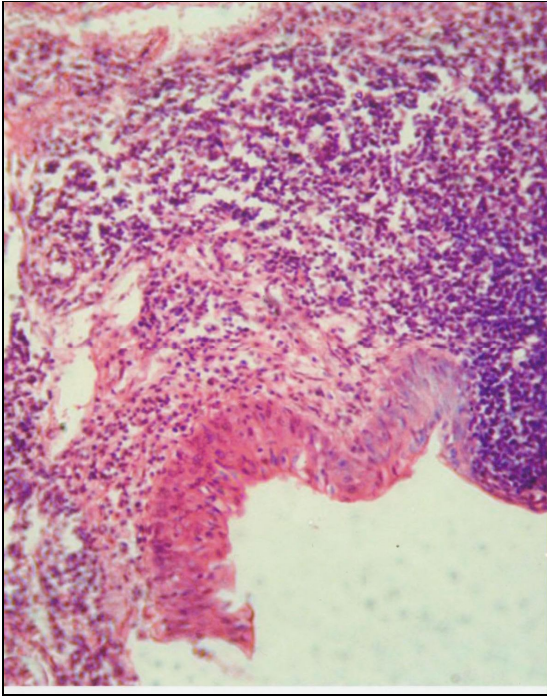


Fig.3. Diffusive leucosis infiltrates in the wall of maxillary sinus. Staining: hematoxylin-eosin. Enlargement: 10, 40

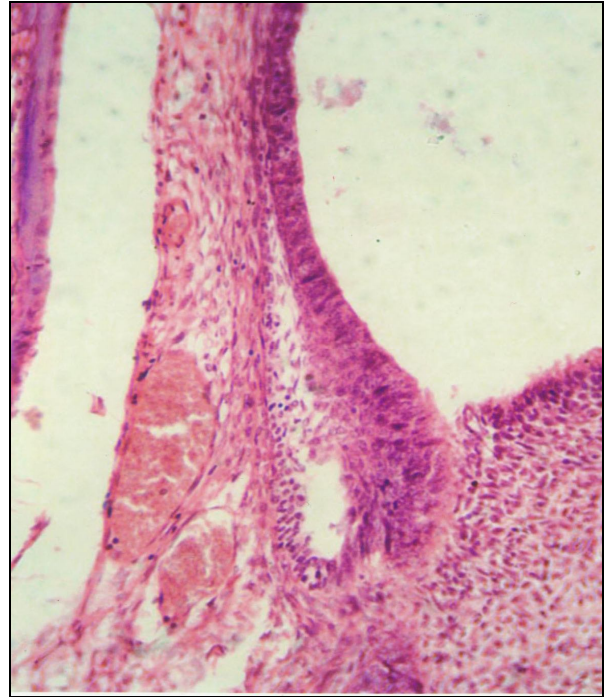


Fig.4. Lesion of the sphenoid sinus mucosa in leucosis. Staining: hematoxylin-eosin. Enlargement: 10, 40

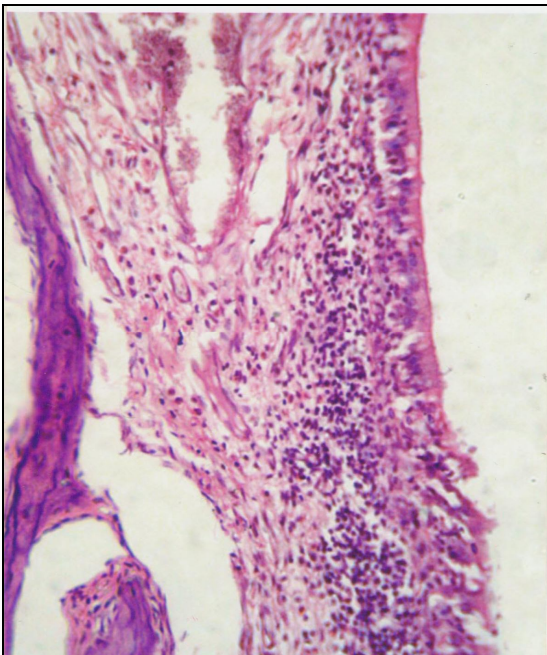


Fig.5. The superficial leucosis infiltrates in the mucosa of the sphenoid sinus. Staining: hematoxylin-eosin. Enlargement: 10,40.

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SURGICAL TREATMENT OF COMPLICATED STOMACH CANCER

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Annotation: *In this article were given informational details referring to surgical treatment of complicated stomach cancer. It also demonstrates the results of observation, conducted among 32 patients with above mentioned disease at Tashkent Oncology Dispensary during 8 years.*

Keywords: surgical treatment, stomach cancer, complication, stenosis, hemorrhage, case fatality.

Patients with associated complications of stomach cancer, hemorrhage and stenosis also need surgical operations to ensure oncological adequacy and technical safety to achieve maximum functionality. Surgical interference among these patients is conducted at the height of organism stress situation when compensation abilities are exhausted to the limit.

The study is based on clinical observation of 32 patients with stomach cancer complicated with hemorrhage and stenosis, who have been treated at the surgery department of Torokoabdominal oncology of Tashkent City Oncology Dispensary for years 1997 to 2005.

The main group, where oncologically adequate surgeries were conducted, included 19 (59.4%) patients 11 of them were male patients and the control group had 13 (40.6%) 7 of them were male patients. Four patients in the control group were conducted palliative and symptomatic surgeries due to the generalization of tumor process and extremely critical state. Average age of patients was $61 \pm 3,7$ years.

To schedule oncologically adequate surgery among patients with associated complications of stomach cancer, we deem it necessary to conduct a comprehensive study (laboratory, endoscopic, radiological, sonographic and computed tomography).

Thus, on the basis of this comprehensive information, all patients were ascertained final diagnosis of disease, anatomical localization of tumor and type of its growth.

Only in two cases there was cricoid morphological type of tumor, and in the remaining observations occurred mainly poorly differentiated forms of adenogenous cancer.

At endoscopic examination of 32 patients with associated complicated course of stomach cancer, in 11 (34.4%) cases there was hemorrhage on Forrest I (A), 7 (21.9%) had hemorrhage on Forrest I (B), 6 (18, 75%) - on Forrest II (A).

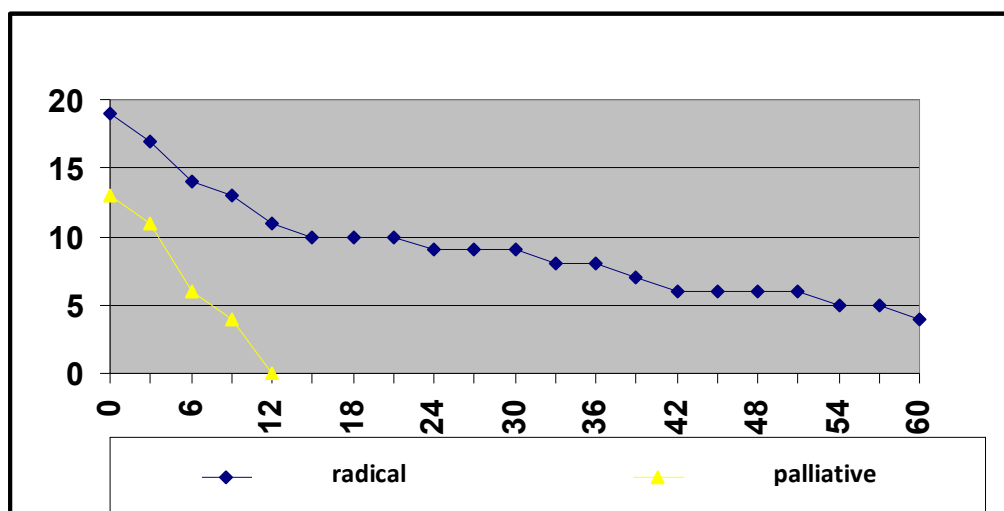
Emergency surgeries in our study were conducted among 8 patients. Among 12 patients surgeries were conducted within 3 days, and 12 patients underwent planned surgery interferences after hemostasia. To treat these patients, we used three types of surgery interferences with some accepted modifications: proximal subtotal gastrectomy with D2, D3 with lesions of proximal parts of stomach, distal subtotal resection with lesions of distal parts of stomach with D2, D3. Surgery in a volume of total gastrectomy was conducted when patients had total and subtotal stomach lesion, as well as endophytic and mixed growth of tumor.

In case of impossibility to ensure oncological adequacy of surgery due to the prevalence of tumor process, as well as the presence of remote metastases in organs and tissues, palliative resections were performed. Among six patients with complicated course of stomach cancer in the form of hemorrhage and decompensated pyloric stenosis, surgeries were conducted simultaneously for emergency hemostasia, as well as ensuring normal passage, i.e. formation of gastroenteroanastomosis.

In the main group, patients had to undergo combined surgeries to ensure oncological adequacy of surgery. Most often splenectomy was performed, additional resection of organs and tissues was carried out in 23 cases, 7 patients with a view to radical surgery were additionally resected 3 and more organs.

Early post-surgical case fatality comprised 10.53% (2 patients) in the main and 23.07% (3 patients) in the control group. The main reason of case fatality in the study group was: acute cardiovascular collapse - 1 (5.26%), peritonitis, multiple organ failure - 1 (5.26%) compared with the control group, where acute cardiovascular collapse occurred in one case (7.69%), multiple organ failure among 2 (15.38%) patients, respectively.

The main indicator of the effectiveness of any treatment mode is long-term results, i.e. life time of patients. Among 27 patients we studied late outcomes (Diagram). Survival curve of patients with stomach cancer complicated by stenosis and hemorrhage depending to treatment.



As seen from the survival curve, 4 (21.05%) patients of the main group, who radical surgery followed by adjuvant maintenance chemotherapy course were performed, lived for more than 5 years. In the group of patients, where was performed palliative interference, only 1 (7.69%) patient lived 1 year, and the rest died from disease progression within 6-7 months.

Thus, among patients with stomach cancer complicated by both hemorrhage and stenosis, conduction of oncologically adequate surgery with maximum functionality and safety is the only real chance providing full recovery if not taking into account uncontrollable prognosis factors. Five-year survival analysis showed that in the main group after oncologically adequate surgery it comprises 21.1%, and in the control group, where due to the prevalence of tumor process were performed palliative surgery interferences, only 1 (7.69%) patient lived for a year after treatment, while others died from the tumor process generalization within 6 months.

It should be noted that high efficiency of oncologically adequate surgeries among patients with stomach cancer complicated both by bleeding and stenosis, directly depends on the correctly ascertained level of tumor lesion, stage and degree of existing complications during tumor process, as well as competent timely conduction of therapeutic measures aimed at correcting homeostasis disorders, in general, in pre-, intra- and post-surgery periods.

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INFLUENCE OF VARIOUS FACTORS ON THE OCCURRENCE AND COURSE OF PRIMARY GENERALIZED PERIODONTITIS AND OSTEOPOROSIS IN ELDERLY WOMEN AND ELDERLY

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Annotation: *The given article is about mainly periodontitis and osteoporosis in elderly. It also gives interesting information about the results of the study, which was investigated in 93 postmenopausal women, all these women had the basic symptoms of the paradontitis. In several blocks narrated investigation methods and its processes.*

Keywords: Paradontitis, osteoporosis, postmenopausal period, osteal tissue, X-ray densitometry, obstetric and gynecological history, anamnestic fractures.

Currently, a major problem for the most developed countries is aging. In addition, on the condition of the unfavorable demographic situation, this problem will only get worse.

One of the many problems in dentistry is the issue of combined lesions of periodontal tissues and internal diseases. One of these diseases is osteoporosis, which recently have the nature of the "hidden epidemics". It occurs 4 times more often in women than in men, especially in the pre- and postmenopausal (Bonevolskaya L.I.2005). The role of the dentist, compared with other related professionals is increasing. Because in dentistry, for diagnosis are often used X-ray images, which are a major factor in the diagnosis of osteoporosis.

The aim of this work is to identify key factors that directly have influence on the occurrence and flow of these two common diseases.

Research technique:

A clinical examination involved 93 women aged 50 to 82 years. These are postmenopausal women with generalized chronic periodontitis. 45 of them are not burdened by HGP primary osteoporosis and 48 with HGP. The following methods are against occurrence of the primary osteoporosis:

1. Determine the quality of life according to the method (Karnofsku D 1987); through the question "how do you assess the quality of life?" Rating was made on three grades: good, average, bad.
2. Defining the natural flow of these two diseases through the measurement of bone density: both through the ultra-sound and osteometry X-ray densitometry.

3. Study the relationship between these two diseases including the peculiarities of obstetric and gynecological history, and it will be held as following ways:

The number of pregnancies;

-Time of menopause and the severity of its flow, which was estimated by three levels: mild, moderate and severe (Vikhlyeva EM 1966).

Discussion of the results

An assessment of life quality was studied in two groups of women. A comparative assessment of the impact of life quality was defined through the number of missing teeth, respectively, in both urban and rural residents. The obtained data are shown in table 1:

	Good				Average				Bad				Only			
	City		Village		City		village		city		Village		city		village	
Group the person	Number of people.		Number of casualties. Tooth.		Number of people.		Number of casualties. tooth		Number of people.		Number of casualties. Tooth.		Number of people.		Number of casualties. Tooth.	
I – 45	20		167		2		10		1		11		23		198	
II-48men	8		14.2		10		18.1		2		20.3		20		18.8	
in total	281		11.3		201		14.5		3		15.7		534		14.3	
	114		14.2		181		18.1		7		20.3		336		18.8	
	167		8.3		20.1		10		3		11		198		9.7	
	8.3		7		8.3		2		3		3		23		9.7	
	7		58		10		17		7		7		20		22	
	58		8.3		18.1		18.1		7		20.3		336		18.8	
	8.3		7		10		17		7		11		20		22	
	2		10		18.1		18.1		7		20.3		336		18.8	
	20		14.2		181		18.1		7		20.3		336		18.8	
	10		8.3		20.1		10		7		11		198		9.7	
	12		7		10		17		7		3		23		9.7	
	201		11.3		201		14.5		3		15.7		534		14.3	
	14.5		14.2		181		18.1		7		20.3		336		18.8	
	29		8.3		18.1		18.1		7		11		198		9.7	
	473		11.3		20.1		14.5		3		15.7		534		14.3	
	16.4		14.2		18.1		18.1		7		20.3		336		18.8	
	3		7		10		17		7		3		23		9.7	
	52		11.3		181		18.1		7		11		198		9.7	
	15.7		14.2		20.1		14.5		3		15.7		534		14.3	
	10		8.3		18.1		18.1		7		11		198		9.7	
	183		11.3		20.1		14.5		3		15.7		534		14.3	
	16.8		14.2		18.1		18.1		7		20.3		336		18.8	
	43		7		10		17		7		3		23		9.7	
	534		11.3		20.1		14.5		3		15.7		534		14.3	
	14.3		14.2		18.1		18.1		7		20.3		336		18.8	
	50		8.3		10		17		7		3		23		9.7	
	806		11.3		20.1		14.5		3		15.7		534		14.3	
	16.4		14.2		18.1		18.1		7		20.3		336		18.8	
	12.1		7		10		17		7		3		23		9.7	

The table shows that the quality of life affects the number of missing teeth that can be traced in both the first and second group (98.3 and 18.0, and 17.1 and 20.5, respectively). The living standard of urban residents is better, therefore the number of missing teeth is less, between 14.3 and 16.7. But the main difference, observed in the presence of underlying disease, is a primary osteoporosis. Even under good conditions, in the first group is the level average with 8.3. In the second group the level is twice more than the first group with 17.1. Under bad conditions of life results are respectively worse between 12.0 and 20.3.

The results indicate a very negative impact on primary osteoporosis with HGP. One of the indirect indicators of impact on the quality of human life and its associated diseases is the

number of bone fractures, which are one of the major complications of osteoporosis. So, in the first group, data of anamnestic fractures was in 7 women, equal to 15.5%. In the studied second group the number of fractures reached in 20 women, equal to 41%. Thus, the number of missing teeth and number of fractures simultaneously demonstrate the influence of comorbidity on the severity of primary osteoporosis with HGP.

The conditions of life have a direct influence on the nature and power of the second factor influencing the occurrence and during the HGP. The nature of power plays an important role throughout the life, from the birth time. The nature of power in the early years depends on building bone, its salinity and density, which in later life has a direct impact on the occurrence of HGP as well as primary osteoporosis. During the whole of human life, especially in the female body, in the bone tissue is constantly occurring osteoform processes. They are usually in balance and depend on the hormonal and other factors, particularly on the nature of power. Bone density was assessed using ultrasound ehoosteometr EOM-01-C and roentgen densitometry based on panoramic radiographs. The results are reflected in Table № 2.

Indicators of ehoosteometry and densitometry in women with generalized periodontitis.

Number of groups	Indicators	Branch n / jaw	Angle n / jaw	Scope For. mentalis	Podborod. area
I 45 people.	ehoosteometry	3161	3180	3170	2775
	Photometry	1.08	1.09	1.31	1.05
II 48 people.	ehoosteometry	2802	2801	2790	2721
	Photometry	0.80	0.62	0.72	0.65

The results show that the HGP without background pathology decreases the bone density more moderate than in the group of patients, where HGP confronts the background of primary osteoporosis. The nature of supply must include the required number of calcium, phosphorus and other micronutrients in order to build strong bones.

The third factor influencing on the occurrence of the HGP in postmenopausal women is obstetric and gynecologic status, namely, the number of pregnancies and their integral time, the severity and timing of menopause. Results of the anamnestic data showed that in the first group studied the number of pregnancies was 4.3 for a woman. In the second group, where HGP confronts the background of primary osteoporosis, the number of pregnancy woman is 6.4. These data indicate that pregnancy and childbirth, especially frequent and low-integral period negatively affect the flow of HGP and primary osteoporosis. The number of missing teeth among women in

the first group is 10.3 and 18.2 in the second group. The same applies to the flow of osteoporosis, marked by the number of fractures (15.5% 41%), respectively.

In conclusion it should be noted that the occurrence and severity of the HGP and primary osteoporosis in older women affected by: Conditions of human life, the nature of power, obstetric status.

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OUR EXPERIENCE IN THE TREATMENT OF BREAST CANCER COMPLICATED BY ROT

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Annotation: *This article highlights the information related to the treatment of breast cancer complicated by rot. It contains the results of the observation, which was conducted among the breast cancer patients at Tashkent Oncology Dispensary. Some methods and conducting processes of the study were also demonstrated in this article.*

Keywords: breast cancer, complication, rot, hemorrhage, radical, simple, mastectomy, neoadjuvant, adjuvant, chemotherapy, radiation therapy.

Conduction of neoadjuvant maintenance chemotherapy, radical mastectomy and adjuvant chemoradiotherapy among patients with breast cancer complicated by rot helps to achieve one-year relapse-free metastaticless survivability among 88,9% and among 73,4% of patients compared with those who underwent simple mastectomy and adjuvant chemoradiotherapy – 70% and 54,7% respectively. Conduction of pre-surgical maintenance chemotherapy following the scheme Doxorubicin + Xeloda as part of complex therapy of breast cancer complicated by rot improves one-year relapse-free survivability up to 91,1%, metastaticless up to 80,1% compared with the group of patients who underwent maintenance chemotherapy on the scheme CAF – 85,4% and 63,5% respectively. Patients with breast cancer complicated by rot and hemorrhage are not hopeless in terms of radical treatment from a perspective of present clinical oncology.

Treatment of rotting forms of breast cancer is a crucial task, and development of new approaches in the treatment of such group of patients will improve immediate and late results of treatment of the present category patients.

Study objective – to evaluate the effectiveness of different methods and choose the best approach in the treatment of breast cancer complicated by tumor rot.

Materials and methods: The study is based on clinical observation of 116 patients with breast cancer complicated by rot, who have been treated at the surgery department of breast tumors of Tashkent City Oncology Dispensary for years 2006 and 2010.

All patients underwent traditional general clinical and breast assessment: history taking, physical examination, breast palpation, general clinical blood and urina test, biochemical blood analysis, X-ray examination including mammography, ultrasound investigation, cytological examination of tumor and lymph glands with obligate pre- and post-surgical histodiagnosis. On indications to refine local dissemination of tumor process and remote metastases radioisotope examination of skeleton bones was performed, as well as computer and magnetic-resonance tomography.

In group I 45 (38,8%) patients underwent pre-surgical chemotherapy on the scheme Xeloda + Doxorubicin – 4 regiments, subsequently was performed radical surgery and chemoradiation therapy. In group II 41 (35,3%) patients at the first stage underwent chemotherapy on the scheme CAF - 4 regiments, radical surgery and chemoradiation therapy subsequently. The third group comprised 30 (25,9%) patients, who at the first stage underwent simple mastectomy with subsequent chemoradiation therapy. Age of patients in all groups ranged from 38 to 78 years old (mean age $55,3 \pm 2,83$).

Prevalence extent of breast lesion by tumor was evaluated according to the International Classification of malignant tumors TNM (2006). Of 45 patients in Group I, 2 (4.4%) had metastases localized in lungs, and 1 (2.2%) - in liver, 5 (11.1%) - in skeleton bones, 3 patients (6.6%) had cutaneous metastases in the form of satellites, 1 (2.2%) - metastases in ovaries. In Group II of 41 patients, 1 (2.4%) had metastases in lungs, 2 (4.8%) - in liver, 4 (9.6%) - in skeleton bones, 7 (17%) had cutaneous metastases in the form of satellites, 3 (7.2%) - in ovaries. In Group III indicants of remote metastases were significantly higher than in the main group.

Results and discussion: In Group I patients received 4 regiments of pre-surgical polychemotherapy on the scheme Doxorubicin + Xeloda, 9 patients had tumor reduction up to 50%, 34 patients - more than 50%, 2 patients had stabilization of process. Toxicity of chemotherapy of I-II degree was observed up to 83% in this group, III degrees - up to 17%. In Group II patients who received 4 regiments of pre-surgical polychemotherapy on the scheme CAF, 17 patients had tumor reduction up to 50%, 20 patients - more than 50%, 4 patients had stabilization of process. Toxicity of chemotherapy of I-II degree was observed up to 61% in this group, III degrees - up to 39%.

In all patients of I and II group were executed surgery in the amount of radical mastectomy in various modifications.

In Group I 38 (84.4%) patients had infiltrative carcinoma of I-II, II-III degree of malignance, 7 (15.6%) patients had infiltrative ductal carcinoma. Metastatic lesions of regional groups of lymph glands were detected among 40 (88.9%) patients; in Group II 31 (75.6%) patients had infiltrative carcinoma of I-II, II-III degree of malignance, infiltrative ductal

carcinoma - among (24.4%) patients. Metastases in regional lymph glands were detected among 34 (83%) patients; in group III 27 (90%) patients had infiltrative carcinoma of I-II, II-III degree of malignance, infiltrative ductal carcinoma was among 3 (10%) patients.

Indication for surgical treatment of I-II group in the radical volume was macroscopic tumor size reduction not depending on the tumor and reduction of regional lymph glands. Bleeding from rotting tumor and associated pathology of patients in the group III of patients forced conduction of non-radical surgery in the amount of simple mastectomy.

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INTRAVASCULAR AND LOCAL LASER IRRADIATION IN COMPLEX TREATMENT OF PERIODONTITIS

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Annotation: *This article presents the results of the investigated study referring the changes of erythrocytes in chronic periodontitis. In this article there were given detailed information about the investigation such as purpose, methods and materials, results and discussions. Especial attention was given to the therapy and forecasting specifications of this mentioned diseases.*

Keywords: Pathological forms of erythrocytes, blood, microcirculation, chronic periodontitis, intravascular and local laser irradiation, laser therapy, light microscopes, morphometry.

One of the most common dental pathologies is the diseases of periodontium. Among them chronic periodontitis (P) are dominate [3].

Thereby, one of the leading factors in the pathogenesis of periodontitis is microvascular changes in gums and periodontium microcirculation. In the complex of changes, causing disruption of microcirculation, an important role is played by disturbance of normal ratios of discocytes (D) - the normal form of erythrocytes and their pathological forms (PFE). [1, 2]. Laser therapy which includes intravascular laser irradiation of blood (ILIB) is the most effective way of photo influencing on erythrocytes for the restoration of normal relations of D and PFE [1, 2, 4, 5].

The ratio of red blood cell forms in periodontitis and especially the comparative characteristics of the peripheral blood and blood in the affected gum zone have and influence on the erythrocytes laser irradiation have not been studied.

Materials and methods. Te changing relationships between PFE and D in peripheral blood and in the affected area, their change under the influence of laser therapy were studied by light microscopes and morphometry. ILIB was carried out using apparatus “Matrix – VLOK”, radiating head KL-VLOK, the wavelength of 0.63 microns, and the power output of the optical fiber 1, 5-2 mW, equipped with a special needle with a Teflon coating. Local irradiation of pathological foci was done with use of "Mustang 017 - MCS-PC», with a magnetic nozzle, which creates the magnetic field in the 50 MLT, exposure for 5 min, the frequency of 1000 Hz. every day (8-10 treatments)

The results: The D dominate in the blood from the finger of healthy individuals (control). The share of D significantly decreases and PFE's share increases in P. In P, these shifts are more pronounced in the blood obtained from the gingiva. Complex treatment without laser therapy led to positive changes in the ratio of D and PFE, as in blood from a finger, and gums. These changes are more pronounced when used in complex treatment with ILIB. Combined use of ILIB and of local (on gum) laser therapy gave the best clinical results.

Table 1: Correlation of discocytes and pathological forms of erythrocytes in periodontitis and laser therapy

Erythrocytes' forms	1 gr. Control Blood from finger. (n-8)	2a gr. Blood from finger before treatment (n-10)	2b gr. Periodontitis blood from gums before ILIB (n-10)	3 gr. Periodontitis blood from finger treatment without ILIB. (n-10)	4a gr. Periodontitis blood from finger after 10 sessions of ILIB group (n-8)	4b gr. Periodontitis blood from gums after 10 sessions of ILIB (n-8)
Discocytes	89±1,7%.	*69±1,6%	*55±1,6%	*77±1,6%	**82±2,2%	73±1,4%
Echinocytes	9±0,6%.	12±1%	*14±1%	11±1%	**8±0,3%	10±1%
Stomatocytes	1±0,04%.	*10±0,2%	*20±0,2%	*4±0,2%	**4±0,1%	**11±0,2%
Erythrocytes with crest	0,5±0,01%	*8±0,3%	*9±0,3%	*6±0,2%	**5±0,1%	4±0,2%
Irreversible forms	0,5±0,07%	1±0,2%	2±0,2%	2±0,2%	1±0,1%	2±0,2%

* Statistically significant (P <0.05) compared with group 1

** Statistically significant (P <0.05) compared with group 2

Conclusion P causes not only local changes in gum tissue and teeth, but also significant shifts in the ratio of D and PFT, especially in the lesion area. Laser irradiation of blood leads to the normalization of ratio in red blood cells forms. Combination of local laser irradiation and irradiation of blood in the complex treatment of periodontitis gives the best results.

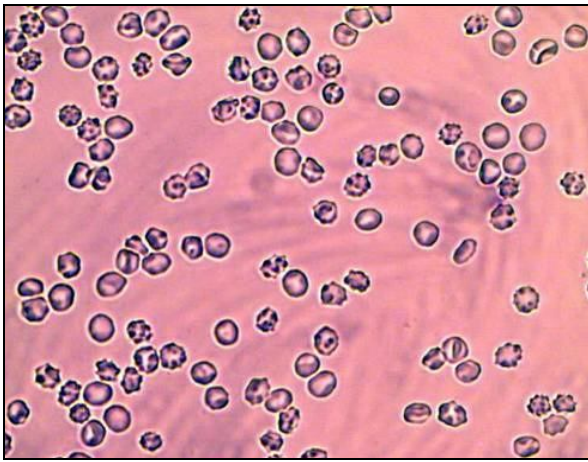


Fig 1

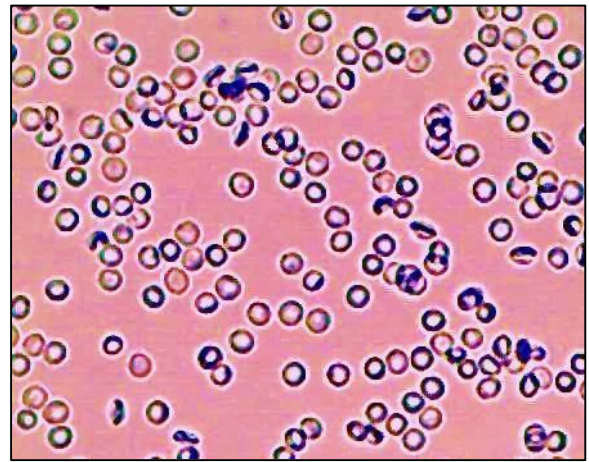


Fig 2

Capture to figures

Fig.1. Pathological forms of erythrocytes in blood from finger

Periodontitis. EMTD

Fig.2. Normalization the proportion of discocytes and pathological forms of erythrocytes after lasertherapy. EMTD 10x40.

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PHILOSOPHY and EDUCATION

AN INTERACTIVE APPROACH IN TEACHING RUSSIAN LANGUAGE

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Annotation: *The role of Russian language in international level was mentioned in this article. It also deals with the teaching effect of this subject in educating of pupils at schools. Here also were discussed advantages and disadvantages of the teaching methods: comparing the traditional and the new interactive methods based on teaching samples.*

Keywords: Foreign language, interactive and tradition methods, handouts, knowledge, contradiction, insert strategy, education and organization.

The Russian language has become international and gives great opportunities to get information from all over the world through newspapers, magazines, Internet and so on. It is also clear that it is more difficult for the students as foreign language learners to interact. Because they have to get the content to be able to express ideas, argue for and against. On the other hand, it is very fruitful, because classroom interactions teach students for good skills such as critical thinking, research, organization, listening, taking notes and speaking.

Purpose: Traditional lessons keep most students inactive. By using interactive methods, everyone enjoys reviewing the content.

Materials needed: Handouts "Amir Temur is the great military leader and great personality".

Objectives:

- Students learn about Amir Temur with the help of Insert strategy.
- Students debate, in order to review study materials about Amir Temur.

Activities and procedures:

1. **Brainstorming.** What do you know about Amir Temur?
2. **Prediction Chart.**

Heroes	What I predict, will happen?	What actually happen?

3. **Students read** "Amir Temur is the great military leader and great personality" - close using Insert strategy.

2.1. Make notes on the margins:

V I knew before

- + Something new for me
- Contradicts my knowledge
- ? I'd like to get more information about it.

Handout: "Amir Temur is the great military leader and great personality". **Amir Temur is the great military leader and great personality**

When Amir Temur's troops occupied the city of Shiraz, he gave orders to find the poet - Khafiz and bring him to the palace. The frightened poet stood in front of Temur who asked: "Was it you, who wrote the following verses?" "When I fall in love with a beauty from Shiraz, I'll give away both Samarkand and Bukhara in exchange for her birth mark." The poet stood still, bowing his head before Amir Temur. Temur continued, "I devoted my whole life to extol my favorite cities and you are willing to exchange them for the birth-mark of a dissipated woman."

Khafiz knew that the situation was rather serious. He spread the skirts of his shabby robe and said: "Your Excellency, it is because of my lavish generosity that I am very poor!" After a short pause, Temur burst out laughing and told his servants to give the poet a new robe and let him go.

Let us assume that the above story had never really happened. Regard it as one of the numerous legends about this great military leader. The story does, although indirectly, confirm that Temur was a well-educated man. He knew history and poetry, the Koran and many khadeses. He took part in theological discussions.

His fate raised him to an unprecedented height. Like Napoleon, he could say, "What a fascinating novel my life is!" As a young man, he was the leader of a group of horsemen. Later, he freed his motherland, established mighty and flourishing state, occupied large areas, and ruled millions of people.

It was from the very beginning that Temur began to apprehend his power not as a gift, but as a heavy burden, which was placed on him by Providence. He used to say: "A good star never has enough time to shine. We have to work for the benefit of our people, who have been entrusted to our care by the Almighty as a sacred pledge. It will always be my primary concern, because of the day of Final Judgement. I don't want the poor to pull me by the edge of my cloak and ask the Almighty to take vengeance on me."

The more one discovers of his contemporaries, the more certain it is that Temur had a wide range of interests and a rich inner world. The inner world of a person always has an effect on one's activities and decisions, especially when the person is a head of the state. He experienced the cruelty of the world, when he was young. His companion-in-arms betrayed him and he had to take refuge from hired killers, and was wounded in battle... once he was taken to prison and

spent more than a month in a deep pit full of poisonous snakes. It's not surprising that he said: "Our world is a gold trunk full of snakes and scorpions."

Arabshakh's words prove that his life did reduce his soul to ashes. The man, who recognized young Timur and saved him from death in the steppe, was appreciated by Timur and highly respected until the end of his life.

On the subject of women in his life, one cannot help mentioning Sarai-Mulk-Khanum, better known as Bibi-Khanum. He took her as his wife from the harem of the defeated Amir Husein, once an ally and later an irreconcilable enemy. She became the senior wife of Sakhbikiran. One of the most impressive buildings in Samarkand was named after her, the Bibi-Khanum Mosque. Timur himself began to build it, when he returned from a march to India.

Timur loved Samarkand, and in so doing he has made famous all over the world. It is very difficult to explain, why people love their native city, their motherland. It was Samarkand, where Timur returned to after each military campaign, as if breathing the air of Samarkand into his lungs rejuvenated him. Only there, on the soil of his native land, he found happiness and peace.

Timur surrounded Samarkand with vast picturesque gardens viewed from the windows of his country houses. He liked to rest there and when he was away from the city, people from the city enjoyed the beauty of his gardens, listened to the music of Gul-Bog, Bogi-Dilkusho, Bogi-Chinor, Bogi-Nau, Bogi-Boland, Bogi-Shamol - in Uzbek these names mean "a garden of roses", "a garden of fascination to one's heart", "a garden equipped with happiness", "a garden of trees"...

It was in the time of Sakhbikiran that Samarkand became one of the world's centers of culture and science. In his time Atoiy, Sakkokiy and Lutfi, brilliant scientists, such as Mavlono Abdujabbor Khorezmi, Shamsutdin Mounshi, Abdulla Lison, Badriddin Akhmed and Alautdin Kashi worked in Samarkand.

The Temurides did not only produce good fighters, many writers and scientists were also a part of their dynasty. Timur's grandson, Ulughbek with his discoveries in Mathematics and Astronomy (f.e. astronomic Tables and the unique observatory) consolidated Samarkand's fame as the leading scientific centre of the medieval world. Describing Ulughbek, the famous Uzbek writer Alisher Navoi said: "The sky became closer and lower in front of his eyes."

During the march to Horasan, Sakhbikiran wanted to meet the religious zealot, Zainetdin Abu Bekr. The sheikh said to the Amir's envoy that he had had nothing to do with Timur and if Timur wanted to see him, he should come himself. The meeting took place. Later on, Timur told the historian, Khafiz Abr, that usually during such meetings he saw fear in the people's eyes, even in the eyes of the Hermits. That time he left with fear. When, the sheikh put his hands on the shoulder of the bowed Timur. Timur felt that the sky had fallen and weighed him down.

After listening to Abu Bekr's instructions, Sakhirkiran asked him why he didn't give such instructions to his sovereign, the ruler of Herat. "I have instructed him", the sheikh answered "but he hasn't followed my instructions and God has sent you own on him. Now I'm instructing you. If you don't follow my instructions God will send somebody else down on you". The sky gave Temur a long life.

2.2. Fill in the INSERT chart:

V I knew	+ I learned	- Contradicts my knowledge	? I want to know

2.3. Fill in "Idea" chart.

IDEA: Prove that Amir Temur is the great military leader and great personality.

Reasons for idea	Reasons against idea

3. Classroom debates.

- 3.1. Divide the students into two teams.
- 3.2. Flip a coin, to decide which team is for and which against.
- 3.3. Each team is allowed to remark, and then they give their points, scaled from 1 to 5 points. After each point is given, the other team is allowed to make a short comment or rebuttal. Then the other team gives their 1st point. And so on.
- 3.4. The teacher spends most of his/ her time writing down the reason and moderating. The winning team is chosen by the amount of examples used from the text or their own experience.
- 3.5. During the argument, the teacher should give special attention to the grammatical errors, thus should verbally correct them on the spot, making a list of 4 or 5 for the most frequent. Thus, the teacher does not interrupt the flow of the discussion and is able to focus on patterns of errors. In conclusion it should be once more mentioned, that the use of modern teaching technologies in learning Russian language is very important. Implementation of technologies such as forecasting maps, brainstorming, inserts and debates enables to reach the effective result of teaching. Thus, the above described teaching methods contribute to the development of the student's thinking and creative abilities.

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LERNSCHWIERIGKEITEN ASERBAIDSCHANISCHSPRACHIGER DAF - STUDIERENDER BEIM ERWERB VON PHRASEOLOGISMEN

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Es handelt sich in diesem wissenschaftlichen Beitrag sowohl um die Struktur der phraseologischer Ausdrücke des Deutschen, deren Erwerb durch aserbaidische Lernende, als auch um die Lernschwierigkeiten der Nicht-Muttersprachler.

Schlüsselwörter: phraseologische Ausdrücke im DaF-Unterricht, Erwerb von Phraseologismen für DaF-Lernende, kommunikative Situationen, Phraseoschablonen.

Gegenstand meines Beitrags ist eine Untersuchung zur Struktur phraseologischer Ausdrücke des Deutschen und ihr Erwerb durch aserbaidische Lernende. Hierbei stellen sich folgende Fragen: Worin liegt die Bedeutung des Erwerbs von Phraseologismen für DaF – Lernende? Wo liegen die besonderen Lernschwierigkeiten? Mit welchen Methoden könnten dem Nicht-Muttersprachler die Phraseologismen der deutschen Sprache im Unterricht vermittelt werden? Diese Untersuchung soll einen Beitrag zur Klärung dieser Fragen leisten.

Wenn man die Literatur zu diesem Thema betrachtet, gehen die Meinungen der Sprachwissenschaftler weit auseinander.

Zum Beispiel meint Hessky (1997,225), die Phraseologismen spielen keine wichtige Rolle für die grundlegenden kommunikativen Situationen. „Sie sind lediglich `ein Ornament` der Sprache, ohne die man besonders als Nichtmuttersprachler immerhin auskommen kann.“

Die Gegenposition findet man bei Daniels (1985, 147) beschrieben: „Dass ... gerade das idiomatische Sprechen einer Fremdsprache erstrebenswertes Lernziel ist, wird allgemein anerkannt.“

Meiner Erfahrung nach, sie ist durch 10 jährige Abnahme von Abschlussprüfungen an der Sprachenuniversität von Baku gestützt, ist die Beherrschung einer Sprache ohne Phraseologismen nicht möglich. Vielleicht ist in diesem Zusammenhang sogar auf Gottsched zu verweisen, der schon in der Mitte des 18.Jh. darauf verwies, dass die bloß grammatische Kenntnis einer Sprache nicht zulänglich sei (J. G. Gottsched, 1758, 40).

Eine gründliche Auswertung der Abschlussarbeiten an unserer Universität hat ergeben, dass die Lehrpersonen die Phraseologismen nur sporadisch in den Unterricht einbeziehen. Aber es geht

nicht nur darum, dass Phraseologismen im Unterricht vorgestellt werden, sondern um eine Didaktisierung auf tragfähiger wissenschaftlicher Grundlage.

Stand der sprachwissenschaftlichen Forschung

Die Frage, was für die Sprachwissenschaft als Phraseologismus gilt, lässt sich heute (von einer bestimmten Position aus) relativ leicht beantworten. Es ist nur auf die in der germanistischen Phraseologieforschung in breiten Kreisen akzeptierte Definition des Handbuches der Phraseologie zu verweisen: „Phraseologismen sind Ausdrücke mit ganzheitlicher Gesamtbedeutung“ (Burger / Buhofer / Sialm, 1982, 31).

Zum Teil liegen den Phraseologismen Metaphorisierungsprozesse zugrunde. Möglich ist auch eine Spezialisierung von einzelnen Semen (Fleischer, 1982, 38).

Nach Bayramow (1978,14) gehören die Phraseologismen zur sogenannten figurativen (figurierten) Sprache, die nicht wörtlich verstanden werden kann, sondern mindestens doppeldeutig ist. Die Gesamtbedeutung ergibt sich also nicht aus den Bedeutungen der einzelnen Bestandteile, sondern hat eine Idiomatisierung erfahren. Fleischer (1997,262) spricht in diesem Zusammenhang von „mehr oder weniger“ aktualisierbarer Eigensemantik der Komponenten... „Die ursprünglich vorhandene Motivation geht verloren und einzelne Teile sind nur selten austauschbar. Fleischer (1997,262) meint sogar: „Die Reproduktion erfolgt als einheitliche lexikalische Einheit, sehr oft wird er in der Funktion eines Einzelwortes gebraucht (vgl., Lexikon sprachwissenschaftlicher Termini). Bei der Klassifizierung der Phraseologismen schließe ich mich Fleischer (1983,318) an. Er klassifiziert sie in

-Phraseolexeme, vollidiomatisch, z.B. „sich einen Kopf machen“ oder teilidiomatisch, z.B. „Feuer fangen“

-Phraseoschablonen, Wortgruppenschablonen, z.B. „zum Lachen bringen“

-Nominationsstereotype, z.B. „schnelle medizinische Hilfe“

-kommunikative Formeln, voll- oder teilidiomatisch, z.B. „da liegt der Hase im Pfeffer“, nichtidiomatisch, z.B. „ich bitte ums Wort“

Für die didaktische Umsetzung konzentriere ich mich auf diese Formen und lasse die Hinweise Fleischers (1997,263) auf Problematik und Grenzfälle außer Betracht.

Da wir die Verwendung von Phraseologismen für ein Indiz zur Bestimmung des Grads der Beherrschung jeder Fremdsprache halten, haben wir an der Sprachenuniversität Baku einen Test mit folgender Anordnung und Zielstellung durchgeführt:

Anordnung des Sprachmaterials für den Unterrichtsversuch

Da der Erwerb von phraseologischen Wortverbindungen vorrangig von

a) den möglichen Äquivalenzbeziehungen der Phraseologismen und
 b) von den STUFEN des Verstehens zwischen Ausgangs- und Zielsprache
 abhängt (Wotjak, 1992, 34) haben wir in unserem Unterrichtsversuch, ausgehend von Fleischers
 Klassifizierung (Kleine Enzyklopädie 1983, 318) folgende vier Gruppen / Typen von
 Phraseologismen nach dem Grad der Äquivalenz eingeteilt.

Diese Gruppen stellen wir hier mit einer wörtlichen Übersetzung vor:

I. Phraseologismen mit morphosyntaktischer und lexisch-semantischer Identität in
 Ausgangs- und Zielsprache:

- (1) sich den Kopf zerbrechen – baş sındırmaq (den Kopf zerbrechen)
- (2) sein Hab und Gut durch die Gurgel jagen – var-dövlətini boğasına tökmək (sein Vermögen in den Hals gießen)
- (3) nach einer Erbschaft schnappen – mirasa sahib çıxmaq (die Erbschaft besitzen wollen)
- (4) wie ein Huhn ohne Kopf rennen – başı kəsilmiş toyuq kimi çabalamaq (wie ein Huhn ohne Kopf scharren)
- (5) von Kopf bis Fuß – başdan ayağa (von Kopf zu Fuß)
- (6) etw. geht zu einem Ohr rein und zum anderen raus – bir qulağından alıb, o birisinden vermək (von einem Ohr bekommen, vom anderen geben)
- (7) sich Gedanken machen – fikir elemək (sich Gedanken machen)

II. Phraseologismen mit kleineren formalen Unterschieden in den Phraseologismen von
 Ausgangs- und Zielsprache:

- (1) das Herz auf der Zunge haben – ürəyi açıq olmaq (ein offenes Herz haben)
- (2) in die Augen fallen – nəzərə / gözə çarpmaq (in die Augen fallen)
- (3) ein frühes Grab finden – erkən məzara yollanmaq (vorzeitig ins Grab gehen)
- (4) das Licht der Welt erblicken – dünyaya göz açmaq (das Auge in der Welt aufmachen)
- (5) ein saures Gesicht machen – üz-gözünü turşutmaq (Augen und Gesicht sauer machen)
- (6) jmdm. in den Rücken fallen – bir kəsə arxadan hücum etmək (jmdm. den Rücken stürmen)
- (7) die Zunge im Zaum halten – dilini qarnında saxlamaq (die Zunge im Bauch halten)

III. Phraseologismen mit unterschiedlichen Konstruktionen in Ausgangs- und Zielsprache:

- (1) mit dem Kopf durch die Wand wollen – təkədən pendir tutmaq (vom Bock Käse machen wollen)
- (2) das Kind mit dem Bade ausschütten – qaş gayırdığı yerdə gözünü vurub çıxartmaq (das Auge blind machen, anstatt die Brauen zu schminken)

- (3) den Kopf hängen lassen – ruhdan düşmək (seine Lust verlieren)
- (4) jmdm. (um) einen Kopf kleiner / kürzer machen – boynunu vurmaq (jmdm. den Nacken schneiden)
- (5) wie vor den Kopf geschlagen sein – keybəsər olmaq (in einer ungewöhnlichen Situation nicht reagieren)
- (6) alle (s) über einen Kamm scheren – hamıya / her şeyə bir gözlə baxmaq (alle/alles mit gleichen Augen anschauen)
- (7) jmdm. auf die Schliche kommen – ürəyini oxumaq (jemandes Absicht mit dem Herzen lesen)

IV. Phraseologismen, denen ein Äquivalent in der Zielsprache fehlt:

- (1) zu leeren Wänden reden – öz - özüne danışmaq (mit sich selbst reden)
- (2) nicht auf den Mund gefallen sein – söz üçün mətəl qalmamaq (schlagfertig sein)
- (3) etw. fällt der Schere zum Opfer – qaralamaq, pozmaq (etwas streichen)
- (4) jmdm. auf dem Kopf herumtanzen / herumtrampeln – saymamaq (jmdn. nicht respektieren)
- (5) jmdm. den Kopf waschen – danlamaq (jmdn. tadeln)
- (6) (6) mit einem blauen Auge davonkommen – xoşagəlməz şəraitdən zərərsiz otüşmək (fast ohne Schaden)
- (7) bleiben)
- (8) den Teufel an die Wand malen – çərənləmək (von unangenehmen Dingen sprechen)

Aus der Darstellung ergab sich für uns, dass im Rahmen der verglichenen Sprachen, d.h. im Deutschen und im Aserbaidschanischen, partielle Äquivalente und voll idiomatisierte Phraseologismen überwiegen .

Bei der Arbeit an der I. Gruppe der Phraseologismen mit totaler Äquivalenz haben wir es nur mit einem Minimum an Lernschwierigkeiten für die Studierenden zu tun. Die Lehrer können bei diesen Phraseologismen auf den muttersprachlichen Transfer bauen. Ich gebe wieder einige Beispiele mit wörtlicher Übersetzung aus dem Aserbaidschanischen:

- (1) jmdm. unter die Arme greifen - qolundan tutmaq, kömək etmək (jmdm. unter die Arme greifen, jmdm. helfen)
- (2) wie ein Toter schlafen – ölü kimi yatmaq (wie ein Toter schlafen)
- (3) das Wort liegt auf der Zunge – söz dilimin ucundadır (das Wort liegt vor der Zunge)
- (4) von Mund zu Mund gehen – ağızdan - ağıza düşmək (von Mund zu Mund fallen)
- (5) das hängt an einem Faden - sapdan asılı olmaq (an einem Faden hängen)

Die Schwierigkeiten der Studierenden ergeben sich bei diesen Beispielen aus mangelnder Sprachkenntnis. Auf einem höheren Niveau der Sprachbeherrschung gibt es so gut wie keine didaktischen Probleme.

Anders ist es bei den Gruppen II und III. Lexisch - semantische Unterschiede verführen die Studenten zu Spekulationen über die wörtliche Bedeutung der sprachlichen Einheit. Ich gebe dafür folgende Beispiele:

- (1) jmdm. um den Hals fallen – boynuna sarılmaq (jmdm. an den Hals klettern)
- (2) jmdn. an die Wand stellen - divara dirəmək, güllələmək (an die Wand stellen)
- (3) den Faden verlieren - kələfin ucunu itirmək (die Spitze des Knäuels verlieren)
- (4) jmdm. das Fell / die Haut über die Ohren ziehen - dərisini boğazından çıxarmaq (die Haut vom Hals abziehen)
- (5) die Ohren spitzen - qulaqlarını şəkləmək (die Ohren aufrecht stellen)
- (6) sein Geld zum Fenster hinausschmeißen – pulunu çölə səpmək (das Geld aufs Feld streuen)
- (7) Liebe macht blind – məhəbbətin gözü kor olar (das Auge der Liebe ist blind)
- (8) grünes Licht geben – yaşıl işıq yandırmaq (grünes Licht einschalten)
- (9) den Kopf hoch tragen – başını dik tutmaq (den Kopf hoch halten)
- (10) kämpfen wie ein Löwe – şir kimi döyüşmək (wie ein Löwe streiten)

Diese Phraseologismen unterscheiden sich in ihrer wörtlichen Bedeutung voneinander und demzufolge ergibt sich ein anderes Bild. Es ist zu betonen, dass partielle Äquivalenz nichts anderes als Ähnlichkeit bedeutet. Diese Ähnlichkeit ist in interlingualer Relation zu verstehen als teilweise Gleichheit und teilweise Verschiedenheit. Die verglichenen Beispiele zeigen, dass die Unterschiede in verschiedenen Bündelungen auftreten können. Die Ähnlichkeiten und Unterschiede zwischen den Phraseologismen sind unter didaktischem Gesichtspunkt von besonderer Bedeutung.

Bei dem Fehlen von Äquivalenz der Phraseologismen in der Zielsprache, der IV. Gruppe, stehen die Studenten vor erheblichen Problemen. Hier kann man nur auf die Kompetenz der Lehrer bauen, die mit den Studenten viele unterschiedliche Textsorten (vgl.: Fleischer 1997, 264 ff) zur Kenntnis nehmen und aus dem Kontext die Bedeutung der Phraseologismen weitgehend erschließen.

Anhand der folgenden Beispiele kann das Gesagte veranschaulicht werden:

- (1) jmdm. reinen Wein einschenken – həqiqətdən mətləb qandırmaq (die Wahrheit andeuten)

- (2) jmdm. ist eine Laus über die Leber gelaufen – özündən çıxmaq (vor Ärger außer sich sein)
- (3) jmdn. drückt der Schuh – dərdili olmaq (jemand hat Kummer)
- (4) die Flinte ins Korn werfen – ümüdini itirmək (die Hoffnung verlieren)
- (5) sich am Riemen reißen – gücünü toplamaq (seine Kraft sammeln)
- (6) die Beine unter den Arm / in die Hand nehmen – tələsmək (sich beeilen)
- (7) das Pferd vom Schwanz her aufzäumen – işi baş-ayaq etmək (die Arbeit umgekehrt machen)
- (8) ein Gesicht machen wie sieben Tage Regenwetter – qəmgin olmaq (traurig sein)
- (9) etw. in den Griff bekommen / kriegen – gözdən qoymamaq (nicht aus den Augen lassen)
- (10) die Katze im Sack kaufen - əlinə keçəni almaq (alles kaufen)
- (11) wie ein Elefant im Porzellanladen – ayı kimi davranmaq (sich wie ein Bär benehmen)
- (12) jmdm. etw.vor Augen führen - aydınlaşdırmaq (etwas erklären)
- (13) das sind für mich böhmische Dörfer – bu məndən ötrü keçliməz meşədir (durch diesen Wald kann ich nicht gehen)
- (14) die Nase voll haben – boğaza yığılmaq (bis zum Halse voll sein)
- (15) ich verstehe nur Bahnhof – anlaşılmaz olmaq (etwas ist unverständlich)

Ich denke, die Kompliziertheit des Erwerbs dieser Phraseologismen wird aus den wörtlichen Übersetzungen deutlich.

Zum Unterrichtsversuch

Um nachzuweisen, dass das Verstehen von Phraseologismen an den Stand der kognitiven Entwicklung und den Grad der Sprachbeherrschung gebunden sind, haben wir den Studierenden des 2., 5. und 9. Semesters unterschiedliche Zuordnungs- und Anwendungsaufgaben zu den oben angeführten 35 Phraseologismen gestellt. Wir glaubten, dass die Studenten des 2. Semesters etwa 30% der in Texten vorkommenden Phraseologismen inhaltlich erfassen können und nahmen an, dass der Zuwachs zum 5. Semester 20% und zum 9. Semester 20% beträgt. Hier zeige ich einen repräsentativen Teil des Tests:

Aufgabe 1. Ordnen Sie den gegebenen Phraseologismen die richtigen Bedeutungserklärungen zu!

- | | |
|---------------------------------|---|
| 1. jmdm. unter die Arme greifen | 1. die Erlaubnis geben, etwas zu beginnen |
| 2. wie ein Toter schlafen | 2. sich beeilen |
| 3.jmdm. ins Wort fallen | 3. mit viel Mut und Energie kämpfen |
| 4. kämpfen wie ein Löwe | 4. jmdm. die für ihn unangenehme Wahrheit sagen |

- | | |
|--|--|
| 5. sein Geld zum Fenster hinausschmeißen | 5. jmdn. Unterbrechen |
| 6. grünes Licht geben | 6. taktlos die Gefühle anderer Menschen verletzen |
| 7. jmdm. reinen Wein einschenken | 7. sehr fest schlafen |
| 8. die Katze im Sack kaufen | 8. jmdm. in einer schwierigen Situation helfen |
| 9. wie ein Elefant im Porzellanladen | 9. etw. kaufen, ohne vorher die Qualität zu prüfen |
| 10. die Beine unter den Arm / in die Hand nehmen | 10. jmd. verschwendet sein Geld |

Aufgabe 2. Wählen Sie entsprechende Äquivalente aus!

1. jmdm. um den Hals fallen – a) boynuna sarılmaq (jmdm. an den Hals klettern)
 b) boynundan asılmaq (am Halse hängen)
 c) boğazından düşmək (vom Hals fallen)
2. jmdn. an die Wand stellen - a) dörd divar arasında qalmaq (in den vier Wänden bleiben)
 b) divara qoymaq (an die Wand hängen)
 c) güllələmək (erschießen)
3. den Faden verlieren - a) kələfin ucunu itirmək (den Anfang des Knäuels verlieren)
 b) kələfi dolaşdırmaq (den Faden durcheinander bringen)
 c) sapı itirmək (den Faden verlieren)
4. jmdm. das Fell / die Haut über die Ohren ziehen – a) dərisini soymaq (die Haut schälen)
 b) dərisini boğazından çıxarmaq, (die Haut vom Hals ziehen)
 c) qulaqlarından çəkmək (von den Ohren ziehen)
5. die Ohren spitzen – a) qulaqlarını itiləmək (die Ohren schleifen)
 b) qulqlarını tıxamaq (die Ohren stopfen)
 c) qulaqlarını şəkləmək, (die Ohren aufstellen)
6. Liebe macht blind – a) məhəbbət kor edir (Liebe macht blind)
 b) məhəbbət eyibsiz olar (die Liebe hat keinen Mangel)
 c) məhəbbətin gözü kor olar (das Auge der Liebe ist blind)
7. den Kopf hoch tragen – a) başını dik tutmaq (den Kopf steif halten)

- b) başı uca olmaq (der Kopf ist im Gipfel)
 c) dikbaş olmaq (egoistisch sein)
 8. das hängt an einem Faden - a) sapdan asılı olmaq (vom Faden gehängt sein)
 b) təhlükədə olmaq (in Gefahr sein)
 c) sapdan asmaq (an den Faden hängen)

Aufgabe 3. Finden Sie die Phraseologismen im folgenden Text! Wie heißen ihre Entsprechungen im Aserbaidshanischen?

Sonntagabend

Thomas lässt den Kopf hängen. Er hat schlechte Laune und macht ein Gesicht wie sieben Tage Regenwetter.

„Welche Laus ist dir denn über die Leber gelaufen?“ fragt der Vater.

„Irgendwo drückt der Schuh!“

„Ach, morgen schon wieder in die Schule“, murrte Thomas, „ich hab zur Zeit vom Unterricht die Nase voll. In Mathe verstehe ich sowieso nur Bahnhof und die chemischen Formeln sind mir böhmische Dörfer. Ausgerechnet schreiben wir morgen auch noch eine Arbeit! Hoffentlich geht das nicht voll gegen den Baum.“

„Aber, aber, wer wird denn gleich die Flinte ins Korn werfen! Es ist nun mal nicht alle Tage Sonntag,“ versucht der Vater zu trösten.

„Reiß dich ein bisschen am Riemen, das kriegst du schon in den Griff!“

TESTAUSWERTUNG

Die Testauswertung führte zu folgenden Ergebnisse:

Zu unserer Überraschung betrug bei den Aufgaben 1+3 der Lernfortschritt vom 2. zum 5. Semester 20 % und vom 5. Semester zum 9 Semester nur 10 %. Nur in den Anfangssemestern betrug die Lernprogression 20% und später lässt sie nach. Wir zogen daraus die Schlussfolgerung, dass in den höheren Semestern im Sprachunterricht die Bedeutung von Phraseologismen stärker bewusst gemacht werden muss.

Im Gegensatz dazu bestätigt die Auswertung von Aufgabe 2, in der es um die Zuordnung von Äquivalenten geht, dass die Zunahme der Sprachkompetenz kontinuierlich zu besseren Verständnisfähigkeiten bei Phraseologismen führt.

Ergebnis:

Semester	Aufgabe 1	Aufgabe 2	Aufgabe 3
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2	50% richtige Lösungen	30% richtige Lösungen	20% richtige Lösungen
5	70% richtige Lösungen	40% richtige Lösungen	50% richtige Lösungen
9	80% richtige Lösungen	60% richtige Lösungen	60% richtige Lösungen

Didaktische Schlussfolgerungen

Es unterliegt keinem Zweifel, dass nicht nur einzelsprachliche, sondern auch kontrastive Untersuchungen zu der wissenschaftlichen Basis gehören, auf welcher eine solide und optimale Vermittlung des phraseologischen Sprachmaterials im Unterricht aufgebaut werden kann. Diese allgemeine Feststellung lässt sich wie folgt konkretisieren: Kontrastive Untersuchungen sind in methodischer Hinsicht von großer Bedeutung. Sie helfen uns die auftretenden Fragen zu beantworten.

1. Was ist unter dem lernpsychologischen Aspekt schwerer oder leichter anzueignen?
2. Wo muss man mit einem muttersprachlichen Transfer bzw. einer Interferenz rechnen?

Wie Hessky behauptet, müssen hier zwei Dinge hervorgehoben werden. „Der erste Gesichtspunkt ist zielsprachenspezifisch, so dürfte man als Auslandsgermanist von der Forschung im deutschen Sprachraum mit Recht die erforderlichen Vorarbeiten erwarten, wengleich auch in der letzten Zeit viele neue Veröffentlichungen zum Thema erschienen sind. Der zweite Gesichtspunkt hingegen kommt jeweils in der Relation Muttersprache – Fremdsprache, hier Deutsch als Fremdsprache, zur Geltung, und in dieser Beziehung hat die Auslandsgermanistik ebenfalls ihren Beitrag zu leisten“ (Hessky, 1997, S. 257).

Infolge ihrer beschränkten Sprachkompetenz begehen die Lerner beim Gebrauch der Phraseologismen Fehler. Durch konsequente und kontextuell eingebettete Arbeit an den Phraseologismen können dem Lernenden die Bedeutungen bewusst gemacht und gefestigt werden.

Im Unterrichtsprozess stellte sich heraus, dass die kontrastiven Untersuchungen im Bereich der Phraseologie nicht nur für den Lerner, sondern auch für den Lehrer aus didaktischer Sicht von großem Nutzen sind. Diese Untersuchungen sind nämlich besonders wichtig, wenn man an den produktiven und den rezeptiven Wortschatz der Lerner denkt, wobei die Bildähnlichkeit in Mutter- und Fremdsprache das Textverstehen erheblich erleichtert. Bei produktiver Verwendung der Fremdsprache ist gerade die Gefahr der muttersprachlichen Interferenz relativ groß, was entsprechende didaktisch-methodische Untersuchungen erforderlich macht. Diesbezüglich ist zu betonen, dass noch fehlende kontrastive Darstellungen zu phraseologischen Ausdrücken der deutschen und aserbaidischen Sprachen zum Gegenstand der Forschung gemacht werden müssen. Im Bereich der Phraseologie sind viele offene Fragen vorhanden, die auf eine wissenschaftliche Antwort warten.

Zusammenfassung

Die Arbeit an den Phraseologismen scheint uns in den oberen Studienjahren deswegen außerordentlich wichtig zu sein, weil wir bei unseren Studenten eine weitgehende Kompetenz in der Zielsprache erreichen wollen.

Erfolgreiche Übungsmuster bestanden aus unserer Sicht in der Arbeit an richtigen und falschen Kontrastbeispielen, die in unserem Unterrichtsversuch zu einer besseren Sprachbeherrschung der Lernenden führten.

Außerdem hat sich für Lehrende und Lernende in unserem Hause die Arbeit an und mit Übersetzungen unterschiedlicher Textsorten als nützlich erwiesen.

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KINDNESS AND MERCIFULNESS AS A FACTOR OF PRESCHOOL MORAL UPBRINGING

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Annotation: *Given article highlights the meaning of “Kindness and Mercifulness”. Comparison details of these terminologies were mentioned on the base of examples from human life. The discussion of its role in upbringing of young generation took place in this article as well.*

Keywords: Kindness, upbringing, mercifulness, attitude, humanity, behavior, sense of compassion, willingness, personal characteristics and traditions.

For many centuries in our country the concepts of kindness, compassion, national and universal values has been cultivated. For this reason, one of the main objectives of preschool upbringing in the Republic of Uzbekistan is upbringing of children to national, human, ethical and cultural values [1].

Let us consider such concepts as "kindness" and "mercifulness" in more detail.

Kindness is an outgoing mental attitude of people, desiring to make good to others [3, p.150].

Kindness, in the broadest meaning is understood as a blessing. It is one of the most common concepts of moral consciousness and one of the major categories of ethics. Kindness is perceived as a special kind of value that does not relate to natural or elemental events and phenomena, as a characteristic of actions quite free for themselves, as well as consciously correlated with higher values in the long run, with the ideal.

Positive regulatory and axiological content of kindness lies in overcoming the apartness, disunity from alienation among people. We can see the difference in understanding kindness in relative and absolute concepts: "kindness" in the first meaning - it's good, i.e. pleasant, useful, important, and therefore valuable for the sake of something else, another thing - "good" is an expression of kindness as such, i.e. valuable itself, not subject to beyond moral qualities.

Together with its opposite - evil, kindness is the most generalized form of distinction and opposition of moral and immoral, having positive and negative moral value that meets the requirements of morality, and that contradicts them.

By the concept of kindness people express their most common interests, appetite, understanding and hope for the future, which serve here as an abstract moral idea about what

should be approved and deserves it. With the idea of the good, people see what is happening around them, social events and actions of individuals. Depending on, what is exposed to valuation (act, moral quality of the individual, relationship among people or the state of society as a whole), the concept of "good" takes the form of more specific concepts - doing good (blessing), virtue and justice. People's actions can be evaluated as good or bad according as they contribute to or prevent the satisfaction of historical needs of society and reasonable interests of other people [5, p.196].

Mercifulness is a willingness to help someone or forgive someone in mercy, humanity, [3, p.331]; soft-heartedness, sympathy, willingness to do good to everyone, love de facto, being compassionate and kind-hearted [2, p.388].

Mercifulness is humanity, friendly and caring attitude to another person: the opposite of mercifulness is indifference, cruelty, malignity, hostility and violence. In other words, mercifulness is the ability to respond to the pain of others.

People, who possess this quality, are characterized by feeling of mutual aid and mutual understanding. They are willing to help others disinterestedly, to forgive in mercy and humanity. Such people have a sense of compassion for the orphans, disabled, seriously ill, weak old man, man in distress.

Since ancient times, in different cultural traditions mercifulness has been interpreted as an important, if not a fundamental condition of human society, an essential moral requirement.

Mercifulness is not just a means of self-improvement, but also its content. A man is not merciful, because he became perfective; but rather compassionate behavior becomes expression of his improvement. Being merciful, a man limits himself, sacrifices himself for others.

Mercifulness requires not only dedication, but also understanding the other person, and in its sequential expression - active part in the life of other [5, p.142].

But how is it possible to explain a small child the essence of any concept or moral demand?

At an early age, when we can not yet adequately address the child's perception, the most effective way is the emotional evaluation of his actions. It is not coincidence that Hegel said that morality should be planted in a child like sense.

The fact that the feeling embodied in the child's mind starts to encourage him to act. A number of character features, personality characteristics are formed on the basis of certain feelings. So, we say that a child is brave or coward, cheerful or moody, shy or loud, etc. All these features appear under the influence of many factors, among them, one of the most important is the feeling that people found in child's actions while upbringing. In one family, a child is ashamed for ungrateful behavior more often than being punished, in the other, on the contrary, he is more often punished than ashamed; in the third – people corrected his (child's) error, suggesting that one must be kind

to people, animals, nature, and in the fourth - indifference or even squeamishness to four-legged friends is encouraged.

Quite often, parents when influencing the child rely on a sense of kindness, compassion, pity, or fear.

Kindness and compassion are feelings peculiar only to human beings, and they emerged in human society as a reflection of co-operation and human solidarity. Namely these feelings make a person be a real human being. If the grief of the other is your grief, compassion of the other is your compassion, and only then you will understand how painful it is for the other, and only then you will come to help the person to protect and guard.

Even a simple condolences, empathy and sympathy relief the other's suffering, as if reducing the pain. In fact, true kindness is real only, when it is knit, fused with pity and compassion. Moreover, genuine, true compassion, true kindness is always active. And so, the arguments about passive kindness and about humiliating pity are empty. Helping a person in distress; telling him directly and openly about his guilt; explaining him, what he is mistaken in gently, but without minimizing his error, and helping him to correct the mistake; just staying with the man when he feels hard - all these is compassion, kindness, gentle, pure and noble feeling.

Little Shukhrat plays ball with his mother. When he manages to catch the ball, his happiness knows no bound. But then the ball hits in the face of the mother. Pretending to feel pain, she hides her face in her hands, and "cries". Shukhrat's facial expression instantly changes: instead of joy and unconcern - alert astonishment. Mother sobs mournfully, Shukhrat's face shrivels, he is already about to cry. He runs up to her mother, strokes her head, and then heavily tears off a piece of candy stuck to his pocket and offers it to her: "Here it is, do not cry!" The little man is not just sympathizing with the mother, he is acting as well: the mother understands that he is comforting her.

All this is childish. But upbringing of truly compassionate human beings embodied in the act begins precisely in such simple everyday situations. And compassion becomes withering, if he lacks such activity.

Unfortunately, such opinions are not uncommon: "What kind of compassion? It relaxes! A man must be strong and courageous. Can a child be brought up on the sense of compassion?"

Isn't this the root of violence, anger, hatred for the man? There are a lot of works about children's cruelty, indifference of a young child to the death and suffering of animals, man's grief. Mockery of handicapped friends, bullying quiet and shy children are not rare events that can be observed in relations between children. Girl beats the doll fiercely, "Here's to know! Just now dressed you clean clothes and you have all smeared!"

The point of view that moral qualities are innate and genetically determined, has long been disproved. While thinking about the cruelty of children, you can come to only one conclusion: the appearance of this feature in a child is almost always the echo of appropriate upbringing system in the family - rudeness, physical punishment measures, destroying and insulting tone and style of adult behavior toward the child and to each other.

Of course, education is not just a simple thing that we have only enough to direct our efforts at encouraging altruism and humanism, and we will immediately change the personality of the child. It is much more difficult, especially at older ages, when much has already been fixed in character. That is why the development of kindness and mercifulness should begin with the first years of life, but the basic method of upbringing is personal example of parents, adults, and their daily activities.

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**THE BASIC DIRECTIONS OF THE ACCOMPLISHMENT
OF PREPARATORY CONCEPTION OF FUTURE TEACHERS
IN MODERNIZATION OF EDUCATION**

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Annotation: *The question of the necessity of preparation of future primary school teachers and improvement of their efficiency was discussed in this article. This article also contains the main reforms, established along the decrees of the President of Uzbekistan about the educational systems and its implementation possibilities. Moreover, it describes distinctive features of the teaching methods in mathematics and some efficient suitable approaches in achieving the success.*

Keywords: *Young generation, primary school teachers, mathematical methodic and modul, motivation, information, individual approach, skills and teaching materials.*

Over the past twenty years there have been accepted many reforms in education of intellectually, physically perfect young generation. I.A. Karimov said the following concerned to it: “the morality world will be enriched by new meaning and value only if the reasonable scientific solutions of the old and everlasting problems of this complicated world will be found. In other words, every scientific innovation, every discovery contributes to the appearance of new way of thinking and frame of reference, thus influences on the development of moral”.

With this in mind, the main aim of preparing future primary school teachers in institutions is to increase their professional-technical degrees by developing their technical and creative abilities. This in turn, will improve the quality of preparing future primary school teachers, which will contribute to the formulation of creative generation. Thus it allows them to work under modern conditions with the new existing technology development.

The President of our country I. Karimov, while giving declaration of the republican educational reforms and achievements, reasonably criticized a teacher’s “Everything will be, as I want” theory during the process of teaching, and emphasized that the obligatory abiding should be replaced by conscious discipline. “In democratic society children, generally, every person is educated as independently thinking individual. If children do not learn to think independently,

then the degree of given education will be definitely lower. Surely, everybody needs education. The ability to think independently is also a very big advantage". Today and during the process of higher education this valuable statement plays an important role.

Preparation of future primary school teachers, improvement of their efficiency are necessary for the serious attitude of young students' towards the determination of their way of independently thinking and the goals of life. That's why, it is very important to inculcate into students' mind the right norms of social relationships and an imagination about criteria which will protect them from taking unprecedented actions.

The efficiency of using the fundamentals of subjects learnt by students at universities in practice requires the following conditions:

- Making preparation for the developing pedagogical culture in students;
- Preparing high-qualified primary school teachers, satisfying personal interests, developing trust;
- Induce internal motivation and interest to learn
- Legislation documents should be respected; train qualifications and experience; motivate students to fight against having no education.
- Work out the directions of methodic readiness of future primary school children, which contribute to the development of students as creative persons.

Solving these problems contributes to the developing the great mathematical ideas within the school mathematics, enriching mathematical factology with humanitarian domains, finding various examples to mathematical information, the abstract appearance of mathematics in the environment, linking it with human activity, especially, with students' one, observing existing, but rarely coming out mathematical cases, which are beautiful and interesting cases.

It means that developing the professional, especially, methodic skills and practice work experience and its appropriate didactic formation, teaching to think logically and creatively, analyzing cases and facts, establishing one's independent own work, helps in getting good results at education process, gives an intellectual character to the whole studying and learning process.

One of the main directions of our conception compiles of determination of the meaning of the course "Mathematical methodic", which is linked to the mathematics of primary school; determination of connection of methodical and mathematical education; encourage individual approach of primary school teachers to teaching mathematics; acquiring mathematical scientific research methods by primary school teachers; training teachers to choose mathematical materials. All these help students to acquire new information; the problems connected with

acquisition of an experience by primary school teachers, which helps to form a whole understanding about the environment which contributes to the development of a creative student.

The program on the subject of “Teaching Methods of Mathematics” was renewed. First time in our Republic a textbook called “Lab Practices in Teaching Methods Mathematics” has been published. It contains skills, which enriched with ideas such as by humanizing the meaning of education, an idea of new primary education which develops creative primary schoolchildren. Acquiring new skills by lab practice way and using alternative methods of solving problems enable the future primary school teachers to get to know their efficiency, sensitivity, their descriptive character, and reliance. And while working with children they rely on those methods. They base students’ activities on their individual character, subjective experience and descriptive quality.

Primary school children are considered to be a subject, who has preliminary creative characteristics. Developing a schoolchild as a creative person requires taking into account the synthesized period of the development of the quality of creative character or its components. In teaching the primary schoolchildren in mathematics, acquiring an individual approach by conditions is a warranty of developing a creative person with maximum efficiency.

Teachers’ knowledge of psychological and pedagogical fundamentals in teaching primary schoolchildren mathematics helps to develop the thinking operations of the students and provides a conscious approach for teachers in solving problems connected with the thinking and acquiring abilities of students. This in turn, contributes to the development of a student as a creative person. In particular, it is very important to educate pedagogues in teaching methods of schoolchildren with some significant primary mathematical conceptions, teaching them to think appropriately, developing skills, solving alternative problems.

Choosing the material, which helps a primary schoolchild to imagine the material thoroughly, understand it and bring it to light, is based on the following points:

- The ways of object checking to teach him/her to think versatile and the means of plans, to use different methods of problem solving analysis;
- Teaching the object to choose and solve the problems which require conscious changing; to create a new object (deeply thinking about the meaning);
- Teaching to create such problems that require winning of information from other sources, using different types of activity, using both direct and indirect way of thinking, looking through different cases, using different methods of accomplishment;
- Teaching the primary school pedagogues in working with students to transfer of real items to geometric models, carry out the transfer from those models to undefined

geometric items, study space figures, develop unique forms of activity; teach problem solving methods connected with dividing the figures into parts and making up different figures from those parts, teach to divide items into parts consciously and making up a whole item from those parts.

- Preparing pedagogues to teach students conscious operations, ways of thinking, e. g. using them in obtaining information, developing reflection, e. g. understanding motivation for winning of information in children.

During every lesson for efficient development of students besides the main subjects, knowing the identified domain unofficially is required. Talking about unofficial knowledge, we doesn't mean not only knowing thoroughly the chosen mathematical module, but also understanding its professional value, believing into the efficiency of the primary schoolchildren's learnt materials. Special and elective courses are considered to be the main component part of teaching mathematics. In identifying the themes of supplementary courses, we rely on the analysis of the meaning of mathematics of primary course, teaching methods of mathematics, the analysis of the meaning of mathematical courses in primary schools, the tendency of renewing and completing the mathematical courses, taking the Governmental Standards into account, professional activity of a future primary school teacher. Special courses and optional courses for students: "Activities and Their Introduction", "The Methods of teaching of students in making up geometric items", "Solving Non-Standard Problems as the Development of Students' Creativeness". These are used by future primary school teachers for working out compositional optional subjects.

The given course prepares future primary school teachers to develop an optional subject system for developing creativeness of students during mathematical lessons. But, this is carried out mostly during optional lessons. On optional lessons a teacher relies on time less and students feel themselves more independently and have communicative relations with each other. Our special courses and optional courses help a student to acquire needed methodic- mathematical preparation.

The system of optional science of this special course has three goals: 1) increase mathematical level, enlarge the volume of skills integrated on the special mathematic course; 2) increase the methodic fundamental, acquire methodic skills; 3) the material of this special course should be connected with the primary school mathematical course, both ways and methods of acquiring should be linked to the methodical ways used in primary schools. Preparation for working out the system of extra classes should be based on the studied materials that are connected with a whole mathematical idea containing the elements of innovation and as much as possible the history, aesthetics and which has various applications and acquired skills. Thus it helps the primary school teachers to accomplish it.

In the preparation system of the primary school teachers within the primary educational faculties for the special and elective courses one should pay attention to geometry. Its main characteristics are compiled of the followings: relying on the visual way of thinking, imagining with the help of space, imagination, intuition, a student's methodic-mathematical preparation:

- It requires a non-standard approach to solving geometric problems;
- Solving geometric problems by the means of geometric instruments. This is of a great importance, because, a teacher usually does not have time for such things; so, the development of geometric imagination in students takes place with the help of practical activity;
- Working with geometric instruments contributes to the formulation of student's practical skills. Here their feeling and aesthetic activities are considered to be a fundamental. Moreover, working with geometric instruments increases students' interest;
- Actually, studying geometric materials compiles the imagination that helps students to connect life experience and intuition, different feelings (from the feeling of having knowledge up to the feeling happy to know it), with non- mathematical spheres and the imagination which is known to a student in routine life (nature, living conditions, the environment, the world, music, dance, applications, carpets, colorful paper and etc.)

The requirements to the created special course are the followings:

1. Studying the mathematical course relying on the informative material.
2. The fundamental of this special course should include one of the leading mathematical ideas.
3. The chosen idea should correspond to primary school.
4. The special course should be professionally valuable for a student.
5. The meaning of the special course should be practically directed.
6. In the special course the relevant knowledge with other spheres, especially, with the spheres that are not related to mathematics should be considered.
7. The meaning of the special course should be important not only for the meaning of factual materials, but also in the methodic-mathematical preparation of a student for the intellectual activities, (intellectual operations, the ways of thinking, the ways of intellectual activity), other methodic ways (for giving examples to mathematical conceptions using guide-books, the elements of role-playing, cases of " or-or" and etc.).

8. In the acquiring of the special course the made preparation should determine the variation system of compositional subjects for students which can provide the aim of teaching, methods, ways, and means.
9. Within the framework of the special course the future primary school teachers should be provided with the efficient accomplishment of high-school diploma and master's degree.
10. The professional who wants to establish the special courses should prepare the future primary teachers.

Firstly, in the special course, the lack of the proportion of geometric materials is connected with the usage of different ways in teaching it and the importance of developing a creative person. In using geometric materials a child relies on the intuition of understanding the world, his/her subjective experience, development of objective components of thinking. The objective component of thinking is considered to be the main, and it is used for the progressive development of theoretical discussion. Secondly, connections with the idea of special integrated course, including other spheres of mathematics, such things as imagination, fantasy appear which concern to a child. So, it includes in the theory of changing some problems of the conception, constructive geometry, and non-standard problems.

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THE INFLUENCE OF ORAL LANGUAGE ON TEACHER'S COMMUNICATIVE SKILLS

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Annotation: *This article gives an idea based on the teacher's oral influencing experiences. The role of Influencing with the oral language skill and entering alive communication, and its success in the teacher's educational activity was described in it. Here also narrated some scientific based recommendations and ways for the teachers in managing above mentioned skills.*

Keywords: Pedagogical tact, communicative specification, alive communication, pedagogical skill, functional facility, intonation, expressive condition, politeness, sincerity.

While practicing the influence of oral language in words, the teacher, who is using the oral language influencing method, should manage his/her own feelings, creative impressions and express own sense for only educational purposes and but not to hurt the pupil's heart with irrelevant words. While expressing the words the frames of the pedagogical tact should be kept.

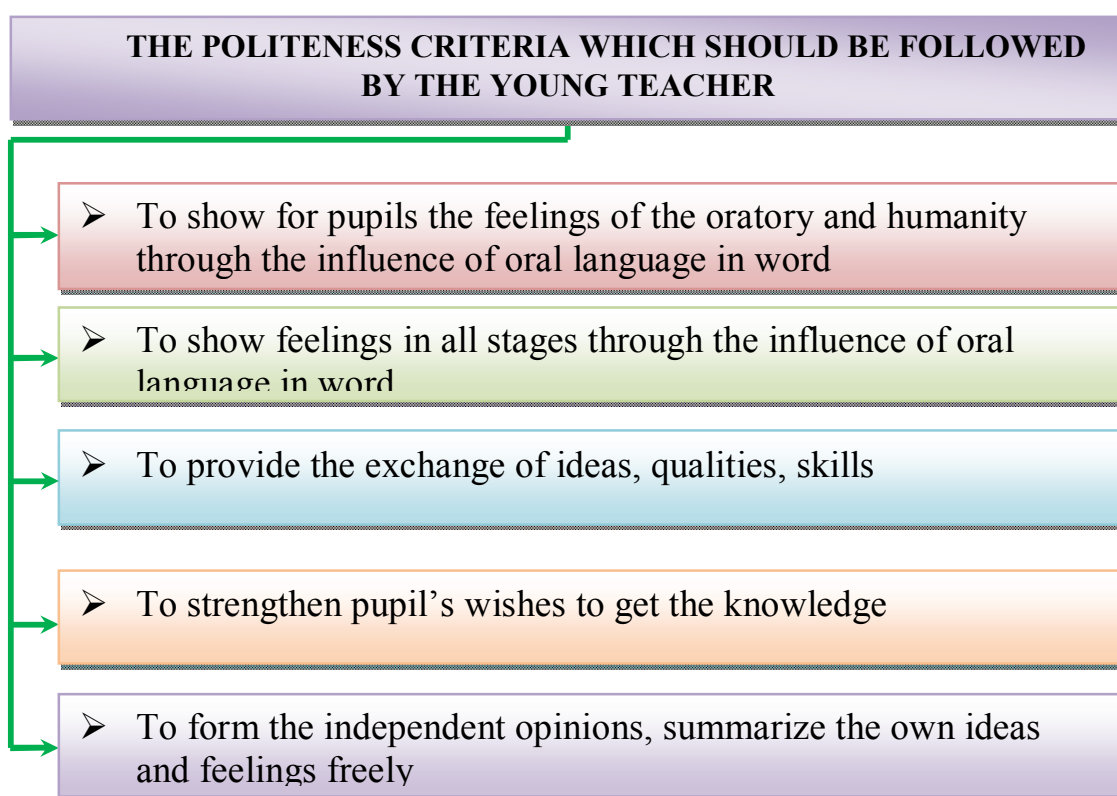
Conducted experiences show that for reaching a success on the communicative activity, the teacher's knowledge on the basics of the integral subjects' and educational work methodology are not enough, whereas, he/she could give the practical skills only through the alive communication. Alive communication of teacher and pupil is an important term and goal of the pedagogical activity in the higher educational institutions.

With the help of the gesture and faces' motion, the teacher can strengthen the influence of oral language on the pupils. The faces' motion and gesture must meet the exact speech's tempo. *Warning words, influencing with the oratorical skills, imperatives for task execution, not using the unallowed words and phrases, approving the pupils' free ideas and using the accusatory words for his/her improper behavior are the oral influencing components.* The unity of word's and faces motion will strength information volume and sensitivity. Teacher's readiness for the conversation with the pupils has been shown based on the example of the book by F. Samuylenkov "Craftsmanship, pedagogical tact - is the teacher's authority": *"When I am going to begin my lessons, taking away my smile from my face in the Teacher's Room. Consciously I correct myself, make myself very serious and inexpressively tint. I talk to the pupils very low and sharp and correct. I don't let any joke during my lessons. During my lessons I am officially*

courteous. It's very hard to keep such norm, but it became a habit to me, because I'm used to be like this, I cannot behave otherwise: pupils are very sensitive and "in case of leaving the bank, they cannot come back again". These scientist's ideas still keep its power. These ideas call on the serious actions in teacher's habit. In the reality any teacher's try to joke or to cheer will show the adverse effect. The pupils' collective answer for the joke will be very demonstrative and it will be difficult for the teacher to keep their ideas, attentions concentrations in one point.

In order to influence of oral languages in words, teacher's speech should be very fluent, clear, and polite, the intonations also be used pertinently. The influence of oral language in word is well known among the eastern population. As teacher's "*Sensible and accurate speaking, catching the good and bad waves, differing the good ideas from the bad one, perspicacity of the speech, and polite behaviors of word's culture is gathered in Turon, the main columns are considered quite spiritually*" – emphasized the linguist scientist N. Makhmudov.

Particularly, the separate requirements will be put on the pedagogy to influence through the pedagogical communication culture and teacher's politeness and kind words. The teacher's speaking should have respect and it is the main human being's character. *Politeness is the relative process between teachers and pupils and it should organize the communication which focused on the exact educational purpose and the correct management of the educational activity.* During teacher's pedagogical activity the young teacher's should guide the following criterions:



Picture 1.

To form the skills of the influence oral language in word, the teacher should set in his/her own professional skills, the human behavior and politeness. To relate teacher's pedagogical activity to intercommunication of education should be recommended the following communicative skills:

1. To recognize oneself in professional pedagogical activity through the determination of the inter-communicative ideas, exchange of qualities, weak and strong sides), thus the educational program should be develop on the basis of exchange ideas.

2. The following steps should be taken: analyzing of the pupil's impressions after the conversation, researching the successful and lack points, learning and evaluating the ideas with teachers' staff, parents and pupils as well.

3. To work on the basis of "outogen" examples, focused on the basis of specialized development of the basic characteristics and self-influenced examples.

4. To organize a tight joint work among teachers and parents. During the inter-communicative activity other professionalism skills should be applied (lectures, discussions, the youth community "Kamolot").

5. To approach the national traditions and customs, the manner of cultural behavior, national spirituality and etc.

6. To speak in native language fluent and clear and making the resonant words, and explain it by the vocal skills are the main communicative skill of each teacher.

On the basis of this suggested system the personal characteristics like humanity and politeness are being formed.

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THE MAIN PECULIARITIES OF SOCIAL AND PEDAGOGICAL MANAGEMENT AT BOARDING SCHOOLS

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Annotation: *This article describes a view of activity related to social and pedagogical management of the Boarding School specialized in music and art. It is also narrated that the activity of social and pedagogical management is democratized, it broadens the management level, and as well as it can bring up to individual to the state level. Furthermore, some ways of the aim of social and pedagogical management are discussed. The conception is balanced with the model of social and pedagogical management; as for the certain process, it is mixed with the conceptual demands; the education of the Boarding School based on the active experience, led through the democratic principles*

Keywords: Social-pedagogical management, activity, model, democratize, integrator, hypothetic approach, pedagogical diagnoses, democratic principle.

The main peculiarities of the model of social and pedagogical management at Boarding Schools, which are specialized in music and art include the following:

Firstly, this type of management is closely connected with real procedure, i.e., it is not separated from academic year.

Secondly, social and pedagogical management must be formed as the general objective of every stage. Because of its peculiarities, it has different structure and tasks, which enable to analyze and make necessary management decisions in the campus of boarding school.

Thirdly, social and pedagogical management will open innovative constructions which reflect the interest to management field. This construction means not only “straight influence of technology” but also social organizing system, which can appear as social relationships among staff as a technical diamonds.

Fourthly, implementation of social and pedagogical management activity on the basis of democracy enables to widen management fields and bring up individuals to the state level. It also enables to determine the reasons of indignations in the special management fields, which have social and individual importance.

It is important to take several factors into account, which determine the basis of management. They are the following:

Firstly, education in Boarding School is considered to be certain education process. It has three basic features: Aim, means to achieve the aims and results.

Secondly, conceptual model of social and pedagogical management is determined, to recognize the system as a harmony with academic course.

Thirdly, in the process of social and pedagogical management conception, a pedagogic diagnostics is taken into special account as a mechanism of analyzing pros and cons of academic year.

Fourthly, the content of forming management is to have decision of maintained management. We have tried to define the basis of constructing the system of social and pedagogical management, its functions and objectives.

According to the main factors, we may implement pedagogical management through:

- 1) the aim;
- 2) the results;

The management on the basis of goal expresses a certain aim at the beginning. It appears usually in high sphere and its hierarchy and authorities, opinion, i.e., the order of the superior is directed to inferior and its implementation is controlled by Vice Head of School.

Due to its aim and importance, it is considered to be a hypothetic relation, which includes the manager's sup positive imaginations. The work procedure of this type of management doesn't have an interest on its prosperity. Moreover, it is not advised to have one certain aim in social and pedagogical management, because it doesn't coincide with the system of educational process and the tasks of management. As a result, it gives an opportunity to make decisions on maintained management basis and becomes social decisions during the academic process.

Management on the basis of results is implemented with the help of principle ideas. It is correlated with conception, worked out according to social and pedagogical management model. On its basis, it agrees with requirements, system and management mechanisms. This fact shows that social and pedagogical management is more important than the management based on aims.

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PEDAGOGIC MODELING OF PREPARING STUDENTS FOR PROFESSIONAL CAREERS

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Annotation: *This article demonstrates the importance of the new approach to the education of the students in higher institutions. Some problems of the graduates in the orientation to professional career were mentioned and given several directions to solve them. Some reforms regards to the new methods of teaching of the senior students took place in this article. Here also discussed the works, including recommendations of the scientists in educating of the students.*

Keywords: professionalism, personal activity, professional sphere, theoretic preparation, pedagogues' readiness, self realization, personality, different methods and methodologies

Contemporary phase of society development specifies basically new requirements to work of professionals, as well as work of higher education institutions. System of specialists' preparation is defined by particular characteristics of the specific professional sphere. Nevertheless, connection between higher education institutions and sphere of their alumnus' activity is not always reliable. After graduation from a higher education institution, a young specialist usually needs considerable amount of time to adapt to the conditions of professional career. Despite of the fact that adaptation to working conditions on specific places is based on knowledge and skills obtained in higher education institutions, one of the main roles is personal readiness of a young specialist to professional career.

Majority of higher education institutions in the country currently use informational education model, which orients students' activity to the following directions: to receive information, process it, demonstrate level of its comprehension. Such model develops passive role of the student and forms motives of «avoid of failure», it mainly aims to obtaining of necessary knowledge and weakly aims at forming of pedagogic readiness to professional career.

The basis of the professional education of future pedagogue is a systematic training through the relevant disciplines. Professionalism depends on pedagogue's objectivity in comprehension and analysis of difficult pedagogic situations; ability to define range of tasks accessible to him; readiness to use his professional experience in accordance with new circumstances, situations. This can be possible in case of effective involvement of future pedagogic specialists into the process of professional preparation. It demands creation of appropriate conditions, in frames of educational program, for student's self-knowledge, self-

development, self-improvement and self-realization. However, in practice these tasks are often fulfilled by the disciplines with mainly theoretic materials, which are hard to apply for professional tasks without corresponding practice, i.e. future pedagogues, having necessary academic knowledge, find it difficult to bring it into practice.

Consideration of various forms and contents of pedagogue's practical activity, allows better understand what requirements this sphere specifies to a modern specialist and also to organization of educational process on preparation of professional pedagogues.

In pedagogue's practical activity, situations with special requirements relates not only to theoretic preparation of pedagogue, different methods and methodologies, but also to personality including situations of special interest.

Thus, it is fair to say that pedagogue's readiness to professional career is not only obtaining of special knowledge.

Different researches proved that students of 3^d and 4th courses face the crisis of professional and personal self-determination, which comes out as lack of confidence. Among them increases the anxiety about their future, reduction of interest in studying, doubts in trueness of their choice of profession. It is one more sign of insufficient level of personal readiness to professional career. There is contradiction between students' needs in exploration of a new type of activity and means and methods that they have.

Personal readiness is necessary condition of successful professional self-realization of a young specialist - pedagogue. It is one of conditions of successful professional pedagogic career.

Depending on determination of pedagogic readiness, different authors specify its structure, main components and ways of its formation.

If the main component is professional thinking, then pedagogic readiness is formed by studying of analytical methods. The basis is professional directivity and formation of professional skills (professionalism) is defined through pedagogic readiness.

Personal readiness helps students to consciously consider professional activity, to understand and choose the most preferable directions of work; it contributes to effective activity in chosen directions and further successful professional and personal self-realization. Personal readiness also can be condition of precaution to "emotional burning out" as a type of wrong professional adaptation.

In this respect, in frames of educational process, it is necessary to organize involvement of a student into real activity of working structures, to solve the problem of conformance and adjustment of the forms of practical activity with the forms of educational activity. Practical activity, particularly, has its own role structure, including client, customer and others, which complies with the role structure of educational process.

No matter how talented student is, no matter how excellent he knows theoretic positions, it is not enough to be a pedagogue. Thus, it is necessary to pay great attention to professional and personal development of students- pedagogues.

Development is often considered as changing with appearance of new features, new characteristics. In some cases we may say about reaching to some hypothetical ideal, highest point possible, i. e. it is about enrichment, improvement, formation. Still, development is not a linear process going «from bottom to top». There is possibility of crises, temporary steps back to the levels already passed, stops, but it is possible to determine some general «trajectory» on this way, which allows talking about development. In that meaning, professional development is a process of obtaining of new opportunities in professional career, but it is not only about «technical» opportunities - knowledge, skills; a professional is a person, thus, personal development shall be considered as well. (1)

According to the definition of I.M.Kondakov, personality is relatively stable system of individual's behavior, first of all based on involvement into social context. Already in 1734, H.Volf defined personality as follows: "It is what saves memories about oneself and considers oneself as one and the same, earlier and now". This tradition of personality understanding was continued by W.James, who defined personality as sum of all that a person can call his own property. In these definitions the meaning of personality becomes equal to the meaning of self-consciousness, thus it is more reasonable to define personality through social relations. In this case, personality is considered as a system of individual's social behavior.

Core formation of personality is self-evaluation, which is based on evaluation of the individual by other people and his evaluation of these others. Herewith, personal identification is highly important. (2) In modern pedagogics, there are a lot of researches relating to different educational aspects of students' personal development, professional activity and personal professionalism.

B.G.Ananyev, V.V.Belous, E.F.Zeyer, I.A.Zimnyaya, E.A.Klimov conducted fundamental, experimental and applied researches devoted to the problem of development of specialist's personality during studying in a higher education institution. Personal approach in professional education of students considers understanding of absolute value of personality, creation of conditions for entire development and self-realization of participants of educational process.

Process of individual's living self-determination in pedagogic science is connected with development of his self-knowledge, as mental activity aimed at himself, and with formation of inner position of an adult. Professional self-determination of a person is formation of labor activity. This means that professional self-determination is connected with formation of mature inner (professional) position.

Motivation of successful education of students depends on their inner mental condition: the more a student is mentally stressed, the more he is interested in the results of his education. Successful freshman is characterized by big inclination to depression comparing to less successful one, he is more sensible. Successful education in the second course is connected with his stability in front of difficulties and his level of conservatism. Herewith, level of self-control decreases and level of personal responsibility for life achievements increases. Successful third-year student are different through the higher creative potential.

Researches on the problems of professional formation of personality were made by a lot of foreign scientists. Thus, W.Moser, E.Bordin, E.Rou declared that leading role in professional formation belongs to different forms of needs.

According to opinion of I.M.Kondakov, professional development is a socialization process in person's ontogenesis, aimed at his assumption of different labor aspects, particularly of professional roles, professional motivation, professional knowledge and skills. Main driving force of professional development is person's aspiration to integration into social context based on identification to social groups and institutions. In various cultural-historical and biographic conditions, this aspiration is stated as orientation on different professional spheres, characterized by special subject of labor (horizontal orientation), and on different qualification levels conditioned by volume and quality of general and professional education (vertical orientation).

On psychotechnic phase of professional pedagogics development, the main aspect is an understanding of professional suitability of a person - by his psychophysiological characteristics (reaction rate, fatigability, attention span, etc.) - to the specific profession. Understanding of importance of professional education to achieve compliance of a person with the profession led to usage of the main theoretic constructs and researching methodology of general development pedagogics.

One of the sources of professional development is environment - knowledge and tasks given by pedagogues. Still, no efforts of pedagogues can lead to professional growth, if a student does not want to learn material and does not move by himself, i. e., he is not active, does not aspire to become «more than he is». True personal development is, first of all, self-development defined not by external impacts, but by inner position of the person himself. (1)

D.Tideman, O.Hara, D.Super do research professional choice as a system of orientations in different professional alternatives and decision making. Researchers Sh.Buler, E.Ginsberg, E.Shpranger think that performance of general types of activity leads to formation of similar personality features of people, allowing to emphasize typology of people by groups of professions and to give pedagogic characteristics of professional's personality.

Therefore, foreign pedagogues do research with results side of professional's formation, considering that every person is supposed for specific type of activity. (2)

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“PURIFICATION” AS A MORAL CATEGORY OF ZOROASTRIANISM

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Annotation: *This article discusses one important theme of Zoroastrianism “Purification”, as a moral category of the religion, which promotes the physical and spiritual refinement of humans in the history of social development. Here were given some details referring to the Purification processes and its spiritual importance in the life of human in different situations.*

Keywords: “Avesta”, Zoroastrianism, purification, Videvdat, Ahura Mazda, religious and philosophical conscience, Spirit, Gats, rituals, rites.

Zoroastrianism being the first global religion of its time and “Avesta” being a sacred canon of this religion convey rich humanistic values, profound ideas about integrity of the world, traverse of the universe, ensuring fortunate life, righteous public administration, rights and responsibilities of individuals, purity of thoughts and deeds, the triumph of good over evil, the need and usefulness of labor, piety and others, which have become a spiritual legacy of the peoples around the world. Therefore, the UNESCO General Assembly adopted a Resolution about Worldwide Celebration of the 2700th Anniversary of “Avesta” in 1999 during the 30th Session. The anniversary of “Avesta” was widely celebrated on 3 November 2001 in Khorezm in line with the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated 29 March to commemorate one of major events in the spiritual life of the Uzbek people.

Moral and philosophical content of “Avesta” lies in the idea of unity of “good thoughts, a good work and good deeds”. In our days, this idea is still relevant to solving problems of physical and spiritual perfection of individuals.

The category of “Purification” is one of the most elaborated issues of ethical dualism in Zoroastrianism. Purification embraces the entire tangible world related to humans, thus, ascertaining fundamentals of ethical principle of Zoroastrianism.

In the hierarchy of purification, fire acts as divine essence of Ahura Mazda sowing warmth and life throughout the world. Such deification led many researchers to considering Zoroastrians as “fire-worshippers”, while they may be equally referred to as “land-worshipper” and “water-worshippers”. However, that is not the point. The question at issue is that a deity

rather than fire created the world as a holy creation to maintain saintly life of people. Consequently, concern for physical, moral and sacred cleanliness and purification are the cornerstone of Zoroastrian ethics.

There is a comprehensive and elaborated system of Purification in Videvdat specifying what, who, where, and how should be purified, rules of purification, and punishments for violation of the rite. It should be pointed out in this regard that “Avesta” discusses purification of moral and spiritual nature rather than subject-related cleanliness as in the sense of “clean” or “not dirty”. The concept of purifying corpses has also undergone transformation at different stages. Thus, water used to be considered sacred, so initially purification using water was prohibited. It is not by chance that the history of Zoroastrianism is noted for a widespread use of ossuaries, which initially served as shields to protect land and water from desecration.

Some regions of our country have preserved the rites for ablution of the dead on an earthen floor. For example, this rite is still practiced in village Humsan, Bostanliq District, Tashkent Region, Uzbekistan. Although people have long forgotten the Zoroastrian religious significance, this ritual has survived as a ceremonial tradition. Despite erecting modern buildings in this village, the residents still build one room without conventional flooring meant for ablution of the dead at some point in time to be able to dig up a small hole on the floor to dispose of defiled water. This is then followed by the burial. As an example of purification in Avesta, if a human or dog dies, it is recommended to conduct a purification by removing the flight to the distance of thirty paces far from fire, water, and barsman (a bundle of consecrated grass). This is the evidence that people are still aware that impure water must not be poured outside, neither to the street nor to yard, but it must dissipate into the dark depths of the earth.

Moreover, alternations in the forms and practices of burying corpses bear evidence of changes in not only religious, but also ethical cognition of people. For instance, some parts of Videvdat read as follows about various means of disposing of the corpses:

“73. O Maker of the material world, the Holy One! If walking, or running, or riding, or driving, worshippers of Mazda come upon a corpse-burning fire, whereon a corpse is being burnt or cooked, what shall they do?”

74. Ahura Mazda said: “They shall kill the man that cooks the corpse, they shall surely kill him, they shall take off the cauldron, and they shall destroy the banked earth.”¹

However, Videvdat ensures legality of the bringing out a dead body to the summit, where there are dogs that eat carrion and birds that eat a corpse, which is fastened by hands and hair

¹Avesta in Russian Translations. St. Petersburg, 1998, p. 107-108.

with copper, rocks or clay, so that dogs and birds that eat carrion and do not take the bones into the water or trees. Afterwards, the corpse was placed in a special repository:

“51. They shall build one, if they can cope with this,
From stone, clay or earth;
If they cannot cope with this,
They shall lay the dead one on the ground,
On his carpet and pillow,
Dressed and facing the sun in the sky.”²

Different means of burial and disposing of a corpse demonstrate that the Zoroastrian ethical doctrine formed in various ways over many centuries. Transformations on religious-philosophical, practical and ideological cognition result in a consolidation of customs and rites that are in line with the further societal structure.

Among other things, Zoroastrians forbade any cultivation or planting and irrigating on a land plot, where people or dogs died, to prevent desecration of plants. Otherwise, perpetrators were punished with two lashes with a horse whip and two hundred lashes with a rod.

This rigid regulation of Zoroastrian ethics and rites has instilled longstanding venerability for land as the source and sepulture of human life among the peoples in Central.

The establishment of the purification concept emanated from a moral and philosophical principle of “Avesta”: desecrating – immoral, disgusting and Purification – manifestation of morality and beauty. Those who are faithful to the ideas of Ahura Mazda shall be repaid with acquisition of eternal and everlasting world. If the deeds of a man are henceforth kind and he is faithful to the Truth and the Religion of Mazda, he shall be fully forgiven for all his human sins.

“52. Not for this man’s soul
Shall the Two spirits fight with each other,
Since the moment it enters Paradise,
The stars, the moon, and the sun shall rejoice in him;
And I, Ahura Mazda, shall rejoice in it, saying:
Greetings, O man!
Because you have come from the transient world into the eternal one.”³

In Dakhmas, where corpses of dead people lie, followers, stooges, and troops of Daevas rush together; there “arise the infection of diseases, itch, hot fever, cold fever, early old age; it stinks from there”:

“55. On those Dakhmas Daevas take food and void filth,

² Avesta. “The Law against Daeves”. St. Petersburg. 2008. 135-136

³ Avesta. “The Law against Daeves”. St. Petersburg. 2008, p.150.

As you, men, in the material world,
cook meal and eat cooked meat.

The stench of Dakhmas is the smell of their food!⁴”

This not only establishes the idea of the immortality of soul and spirit of a righteous and morally pure person passing into the eternal blissful work, but also condemns the malignant deeds of an Evil Spirit spreading infection, diseases, and rank smell on and under the earth.

Either morally beautiful or morally unsightly is intrinsic to any cases narrated in “Avesta”. Ahura Mazda treats kindly people who are physically and morally pure people and presented with an “imperishable”, eternal spiritual world– the Paradise – where there will be no deadly battle inherent to the material world. Therefore, perpetual warfare of two forces, two intentions and deeds occurs in the material world: the first is the Spirit of Creation and Purification, while the second one is the Spirit of Destruction and Desecration. Videvdat has a comprehensive Purification program for various occasions. These occasions are mainly focused around life and death along with phenomena and things encountered by human.

If jugs touches the *Nasu* of a dead dog or dead man, they may be purified by washing with *gomez*, earth or water, but “if they made from earth, wood, or clay, they are unclean for ever and ever”, if the wood or grain is attacked by a cadaverous demon, it can only be purified by water:

“35. Let them do so, depending on how,
the grain is wet or dry;
sieved or not sieved;
crushed or not crushed;
milled or not milled;
beaten or not beaten;
Let it be sprinkled with water,
And be clean.”⁵

If a dead body of a dog or a man touches the bedding, it should be cut in parts and buried, but, if there is no impurity, it should be washed with *gomez*; if a man’s clothes was defiled, he should “wash himself four times with *gomez* of ox and twice with water created by Mazda”:

“23. Thus the clothes of a man become clean,
and a man himself clean as well.
Take this cloth
with your left and right hand, right and left,

⁴ Ibid, p. 151.

⁵ Avesta. “The Law against Daeves”. St. Petersburg. 2008, p.145.

and lay it down under the bright light of the sky
and stars created by gods,
and keep it there until nine nights pass...⁶

The land, water, *haoma* (ritual beverage), firewood and grain, jugs, clothes, bedding, on which a corpse laid, the road along with the dead was carried and others will be purified for the sake of strengthening the faith in Ahura Mazda for wholesome life of a man. All Purification procedures are aimed of creating light and warmth in the material and spiritual worlds.

In order to purify everything created by Ahura Mazda, one should follow the main law of Zoroastrianism, i.e. great deeds should be accompanied with good thoughts, as soon as righteous words and prayers are pronounced and sung:

“... and the house shall be pure;
fire, water and land shall be pure,
a cow, a tree shall be pure,
a faithful woman and man shall be pure.
The stars, the moon, the sun, and boundless light are pure,
all good deeds are pure.”⁷

This is because purity of thoughts, speech, and deeds not only adorns a man in the material world, but is also a guarantee of righteous spiritual life in the after world:

“... for purity is the greatest good
for a man in his afterlife,
the purity, O Zaratushtra,
the religion of Mazda for a man, who purifies oneself with
good thoughts, speeches, and deeds.”⁸

The ethical doctrine of “Avesta” is entirely designed to preserve and care for purity of the material and spiritual worlds of human life. Videvdad includes a system of codes of conduct for purification, where this issue is expressed in either legal or ritual ideas intertwined with prayers and spells.

The Purification formula implies both bodily or material purification and purification of soul and morals. So why is land purified, well, because we “Worship the land that carries us and our righteous wives”, it is sacred and being faithful to the purified means purification of a spiritual world of an individual.

⁶ Avesta. “A Law against Daeves”, St. Petersburg, 2008, p.264.

⁷ Avesta. “A Law against Daeves”, St. Petersburg, 2008, p.190

⁸ Ibid. p. 189.

The goal of purification is to exorcize the evil Anhra Manyu from the entire material and spiritual world, then expel Laziness preventing men in fighting the evil spirits to create a fair, pure and righteous life.

The care for cleanliness of body and soul in “Avesta” conveys the main moral principle. For example, Fragard 18 contains a dialogue of antagonistic deities specifying amoral character traits of representatives of Lie. Avarice, as a character trait, is execrated as an ignoble sense of accumulating personal wealth. This character trait is associated with a serious crime in Zoroastrianism withdrawing a man from among the righteous ones such as theft frightening and disquieting people.

Zoroastrianism as the most optimistic and first world religion, recorded in the holy scriptures of “Avesta”, contains so many humanistic ideas, which facilitate an insight into profoundness and vital necessity of ethical norms and rites of our remote ancestors. Not only mythological, religious and philosophical ideas, but also moral principles later had a significant impact on the establishment of universal humanistic and moral principles and laws. For example, ideas concerning the integrity of the world, traverse of the universe, ensuring fortunate life, righteous public administration, purity of thoughts and deeds, the triumph of Good over Evil, the need and usefulness of labor, piety and others served as spiritual mentorship and a moral code for all peoples in the world. In modern times their relevance has been still retained.

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**EXPLANATION OF INFRINGEMENT OF THE LAW OF ARCHIMEDES AND ITS
BORDER OF APPLICABILITY ON PARADOX
“EFFECT OF BUTTER”**

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Annotation: *In this article there has been shown the paradox referring the law by Archimedes. It describes the detailed processes of experiments, which were conducted on basis of laws of two famous physicists. It has also information about comparative physical events, discussing the purpose of the experiment.*

Keywords: Investigation, experiment, effect of butter, liquid, reliability, the force by Archimedes, the force of pressure by Pascal, hydro statistics.

40-50 years ago people in countryside had no refrigerators. Even today there are such families. In such conditions, in spring and summertime they prepared in a beater (куби) from sour milk (катиқ) (round to the form) stored butter at the bottom of ware (“banks”) with cold water. But if the water is not be changed often with cold, laying (shipped) in the morning at the bottom of ware (under Archimedes law) the butter by a dinner or after (by 14 or 15 hours) when becomes hot oil will begin to soften and will change the form (changing the round form will take the form ware) and the exact paradox emerges on a water surface (Archimedes law is not carried out, that is it is broken). In the morning when oil (body) at the bottom of ware lays, the gravity F_T oil (body) more than Archimedes elevating force F_A , that is $F_T > F_A$ means, and Archimedes law is carried out. However after a dinner on such weight a butter (body) and volume (quantity) of water the body floats, in what the reason? While this paradox we name “Effect of butter”. In the given paradox, in the first case Archimedes law really correct is, doesn’t present any doubt, but in some cases (the second case) application of the given law is limited that Archimedes law is a special case of law of Pascal. In the second case the butter floats for the force of pressure of Pascal (not Archimedes elevating forces). Below we will try to find out the reasons of this paradox.

From the school program on physics it is known, that Archimedes law is treated so: “Force operating on a body completely shipped in liquid, depends on the volume of a body and liquid density”. Whether the validity in all cases around this law operates? Until today in printed editions and manuals it is not mentioned, what is above told “the Effect of butter” or

infringement of the law of Archimedes in calculations was not accepted. For the explanatory of the given paradox we take a cylindrical vessel and we will fill to a place plum with water. A vessel of the smaller sizes, a scale of an external wall (fig.1) in cubic centimeters and heights in centimeters will be used. Fig.1.

The first experiment. Smaller ware is set near the big cylindrical vessel with filled water and we'll begin filling it with sand before certain immersing of measured water in a ware. For example, ware with sand is loaded in water to a mark 400 under the scale indication. The volume of the superseded liquid at weighing will appear equal 400g Hence volume of the superseded liquid of 400 sm³ and weight of ware with sand 400g as well, thus Archimedes law is completely carried out, that is the gravity which is equal to Archimedes force (fig. 2). Fig.2.

The second experiment. In a bigger vessel in diameter we will leave 100 g water and it lowers ware with sand, 400 g it will sink (fig. 3), again Archimedes law is carried out, as the gravity is more than Archimedes elevating force $F_w > F_A$ (conditions creamy oil shipped in ware in the morning). Fig.3.

The third experiment. We will repeat similar experiment several times using cylindrical vessels with different diameters. In the process of reduction of diameter, as well as before we will fill all those 100 g with water. In each of these vessels by turns we will immerse ware with sand 400 g until then while in one of a vessel 400 g the body will emerge in 100 g waters (fig. 4). These are conditions that correspond butter swimming during the lunch period, which breaks Archimedes law (fig. 4).

During the experiment it becomes clear, that with reduction of diameter to a vessel filled 100 g water at distance achievement to ware filled with sand liquid level will rise to height ($h_2=400$ sm). On experiment it is seen that (fig. 4) h_2 corresponds h_1 (fig. 2) equal 400 sm on a scale specified in the first experiment. During the experiment it becomes clear, that with reduction of diameter to a vessel filled 100 g water at distance achievement (l) to ware filled with sand liquid level will rise to height ($h_2=400$ sm). At the experiment it is seen, that (fig. 4) h_2 corresponds h_1 (fig. 2) equal 400 sm on a scale specified at in the first experiment.

Fig. 4.

Essence of the given paradox enables to explain the connection of the important hydrostatic invention by the great French scientist in the 7th century B. Pascal. Under law Paskalya "Superficial pressure operating on a liquid or gas is transferred without change in liquid or gas point" law of Pascal forces to float in the last experiment 400 g ware with sand in 100 g water. It is possible to explain the reason of this phenomenon through theoretical formulas as follows.

At first, we define Archimedes elevating force (1-experience), $F_A = g \cdot \rho_g \cdot V_g$ (1).

Where a g-gravity operating on a body in weight of 1 kg, $g = 9,8 \frac{N}{\hat{e}g}$.

Liquid j-density, density of water, $\rho = 1000 \frac{kg}{m^3}$; V_j - volume of the shipped part of ware with sand, $V_j = \frac{\pi d^2}{4} \cdot h_1 = \frac{3,14 \cdot 7^2}{4} \cdot 10,42 = 399,1 \approx 400 \text{ (sm}^3\text{)} = 0,0004 \text{ m}^3$.

Where d-diameter of ware with sand, cm;

See the h - height of the shipped part of ware with sand. Thus Archimedes elevating force will be equal $F_A = 9,8 \frac{N}{\hat{e}g} \cdot 1000 \frac{\hat{e}g}{m^3} \cdot 0,0004 \text{ m}^3 = 4 \text{ N}$, that confirms reliability of the first experience.

Now we analyze last position (3-experience, fig. 4), that is the ware with sand 400 g which floats on 100 g water. As the phenomenon of ware with sand 400 g was marked above in is not Archimedes force, but the force of pressure Pascal forces to float on 100 g water. As force of pressure Pascal in this case is equal.

$$\rho = g \cdot \rho_j \cdot h_2 \text{ (2)}.$$

Where, h_2 -height of a water column of the shipped part of ware with sand 400 g on 100 g water.

Thus (fig. 4) "400" height of water column $h_2 = 104,2 \text{ cm}$ corresponding to a scale.

Substituting value in the formula (2) is defined force of pressure by Pascal

$$p_1 = 9,8 \frac{N}{\hat{e}g} \cdot 1000 \frac{\hat{e}g}{m^3} \cdot 0,1042 \text{ m}^3 = 1042 \text{ Pa} = 1042 \frac{N}{m^2}.$$

Means on each m^2 of the area 1042 kg force of pressure of Pascal operates. Then at the equal area a bottom vessels $P_{pas} = \rho_1 \cdot S = 10,42 \cdot 38,3 \approx 400 \text{ (g)}$. That is the force of lifting Pascal and will be equal to lifting force of Archimedes on the first experience (fig. 2). Above specified experiences show, that Archimedes law is applicable only immersed bodies with the big backlash (1) the second experience fig. 3., and at body immersing rather is not carried out by very small backlash (the third experience, fig. 4), that is in the given special case Archimedes law is broken. Less than backlash between ware the (increases) water column heights h_2 more and accordingly 100 g water forces to float considerably (400 g) heavy bodies.

The reasons in the morning, lying at the bottom of ware creamy oils it possibly will explain on essence of the above-stated experiences and theoretical calculations. As, in the morning the backlash between creamy oils of the round form and an internal wall banks filled in with water will be much more and the butter plunges to a bottom banks (Archimedes law is carried out).

And after a dinner from hot weather it is softened change the round form passes on cylindrical, thereby to limiting value comes nearer to an internal wall banks (the third experience, fig. 4) and accordingly the height water columns h_2 increases to maximum value and its force of pressure Pascal (Archimedes law is broken) lifts.

Preceding from above-stated it is possible to draw the following conclusion:

1. Archimedes law absolutely correct, also it remains for ever (there is no necessity its correction):
2. From the third experience it is visible, that Archimedes law a special case of Pascal's law (when the backlash is more between vessels it does not lose the content);
3. Border of applicability of Archimedes law is, that the height of a water column h_2 equal to h_1 (the shipped water of smaller ware with sand on the first experience fig. 2);
4. This border depends on density of a liquid, size of backlash and a gravity and the form of immersed bodies;
5. The essence of this paradox (effect) should be considered at definition of volumes of bodies and hydrostatic scales, otherwise can result erroneous results;
6. In the program of physics the system of continuous formation, including the school physics, is necessary to conduct (will include) essence of the given paradox with studying Archimedes' and Pascal's law in the form of theoretical knowledge and laboratory work which considerably deepens knowledge of pupils after studying these laws.

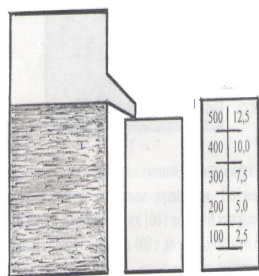


Fig. 1

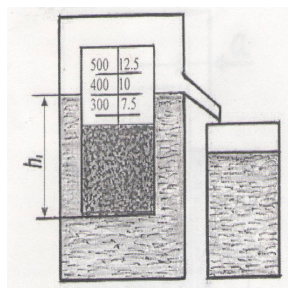


Fig.2

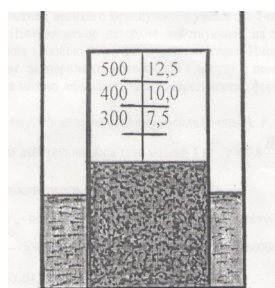


Fig. 3

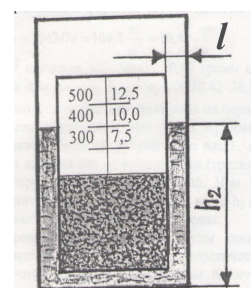


Fig.4

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SOME ASPECTS OF SOCIAL ADAPTATION OF THE 1ST YEAR STUDENTS OF PEDAGOGICAL HIGHER EDUCATIONAL INSTITUTIONS

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Annotation: *The following article highlights some aspects of adaptation of 1st year students. The author has tried to prove scientifically, the selection of right methods in solving the problems such as adaptation difficulties and obstacles, which may arise among the 1st year students. Educational, social-psychological, professional problems that 1st year students may face, have been demonstrated in this article. Moreover, the author has clearly indicated the degrees of student grouping formations and steps.*

Keywords: Pedagogical higher educational institution, 1st year students, adaptation, social adaptation, group of students, the methods of social adaptation.

The deeply plunging of international development of social and cultural, socio-economic and political relations made a ground to creation of free democratic society. Such societies require politically informed and active citizens, professional candidates, who are able to compete in job market. And all above mentioned factors demand better preparation of pedagogic professionals.

Moreover, these requirements challenge higher educational institutions to meet the modern world standards and promote future teachers to be more and more professional in their fields [1]. Unfortunately, among those applicants, who are trying to get degree in pedagogy, we can notice those, who are just eager to get only a higher degree not to become a tutor or teachers.

In order to solve this problem, it has taken steps in testing applicants for the readiness for examinations, thus identifying the right feelings of the applicants to get adaptation to the new environment. But such observations are wrong. And examination committee should develop some other examining requirements such as understanding of institutional traditions, norms, future responsibilities and so forth.

It is important that any higher educational institution should create a basis for the 1st year students with a new system of teaching that enables the students to adapt to the new environment effectively.

The first year of study develops a positive sense among the students for their future carriers, and a sense of self-seeking and self-management motivates for the entrance into future job markets. Even by a high school graduated students, with excellent marks, the feeling of real

profession intentions is not developed completely. And in case of their failure to get admitted to the Universities, they get easily depressed and thus they become more unawareness of seeing their future carrier.

Some problems of not getting social adaptation of the 1st year students can be the following reasons:

1. Educational: 1) rapid change of the size and meaning of the learning materials (secondary school, academic lyceum and professional college's 4-5 lessons in one university lecture); 2) new methods and forms of teaching (lectures, seminars, colloquium, plan, case-studies, portfolio, debates and etc); 3) difficult language of study materials and the lectures; 4) shortage of practices to work independently.

In the first year, study practices and skills were held through irrational "tests and analyzes".

The study shows that 28% of all students cannot develop independent self working abilities.

2. Social-psychological: 1) the change of dynamic stereotypes: change of addresses, living conditions, the social environment, old habits, social views, interpersonal communications are the main factors, if one is not yet developed (but the situations are not always same in everybody); 2) rapid jump to new independent "big" life (arising financial shortages, need for self service and so forth); 3) not self trusting (hesitation), fear of midterm exams, feeling of being discharged from the classes (type of feeble nerve system, high degree of worrying and etc.).

3. Professional: 1) hesitation in self choosing the institution and the profession (it happens, if the future plans developed not right and plans come across with real ones); 2) unawareness of seeing the right direction of study process, inability of understanding the real profession.

The analysis of pedagogic and psychological literatures describe, that it is important as an aspect of correct adaptation of the 1st year students to form the right and proper groups. And the main power in such forming activities could be the self interest and needs of the students. Unsatisfied needs bring the person in discomfort. Thus, person is unmotivated, and cannot put a right purpose in front of him. Because of this, right forming of student groups would motivate the students for the rapid adaptation and enables them learn from each other.

As main important points in formation of right groups with students can be considered the following:

- 1) unity of interests and purposes among the members of academic groups;
- 2) organization of formal and informal activities and working environment;
- 3) possession of motivational unity;

4) suitability of traditional orientations;

Following the above mentioned points, the group of students in higher educational institutions can be organized in three steps:

1. The first step in formation of the groups is considering the intensity of activities. Common interest and needs forms informational base and combines them into one opinion. These points can band the students together but does not help in forming of personality.
2. The second step of forming of groups is forming a group with more active students and 1) organization of formal and informal activities and working environment; 2) possession of motivational unity.
3. The third step of forming of groups is considering points such as personal, purposeful, professional and traditional needs and interests [4].

According to the results of the research about the method of social adaptation of the 1st year students cover following mutually connected 3 blocks:

In the first step of social adaptation, communicative active methods must be launched instead of outdated high and secondary school, professional college's communication system. Here initially must be formed such groups, where mutually cooperative groups give intensive development of the system.

In the second step of social adaptation, the personal individual interests, needs and hobbies of the group members must be taken into consideration. It allows in forming of united active groups quickly. Here, students help each other in getting quick adaptation in university life and actively solve arisen problems, and analyze the events happening around them.

In the third step of social adaptation covers within all formal and informal methods, which help students to understand completely the reality of the University life and its all terms and conditions.

In general, pedagogical higher educational institutions should choose real effective methods to adapt the first year students to the varsity rules and life.

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DEUTSCH ALS FREMDSPRACHE UND GERMANISTIK IN USBEKISTAN

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In diesem wissenschaftlichen Beitrag handelt es sich sowohl um die Begriffsdifferenzierung zwischen „DaF“ und „Germanistik“, als auch um die Geschichte der usbekischen Germanistik.

Schlüsselwörter: Germanistik, Inlandsgermanistik, Auslandsgermanistik, Germanistik im Ausland, Interkulturelle Germanistik, usbekische Germanistik, Fremdsprachenunterricht, Lehrmaterial, Bildungsstandard, Übersetzungstheorie- und Praxis.

Deutsch als Fremdsprache wird in Usbekistan seit den 40-Jahren gelernt und wissenschaftlich von der germanistischen Sicht erforscht. Bevor man über die usbekische Germanistik spricht, sollte vor allem selbst der Begriff „**Germanistik**“ konkretisiert werden. Dieses Bedürfnis einer Konkretisierung ist damit begründen, dass der betreffende Begriff hier und dort unterschiedlich gedeutet und gebraucht wird. Im deutschsprachigen Raum versteht man darunter vor allem eine philologische Disziplin, die mehr literaturwissenschaftlich als sprachwissenschaftlich orientiert ist. Dabei unterscheidet man zwischen Inlandsgermanistik, Auslandsgermanistik und Germanistik im Ausland.

Die **Inlandsgermanistik** oder die **Germanistik in Deutschland** gliedert sich in drei Bereiche - Neuere Deutsche Literatur, Mediävistik und Linguistik. Dabei beschäftigt sie sich hauptsächlich mit den Fragen der Geschichte, Theorie und Praxis der deutschen Literaturwissenschaft. Die Geschichte der deutschen Literatur studiert man nach Perioden: althochdeutsche, mittelhochdeutsche, neuhochdeutsche Literatur; die neuere und neue deutsche Literatur, Literatur der DDR, Deutsche Literatur nach 1945 usw. Man studiert auch Literatur des deutschsprachigen Raumes extra. Die deutsche Sprache wird mehr theoretisch behandelt unter den sprachwissenschaftlichen Aspekten wie Grammatik, Semantik, Stilistik, Pragmatik, Texttheorie, Sprachgeschichte. Ab höheren Stufen werden natürlich Schwerpunkte gesetzt. Im Hauptstudium beschränkt man nur auf einem der obengenannten Bereiche. Die Forschungsgebundenheit der Lehre an deutschen Universitäten setzt Variierung und Verschiedenheit der Unterrichtsthematik von Universität zu Universität voraus. Die germanistischen Lehrkräfte für Schulen müssen zusätzlich Sprachdidaktik, Methodik und Pädagogik studieren. In Deutschland dürfen nur solche Absolventen als pädagogische Lehrkraft eingesetzt werden, was in Usbekistan leider nicht der Fall ist. Pädagogische Hochschulen gibt es

in Deutschland nur im Bundesland Baden-Württemberg. Die Größte von ihnen ist die Pädagogische Hochschule Freiburg, in Usbekistan - die Taschkenter Staatliche Pädagogische Nizami-Universität mit der jüngsten Germanistik- Abteilung im Lande, wo neben fachlicher. Disziplinen ein großer Wert auf die deutsche Kulturgeschichte gelegt wird.

Die **Auslandsgermanistik** ist jedoch an vielen deutschen Universitäten **mehr** sprachwissenschaftlich gefärbt; man lehrt die deutsche Sprache nach Aspekten: die deutsche Phonetik und Phonologie, Grammatik, Lexikologie, Lexikographie, Phraseologie, Sprachgeschichte, Sprachdidaktik u. a. An der Albert-Ludwigs-Universität Freiburg heißt diese Abteilung Deutsch als Fremdsprachenphilologie, die Prof. Willy Michel inne hat. Es wird aber dabei grundsätzlich Deutsch als Fremdsprache gelernt. In beiden Fällen werden auch solche anderen sprachtheoretischen Fächer sehr gründlich studiert wie Sprachwissenschaft, Semasiologie, Pragmatik, Texttheorie u.a.m.

Als **Germanistik im Ausland** verstehen sich alle Organisationseinheiten an Hochschulen im nichtdeutschsprachigen Ausland, an denen Deutsch als Fremdsprachenphilologie als Berufsfach gelehrt wird. In manchen Abteilungen wird neben DaF auch Deutsche Literaturwissenschaft und Deutsche Sprachwissenschaft mehr oder weniger gründlich studiert. Der Geschichte der deutschen Literatur werden dabei an usbekischen Hochschulen ungefähr 120 bis 150 Unterrichtsstunden zugeteilt.

Seit einiger Zeit wird auf Initiative des Bayreuther Professors Alois Wierlacher die sogenannte **Interkulturelle Germanistik** in die Vorlesungsverzeichnisse aufgenommen. Ziel dieses Konzepts ist es, die künftigen DaF-Lehrkräfte mit der interkulturellen Kompetenz auszubilden.

Die heutige **usbekische Germanistik** ist in diesem Sinne die Germanistik im Ausland, sie ist „einseitig“, d.h. hauptsächlich sprach(wissenschaftlich) orientiert und entwickelt, unter dem Einfluss der Germanistikprogramme der Ex-Sowjetunion, die ihrerseits an der DDR orientiert war. Also die Germanisten Usbekistans sind im Grunde genommen DaF-Lehrer. Unter ihnen gibt es natürlich Fachkräfte, die sich selbständig auch gut genug literaturwissenschaftlich und literaturgeschichtlich weiter- und fortgebildet haben. Nur die letzteren sind unter Akzeptanz und Verehrung als Germanisten würdig.

Aber der Verfasser dieser Zeilen ist der Meinung, dass man unter dem Begriff Germanist viel mehr verstehen sollte, als nur ein Deutschlehrer mit literatur- und sprachwissenschaftlichen Kenntnissen. Ein Germanist, der Deutsch als Mutter- oder Fremdsprache unterrichtet, sollte nicht nur literaturwissenschaftliche und sprachwissenschaftliche Fragen selbst kennen und sie an Studierende weitergeben, sondern neben Sprachdidaktik und Methodik des Deutschunterrichts auch die Grundfragen zur deutschen Geschichte, Geographie, Kultur und Politik fachlich beherrschen und beantworten können. Das heißt, ein Deutschlehrer ist ein

Fachmann für Deutsche Sprache und Literatur, Geschichte und Geographie, Politik und Kultur, also für alles, was Deutschland betrifft. Dies ist eine fast unmögliche Aufgabe. Deshalb müsste das Fach Deutsche Landeskunde in Deutschlandstudien umbenannt werden, demnach, möglichst weit und breit, tief und gründlich aufgebaut und mit entsprechenden Stundenzahl versorgt werden.

Was die **Geschichte der usbekischen Germanistik** anbetrifft, hat diese Disziplin im Vergleich zu anderen nichtdeutschsprachigen Ländern keine lange Entstehungsgeschichte. Deutsch als Fremdsprache wurde in unserem Lande erst in den 40-er Jahren des XX Jh. in die Schulprogramme aufgenommen. Die Lehrer kamen damals aus Russland. Die ersten Abteilungen für Deutschlehrausbildung wurden an dem ehemaligen Taschkenter Staatlichen Pädagogischen Nizami-Institut gegründet. 1948 entstand auf Basis der Fakultät für Fremdsprachen des genannten Instituts das Taschkenter Staatliche Pädagogische Institut für Fremdsprachen Friedrich Engels trug (Heute wird diese Hochschule als Usbekische Staatliche Weltsprachenuniversität bekannt). In dieser Bildungseinrichtung wurden Deutsch, Englisch und Französisch unterrichtet.

Als Deutschlektoren wirkten damals an dieser Hochschule hauptsächlich solche Lehrkräfte, die einerseits nach der Errichtung der Sowjetmacht in Usbekistan aus dem sowjetischen Zentrum kamen, andererseits solche, die während des II. Weltkrieges aus westlichen Regionen der Ex-Sowjetunion nach Usbekistan evakuiert wurden und in Taschkent lebten. Wegen der Lautstruktur und schon bekannten lateinischen Verschriftlichung war Deutsch seit den 40-er Jahren des XX. Jahrhunderts eine der beliebtesten Fremdsprachen in Usbekistan. Vor und nach dem zweiten Weltkrieg war Deutsch die Erste Fremdsprache und schon seit den 60-er Jahren musste sie ihren Ehrenplatz dem Englischen abtreten. Heutzutage lernen immer noch mehr als 800 000 Schülerinnen an Mittelschulen, akademischen Lyzeen und Berufskollegs Deutsch als Erste Fremdsprache.

Die usbekische Germanistik ist zur Zeit auf dem Wege zur Entwicklung neuer Curricula und Erarbeitung neuer regionalspezifischer Lehrwerke für alle deutsch-philologische Unterrichtsfächer, was teilweise vom Goethe-Institut und dem DAAD gefordert wird. Eine bestimmte Unterstützung wird auch durch vertraglich geregelte Zusammenarbeit mit deutschen Universitäten in Bochum, Freiburg und Münster ermöglicht. Einige Projekte usbekischer Germanisten werden freundlicherweise auch von einigen einzelnen deutschen Professoren wie Hans-Werner Huneke (Freiburg), Alois Wierlacher (Bayreuth), Herbert Wiegand (Heidelberg) und Th. Thomasek (Münster), Werner Biechele (Jena) und anderen betreut.

Heute ist Deutsch in Usbekistan die zweitgrößte westeuropäische Fremdsprache nach Englisch. An den Mittelschulen, akademischen Lyzeen und Berufskollegs lernen etwa 800 000

Schüler/Innen Deutsch als Erste Fremdsprache. Nach dem Aufnahmeplan des Hochschulministeriums und des Ministeriums für Bildungswesen werden etwa 400 jungen Bewerbern die Möglichkeit geboten, den Beruf des Deutschlehrers zu wählen, obwohl es praktisch vielmehr Bewerber/Innen für Deutsch gibt. Die Situation der Deutschlehrausbildung in Usbekistan sieht so aus, dass nur etwa 5% aller Deutschstudierenden die Möglichkeit haben, Deutschland einmal kurz zu besuchen. Über den DAAD werden nur wenige Studierende durch Monats- und Semesterstipendien gefördert. Auch die Deutschlehrer/innen an den Hochschulen haben bei weitem nicht alle die Möglichkeit eines Deutschlandaufenthaltes. Deshalb spielt der Studiengang Deutschlandstudien und seine Lehrmaterialien (das von uns verfasste Lehrbuch mit diesem Namen liegt in Druck) eine unersetzbare Rolle als eine Art Deutschlandspiegel oder Deutschlandratgeber, besonders für die Kategorie der Deutschstudierenden, die Deutschland noch nie besucht haben. Mit dem Einsatz des Unterrichtsfaches Deutschlandstudien (diese verstehen sich breiter als Landeskunde) kann der gesamte Unterrichtsprozess erheblich mehr an Wert gewinnen, indem ein lebensnahes Deutschlandbild vermittelt wird, das zum besseren Verständnis des Landes und seiner Probleme führt, dessen Sprache man als Berufsfach erlernt. Die Motivation zur Berufswahl kann dadurch erheblich gesichert und gefördert werden.

Wie jeder andere ist auch der Studiengang Deutschlandstudien Bestandteil eines gemeinsamen Studienbereiches, der in unserem Falle Deutsch als Fremdsprache heißt. Dieser Begriff wird bei uns in Usbekistan als ein Synonym für „Germanistik“ verwendet, obwohl Germanistik selbst im europäischen Ausland etwas anderes bedeutet. Deshalb scheint mir für Usbekistan die Benennung des Gesamtfaches „Deutsch als Fremdsprachenphilologie“ mehr gelungen zu sein.

Der erste Ansatz für Deutschlandstudien ist natürlich a priori die Kenntnis des Landes über seine Sprache, also die deutsche Sprachpraxis. Die notwendigen deutschlandbezogenen Informationen bekommt der Studierende vermittelt, der Deutsch als Fach, also als Germanist (ein Fachmann für Germania) studiert. Nur wer neben den praktischen Sprachkenntnissen auch über ein Basiswissen in Geschichte, Geographie, Kultur und Literatur, Industrie und Wirtschaft, Soziologie, Psychologie, Politologie und Mentalitätsgeschichte eines Landes verfügt, kann dessen Sprache wirklich richtig gut beherrschen. Wenn auch die wissenschaftssystematische Position der Deutschlandstudien als landeskundliche Disziplin und eigenes Fachgebiet an Hochschulen und Universitäten selbst in Deutschland immer noch umstritten ist, spielt im Ausland dieses Unterrichtsfach als unverzichtbarer Bestandteil des gesamten Fremdsprachenunterrichts eine wichtige Rolle in der Deutschlehrausbildung. Wenn an manchen westlichen Universitäten „Landeskunde“ in Form von sogenannten „German Studies“ und „Civilisation Allemande“ institutionalisiert ist, werden an anderen Hochschuleinrichtungen mancher Länder die landeskundlichen Kenntnisse nur innerhalb des praktischen

Deutschunterrichts vermittelt, was an sich eine Selbstverständlichkeit sein sollte und in jedem Fall angeboten werden muss.

Damit mochte ich sagen, dass das nächstverwandte Unterrichtsfach für Deutschlandstudien der Sprachunterricht ist. Gerade diese beiden Fächer können einander am besten ergänzen, aber nicht einander ersetzen.

Es gibt im Lande 6 Schulen mit erweitertem Deutschunterricht. Als **Lehrmaterialien** wurden grundsätzlich die Lehrbücher der Moskauer Verlage und teilweise die von den DDR-Autoren verfassten Lehrmittel benutzt. Taschkent hatte bis Ende 70-er Jahren des XX. Jh. keine eigene nationale Lehrmaterialien entwickelt. Die meisten Lehrwerke für DAF wurden in der Ex-Sowjetunion von den Germanisten aus Moskau und Petersburg geschrieben.

Die Beurteilung der wissenschaftlichen und didaktisch-methodischen Qualität der obenerwähnten Forschungen und Lehrmittel, der Fachkompetenz deren Verfasser ist überlassen den fachkompetenten Kollegen.

Zuletzt seien auch die wenigen Kolleginnen erwähnt, die sich neben ihrem Hauptberuf auch den literarischen Übersetzungen widmen. Erster Versuch einer direkten Übersetzung aus dem Deutschen ins Usbekische war die „Leiden des jungen Werther“ von Yanglisch Egamova.

Sie hat einige Jahre später auch den Roman „Nackt unter Wolf en“ von Bruno Apitz ins Usbekische übertragen. *Als ein sehr produktiver Übersetzer erwies sich der unlängst gestorbene Juldash Parda. Ihm gehören die usbekischen Auflagen von Annemarie Schimmels „Meine Seele ist eine Frau“, Tristan und Isolde“ von G. de Bruyn u.v.a. Mit der Übersetzung kleiner Prosa und Gedichte beschäftigt sich Schuchratchon Imyaminova. Hunderte deutsche Volksmärchen wurden von mir übersetzt und vielfach verlegt. Einige Duzend usbekische Volksmärchen wurden von mir und von Frau Keller in Deutschland in meiner Übersetzung herausgegeben. Bekannt ist durch ihre Übersetzungen der Samarkander Poschali Usmon, Mahmud Toschtemirov aus Fergana, Mahmud Ruziochunov aus Andijan u.a. Juldash Parda und ich haben auch viele Werke der usbekischen Literatur ins Deutsche übertragen und in Deutschland herausgegeben. Zunächst sei hervorgehoben, dass es eine Ehrensache und Pflicht eines Germanisten ist, neben dem beruflichen Deutschunterricht in verschiedenen Stufen und Ebenen auch seine Leistungen zu vollbringen, den Kulturaustausch zwischen Deutschland und Usbekistan zu fördern. Durch Übersetzungen werden die Literaturen gegenseitig bereichert. In dieser Hinsicht wird große Hoffnung auf die junge Generation gelegt.*

Was **die Zukunft der usbekischen Germanistik** betrifft, so hofft die ältere Generation in der Fortsetzung ihrer unermüdlichen deutschfreundlichen Tätigkeit auf eine Reihe von jungen Absolventen der germanistischen Abteilungen usbekischer Universitäten, die im Augenblick an ihren Doktordissertationen in Deutschland und in Usbekistan eifrig arbeiten. Gemäß ihren

germanistischen Publikationen sind uns Kolleginnen und Kollegen mehr oder weniger bekannt, die als junge Lehrer und Doktoranden tätig sind. Das sind Shuhrat Ubaydullaev und Zohidjon Tursunov aus Namangan, Gulruch Rachimova, Hamza Tojiev, Asil Tursunov und Nozim Mamasoliev an der Weltsprachenuniversität, Shukurali Ataev und Gulsira Babayeva an der Nationalen Universität, Sardor Nazarov und Nozima Nischonova an der Pädagogischen Universität in Taschkent. Diese jungen Leute arbeiten an sehr interessanten Forschungsthemen zu Fragen der deutschen Stilistik und Lexikologie, der deutschen Literaturgeschichte und der deutschen Grammatik. Es gibt eine Reihe von wissenschaftlichen Mitarbeitern und Deutschlektoren an Universitäten, die ohne Doktorandenstudium interessante Themen erforschen. So z.B. untersucht Abdulaziz Qosimov das Problem der Rezeption der deutschen Literatur in Usbekistan, Shuchratchon Imyaminova promovierte über vergleichend-typologische Untersuchung der phonetischen Systeme der deutschen und usbekischen Sprachen, Rano Begmatova untersucht Diminutive im Deutschen. Davron Qurbonov beschäftigt sich mit den Fragen der deutsch-usbekischen Übersetzungen. Besonderes Interesse ruft die Untersuchung von Gulruch Rachimova hervor, die das Problem des Usbeken- und Usbekistanbildes der Deutschen in historischer und stilistischer Sicht erforscht.

Zu den aktuellen Aufgaben der Germanistik in Usbekistan gehören die Fragen der Erarbeitung neuer Curricula in diesem Bereich, die Erstellung neuer Lehrmaterialien - Lehrbücher, Lehrbehelfe, und methodischer Handbücher für deutsche Stilistik, Lexikologie, Sprachgeschichte, Literaturgeschichte, Landeskunde, Textanalyse und Textinterpretation, Übersetzungswissenschaft, Lexikographie, Germanistische Philologie und verschiedene Wörterbücher, die heute an Bibliotheken usbekischer Germanistik-Abteilungen fehlen. Auch der junge Deutschlehrerverband unseres Landes bedarf einer engen Zusammenarbeit germanistischer Lehrkräfte im In- und Ausland. Selbst der sogenannte Staatliche Bildungsstandard muss neu erarbeitet und dabei mehr fachorientiert werden, so dass man mehr Stundenzahl für DaF-Studiengänge als für nichtfachgebundene allgemeinbildende Fächer zur Verfügung haben kann, die eigentlich als überflüssige paradoxe Wiederholung der allgemeinbildenden Mittelschulfächer das Hauptziel des usbekischen Bildungswesens - die Heranbildung der konkurrenzfähigen Lehrkräfte für unser Unabhängiges Vaterland stören. Wir müssen unseren Kampf für Wiedergewinnung der ehemaligen Stellung des Deutschen auf dem Fremdsprachenmarkt Usbekistans unermüdlich fortsetzen. Dabei hoffen wir selbstverständlich auf das Entgegenkommen usbekischer Seite und die Unterstützung deutscher Kollegen, auf eine gegenseitig interessante Zusammenarbeit der Germanisten beider Länder.

ZUM USBEKENBILD DER DEUTSCHEN DEUTSCHE REISEBERICHTE ÜBER USBEKISTAN

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In diesem wissenschaftlichen Artikel handelt es sich um die Reiseberichte, die von historischen Persönlichkeiten über Usbeken und Usbekistan verfasst wurden. Besonders wertvoll sind die Texte der deutschen Autoren, die für die Forschung als Analysematerial dienen.

Schlüsselwörter: Historische Reiseberichte, Imagologie, das Eigene, der/die Fremde, Xenologie, Fremdwahrnehmung, Interkulturelle Germanistik, Zentralasien, Usbekistanbild.

Reisebericht als eine Gattung der Epik gehört zu den ältesten Gattungen abendländischer Literatur. Die ersten Pilgerfahrten im deutschen Kulturraum wurden schon im 14. Jahrhundert unternommen. Das Phänomen des Reiseberichts hatte jedoch bis ins späte 18. Jahrhundert lediglich eine informative Rolle und war somit nicht der Gegenstand der literaturwissenschaftlichen oder speziell germanistischen Forschung⁹. Dies hing insbesondere mit der Begriffsdifferenzierung der „Literatur im engeren Sinne“ zusammen¹⁰. Bereits am Ende des 19. Jahrhunderts wurde es ein neues Fach „Imagologie“ von Hugo Dyserinck, ausgehend von der Vergleichenden Literaturwissenschaft, entwickelt, die „images“, also die „Bilder von anderen Ländern“ erforschte. Diese Thematik hat sich kontinuierlich weiterentwickelt, so kann man heutzutage mehrere Ansätze und Überlegungen von Peter Boerner, Thomas Bleicher, Michael Harbsmeier und August Nitschke lesen und selbstverständlich stützt sich die heutige Xenologie auf die von Alois Wierlacher gegründete Wissenschaft „Interkulturelle Germanistik“. Seine Theorie, dass „die Erfahrung des Fremden nur als die Verwandlung in das Eigene versteht“¹¹, könnte man bei der Erforschung der Reiseliteratur als Hauptansatzpunkt nehmen. Wir schließen uns hier an die Meinung von Peter Brenner an, der behauptet, dass die Reiseberichte sich nicht als realistische Wiedergabe der Wirklichkeit lesen ließen. Falls sie als

⁹ Vgl. Brenner, Peter: Internationales Archiv für Sozialgeschichte der deutschen Literatur. 2. Sonderheft. Tübingen: Max Niemayer Verlag 1990. S.1.

¹⁰ Vgl. Ans, Thomas (Hrsg.): Handbuch Literaturwissenschaft. Band 1. Gegenstände und Grundbegriffe. Stuttgart, Weimar: Metzler 2007. S.4-5.

¹¹ Wierlacher, Alois: Mit fremden Augen. Vorbereitete Bemerkungen zu einer interkulturellen Hermeneutik deutscher Literatur. In: Jahrbuch Deutsch als Fremdsprache 9, 1983. S.7.

Quellen ausgewertet werden sollten, müssten zunächst die individuellen sowie zeit- und kulturspezifischen Voraussetzungen der Wahrnehmung rekonstruiert werden¹².

Nun möchten wir **die Zentralasien- bzw. Usbekistanbilder** in ihrer geschichtlichen Entwicklung betrachten.

Herodot (gestorben um 425 v.Chr.) war einer der frühesten Geschichtsschreiber und Reisenden. Er überlieferte zuverlässige Informationen über Zentralasien, seine Bevölkerung und ihre Lebensbedingungen. So können wir z.B. seine interessanten Berichte über die harten Tributeleistungen der besetzten Gebiete an die Perser sowie über das Leben der Nomadenstämme lesen. Über religiöse Kulthandlungen, die in der Zeit vor Zarathustra auch in Zentralasien üblich waren, schreibt Herodot: „Bilsäulen, Tempel und Altäre sind unter den Persern nicht gebräuchlich. Ja sie strafen sogar diejenigen, die solche errichten, und zwar, wie ich glaube, weil sie sich die Götter nicht, wie die Hellenen, unter menschlichen Gestalten vorstellen. Sie bringen ihre Opfer der Sonne, dem Monde, dem Feuer, dem Wasser und den Winden.“¹³

Ein weiterer berühmter europäischer Reisende war **Johannes de Plano Carpini** (um 1245), der als päpstlicher Gesandter Zentralasien besuchte und seine Reiseschilderungen unter dem Namen „Historia Mongolarum“ niederschrieb: „Dieses des Antisoldan (soldan ist die europäische Version von Sultan) des Chwaresm-Schahs, das den Iran und **fast ganz Transoxanien** (das Land jenseits des antiken Oxus, des Amu Darja; es entspricht etwa dem heutigen **Usbekistan**) umfasste, eroberte noch Çinggis;“¹⁴ Movaraunnahr war in Europa als Transoxanien (Zweistromland) bekannt, **J.G. Herder** hat es sogar als Kindheitsland der Kulturgeschichte der Menschheit genannt.¹⁵

Zu den berühmtesten Reisenden aller Zeiten gehört jedoch **Marco Polo** (1254-1324). So berichtet er unter anderem über seine Reisen nach China über Samarkand in seinen „Abenteuern des Marco Polo“: „Samarkand ist eine vornehme Stadt, geschmückt mit schönen Gärten und umgeben von einer Ebene, in der alle Früchte wachsen, die man sich nur wünschen kann. Die Einwohner, teils Christen, teils Mohammedaner, sind dem Neffen des Großkhans untertan; doch sind die Beziehungen zwischen beiden Parteien nicht freundschaftlich, sondern es herrscht

¹² Vgl. Brenner, Peter: Internationales Archiv für Sozialgeschichte der deutschen Literatur. 2. Sonderheft. Tübingen: Max Niemayer Verlag 1990. S.30.

¹³ Zitiert nach: Klaus Pander: Zentralasien. Usbekistan, Kirgisstan, Tadschikistan, Turkmenistan, Kasachstan. DuMont Buchverlag, 2000. S.18-20.

¹⁴ Johannes von Plano Carpini: Kunde von den Mongolen. 1245-1247.1997, S.140.

¹⁵ Dietrich Krusche: Literatur und Fremde. Zur Hermeneutik kulturräumlicher Distanz. München: iudicium verlag GmbH, 1985. S.29.

ständiger Kampf und Krieg.“¹⁶ Dieses Reisebuch wurde auch ins Usbekische von Muhammad Rahmon übersetzt.

Auch der Ungare **Hermann Vambery** gehört zu späteren Zentralasien-Reisenden, der damaligen Turkestan 1863-1864 als Derwisch verkleidet bereiste. Das geschah wenige Jahre vor der Besetzung Zentralasiens durch die Russen. Er wanderte durch die turkmenische Wüste nach Chiwa, Bucharra und Samarkand. In seinen Büchern „Reise in Mittelasien“, „Tschagataische Sprachstudien“¹⁷, „Die Scheibaniade, ein osbegisches Heldengedicht. Text und Übersetzung“, „Jussuf und Ahmad“ und vielen anderen Übersetzungen und anderen Publikationen, die noch zu jener Zeit in deutscher Sprache abermals veröffentlicht wurden, berichtet er ausführlich über die dort lebenden Völkerschaften, zum Teil auch über Usbeken und ihre mannigfaltige Kultur¹⁸.

Die ersten deutschen Usbekenbilder nahmen ihren Anfang schon zu einer Epoche, wo das Mowaraunnahr-Zweistromland seine Blüte zu erreichen begann. Blüte und Glanz des damaligen Transoxaniens und das damit verbundene Usbekenbild aller Ausländer, unter anderem auch der Deutschen, ist dem Begründer des Großen Timuridenreiches - dem Tamerlan zu verdanken. Amur Temur, der in Europa als Tamerlan- der lahme Timur bekannt ist, hat nicht nur viele Länder erobert, sondern auch mit vielen Ländern der Welt freundschaftliche Beziehungen unterhalten.

Als erster und vielleicht als letzter Deutscher, der Temurs Zeit erlebt hat, und dabei so weit gekommen, so tief in die orientalische Welt eingedrungen ist, ist uns **Johannes Schiltberger** bekannt. Er hat in seinen Reiseschilderungen mehrere detaillierte Geschehnisse beschrieben, wo wir bemerkbare Usbekenbilder treffen können. Es entsteht eine logische Frage: Wie kam dieser Deutsche nach Temurs Lande? Er war ein junger Adeliger aus München. Erstmal zog er 1394 als Knappe eines bayerischen Ritters nach Ungarn. Dort wollten sie zusammen mit König Sigismund¹⁹, dem späteren deutschen Kaiser, zu einem Kreuzzug gegen die Heiden aufbrechen. Denn Konstantinopel war von den Türken bedroht und sollte befreit werden. Für den jungen Münchner – er war zu dieser Zeit etwa 14 Jahre alt – endete die Kriegsfahrt schon zwei Jahre später, 1396, denn er geriet in der ersten und einzigen Schlacht dieses Feldzugs in türkische

¹⁶Vgl. Klaus Pander: Zentralasien. Usbekistan, Kirgisstan, Tadschikistan, Turkmenistan, Kasachstan. DuMont Buchverlag, 2000. S.18-20.

¹⁷ Siehe: Hermann Vambery: Čagataische Sprachstudien. Amsterdam: Philo Press, 1975.

¹⁸ Siehe: Hermann Vambery: Man nannte mich Reschid Efendi. Reise in Mittelasien. Bearbeitet und herausgegeben von Sigrld Tröger. VEB F.A. Brockhaus Verlag Leipzig, 1990.

¹⁹ König Sigismund stammt aus dem Haus der Luxemburger. Sein Vater war Kaiser Karl IV. Er selbst wird 1387 König von Ungarn, 1410 Markgraf von Brandenburg und schließlich 1433 deutscher Kaiser. Er ist der letzte Luxemburger auf dem deutschen Kaiserthron, danach die Krone an die Habsburger. Auf Drängen von Sigismund berief man auch das Konstanzer Konzil ein, auf dem Johann Hus verbrannt wurde.

Gefangenschaft. Damit begann aber für Johannes Schiltberger das große Abenteuer seines Lebens, denn er sollte erst 1427, nach 31 jährigen Gefangenschaft, seine Heimatstadt wieder sehen. So dauerte seine so genannte Reise 33 Jahre - durch Balkanische Halbinsel, Kleinasien, Iran, Mavaraunnachr, Dashti-Kipchoq, Iran, Syrien, Ägypten – von 1394 bis 1427.

Zu Yildirim Boyasids Zeit in der Osmanischen Türkei diente Johannes Schiltberger in seinem Schloss. Aus der Geschichte wissen wir, dass es damals zwischen Tamerlan und dem türkischen Sultan Boyasid heftige Auseinandersetzungen gab. Es ging darum, dass der türkische Sultan das damalige Europa angreifen und erobern wollte und sich darauf vorbereitete. Tamerlan aber riet ihn von seinem Plan ab. Diesem Rat des Großen Temurs hat Boyasid leider nicht gefolgt. Was dazu diente, dass Temur mit seinem Heer in die Türkei kam und sehr schnell das Reich des Osmanischen Türken eroberte. Gerade im Kampf um Ankara wurde auch der Deutsche Johannes Schiltberger (1402, 20 Juli) gefangen genommen und nach Samarkand gebracht. Nach Temurs Tod dient er zuerst bei seinem Sohn Schachruch in Churoson, danach bei Mironschoch, dem anderen Sohn von Timur, in Tabres. Diese Zeiten beschreibt er sehr detailliert. Hier sei angemerkt, dass auch die Perspektive des einfachen Soldaten, die der Erzähler als Sklave gezwungenermaßen einnimmt, dem Bericht seine besondere Note gibt.

In den XIV – XXIV Kapiteln seines Reiseberichts handelt es sich um die Timuriden. Von besonderem Interesse ist das XXIV. Kapitel. Denn in anderen Kapiteln sehen wir, dass er nur die Tatsachen konstatiert. Wir vertreten die Meinung, dass er diese Fakten aus indirekten Quellen bekommen hat, z.B. Die Zahl der Kämpfer, die Temur in Isfahan gelassen hat, wird als siebentausend angegeben, wir treffen aber in Ali Yasdiys „Safarnoma“ (Siegesbuch) genau die halbe Zahl. Noch ein simples Beispiel: J. Schiltberger schreibt, dass Temur zwei Söhne hatte, Schachruch und Miranschach; hochwahrscheinlich wusste er gar nicht, dass Temur noch andere zwei Söhne hatte, und zwar Dschachangir und Umarschaych, die noch zu Temurs Lebenszeit gestorben waren. Schachruch wird dabei als ältester Sohn erwähnt. Wir wissen aber, dass er in Wirklichkeit der vierte Sohn von Temur war.

Schiltberger hat sich in seinen Reisebeschreibungen lediglich auf „Tämerlins“²⁰ Grausamkeit konzentriert und ihn nur als einen Menschenschlächter geschildert. Dies koennt man das auch bei anderen Europäern beobachten, sogar der berühmte deutsche Dichter J.W.Goethe hielt Tamerlan für ein Symbol des Schreckens und des Bösen²¹. So können wir auch bei Schiltberger

²⁰ So nennt ihn Schiltberger.

²¹ J.W.Goethe: West-östlicher Divan. Stuttgart: Philipp Reclam jun. GmbH & Co., 1999. S. 114.

nur von den Bosheiten des Temurs erfahren, wie z.B. Tamerlan ließe siebentausend Kinder töten²², wie er dreißigtausend Leute im Tempel verbrannt habe²³ usw.

Aber für Timurs Enkel Abubakr wurde von ihm folgenderweise beschrieben:

„ Abubachir war für seine Stärke bekannt. So konnte er mit einem Türkenbogen so durch eine Wagenscheibe schießen, das die eiserne Spitze hindurchfuhr, der Schaft aber stecken blieb. Diese Scheibe hing man in der Hauptstadt Tämerlins, Samarkand, als ein Wunderzeichen vor das Stadttor. Als der Sultan von der Stärke Abubachirs hörte, schickte er ihm ein Schwert, das zwölf Pfund wog und dessen Wert man auf tausend Gulden schätzte. Man brachte ihm das Schwert, worauf er einen dreijährigen Ochsen bringen ließ, an dem er es erproben wollte. Den Ochsen schlug er dann auf einen Streich in der Mitte durch. Dies ereignete sich noch zu Lebzeiten Tamerlans²⁴.

Auch hier wird aber nur die Stärke des Abubakrs betont, was wohl bedeuten könnte, dass Schiltberger keinen persönlichen Zugang zu den Timuriden hatte, was ja auch klar ist. Weil die Türen der vornehmen Kreise für ihn verschlossen blieben, war er auf die einfachen Leute, meist Soldaten, angewiesen, um Information zu erhalten. Das können wir in mehreren Beispielen sehen, wie z.B. dass Tamerlan wegen Untreue seiner geliebten Frau erkrankte und sie geköpft habe, dass er nach seinem Tode noch ein ganzes Jahr lang in seinem Grabe gejammert habe usw.²⁵.

In einer erstaunlichen Weise erschienen die Reiseberichte über Usbekistan von **Graf von der Pahlen** im Buch „**Im Auftrag des Zaren in Turkestan**“. Der Autor dieses Buches kommt Anfang unseres Jahrhunderts in das Gebiet des heutigen Usbekistans im Auftrag des letzten russischen Zaren, um die allgemeine Situation im damaligen russischen Generalgouvernement Turkestan zu beurteilen. Letztlich war sein Bericht durch die Oktoberrevolution 1917 politisch nicht mehr notwendig, als Reisebericht gilt sein Bericht als eine gute Quelle. Er schrieb über Turkestan: „Wir erreichen langsam das Ziel unserer Fahrt, den Registan. Es ist ein mächtiger mit Alabasterquadern gepflasterter Hof. An den Ecken erheben sich hohe Minarette, die einem Europäer wie Fabrikschornsteine vorkommen könnten, wenn nicht die weiße und blaue Glasur der Ziegel auf den wirklichen Zweck hinwies. Diese türkisfarbenen glasierten Ziegel, die mit blendendweißen abwechseln, geben dem Bild etwas Bezauberndes. Dazu sendet die Sonne ihre

²² Vgl. Johannes Schiltberger: *Als Sklave im Osmanischen Reich und bei den Tataren*. Aus dem Mittelhochdeutsch übertragen und herausgegeben von Ulrich Schlemmer. Stuttgart: Edition Erdmann, 1983. S.93-95.

²³ Ebd. S. 83-84.

²⁴ Siehe: Johannes Schiltberger: *Als Sklave im Osmanischen Reich und bei den Tataren*. Aus dem Mittelhochdeutsch übertragen und herausgegeben von Ulrich Schlemmer. Stuttgart: Edition Erdmann, 1983. S.104-105.

²⁵ Das behauptete aber Schiltberger nach den Gerüchten.

heißen Strahlen und übergießt alle Gebäude mit einem warmen Goldschimmer. Den Hintergrund bildet die blendendweiße Kette der Schneeberge des Pamir. Als wir in Registan einfahren, ist der riesige Hof von einer dichtgedrängten Menge erfüllt. An der einen Seite erhebt sich ein hohes Gebäude mit einer von einem Spitzbogen überwölbten offenen Halle, wie sie alle Moscheen Turkestans aufweisen. Eine mächtige Kuppel, ähnlich der des Domes in Florenz, erhebt sich über diesem Gebäude. Auch sie strahlt in köstlichem Weiß und Türkis. Die ganze Fassade entlang erhebt sich vor diesem Bau eine Terrasse, von der die hohen Stufen einer imposanten Treppe herunterführen. Auf dieser Treppe stand einst vor sechshundert Jahren Timur und hielt Gericht über alle Bewohner seines weiten Reiches. Auf seinen Wink rollten tausend und abertausend Köpfe, oder es wurden Tausende von zitternden Menschen beglückt entlassen. Auf diesen Stufen krochen die Angeklagten und ebenso die stolzen Kläger demütig zu dem mächtigsten Herrscher, den es je gegeben hat empor, wenn er die Gnade gewährte, zuzuhören.“²⁶

Egon Erwin Kisch, der „rasende Reporter“, durchreiste 1930 mehrere Sowjetrepubliken. Über seine Eindrücke von Buchara, zehn Jahre nach der Flucht von Amir Alim Khan, dem letzten Bucharer Emir, schreibt er: „Die Knute auf dem Tor der Burg, die Kerkerzellen an ihrer Rampe und die Verließe des Sindan sind Museumsobjekte geworden. Die Christen brauchen nicht in Kagan, die Juden nicht in Machallah zu wohnen, blanke Knaben nicht die Gunst des Emirs und der Beys zu fürchten. In den Schulen sitzen die Kinder auf Bänken und lernen Naturwissenschaft, was dem Koran widerspricht. Ein Park schmückt die Fläche, auf der vor 60 Jahren Europäer als Sklaven feilgeboten wurden, und dort, wo noch zehn Jahren Revolutionäre geköpft wurden, streckt sich ein Wasserturm in die Höhe, das ``Sowjet-Minarett``. „Gewissermaßen wurde Zentralasien in den Jahren von 1925-37 „gründlich verändert“²⁷.

Weitere Bemerkungen finden wir bei **Hans Werner Richter**, der als Initiator der Gruppe 47 im Jahre 1965 Zentralasien bereiste. Er folgte auf seiner Reise den Spuren von Egon Erwin Kisch. So beschreibt er in seinem Buch „Karl Marx in Samarkand“, wie sich unser Land seit 1930 abermals verändert hat: „Der Sprung nach vorn ist erstaunlich. Ein Jahrhundert, das 19. Jahrhundert, wurde übersprungen, und wie immer bei einer solchen gewaltsamen Entwicklung, sind Fehlleistungen unvermeidlich. Was ist seit Kisch erreicht worden? Der Analphabetismus wurde beseitigt, das Land für den Verkehr erschlossen, die Basis zu einer Industrialisierung

²⁶ Zitiert nach: Judith Peltz: Usbekistan entdecken. Auf der Seidenstraße nach Samarkand, Buchara und Chiwa. Berlin: Trescher Verlag, 2000. S. 6.

²⁷ Ebd..

gelegt, die sich schnell und in großem Umfang entwickelt, weite Steppengebiete wurden kultiviert.“

Im XX. Jahrhundert erschienen Reisebeschreibungen, es wurden noch mehrere Forschungen durchgeführt, die als wichtige Quellen für unsere Untersuchung dienen, wie z.B. **Hermann Jantzens** „Im wilden Turkestan“²⁸, „Um die halbe Erde in hundert Tagen“²⁹ von **Richard Christ**; „Geschichten aus neun Ländern“³⁰ von **Jan Petersen**, „Turkestan: Taschkent, Buchara, Samarkand“³¹ von **Edgar Knobloch** etc. Usbekenbilder mit negativer Schattierung sind besonders im Buch „Allah ist mit den Standhaften. Begegnungen mit der islamischen Revolution“³² vom bekannten deutschen Journalisten **Peter Scholl Latour** zu treffen.

Schlussfolgernd könnte man sagen, dass die Reiseberichte und –reportagen einen fruchtbaren Boden für künftige Forschungen auf dem Gebiet der Fremdenwahrnehmung bieten und somit nicht nur Menschen, sondern auch Kulturen aneinander näher bringen. Denn wie der Wortkünstler Karl Valentin einmal gesagt haben soll: „**fremd ist der Fremde nur in der Fremde**“.

²⁸ Siehe: Hermann Jantzen: Im wilden Turkestan. Ein Leben unter Moslems. Basel: Brunnen-Verlag, 1988. 300 S.

²⁹ Siehe: Richard Christ: Um die halbe Erde in hundert Tagen. Reisegeschichten. Aufbau-Verlag, 1976. 511 S.

³⁰ Siehe: Jan Petersen: Geschichten aus neun Ländern. Aufbau-Verlag Berlin und Weimar, 1964. 302 S.

³¹ Siehe: Edgar Knobloch: Turkestan. Taschkent – Buchara – Samarkand. München: Prestel-Verlag, 1987. 336 S.

³² Peter Scholl-Latour: Allah ist mit den Standhaften. Begegnungen mit der islamischen Revolution. Stuttgart: Deutsche Verlags-Anstalt, 1983. 766 S.

PROFESSIONAL INDEPENDENCE AS A FACTOR OF FORMATION OF A FUTURE TEACHER'S CREATIVE PERSONALITY

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Annotation: *In this paper the professional independence of the individual considered as a future teacher's ability to enable him to accept and implement reasonable and informed decisions for their willingness to bear full responsibility. It also discusses the professional level of the teacher in revealing their professional competence in teaching mathematics in higher institutions. Distinctive peculiarities of teaching mathematics and recommendations of improving the system were narrated as well.*

Keywords: Creative activity, professional self-dependence, level of professional self-dependence, motivation of education, personal qualities

Future teacher of Mathematics, as a creative person, is characterized by a number of socially-necessary features, both object-professional and moral-personal. The need of modern pedagogical systems for teachers, capable of organizing creative activities in the process of teaching, will form the priority of a creative activity. The formation of creativity presupposes the development of professional independence in making a decision.

To provide the efficiency of the teaching process both at schools and at the pedagogical institute, it's necessary that the educational result should be revealed through the development of the student's own inner motivation of education, thinking, imagination and creative abilities. Here is also important to reveal the student's stable cognitive interest in claiming of getting practical knowledge, skills, and culture. It will help them to adapt to life and to regard it actively and creatively.

Professional independence is not an inborn feature of a person. It is formed gradually as experience through the searching of different solutions of specific accumulated professional tasks.

We shall consider professional independence of a person as his ability to make and to realize purposeful, well-grounded decisions and readiness to feel the full responsibility of them. A concrete teacher's level of development of professional independence enables to determine how much he is able to reveal his professional competence while organizing a creative process of cognition of the environment. We proceed from the fact that the formation of professional independence and creative activity of future teacher's of schools and pedagogical institutes in the

process of their education will be the most efficient. And under conditions of elaboration and realization in practical education, a cognitive activity in formation of professional independence and creative activity include the following:

- actualization of professional independence and creative activity of a future teacher as objectively existing and vitally necessary features of his personality;
- targeted revitalization of practical and energetic training while teaching students in the pedagogical institute;
- organization of student's regular independent fulfillment of constantly complicated tasks;
- independent statement and creative solution of tasks of the problematical character.

While training a teacher of mathematics in a pedagogical institute it's necessary to arm him with knowledge promoting the formation of professional independence and creative activity as socially-necessary features of a person. It requires a special organization of education process in a pedagogical institute, which helps a teacher - beginner to adapt faster to new conditions of his activity. The process of formation of professional independence and creative activity is considered through the light of prism of propositions of the systematic, as integral approach that is regulated by lots of components, expressing its unity and integrity. We make a conclusion that teaching system in a pedagogical institute must be exactly formed according to the formation of a specialist's object professional features. Thus it must include the formation of an integral person, who is able to self-perfection and self-education. In its turn it will be possible only under the condition of an effective scientific and methodical provision.

We paid the most attention to different methods of problematical analysis of the studied materials. Herewith we rested on exposure of the dialectical contradictions characterizing independence, connected with the wrong or one-sided estimation of phenomena and situations arising in such approaching process. In the fact, in the process of formation of professional independence, it is necessary to show students the increasing force of the main demands of the society towards the many-sided formation of a person and his possibilities.

In the course of the model-experimental work we conditionally divided all the tasks according to the form of their organization into:

- individual (they are distributed among the separate students for the independent study);
- group (they are put for small groups of students and in the process of join activity they fulfill the given tasks);
- debatable (they are put for all the audience and in the course of joint discussion between students and a teacher they manage with the given tasks).

To determine the level of formation of professional independence while fulfilling the tasks in the course of the educational process, it's important to estimate the extent of students independence

while carrying out the given tasks (the less a student used outside help, the higher his level of independence was). We estimated the level of a student's independence while fulfilling the tasks in the following way:

- low (a student fulfilled the tasks receiving a constant assistance always asking questions, thinking over a teacher's tasks);
- medium (fulfillment of the tasks with the help of a teacher by means of leading questions);
- high (fulfillment of the tasks without getting information from a teacher or other students, but by means of actualization of necessary knowledge and skills with the help of insignificant auxiliary questions to a teacher and the independent search of the necessary information in fulfilling the tasks).

Such estimation system of independence level of students through the fulfilling the exact educational tasks, helped greatly to realize a different approach to the formation of professional independence of a future specialist.

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COMPARISON IN “KUTADGU BILIG” (WISDOM OF ROYAL GLORY): QUESTIONS OF INTERPRETATION AND TRANSLATION

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Annotation: *This article is about questions referring to the translation and interpretation of “Kutadgu Bilig”, which was in XI century by Yusuf Has Hajib. In this article analyzed the methods of translation comparisons, which were used in translation of German and English languages with examples.*

Keywords: Kutadgu bilik, translation, interpretation, scholars, science, illusion, manuscripts, language, transcription, dictionary, poetics.

Kutadgu Bilig (Wisdom of Royal Glory) by Yusuf Has Hajib is an ethic-didactic poem, which was written in ancient Turkic language in the 11th century. This work was written with rich contents, deep philosophy and inclusive style, that’s why it was attracted so many scholars, who were doing research of the ancient history and culture of Central Asia and Xingjian. "Kutadgu Bilig" by Yusuf Has Hajib is extant in three manuscripts: Vienna, Cairo and Namangan. All manuscripts differ from each other. "Kutadgu Bilig" is being studied with great interest by scientists worldwide. First of all, a particular initiative have been expressed by german scientists G. Vambery and W. Radloff, A. Otto, M. Hartmann, T. Menzel, R. Mittler, and also a turkologist from U.S. R. Denkoff, turkish scientist R. Arat. Nowadays in Uzbekistan a scientific school has been created to study "Kutadgu Bilig". Uzbek scientists K. Karimov and B. Tuxhliyev analysed this work from literarical point of view. But the translation of "Kutadgu Bilig" still has not been studied enough. This article explores the problems of translation comparison to modern Uzbek, German and English. Comparison of style and literature – is a figure of speech, in which the assimilation of one object or phenomenon to another, on any common ground for them. Yusuf Has Hajib used a variety of poetic figures to reflect the ideological and artistic feature of his work. Comparison takes the leading role in it. As confirmed by, “one of the features of the poetics of "Kutadgu Bilig" is using a few comparisons in the same manner”- says Professor B. Tuxhliyev. For example, four comparisons for human body, six comparisons for heaven (sky), seven comparisons for the sun and human face, eight comparisons for head and eyebrows, nine comparisons for the bey (the governor of a district or province), ten comparisons for the knowledge and the soul, twelve comparisons for the military leader, and over twenty-five

comparisons for a word are given. The translators used different methods in translating these comparisons:

1. Concretization. Translation is a kind of illusion. To bring properly the original essence to readers a translator sometimes elaborates on some passages of the translation language. This case often happens, when translation language does not have compatibility with the means of language in the original. Namely, a translator has to use another means of description to convey the meaning of events to his readers. In this way the original can be made more concrete and clear. Yusuf compared knowledge to fetters:

Transcription of K. Karimov:

308. Кишэн ул кишикэ билиг ҳам укуш
Кишэнлиг йарагсызка бармас окуш

Translation of V. Radlov:

Eine Fussfessel ist dem Menschen Wissen und Verstand,
Das gefesselte (Pferd) geht nicht oft an einen unpassenden Ort.

As above mentioned, knowledge was compared to *a hobble* that restrict people from doing bad actions in “Kutadgu Bilig”.

Translation of R. Dankoff:

“Together with intellect, wisdom is *a hobble* that restrains a man from running after unseemly things” (p-50. bayt-314).

In that case, Yusuf Has Hajib compared knowledge to a hobble. But in the translation, it was compared to a more concrete one, the one that restrains man’s feet.

2. Generalization

In “Kutadgu Bilig” slow-witted man is like a herd.

Transcription of K. Karimov:

571. Ўқушсиз кишилэр қамуғ йилқы ул
namely, slow-witted men are completely herd.

-in English – “stupid people are ... like a so many animals” (Denkoff)(591)

-in German - “Die unverständigen Menschen sind ganz so, wie das Vieh durch!”(P.56/31), namely, it is translated as “people who do not understand look like an animal!” (Radlov).

In the dictionary called “The Etymological dictionary of pre-thirteenth-century Turkic languages” by famous English turkologist, Gerard Clauson, the word “yilki (herd)” has the following definition: “yilki (herd): a large cattle, a four-leg domestic animal. Animals are usually compared with humans and represent different symbols in Buddhism. Besides, a sheep, camel and horses are also used. A horse was often used in the Turkic languages that formed in later centuries. A large cattle was used frequently in Turkic language in the eleventh century. In

Arabic this word is used with the term “alhayvan”.” A horse and cattle have always played an important role in the life of Turkic people. Yusuf Has Hajib used such descriptive means frequently in his works. As can be seen above, translations of the poem were made in the modern languages using generalization especially in the European languages and they were adapted to the new world. And the generalization is also one of the tendencies of translating ancient monuments. Except these there were used following methods in translation of comparison in “Kutadgu bilig”: using comparison by giving alternative version or explanation, false alternative in comparison translation and word-for-word translation. The German translation by famous turkologist and the author of many dictionaries and researches on dialects of Turkic languages, V. Radlov, is notable for its completeness and correctness in comparing with the initial translation of Vamberi. Translating comparisons into German language is favorable to word-for-word and reaching the original meaning tendencies. But many problems were raised as a result of making mistakes in transcribing the writings of ancient Turkic monument in his translation. In many cases, it resulted in abstractedness and approximate translation. Not underestimating scientific and practical value of this publication, it can be said that it is necessary to translate “Kutadgu Bilig” into German and English languages by transcribing it again. Comparison-typological analysis of “Kutadgu Bilig” in European languages has an important role in creating new translations.

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THE USE OF TRAINING EXERCISES IN FORMING THE SYSTEM OF VALUABLE VIEWS IN STUDENTS

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Annotation: *The following article concerns the use of methodology of trainings in forming the system of valuable views among the students of higher pedagogical institutions. The author has worked out a training program in organizing independent works on the subject of History of Pedagogy. Results of training program are given as a sample.*

Keywords: Pedagogical Higher educational Institution, students, valuable systematic views, formation, training, program, practical workouts.

Training – is a form of a short term teaching, which diverts the obtained practices towards specific purpose. The specific directions of the training of the educational field are vividly seen in the following blocks:

1. Purpose oriented: The main purpose of the training is to facilitate the group from three to twenty five students and orient to acclimatize in conditions of Higher Educational Institution, with concrete practical directions in short period of time.
2. Time limit of the training: To point exact time out for providing the training and reaching all expected results within this time limit.
3. Limited number of participants. The best form of group is where number of members is not more than 25.
4. Explanation of the practices, which are to be formed. Following description may form different views: teaching formal adaptation; until the didactic adaptation [1, 10-11].

In order to provide the success of training, the following conditions must be taken into consideration:

- 1) Formation of clear view about the real purpose and functions of the training;
- 2) Teaching students to participate in trainings in short period of time;
- 3) Training must provide the harmony and interests of the students;
- 4) Use of interactive methods to present the training successfully.

In order to organize the training successfully, following steps must be taken:

1. Provide with room in order to conduct the training. Existence of all comforts of the training room, thus the roomy feeling of the participants is one of the ground of training's success.

Above mentioned training room is advised and it should include comfort, wide enough space to move easily, suitable and necessary furniture. In this training room can be round tables with chairs in one of the corners of the room, two or three tables, aquarium and a couple of flower vases. Moreover, training may require a tape-recorder, TV-set, projector and a computer. Obstructing elements, which are seen to the participants, must be taken away.

1. The optimal number of group members is from 8-10 to 20-25. If the number of participants exceed 25, then training participants are need to be divided into more groups.
2. It is advised to keep the following duration of the training:
 - 1) Weekly 4-5 days, 8 hours (giving 1 hour, 30 minutes break). It gives the most effective result;
 - 2) Weekly 2-3 days , every day 4-5 hours. It gives effective result;
 - 3) Weekly one day, 3-4 hours. It is observed that it gives less effective result. [2, 12-15].

The researches show that, one must make the plan of the training beforehand. Because of this issue, we first developed the program of trainings in order to organize independent study of the subject of “History of pedagogy”. (table-1).

table-1

The program of trainings in organizing independent teaching the subject of history of pedagogy

Time	Description
The third Tuesday of every month	The 1 st -training. Ahadith – are the source of education.
The third Tuesday of every month	The 2 nd -training. Visit to “The city of pious people”
The third Tuesday of every month	The 3 rd -training. “We learn the wise sayings of Ahmed Yassawi”
The third Tuesday of every month	The 4 th -training. “The scholars about the teaching profession...”
The third Tuesday of every month	The 5 th -training. “The scholars about the spiritual and educational qualities”

We provided systematic trainings on the basis of following program. Below we are proving some samples from the training.

The topic of the Training “Visit to “The city of pious people””.

The purpose of the training: forming valuable views towards humanity and society among the students.

The conditions of providing the training: fliers, markers and large format papers, a room equipped with technical equipments to conduct the training.

The flow of the training:

The 1st task: Organizing a visit to “The city of the pious people” in a dream. Pay attention to learning the following qualities:

1. The city view and its suburbs.
2. The cleanliness and tidiness of the city.
3. The behavioral manners and the appearance of the city.
4. The mutual relationship of the city population.
5. The collection of existing qualities of the city population.

The 2nd task: At the end of the excursion get divided into groups. Prepare a plan in a topic “The city of pious people”. And present the plan.

The topic of the training “We learn the wise sayings of Ahmed Yassawi”

The purpose of the training: forming valuable views about life among the students.

The conditions of providing the training: fliers, marker and large format paper, a room equipped with technical equipments for the conducting of the training.

The flow of the training:

The 1st task: Below given a double column table. In the column one samples of wise saying of Ahmed Yassawi, are described. The second column serves as blanks for writing and here should students write their own opinions about the given wise sayings.

The one who abstains from everything and becomes patient, And grateful for whatever getting from Unseen, Who received supplications for assisting to the good, And, he is the one who gets admiration at the End.	
One who follows his desires is gone astray, And, losing his way, gets deep in darkness	
The one who are generous, and take care of orphans, I saw them in front of the Kawsar with 4 Apostles. I saw the place of such a scholar in Darussalam. The one who are Religious leaders and has issued false decrees, I saw the place of such leaders in the bridge of Sirat.	
If you are wise, serve to wise, And respect those who call in to kindness.	

The 2nd task. Please, get acquainted with the following system of traditions and provide matching sample from Ahmed Yassawi’s wise-sayings.

- 1) parents; 2) abstaining from selfishness; 3) generosity; 4) mercifulness; 5) friendship;
- 6) righteousness; 7) faith; 8) all loving; 9) toil loving; 10) justice; 11) learning knowledge.

The topic of the Training “The scholars about the teaching profession...”

The topic of the Training: forming valuable views among the students to the profession of pedagogy.

The conditions of providing the training: fliers, markers and large format papers, a room equipped with technical equipments to conduct the training.

The flow of the training:

The 1st task: below given opinions of scholars regarding to the profession of teaching in an unfinished form. Please finish the following opinions. The compare your writings with what is given in the book.

1.1. What he does, no one can do it. Not only human but demons also can't do it.

1.2. Who taught you a single letter on the right path with anger...

1.3. And whosoever is glad that he is an apprentice...

1.4. The mentor shouldn't be fierce with apprentices excessively, and shouldn't be mild with them excessively either...

The 2nd task. Get acquainted with the opinions of the following Western scholars regarding "Anthology of Uzbek pedagogy" and classify them in accordance with their similarity:

1. Muhammed al-Khorezmi.

2. Abu Nasr Farabi.

3. Abu Raikhan Beruni.

4. Avicenna.

5. Alisher Navai.

The independent work, done on the subject of History of Pedagogy, as shown above, must be organized based on the exactly programmed trainings. This gives an opportunity to learn deeply the rich heritage of works of past scholars and understand their meaning. In return these skills help students in forming systematic knowledge in valuable professional views.

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A PERSON'S INTELLECTUAL ABILITIES

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Annotation: *This article demonstrates a person's intellectual abilities and its role in the development of human being. Both needs and value of the human characteristics were discussed in details. Some interpretations of the scientists about the formation of the intellectuality took place in this article.*

Keywords: Intellectual ability, pedagogue, structure, communicative characteristics and qualities, strategy, development, creative character.

It is known and clear to every pedagogue that a student's intellectual abilities are not equal to his intellectual activity. But pedagogues and even scientific pedagogues cannot answer the question what intellectual ability is. We show different meanings of the word "ability" and explain various aspects of it. We want students to pay attention to the general interpretation of the word "ability" and of course, would like to emphasize the complicatedness of its structures and purposes.

Analyzing its characteristics, it is necessary to take its individual characteristics (the components, which individually make up ability) into consideration. Also, it is important to take into account and learn the correspondence of a person's individual characteristics (e.g. those of intellectual and will-power), because their coherence reflects unique, individual nature of a human's ability. If we transfer those imaginations to the intellectual ability of a student which is shown by a students learning and intellectual activities, then it will be a right position for a pedagogue. An intellectual ability of a student is a quality and characteristic of a student which can correspond to the stipulations of a learning and intellectual activity.

But, for progress in understanding the structure and components of an intellectual ability, it is important to address the practices on learning them.

At the observation of a learning ability V.A. Kuretskiy's research is very valuable, it emphasizes on the following mathematical abilities of students:

1. Accepting mathematical information:
 - a) Understanding the formulaic structure of a problem in accepting mathematical problems formalistically.
2. Reprocessing mathematical information:

- a) Logical thinking within the range of numerical and signal symbolic in numerical and life terms.
 - b) Quick and wide generalization of mathematical objects, relations and activities.
 - c) Reduction of the process of mathematical discussions and other activities related to them.
3. General synthetic component
- a) Mathematical directedness of mind.

It is important to say that among the mathematical ability components, the one of V.A. Kuretskiy along with intellectual abilities differentiates “the mathematical directedness of mind”, which reflects a person’s substantial directedness. But, why it is impossible to understand that “the mathematical directedness of mind” has the least importance?

The substantial range is considered to be the mechanism, which takes an intellectual ability into action. It is clearly shown in P.S. Visotskiy’s works, especially: “opinion is not the last stage; it is not formulated from another opinion, but from the reasons of the way of our thinking, which includes our activities and wishes. Behind thinking effective and will-power idea stands. Only it can answer the last question “why” at the analysis of thinking. That’s why, it is right to show the reasonable - intellectual activeness and directedness of a person after analyzing the components of intellectual abilities of students, pupils as a significant part of their intellectual ability.

Foreign scientists take an individual’s personal creative stipulation into consideration and demonstrate 5 necessary needs of a human being:

1. Physiologic (food, clothes, resting and etc.)
2. Security, preservation from danger and violence
3. Relations, care and love
4. Respecting, high self-esteem, independence, accomplishment, honor, attentiveness
5. Self-actualization, showing one’s talents and carrying out abilities, the need for the development of opportunities, the need for creation.

Besides, it distinguishes three great stipulations: eager to learn; stipulation for perceiving the environment; the need for beauty, symmetry, structure and ease. At the explanation of the intellectual results and intellectual abilities of the students the simple analyze should consider not only the main needs, but also the needs of the third, fourth and fifth importance.

With this in mind, we want you to pay attention to the following, these are: taking the need for relationship into consideration in analyzing the person’s communicative characteristics and qualities, also, taking the need for simplicity into account in the analyzing a person’s aesthetic quality within the system of intellectual abilities, and surely, Ann Run was right. He

describes it in this way: “Intellectual abilities do not convert into intellectual results themselves. For getting results one needs “a moving band”, which will take the thinking mechanism into action. To say it in other words it requires desire, will-power, and “valid reasons”. But what should be learnt and taken into account in the estimation of the substantial range and intellectual abilities?

A.A. Ponomerov generalized a person’s characteristics, analyzed them, and differentiated them from the works of modern USA scientists on the problems of psychological creation and showed the following practice of the talents, which are necessary for working in the field of science and technology: “Aiming to reach constantly active, hard-working, creative character; a talent of thinking, honesty, right-forwardness, kindness, being principle, looking forward to discoveries, innovations; an informative ability, activeness, the business talent, smartness, quick adaptation to any conditions, hard-working character, independence and etc.” .

Although, the above mentioned characteristics of an individual have some value, but the versatility, distinctiveness, and hierarchal disconnection of them are clearly seen.

In the works of foreign scientists on the structure of intellectual abilities creative character of a person gains more attention while a human’s frame of reference, moral aesthetic quality get the least.

Today, scientists tend to address from individual’s point of view. For example, K.K. Platonov in the structures of people’s management abilities represented the followings: “all the social qualities (nationalism, humanism); behavioral qualities (honesty, friendship); professional qualities (looking forward to experience, innovation); organizational qualities; pedagogical qualities”. Among those component parts we want to emphasize on a person’s frame of reference and behavioral qualities.

It is true that frame of reference plays an important role in the structures of all abilities, and of course, in the intellectual ability structure: it determines an individuals point of view during the activity process, plays a significant role in the assessment of the results, reflects a person’s attitude and value towards an individual’s activity.

From the one side, frame of reference of an intellectual person demonstrates the strategy of intellectual activity, and from the other side, it appears as an effective regulator and indication in the assessment of results. Max Plank was right, as he claimed the following: “The frame of reference of a researcher always determines his/her way of creation”.

In the talent structure behavioral characteristics (qualities and specifications) play a tremendous role. They describe a human’s behavioral condition and accomplishments, one’s behavior and need and have a big impact on the operation and development of intellectual abilities.

Intellectual ability comes out in every situation and with this in mind, in managing other people the frame of reference and behavioral parts should be taken into consideration in the process of analyzing the structure of intellectual ability.

The diagnostics of the intellectual abilities of the need for creation plays an important role as a proof of our opinion. In the analysis of individual used characteristics “the observation of the directory ability and its intellectual opportunities determines the following general and preliminary sings:

1. Existence of the active life and frame of reference.
2. A person’s humanistic richness and unique individualism.
3. Mentally imagining and understanding the world.
4. The development of imagination and fantasy.
5. Thinking with real categories.
6. Imaginary, periodically feeling and seeing composition.
7. Novelty of artistic information.
8. Existence of intellectual will-power
9. Interest to the future profession, love for a theater, looking forward to getting the goals.
10. Organizational and pedagogical talents.

We should emphasize that frame of reference is considered to be a significant component part of a professional’s intellectual opportunity. “The frame of reference of a creator is an important factor in art, the lack of it can ruin the whole intellectual activity of an artist.” We agree with this statement.

For a professional’s intellectual activity not only high intellectual ability is necessary, but also looking forward to goals in every intellectual activity, organizational abilities. In general, they can be identified in the process of managing a person and self-management. An individual’s intellectual abilities should demonstrate two component parts: logical and intuitional.

Psychologists and pedagogues say that some people have a habit of thinking logically excessively, and the others have habits of fantasy, imagination. That’s why, in the Ancient Rome mythology Apollon was the God of logic and thinking while Dionis was the God of nonreflecting.

Now we know that each person after his/her birth has an ability of logically and intuitionally developing. Moreover, scientists proved the statement of existence of “people with developed left brain’s half sphere and with developed right brain’s half sphere”. People with developed left brain’s half sphere are considered to be abstract- symbolic speaking, logically thinking persons. Individuals with developed right brain’s half sphere think generally,

synthetically and realistically. They perceive music very well; they appreciate not only the meaning of the words, but also the pronunciations of them.

By theoretically understanding and generalizing the above mentioned and substantiated information we can show the following generalized component parts of students' intellectual abilities:

1. An individual's reasonable- intellectual activity and directedness (to learning and intellectual activity)
2. An individual's intellectual and logical ability
3. An individual's intellectual everestic, intuitive ability
4. Qualities (specifications) of a person's frame of reference which help to develop learning and intellectual activity
5. Behavioral qualities (specifications) which help to develop learning and intellectual activity
6. A person's aesthetic qualities which help to develop learning and intellectual activity
7. An individual's communicative and intellectual abilities
8. Self-management during the process of learning and intellectual activity
9. An ability which comes out during the process of learning and intellectual activity and helps to develop it.

8. Self-management during the process of learning and intellectual activity		1. An individual's reasonable- intellectual activity and directedness (to learning and intellectual activity)						9 An ability which comes out during the process of learning and intellectual activity and helps to develop it.
		4 Qualities (specifications) of a person's frame of reference which help to develop learning and intellectual activity						
		5 Behavioral qualities (specifications) which help to develop learning and intellectual activity						
		6 A person's aesthetic qualities which help to develop learning and intellectual activity						
		7 An individual's communicative and intellectual abilities						
		2. An individual's intellectual and logical ability 3. An individual's intellectual everestic, intuitive ability						

Generalizing materials given in psychological literature and our observations and experiences we will give a short description of individual component parts of students' (students of high grades) intellectual abilities:

1. Eager to learn, intellectual interest describe a person's need for knowledge, for perceiving new types of activity, e.g. they come out with looking forward to understanding better the problems which are being observed or analyzed or proof-read.

Criteria for assessment is considered to be the degree of aiming to know the number of questions asked during a particular period, the meaning of the question, understand the problem.

2. The feeling of being interested, emotional welfare, being happy with innovations, discoveries describe a person's general emotional condition of intellectual activity. Criteria for assessment are the degree of the above mentioned qualities.

3. Looking forward to getting intellectual results is described in the process of a person's aim to fulfill the tasks clearly and precisely, and aims to achieve new goals in every new situation. To say it in other words, this aspiration does not stop after getting a particular result, but it will strive more and better.

4. In the process of learning and intellectual activity the aspiration for achieving more appears in a person's will for managing (the will for getting everybody's abiding, division of labor, help to each other and etc.

Striving for management is clearly seen in the subjective intellectual cases, where the success of a group depends on the leader's ability to gather each participant's power. In this situation criteria for assessment are the appearance and degree of this quality.

5. An aspiration for getting higher scores and being successful in the learning and intellectual activity are described by the person's value of assessment of the results.

For estimation a person's harm form unsuccessfulness, his/her attitude towards remuneration, self-assessment of his/her own results, and one's reaction to praises are taken as a ground.

6. In accomplishing intellectual tasks, responsibility is characterized by the feeling of duty and solving conflicts effectively in the group, and considering the interests of the group more significantly than the ones of his/her own.

As criteria for assessment feeling the responsibility for accomplishing tasks in front of the group and making one's own interests obey to the social interests.

7. In every domain intellectual activity is considered to be the personal estimation of value direction and the personal direction itself. In the personal esteem system it is

characterized by the importance of intellectual activity. The personal esteem system is assessed by the significance of the intellectual ability.

8. It is described by the indicators and internal feelings which show one's attitude to compose and regulate intellectual abilities and changing the development of intellectual abilities.

In this situation criteria for assessment is availability of the plan and the characteristics for self- composition, self-regulation and the degree of aspiration for accomplishing them.

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THE TECHNOLOGY OF FORMING SPIRITUALITY OF FUTURE LECTURERS IN OUT OF CLASS PRACTICAL WORK PROCESSES

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Annotation: *Following article demonstrates the levels, shapes, methods of the technology of forming the spirituality of future pedagogues. Moreover the article describes the author's approach, details of classified form of the technology of forming spiritual richness of future pedagogues, purposes of educational identification and clear educational responsibilities.*

Keywords: Spirituality, future pedagogue, forming, technology, classified forms, technological levels, purposes of educational identification, expected result.

Nowadays, pedagogical higher institutions have put responsibility not only for development of intellectually highly but also spiritually well grown personnel of the universal pedagogical candidates.

In order to carry out such an important task successfully, there are must be organized the integration of in and out of class trainings.

The real educational practice at pedagogical higher institutions showing only traditional round table discussions, meetings, the collection of various events as an out of class trainings. Thus, the effective technology of such processes is still lacking.

Therefore, it is urgent to create a technology that allows to form and apply the spirituality of future pedagogues through the implementation of out of class trainings.

Taking into consideration of the importance of this issue, four steps (spiritual need, spiritual education, spiritual activity and spiritual look) towards the spirituality of future pedagogues in processes of out of class trainings has been worked out.

Firstly, we need to determine the following classifications of the technology:

The usage level and characteristics: locally modulated.

According to philosophical bases: anthropological

According to methodological approach: person oriented; social and cultural; tradition-oriented competent approach;

Leading factor of personal development: sociogen + psychogen

Scientific concept of practicing the research: practical + developing

According to person directed: emotional + educational

According to factor oriented: general philosophical

According to the type of pedagogical activity: social directed + controllable

According to the type of control: independent education, self educating

Methods and tools: interactive, game based, creative, research based

Organizational forms: individual, group and team based

Items used: audio and visual, computerized

According to the approach of student: subject - subjective, mutual cooperation

Modernized diversification: to improve and enhance the spiritual ability

Mood of usage: students of higher pedagogical educational institutions.

It is important to mention herewith the initial expected results, explain the technology, put forward the purpose after obtaining the result and clear educational tasks.

Obtaining following results in return, helps to form spiritual look and spiritual-moral skills of future pedagogues. Possessing the united spiritual purity and purpose requires solving following tasks:

- 1) To develop among future pedagogues the systematic views and strong faith towards learning of common and national traditions;
- 2) To be able to make real estimation of harmony of their fiscal and spiritual life, self esteem, producing self development practices;
- 3) To be able to place self interests in harmony with societies;
- 4) Ability to expertise and develop the sense of personal opinion to surrounding events;
- 5) To develop scientific qualities in future pedagogues;

The first level of the technology is directed to develop needs to possess spirituality among future pedagogues. This level mainly deals with developing interest to gain spiritual richness and ways to obtain them. For this purpose questionnaire, application forms and opinion letters are applied and furthermore it must pay attention to find out following points:

- 1) Which qualities are becoming leading in developing as a status of complete personality in future pedagogues: monetary sufficiency, becoming a state official, obtaining skills or general cultural education?
- 2) How future pedagogues respond to today's spiritual heritage such as novels, theater scenes, publications of various magazines and newspapers?
- 3) Are these properly organized: forming of spiritual views and effective spending of student's free time in higher pedagogical educational institutions?
- 4) How well did future pedagogues learn the spiritual skills and practices to implement them?
- 5) How well scientific qualities developed in them: how do future pedagogues interpret the term "being scientific"; how well do they manage the self esteem and self control?

The second level of the technology is directed to get organized the spiritual and moral skills of the future pedagogues and it is named as “moral spirituality”. To form spirituality of future pedagogues, demands them to acquire the history of spiritual culture and its laws.

In order to reach such results, it is necessary to provide class presentations related to our spiritual heritage, organize competitions and show- technologies, and to promote our spiritual heritage.

Developing spiritual culture of future pedagogues is closely connected with attracting pedagogues to spiritual activities and organizing such practices effectively.

The level of effectively organized spiritual activities at higher pedagogical educational institutions can be determined by social activeness and degrees of students.

Social activeness is a personal’s attempts to reach self improvements, purpose and intentions in life, use of all abilities in getting the maximum scientific degree of future pedagogues.

In this level, organizational and administrative skills get developed in future pedagogues. It must be paid good attention to the organization of cooperative and harmonious out of class activities.

Therefore, it is a great beneficial, to implement with the participation of students the exchange of social opinions, conditions of education, practicable games, open discussions among all level students and use of four (“Justice”, “Beauty”, “Intellectual”, “Beneficence”) cycle.

Future pedagogues at higher pedagogical educational institutions must end their education with well formed spiritual and moral view. Consequently, the fourth level of the technology is called “spiritual look”. This level pays close attention to diagnose and correction of spiritual qualities of future pedagogues.

Moreover, the fourth level of the technology pays attention to studying and analyzing individual activeness of students in out of class works, testing and diagnosing and observing obtaining practical scientific skills.

In generalizing above mentioned opinions, we can conclude that: the formation of spirituality of future pedagogues in out of class activities must be well planned and provided level by level. Such a systematic approach in organizing out of class works will give fruitful results in effectively solving the aimed tasks and purposes.

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EDUCATION OF SOCIAL MANAGEMENT TECHNIQUE APPLICABLE TO CHARITY HOUSES

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Annotation: *Information related to the peculiarity of Charity Houses, in comparison of ordinary schools, mentioned in this article. Here were also described the mission, educational system and teaching differences of this special social oriented institutions. Furthermore, it contains components in the preparation of the teachers according to the requirements of these kinds of schools.*

Keywords: Charity houses, social educational activity, management, cognitive competent, professional training, social relations, development, professional field.

Childhood is such a period of life of the mankind, when fundamental features, which provide psychological resistance, basic interests, love and humanity, industry and achievement drive, are shaping up. Formation of spiritual features is not natural, but is triggered in family environment, impacted by kindness and responsibility of parents towards kids, as having parents is one of the strongest needs of a child.

Social orphan hood problem is peculiar mainly in developed and evolving countries. Thus, positive resolution of this problem depends on effective reciprocal community of numerous social institutes. Charity houses, being such social institutes undertake the following significant missions:

1. Creation of favorable conditions to facilitate normal development of a child;
2. Health and safety of children;
3. Maintenance of medical, educational and social habituation of a child's protection;
6. Protection of rights and interests of educatees;
7. Ensure a child's educational program mastering, and sufficient knowledge in terms of personal, social and state interests;
8. Development of common culture and life habituation of educatees;
9. Shaping self-development needs and living self-definition of educatees.

Successful achievement of these targets requires significant system and purposeful management of social educational activity in charity houses.

Social educational activity is one of the types of social management, which is maintained through the aim of reciprocal coordination of personal and social relations due to provision of

social assistance to people of the certain category (disabled persons in need of assistance), support, correction and rehabilitation from professional training education specialists.

The most critical mission of charity houses, deemed unique social institute, in the conditions of globalization remains as an education of social management. Since adaptation of children, upbringing them to social relations, developing their systems of social values, thus keeping them away from adverse situations are the peculiarity and actuality of these institutions. Education of social management in charity houses is maintained through the aims of adaptation of children to social life, their protection from various adverse influences from social factors, training to social life, and prevention of psychological stress. Teachers with solid basics of social management play an essential role in assurance of this effective oriented process. Thus, personal training of teachers, who undertake education of social management, with regards to troubles of professional activity, is a difficult process, which has three-sided substances: motivational, cognitive and moral-psychological. Criteria of formation of these parameters can be shown by way of disclosure of their components.

I. Motivational Components. At this stage, it is very important to shape properly the handling of professional activity and its objects. Its main factors and levels can be divided into follows:

Factors and levels of motivational components:

1. Professional orientation: confidence in accuracy of selection of professional field; positive attitude towards the profession; loss of willingness to work in professional orientation on gradation of college.
2. Intention to assist in shaping of living position of orphan children: active aspiration to help orphan children; desire to help orphan children, though not expressing personal initiative being indifferent to orphan children.
3. Existence of motivation to overcome difficulties of professional activity: need in professional and personal development; desire to overcome difficulties in professional field; unwillingness to change anything in own activity.

Fig.1. Motivational components of education of social management

Component	Main criteria	Factors	Levels 1) highest; 2) medium; 3) lowest
MOTIVATIONAL COMPONENTS	Approach to professional activity and its object	1. Professional orientation	1) confidence in accuracy of selection of professional field; 2) positive attitude towards the profession; 3) loss of willingness to work in professional orientation on gradation of college
		2. Desire to assist in shaping of living position of orphan children	1) active aspiration to help orphan children; 2) desire to help orphan children, though not expressing personal initiative being indifferent to orphan children
		3. Existence of motivation to overcome difficulties of professional activity	1) need in professional and personal development; 2) desire to overcome difficulties in professional field; 3) unwillingness to change anything in own activity

II. Cognitive components. This training stage of teachers implies comprehensive awareness of substance, laws and principles of social education activity. Its main factors and levels can be divided into follows:

Factors and levels of cognitive components:

1. Awareness of specifics of a social teacher's work: 1) comprehensiveness, depth and consistency of knowledge of a special teacher's work - specifics of charity houses; 2) generally adequate, but not consistent knowledge of a social teacher's work - specifics and requirements; 3) absence of necessary knowledge of a social teacher's work in charity houses.

2. Knowledge and understanding of peculiarities and problems of educatees in charity houses: 1) deep knowledge of social, medical and psychological problems, educational peculiarities of orphan children; 2) generally adequate, but not deep apprehension of peculiarities and problems of educatees in charity houses; 3) absence of necessary knowledge of peculiarities of orphan children.

3. Apprehension of difficulties, associated with professional field of the teacher in the charity house, who undertakes social education: 1) apprehension of difficulties, associated with professional activity in charity houses; 2) generally adequate, but very common impression of difficulties, associated with professional field; 3) inadequate apprehension of difficulties in professional field (fig.2).

Fig.2. Cognitive components of education of social management

Component	Main criteria	Factors	Levels 2) highest; 2) medium; 3) lowest
COGNITIVE COMPONENTS	Awareness of professional specifics	1. Awareness of social teacher's work specifics	1) comprehensiveness, depth and consistency of knowledge of a social teacher's work specifics in charity houses; 2) generally adequate, but not consistent knowledge of a social teacher's work specifics and requirements; 3) absence of necessary knowledge of a social teacher's work in charity houses
		2. Knowledge and understanding of peculiarities and problems of educatees in charity houses	1) deep knowledge of social, medical and psychological problems, educational peculiarities of orphan children; 2) generally adequate, but not deep apprehension of peculiarities and problems of educatees in charity houses; 3) absence of necessary knowledge of peculiarities of orphan children
		3. Apprehension of difficulties, associated with professional field in charity houses as a social teacher	1) apprehension of difficulties, associated with professional activity in charity houses; 2) generally adequate, but very common impression of difficulties, associated with professional field; 3) inadequate apprehension of difficulties in professional field

...child's personality abilities, establishment of relations with educational and other institutions of municipality (county), social diagnostics, maintenance of children's files, brief performance summary.

2. Organizational classification and analysis of problems: Social teacher determines the priority directions, forms of social creativity of own activity, develops social auxiliary structure, managed by social institutions (family, school, youth organizations, rehabilitation institutions, army, social service), reviews possibilities for organizations, circles, dealing with problems related to education, health, leisure, arranges results of social education surveys.

3. Direct social work – monitoring, custody, consultation: Assistance in protection of social rights of a child, analysis of difficult situations.

In general, education of social management with regards to educatees of charity houses, emphasizes a separate designing of components and stages of the teacher's activity in improvement of effectiveness of this process.

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OTHER SCIENCES

SOME ISSUES ABOUT THE HISTORICAL FORMATION AND DEVELOPMENT OF MEDICAL GEOGRAPHY

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Annotation: *This article is about human health and geography of diseases, i.e. the historical formation and development of Medical geography. It also talks about the contributions of the scholars in the development of Medical geography. Furthermore, it discusses both theoretical and practical aspects of the Medical geography, referring to the research works of the worldwide famous scholars.*

Keywords: Geography of diseases, population, Medical geography, health care, hygiene, geography of health, natural and social environment.

History of human being includes thousands and thousands years and in the beginning of these years appeared the initial ideas about the public health. In early B.C. in ancient Egypt, in China, in Central Asia and in Greece many books were written about the impact of environment on the health of population. Later, between the subjects of Geography and Medicine there was formed a new subject, *Health of a man and Geography of diseases* named *Medical Geography*, connecting these two subjects.

If we look through the history of Medical geography, it leads us to the ancient times. That is why we find it more appropriate to divide the history of this subject into several parts.

Initial stage is an ancient period, and the works (books) of this period were also appropriate to that time. We have to remind that the basis of the Medical geography is originated from the works written in early centuries of B.C.

The first written work in ancient India about medicine is “Ayur Vedas” (To know about life). The book talks about the main sources of diseases and mentions the influence of climate and weather changes, the places, which people live, hard physical work and derangements in eating on their health [Qodirov A.A., 1993].

In the holy book of the religion Zoroastrism “Avesto”, which widely spread in Central Asia and in its near territories in IX-VI of BC., the important ideas about the impact of environment on the organism of people were written. In “Qadimgi xalqlardan qolgan yodgorliklar” (The monuments

remained from the old Nations) by Abu-al-Rayhan Biruni there were written about the Medicine and health care measures, which were reminded in “Avesto” [National Encyclopedia of Uzbekistan, 2002]. This Holy book talks about how a man has to care about his health, and the ideas about hygienic, spiritual and corporeal purity. Besides there are very important ideas about the spreading of diseases, and how to prevent the spread of these diseases, and treating with respect to the Earth, weather and water.

It should be emphasized, that in historical formation of Medical geography the role of Hippocrate is crucial, because this famous encyclopedic scientist is a founder of Medical geography. The books “Hippocrate’s collected works”, “The weather, water, and places”, “Medical oath”, “Epidemics”, “Law” were written by Hippocrate. Especially the book with the title “The weather, water, and places” written in 424 B.C. by Hippocrate is dedicated to Medical geography [Иррохоров Б.Б., 1999, 146].

Even though in the beginning of the development of Medical geographic knowledge there were no books or scientific reflections exactly with this name, but we can say that they were the initial examples of the Medical geographic knowledge by their essence. In turn, we need to say that Hippocrate was a founder not only Medicine but also Medical geography, because the works written by Hippocrate were the first and very important sources in this sphere.

The second development stage of Medical geography includes I-XV centuries of B.C. In this period, the works of many philosopher scientists, lived in Central Asia regions, were elucidated the knowledge of Medical geography. We know that Abu Ali Ibn Sina has the titles «Sheikh-al-raï» («A leader of scholars») among the people of Orient, and «A King of scholars» in Europe. He is the only one, who made a valuable contribution to the development of Medical geography.

Abu Ali Ibn Sina directed his attention to the impact of environment, particularly to climate, weather, the place where a sick man lives, nourishment, and etc. in order to find the causes of illness, and treat these illnesses. To cure some illnesses, he advised to change the climate, make a sea voyage, go places where there is fresh and open air [Abu Ali Ibn Sina, 1994]. The scientist wrote eight epic poems, they are: health care and hygiene; four seasons; Anatomy; Hippocrates’ testaments; Medicine; Medical exhortations; the book of Allah. In the majority of these epics the author deals with the questions such as influence of surroundings, social and natural environments on people’s health.

In the works of well-known healers of Central Asia, namely in the works of Abu Bakr Ar-Razi written that many diseases are related to the place of living. He also stated that in building hospitals one should pay attention to the climate of the place [Abu Bakr Ar-Razi, 1994]. We can see similar medical geographical information in the works of other scholars such as Sharofuddin Ayloqiy, Najibuddin Samarqandi, and Ismail Jurjani. For instance, our countryman

Abu Rayhan Beruni wrote: “The differences in people’s color, appearance, nature and behavior depend not only on their origins but also on the type of clay, water, weather and earth, and their living places” [Abu Rayhan Beruni, 1993].

Nowadays in Uzbekistan the number of researches in Medical Geography is not big. Even though, our scholars are working to develop this research field. As an example, we can refer to the investigations, devoted to the study and defense of health resort resources lead by the staff of the Institution of Physiotherapy and Recovery of Public Health under the Health Ministry of the Republic of Uzbekistan.

We can say that the “Salomatlik” (the Health) Institution under the Health Ministry of the Republic of Uzbekistan is working in the field, which is close to the Medical Geography. Namely, the “Salomatlik” (the Health) Institution is working on defining and resolving the questions related to people’s health. The works of Sh.M.Mukhiddinov on medical geographic mapping also obtained recognition. In addition, M.I. Nazarov’s works in public medical service are also can be counted as a part of work related to the Medical Geography. Despite there are many similar works related to the research fields, the level of medical geographic study of our Republic’s territory is lagging behind in comparison to other countries and regions. Therefore, it is necessary to develop this research field and to do research in this field in Uzbekistan³³.

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³³ In the last years the number of the works in this field increased. For instance, Kh.T.Tursunov in his PhD thesis (1994) wrote about ecological problems of Tashkent and relation of these problems to the population’s falling ill. Also, I.R.Turdumambetov’s works (2005) are devoted to the geographic aspects of population’s health.

**DEVELOPMENT PROSPECTS OF THE SYSTEM OF FORMATION
IN THE FIELD OF BIOLOGICAL AND MEDICAL ENGINEERING
IN REPUBLIC OF UZBEKISTAN**

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Annotation: *In this article mentioned the main tasks of biological and medical engineering in educational system of Republic of Uzbekistan. Below also specified the necessity of close contact between doctor and engineer, who brings the improvements a quality of service at diagnostics of the diseases. Based on the principles of the Presidents decrees, several discussions in improving the educational system in medical higher institutions took place in this article.*

Keywords: Biological engineering, medical engineering, diagnostics of the diseases, treatments of disease, clinical engineers, medical technology, medical practice, instrument-building, medical devices, medical technology, biotechnical systems, information technology.

At the decree of the President of the Republic Uzbekistan Islam Karimov from 09.12.2009 "About measures for the development and realization of State program "The year of harmonious generation" [1] main attention was given for the fortification of the material and technical base of the medical service, development of the complex of the measures for further development of the science, creation of conditions for active attraction to scientific activity the talented, gifted youth, realization of their creativity and intellectual potential, including by creation the special development fund of the science and technology, education systems of high educational institutions of the country, new laboratories for undertaking leading, perspective scientific research and prospecting functioning, adjustment and expansion of their efficient cooperation with foreign scientific centre.

In solving of these problems, in our opinion, it is important to a design and develop the medical and measuring technics, technologies, instruments and equipments, as well as use of medical technology. And all of them should be created on a base of modern computer technology.

The President's of Republic of Uzbekistan edict from February 26. 2003 "About measures for further reformation systems of the public health" [2] determines the number of important problems such as: ensuring the constant renovation and modernizations having PARKA medical technology and equipments. Thus, equipping the centre with modern medical equipment enables a specialized, high qualified medical help at a rate of world achievements.

At the decree of President of Republic of Uzbekistan about measures in the organization of the State program "Year of health" from December 15 2004 [3] is said: "We should put emphasis on organization of preparing special personnel at Tashkent State Technical University, who can work capably in modern diagnostic and medical equipment, perform it's technical and software service".

In Edict of the President of the Republic Uzbekistan "About the main direction of the further deepening reforms and realization of State program of the development of public health" from September 19 2007 [4] emphasis is spared to improve the system of preparation, refresher courses and increase the qualifications of specialists, who know medical technics and technologies.

Decision of these problems is possible, only on condition of presence of high-qualified specialists, who can understand, develop and use new medical, measuring technics and technologies.

Nowadays, it is deeply felt the deficit of specialists on medical technology, as well as medical-technical management, which is capable to provide the rich history of domestic medicine on the level of world trend. Thus, it requires preparation of economically motivated and flexible politician, who will be able to be well versed in choice of import medical goods and support domestic bio-medical technology. Besides, it is felt lack of specialists, who capably participate in scholastic, scientific and production work, which could mobile to reform in accordance with rapidly changing needs of developing market.

As a whole, in this given field, it is necessary to give the students and listeners directions in taking uniquely and exceedingly important chances for future professional careers, based on the latest information, computer technology, microprocessor technology, business and in different area of the public health etc. Depending on the personal inclinations of students, listeners and individual plan occupation will be possible different types of their professional activity after termination of educational programs.

First, this is scientific-practice oriented activity, connected with study, development of latest medical equipment (laser, ultrasonic, electronic, robotics etc.) for diagnostics, therapy, surgery, athletic medicine, COSMETIC MEDICINE, gerontology etc.

Secondly, this is a work as a clinical engineer in different medical institutions in the organizations of technical services, including usage of diagnostic equipments, systems of monitoring, computer processing medical-biological information, image etc.

In connection with aforesaid, it is actual and necessary to prepare the bachelors based on a new educational direction with "Bio-medical engineering" and use it's base for the preparation of masters on different professions, as well as increase qualifications of the personnel.

Now, in most developed, economical relation oriented countries, the following most important trends of public health system are clearly demonstrated: one of the main contributions in increasing the people's life is expectancy giving research progress in medicine. It will become one of the most scientifically based sectors of economy and exactly medical needs will be an engine of research progress.

For treatment great number of diseases of human organism, where traditional conservative and surgical medicine is incompetent, it is necessary to use hardware, technological methods of treatment. In purpose of decision of practical problems, in accordance with preventive maintenance, diagnostics of diseases and treatment the sick appears need in high-qualified engineering personnel on medical technics and technologies. Thus, development of science and technology, using new technology in medical practices will open greater prospect for decision of problems in rehabilitations of heavy sick contingent.

The development history of public health and medical industry uniquely witnesses that creation of latest medical equipments, particularly high bio-medical technologies, will be possible only due to participation of this high-qualified scientists and engineers, with necessary physician-biological knowledge, and their close-fitting cooperation with surgeries. On the other hand, efficient use of the similar equipment, particularly complex and high-priced equipment, makes it possible the current surgery be defined through the technical base, computer knowledge and so called clinical engineer. Thus it shows the role of thought-out technical equipping and rapidly increases the operational system of the medical institutions. Exactly this way the attention for the preparation of specialists must be drawn.

Herewith, educational program includes activity of scholastic subdivision, which is connected with preparation of bachelor, master and graduate students, as well as refresher course, increasing the qualifications of specialists in using and servicing the medical equipment in accordance with anatomist-functional particularities of organs and systems of human organism.

Thereby, main purpose is preparation of harmonious developed specialists in bachelor - master - postgraduate course -Postdoctoral degree (PhD) in chain system "Uztoz-shogird". This chain is illustrated through the under given achievement integrations of forming innovation process: education - science - designing - production.

Particularity of education is its inter disciplined character: alongside with total fundamental and total engineering, the preparation of students must include disciplines oriented to a medical-

biological cycle that is required for more deeply understanding of study object i.e. person, for reading medical literature and contacts with physician. This part of discipline, along the biology, biochemistry, anatomy, physiology, pathology, clinical medicine, will be conducted on the base of medical institutions of Ministry Health Care of Republic of Uzbekistan.

Nowadays, we have work experience in preparation of bachelors and masters with medical instruments and systems, as well as in conducting scientific studies on development of medical information technologies, diagnosing methods and systems on a base of the direction "Instrument construction" and "Bio - medical engineering".

Scientific - research activity of subdivision will be concluded in study of achievements of the world medical techniques and technologies, based on knowledge of development, creation of new, more rational, economic beneficial to practical public health modifications, and methods of treatment and substitution of lost function organs.

Thereby, scientific bases of the "Bio - medical engineering" directions form fundamental principles of functioning alive systems: bases of interaction by physical flap with biological structure; system bio - technical theory; bio sensors and bio sensor elements; methods of analysis and transformations signals. Special preparation includes the study of latest lasers, ultrasonic, electronics, other medical devices and systems with use of modern information technologies.

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3. Decree of President of Republic Uzbekistan about measures on the organization of State program "Year of health" from December 15, 2004.
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REGIONALES UNTERNEHMERTUM UND ENTWICKLUNGSPOTENTIALE DER KLEIN- UND MIKROUNTERNEHMEN (KMU) IN USBEKISTAN

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In diesem Artikel handelt es sich erst um einen theoretischen Ansatz des Unternehmertums und dessen Bedeutung in der Regionalwirtschaft. Anschließend wurden hier die Wirtschaftsprinzipien Usbekistans und ihre positiven Ergebnisse beschrieben. Der Artikel bezieht sich noch auf die Wirtschaftstendenzen der einzelnen Regionen und die Entwicklungsvorschläge der KMUs.

Schlüsselwörter: Regionalwirtschaft, Klein- und Mikrounternehmen, Nationalwirtschaft, Reformen, Maßnahme, Industriezweig, Mittelschicht, Präferenzen, Bedingungen, Einkommensquelle, Agrarsektor und Produktion.

Das regionale Unternehmertum umfasst einerseits die Gründung und Entwicklung von vielen verschiedenen Arten der kleinen Unternehmen, die gewissermaßen durch den jeweiligen Unternehmer personalisiert werden; andererseits dehnt sich als persönlicher Beitrag des Unternehmers auf das Gebiet, in dem er lebt oder in dem das Unternehmen gegründet wurde, aus. Eine kleine Region ist oft der anfängliche Markt des Unternehmens, die materielle und immaterielle Ressourcen zur Verfügung stellt. Bekanntlich profitieren gewisse Regionen, die aufgrund ihrer natürlichen Ressourcen oder der seit langem angesiedelten zahlreichen Bevölkerung begünstigt sind, nicht allein von lokalen Investitionen, sondern sie ziehen von überall her Fördergelder an³⁴.

In der Analyse von regionalem Unternehmertum werden unterschiedliche Umweltbereiche mit unterschiedlichen Ressourcen, Kulturen und Geschichten betrachtet. Selbst in bekannten Wirtschaften begehen Unternehmen verschiedene Pfade und Wege und die sozioökonomischen Bedingungen können sich verändern. Gleichzeitig findet Veränderung nicht in jeder Industriestruktur und bei jeder Technologie in der gleichen Geschwindigkeit statt.

Kleinunternehmen sind die Kernelemente des Unternehmertums und dienen als eigentlicher Motor für die Entwicklung der kleinen Regionen. Hier bedeuten kleine Unternehmen einzige Quelle der Entwicklung und manchmal sind sie die einzige Reaktion auf den Rückgang von Grossunternehmen in Regionen. Die Bedeutung der Kleinunternehmen ist selbstverständlich, da

³⁴ Rico Baldegger / Pierre-André Julien: Regionales Unternehmertum. Ein interdisziplinärer Ansatz, 2011.

sie in den westlichen Volkswirtschaften nach wie vor eine Mehrzahl von Arbeitsplätzen schaffen bzw. anbieten. Diese Rolle haben sie bereits in den 1970er Jahren einnehmen müssen, als Großunternehmen an Bedeutung verloren, insofern der auf Standardisierung basierende Fordismus und die im Zuge des Taylorismus erfolgte Umstellung der Produktion in Frage gestellt wurden. Diese Tendenz hat bei unabhängigen GUS-Ländern erst in den 1990er Jahren, nach dem Zerfall der Sowjet-Union, ihre primären Spuren gezeigt. Die Transformationsländer haben die Entwicklungsprinzipien von Planwirtschaft auf die Marktwirtschaft gewechselt. Während des Transformationsablaufs konnten sowohl Vorteile als auch Nachteile der Marktwirtschaft festgestellt werden. Aufgrund der marktwirtschaftlichen Regeln sind tausende Großunternehmen unwillkürlich in den klein- und mittelständischen Unternehmen umgewandelt oder wurden sogar neugegründet. Makroökonomische Indikatoren, wie Inflation und Arbeitslosigkeit der unabhängig gewordenen Länder haben negative Hyperzahlen gezeigt. In Folge dessen herrschte in allen Wirtschaftszweigen die Krise.

Die dramatische Verschlechterung der wirtschaftlichen Lage im Zuge der Transformationskrise hat in zentralasiatischen Ländern auch dazu geführt, dass über die vergangenen zwei Jahrzehnte der Nationalwirtschaftssektor vielfältige Aufgaben jenseits der Produktion übernehmen musste. Mit dem Zusammenbruch des sowjetischen Versorgungsnetzes und dem Abzug von Subventionen zog sich der Agrarsektor von Zentralasien bedeutend zusammen; die landwirtschaftliche Produktion sank um fast 40 % zwischen den Jahren 1991 und 1999³⁵. Obwohl man in manchen Wirtschaftszweigen auch positive Entwicklungen beobachten konnte, ist das Niveau von Land- und Ernährungswirtschaft im Vergleich zur Sowjetzeit gesunken.

So wie andere Länder hatte Usbekistan eine Menge von wirtschaftlichen Problemen. Bereits in den ersten Jahren nach Erlangung der Unabhängigkeit hat Usbekistan seinen eigenen Entwicklungsweg gewählt. Dieser Weg heißt „Das Usbekische Modell“ und dient als Übergang von sowjetisch-zentralisierter Planwirtschaft zu einer sozial orientierten Marktwirtschaft. Das Modell wurde aufgrund der fünf Grundprinzipien von Präsident der RUz, Islam Karimov, entwickelt. Diese Prinzipien sind: 1) die Priorität der Ökonomie über die Politik; 2) der Staat ist der wichtigste Reformator; 3) die Rechtsstaatlichkeit in allen Bereichen der Gesellschaft; 4) die Durchführung einer starken Sozialpolitik; und 5) ein schrittweiser Übergang zu Marktwirtschaft³⁶.

Aufgrund der obengenannten Entwicklungsgrundsätzen wurde der erste Schritt „Privatisierung“ voll eingesetzt. In Folge dessen haben die ehemaligen Großunternehmen ihre Form verloren und

³⁵ Regionale Kooperation in Zentralasien - Hindernisse und Möglichkeiten. Wissenschaftliche Arbeit von Dörte List, 2004.

³⁶ <http://www.mineconomy.uz/node/323>

zu einer neuen Form von kleinen- und mittelständischen Unternehmen gewechselt. Um die vielfältigen Definitionen über die Unternehmensformen und zusätzliche Schwierigkeiten bei den Unternehmensgründungen zu beseitigen, wurde die Definition von „Mittelständisches Unternehmen“ abgeschafft. Stattdessen wurden sie als „Klein- und Mikrounternehmen“ (KMU) genannt.

Beim ersten Schritt der Reform „Privatisierung“ fanden in vielen Wirtschaftszweigen große Veränderungen statt. Vor allem fing man an, sich als Eigentumsbesitzer zu fühlen. Nach der Privatisierung eines Vermögens fühlte man sich sicher und bekam Motivation für die Zukunft. Bis dahin war der Begriff „Kollektives Bewusstsein“ von einer grossen Rolle, es nahm seinen Anfang natürlich während sowjetischer Periode. Dies bedeutete: „obwohl einer nichts verdient, ernähren ihn seine Nachbarn oder Verwandte“. Der westlichen Politikwissenschaftler waren der Meinung, dass die Menschen in der Sowjetunion aufgrund dieses Abhängigkeitsansatzes gelebt haben. Da sollte es betont werden, dass damals die Leute für staatliche Behörde oder Organisation arbeiteten und mit einem festgesetzten Lohn lebten. Sie hatten kein Interesse auf zusätzliches Einkommen. Auf dieser Weise konnten sie von der einzigen Einkommensquelle nicht reich werden. Dank erstem Reformschritt wurde dieser Begriff voll abgeschafft, wo die Leute angefangen haben, ihre eigenen Geschäfte zu starten. Weiterhin wurde großes Interesse auf das zusätzliche Einkommen aufgeweckt. Die lokalen Unternehmer nahmen die realen Regeln der Marktwirtschaft wahr und gaben sich Mühe, um ihre Geschäfte weiterzuentwickeln. Diese Art von Unternehmer führen ihre Geschäfte mit der Gründung eines Mikro- oder Kleinunternehmens (KMU) durch. In Folge gewinnt heutzutage der Anteil dieses Wirtschaftssektors viel an Bedeutung. Darüber hinaus leistet KMU einen großen Beitrag zur Schaffung stabiler nationalen BIP und diese Zahl beträgt ca. 52,5% der gesamten BIP. KMU spielt wichtige Rolle bei der Stärkung des Sozialsektors im Land. Mit der Neugründung und Weiterentwicklung der Klein- und Mikrounternehmen in allen Wirtschaftsbereichen, sowohl in städtischen als auch ländlichen Räumen, ist die Arbeitslosigkeit stark gesunken. Entsprechend nahm die Zahl der Beschäftigten in diesem Bereich zu und beträgt ca. 74,3 % aller Landesbeschäftigten³⁷. Die Zahl der funktionierenden kleinen Unternehmen betraegt 201,7* Tausend. Die Vertreter von KMUs beziehen sich hauptsächlich auf soziale Schicht, nämlich auf die Mittelschicht, die sich am meisten um weitere Vertiefung der Reformen bemüht, damit leistet sie einen immensen Beitrag zur stabilen und nachhaltigen Entwicklung des Landes. Diese Mittelschicht ist heute auf dem Markt sehr aktiv und immer bereit, die neuen Bedingungen der Marktwirtschaft wahrzunehmen, während sich die Vertreter der Großunternehmen immer die

³⁷ Vgl. Ekonomika Uzbekistana. - Informatiionno-analiticheskiy bulletin za 2010 god. Izdatel'stvo "O'zbekiston", 2011.

Marktmonopole anstreben. Darüber hinaus ist es bemerkenswert, dass die Mittelschicht mehr kaufkraftfähig und investitionswillig geworden ist. In Folge dessen gibt es einen positiven Einfluss auf andere Wirtschaftssektoren im Land. Vor allem ist das für die Schichte der ländlichen Räume vorteilhaft.

Dank erfolgreicher Umsetzung des usbekischen Modells erwies sich die Wirtschaft Usbekistans gegen die negativen Auswirkungen der weltweiten Finanzkrise als resistent. Die gewählte Strategie für die Krisenbekämpfung und Neutralisierung von deren Auswirkungen konnte dem Land in diesem Zeitraum stabile Wirtschaftsentwicklung gewährleisten. Wachstum von BIP im Jahr 2010 betrug 8,5%, was laut der Beurteilung internationaler Finanzinstitutionen eine der höchsten Weltraten ist³⁸. Umfangreiche Leistung der KMU Sektor half der Nationalwirtschaft bei der Überwindung des weltweiten Finanzkriseneinflusses.

Allerdings sind neben obengenannten positiven Entwicklungen in der Wirtschaft auch zahlreiche Probleme aufgetaucht. In mehreren Wirtschaftszweigen sind die Erfolgsindikatoren stark gesunken. Da die geographische Lage der einzelnen Regionen von einander stark abweicht, sind entsprechend die unterschiedlichen Probleme aufgetreten. Es war für die Regierung Usbekistans unabdingbar, bestimmte wirtschaftliche Reformmaßnahmen zu treffen. Diese Maßnahmen für die Wirtschaftreform wurden für alle Regionen separat entwickelt. Zum Beispiel werden unter anderen zwölf Regionen und einer autonomen Republik, die Regionen Karakalpakstan und Khorezm wegen ökologischer Probleme divers identifiziert. Darüber hinaus gewinnen diese Regionen mehr an Bedeutung nicht nur wegen der Entwicklung der Landwirtschaft sondern auch wegen der Anreize des Industriezweiges. Die Klein- und Mikrounternehmen haben deshalb große staatliche Förderung bekommen. Um einigen wirtschaftlichen Schwierigkeiten in den ausgewählten Regionen entgegenzuwirken, entwickelte die Regierung mehrere staatliche Programme. Obwohl diese staatlichen Förderprogramme für die Anreize der KMUs in den einzelnen Provinzen des Landes voll eingesetzt worden sind, haben sie die gewünschten Ziele nicht in vollem Masse erreicht. Das heißt, beim Einsatz und der Erzielung der staatlichen Fördermaßnahmen im Unternehmertum-Bereich immer noch Lücken vorhanden sind.

Obwohl die makroökonomischen Parameter dieser Regionen in nationaler Ebene nicht groß genug sind, haben sie ein riesiges Entwicklungspotenzial. In der Tatsache können die folgenden Faktoren der obengenannten Regionen als Stärkung der Nationalwirtschaft Usbekistans identifiziert werden:

- große Produktionskapazität, um wettbewerbsfähige Produkte herzustellen;

³⁸ Vgl. *Ekonomika Uzbekistana*. - Informationsno-analitieskiy bulletin za 2010 god. Izdatel'stvo "O'zbekiston", 2011.

- Humankapital, schnell zunehmende Arbeitskräfte, sowie relativ günstige Arbeitskraftkosten (im Vergleich zum Weltmarkt);
- Verfügbarkeit der entwickelten Industrieinfrastruktur (Straßenanbindungen, Eisenbahnen, Kommunikationssystem, die mit den anderen GUS-Staaten Verknüpfungen herstellen).

Um staatliche Förderprogramme durchführen zu können, so dass sie die gewünschten Ziele erreicht werden, soll es im Bereich der KMUs eine Forschung betrieben werden. Das Ziel der Forschung soll die Entwicklung eines wissenschaftlich erarbeiteten Konzeptes sein, das die Entwicklungspotentiale der KMUs, in den gegebenen Regionen Usbekistans, gezeigt werden und was als Leitfaden für Regierung und Unternehmer dienen könnte. Unter Berücksichtigung der Besonderheiten von einzelnen Provinzen sollen im Land die Entwicklungsansätze weiter bearbeitet und tief untersucht werden. Dabei sollen alle Möglichkeiten, die vom Staat für die KMU Sektor geschaffen worden sind, vernünftig eingesetzt werden. In ländlichen Räumen sollen die Unternehmer mit der Informationsdatenbank rechtzeitig versorgt werden.

Außerdem ist es besonders bemerkenswert, dass das Jahr 2011 als Jahr der Kleinunternehmen und Unternehmertum angekündigt wurde. Dabei hat Präsident Islam Karimow betont, dass es im unabhängigen Entwicklungszeitraum die oberste Priorität für die Schaffung der maximalen günstigen Bedingungen, Rechte und Präferenzen gegeben werden soll. Damit soll es die schnelle die Entwicklung von Klein- und Privatunternehmen im Land geschaffen werden. Darüber hinaus soll dieses Jahr das Unternehmertum, insbesondere die Verwirklichung der staatlichen Entwicklungsprogramme fördern.

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- Schreiben Sie die Zitate in alphabetischer Reihenfolge, getrennt durch Semikolon. (Bourdieu 1977: 24; Grusky 2004: 12; Hauser 1992: 788)

Literaturangaben. Dieser Abschnitt beginnt mit "REFERENCES" auf einer separaten Seite. Alle, die im Text zitierten Literaturangaben sollen in alphabetischer Reihenfolge abgelistet werden. Falls die Literatur auf usbekisch oder russisch geschrieben ist, folgen Sie dem BGN/PCGN Romanisierung System. Beispiele sind:

Bücher

Tilly, Charles. 1978. *From Mobilization to Revolution*. New York: Addison-Wesley.

Weber, Max. [1896] 1976. *The Agrarian Sociology of Ancient Civilizations*, translated by R. I. Frank. London: NLB.

Buchkapitel

Stepan, Alfred. 1985. "State Power and the Strength of Civil Society in the Southern Cone of Latin America". Pp. 317-43 in *Bringing the State Back In*, edited by Peter B. Evans, Diestrich Rueschemeyer, and Theda Skocpol. Cambridge University Press.

Zeitschriften

Snow, David A., E. Burke Rochford Jr., Steven K. Worden, and Robert D. Benford. 1986. "Frame Alignment Processes, Micromobilization, and Movement Participation". *American Sociological Review* 51(4): 464-81.

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