SCOPE ACADEMIC HOUSE

B&M PUBLISHING

8th International Conference «SCIENCE AND PRACTICE: A NEW LEVEL OF INTEGRATION IN THE MODERN WORLD»

May 01, 2019, Sheffield, UK

Conference Proceedings

Scope Academic House
UK, S Yorkshire, Sheffield

B&M Publishing
USA, San Francisco, California

SCOPE ACADEMIC HOUSE

B&M PUBLISHING

8th International Conference
«SCIENCE AND PRACTICE: A NEW LEVEL OF INTEGRATION
IN THE MODERN WORLD»

Science editor: Prof. R. Berton

Copyright © 2019
by Scope Academic House LTD
Office 1 Velocity tower
10 st. Mary's gate
Sheffield
S Yorkshire
United Kingdom
S1 4LR

All rights reserved.

Published by B&M Publishing.
For permission to use material from this
text, please contact the publisher at
2076 – 16th Ave., Suite A,
San Francisco, California, USA 94116,

ISBN 978-1-941655-99-3

DOI: http://doi.org/10.15350/UK_6/8

CONTENTS

ECONOMICS	
The essence of the analysis of the creditworthiness of the borrower *D. Rogova*	*6*
TECHNICAL SCIENCE	
Thermal properties of materials of traditional clothing - racha *N. Tkhelidze, I. Charkviani*	*8*
National clothes of bukhara and their development *S. Po'latova, S. Qodirova*	*14*
LAW	
Liability for smuggling of cultural property *A. Garipov*	*20*
Confidentiality and parties issues of shareholders agreements according to English and Russian law *D. Kobets*	*26*
The methodology of studying the crime self-determination coefficient (on the example of statistical indicators of the Russian Federation) *E. Bochkareva*	*31*
SOCIAL SCIENCE	
Modern pedagogical technologies as the means of forming students' key professional competence *N. Panchenko*	*36*
Formation of communicative culture of esp students for professional training *S. Mukhamedjanova*	*43*
Technique of application of interactive teaching methods in the development of economic thinking among students *N. Sayfullaeva*	*46*
Organization of cognitive activities of students for the study of participation of the Russian Army in the Patriotic War of 1812 based on Internet network resources *G. Ershov*	*54*
Modern methods and actual problems of teaching the english language *Sh. Sharofov*	*61*
Some features of problem of formation and development of students' technical thinking in English classes *Sh. Yusupova*	*64*
Integration of science and education - time requirements *G. Masharipova*	*69*
Orientation of teaching and educational process to formation of a person *F. Djaniev, F. Kuldasheva*	*74*
Innovative activities of a teacher as a guarantee of quality education *M. Abdullaeva*	*78*
Resort Abastumani - tourist recreational potential and prospects *T. Tamarashvili, L. Mzarelua, G. Mamulashvili*	*82*
Prospects for velnes tourism in the Kakheti region for the development of small and medium-sized businesses *M. Aladashvili, T. Tamarashvili, G. Mamulashvili*	*88*
HISTORICAL SCIENCES	
Military actions in Georgia during the Crimean war (1853-1856) *T. Akhalmosulishvili*	*94*
NATURAL SCIENCES AND MEDICINE	
The modern features of the training and education of nurses in Uzbekistan *M. Hamraqulova, M. Baxodirova, M. Murodova, H. Sharipova, N. Isaev*	*99*

Statistical research of breast cancer in women of fertile age *H. Rustamova, M. Muyassarova, S. Mukhammadieva*	*102*
Study of women's health in menopause period *H. Rustamova, M. Muyassarova, D. Mirshaeva*	*106*
Development of rational technology of new georgian dessert wine *R. Burdiashvili*	*109*
PHILOLOGY	
The functioning of terms in the automobile discourse *A. Lyskov*	*111*
Application of educational innovations in foreign language lessons *L. Abdullaeva*	*115*
Several methods of improving speaking and listening skills *G. Narimova, M. Azimova, Z. Baronova*	*118*
Basic principles of teaching speaking using a communicative approach *N. Akindikov*	*122*
The case method in reading education *N. Akindikov*	*125*
The use of communicative methods in teaching english (for example, intensive english courses in the UK) *G. Bokieva*	*129*
Using elicitation techniques in EFL classes *M. Buranova*	*132*
Using innovative technologies in teaching english *M. Buranova, Sh. Davronova*	*136*
Project method as an effective method of teaching a professional foreign language in a non-linguistic university *S. Valieva*	*139*
Peculiarities of the origin of english toponyms *N. Zugurova*	*143*
The pragmatic aspect of the use of verbal means of expression realization in English-speaking political rhetoric *G. Ivlieva*	*145*
The use of audiovisual devices in teaching technical courses in english *A. Ismailov, J. Nasrullaev*	*147*
Modern methods of teaching foreign languages *D. Dehkanova*	*151*
Socio-cultural competence in teaching english using proverbs and sayings about healthy lifestyles *M. Ismatova*	*154*
The initial theoretical position to the problem of classification by parts of speech in the English language *N. Kuchimova*	*158*
Types of interlanguage phraseological correspondences *N. Mavlonova*	*162*
Sociolinguistic variations and its impact on teaching English *N. Mirzaeva*	*167*
Interactive methods of teaching the English language *A. Najmiddinova*	*170*
Semantics and meaning of English phraseological units *M. Nasirova*	*173*
Global English *J. Nasrullaev*	*176*
Theory of concept in cognitive linguistics *J. Nasrullaev, Sh. Negmatova*	*179*
The role of the dramatized games in social and communicative development *S. Nomozova*	*183*

Communicative language teaching *M. Buranova, M. Dilmurodova*	*186*
The use of advertising texts in teaching a foreign language *N. Ashurova*	*190*
Role-playing games as a method of learning a foreign language *M. Akhmedova*	*193*
Using videos at the english lessons *N. Akindikov*	*196*
The process of writing and effective writing activities *Z. Salieva*	*200*
The use of didactic games in the educational process in the preschool educational institution *N. Salimova*	*203*
The main characteristics of the situational method of teaching a foreign language *S. Sarimsoqov*	*205*
Conceptualization of geo-cultural values in the process of learning a foreign language *N. Suleymanova, J. Nasrullaev*	*208*
Current issues of training qualified teachers for teaching foreign language in primary school *D. Tadjibaeva*	*211*
Simulation in the classroom in the English language, creating a virtual journey *S. Tillaeva*	*216*
Features of teaching a foreign language to students of the architectural faculty *M. Fozilova*	*220*
Improving architecture students' english vocabulary through the use of architectural drawings *M. Fozilova*	*223*
Increasing the motivation of teaching students through the use of gaming technology in the Russian language classes *M. Khafizova*	*226*
The difficulties of learning russian in national groups and ways to overcome them M. Khafizova	*230*
Learning English speaking at the initial stage *N. Shomurodova*	*234*
Stylistic use of "Tashbeh" in the poetry of Zahiriddin Muhammad Babur *D. Yunusova*	*237*
Features of teaching special text translation in a non-language high school *A. Yusupov*	*241*
Games in English lessons *N. Khusanova*	*245*
Literary texts in foreign language lessons *N. Khusanova*	*248*
NATIONAL STATEHOOD ISSUES	
The value of tourism in the global economy *N. Rakhimova*	*251*
Five development priorities of the Republic of Uzbekistan *Z. Egamberganova*	*255*
Five dominant direction of developing the Republic of Uzbekistan *S. Usarova, A. Taxmatova, Z. Egamberganova*	*258*

ECONOMICS

THE ESSENCE OF THE ANALYSIS OF THE CREDITWORTHINESS OF THE BORROWER

D. Rogova[1]

DOI: http://doi.org/10.15350/UK_6/8/1

Abstract
In the Soviet economic literature there was almost no concept of "creditworthiness". This situation is due to the limited use of commodity-money relations for a long time, as well as the fact that credit relations were characterized by non-economic administrative management methods.

Keywords: financial management, economic relations, business activity.

В советской экономической литературе почти не было понятия "кредитоспособность". Эта ситуация объясняется ограниченным использованием товарно-денежных отношений в течение длительного времени, а также тем фактом, что кредитные отношения характеризовались неэкономическими административными методами управления.

Профессор О. Лаврушин и команда авторов учебника "Банковское дело" категорию "кредитоспособность" трактует как способность заемщика своевременно и полностью выплачивать свои долговые обязательства (т. е. основную сумму и проценты). Такого же мнения придерживается профессор А.Д. Шеремет.

Платежеспособность - возможность удовлетворить требования кредиторов в настоящий момент и кредитоспособность - это способность прогнозировать будущее.

Существует также подход к определению кредитоспособности, связанное с его платёжеспособностью. Так, А. И. Ольшанский сужает понятие кредита до возможности заемщика погасить только задолженность по кредиту.

Следует подчеркнуть, что кредитоспособность предприятия не ограничиваются этими условиями, а гораздо шире и включает в себя ряд других условий, таких как требование к уровню рентабельности, обороту различных типов активов, рентабельности по инвестициям,

[1]*Darya Rogova*, St. Petersburg State University of Aerospace Instrumentation, Russia.

качеству управления организацией, содержанию кредитной истории. Среди сущевствующих в экономической литературе определений кредитоспособности заемщика хорошее определение дано в книге «Экономический анализ», под редакцией Л.Т. Гиляровской: "Доверие - это возможность хозяйствующих субъектов рыночной экономики своевременно и полностью оплатить свои обязательства в связи с неизбежной необходимостью погашения кредита».

При толковании термина «кредитоспособность заемщика», как правило, учитывается комплекс определенных факторов, в том числе возможности и способности заемщика для кредитной сделки, его деловая репутация, наличие поддержки и возможность заемщика на получение дохода - генерирования денежных потоков. По мнению И. Ададурова, «первым и важнейшим условием кредита является необходимость, чтобы личность, ищущая у нас возможность кредитоваться, по своим нравственным качествам не внушала недоверия».

Проблемы оценки кредитоспособности заемщика и термин "кредитоспособность" изучаются и развиваются в разное время. Вопросы кредитования были достаточно актуальны и появляются в экономической литературе дореволюционного периода, а также в трудах экономистов 20-х годов XX века. Интерес к ним возрос с конца 80-х, в начале экономических реформ в стране. В период нэпа экономисты понимали платёжеспособность, как способность выполнять условия кредитной сделки, возможность своевременного погашения кредитов, полученных у банка, а с позиций банка правильное определение допустимого кредита. Во время развития рыночных отношений стали обращать особое внимание на уровень ликвидности активов заемщика.

Таким образом, кредитоспособность заемщика (лица) - совокупность сложных правовых и финансовых характеристик, представление финансовых и нефинансовых показателей для оценки его способности в будущем полностью и своевременно выплачивать свои долги перед кредиторами, а также определения степень риска в кредитовании конкретного заемщика банка.

TECHNICAL SCIENCE

THERMAL PROPERTIES OF MATERIALS OF TRADITIONAL CLOTHING - RACHA

N. Tkhelidze[1], I. Charkviani[2]

DOI: http://doi.org/10.15350/UK_6/8/2

Abstract
The article examines a packages of traditional female clothing one of the most beautiful ethnic areas of Georgia – Racha. There have been determined: the composition of a package of multiple clothing, its thermal properties and the relationships between heat indicators of clothing and the composition of a package in different parts of the body, thus ensuring the comfort of women in harsh mountain climate.

Key words: Traditional clothing, clothing package, package thickness.

В статье исследован пакет женской традиционной одежды одного из прекраснейших этнических угольков Грузии - Рача. Определены: состав пакета многослойной одежды, его тепловые свойства и зависимости тепловых показателей одежды от состава пакета на разных участках тела, что обеспечивало комфортное состояние женщин в суровом горном климате.

Национальная одежда разных стран и разных регионов является памятником материальной культуры и всегда привлекал внимание исследователей и учёных, как визитная карточка, которая создаёт определённое представление о традициях и обычаях страны с древних времён. Грузинская традиционная одежда отличается особой разнообразностью, что определялась множеством этнических уголков и условием их быта. Главная функция одежды заключается в том, чтобы охранять человека от нежелательного атмосферного воздействия, обеспечить оптимальные температурные условия, быть удобной, создать ощущение комфорта, не вызывать переутомление, не снижать производительность труда и ухудшать здоровье. Вместе с этим, одежда должно иметь высокие показатели теплозащитных, гигроскопических и других свойств, которые, в свою очередь, значительно определяются используемыми материалами и технологической обработкой.

[1]Nana TKHELIDZE, PhD. Associate Professor, Head of Department Design and Technology, Akaki Tsereteli State University, Georgia.
[2]Irine CHARKVIANI, PhD. Akaki Tsereteli State University, Georgia.

С этой стороны следует отметить одежду горных регионов Грузии, которая приспосабливалась к суровому климату и особенностям жизни в горах. Среди них комплектацией, использованными материалами, методами обработки и оформлением, привлекает внимание традиционная одежда Рачинских женщин. Рача -историческая горная область Грузии в верховьях реки Риони, которая славится красотой и суровостью своей природы. Исследование традиционной женской одежды проводилось с использованием музейных экспонатов, определялось то, как обеспечивала данная одежда комфортное состояние Рачинских женщин с учётом сурового климата, рельефа и отличительных условий быта. Свойства тканей зависит от качественных особенностей волокнистого состава исходного сырья. Наиболее распространенным материалом в горных регионах всегда являлось хлопчатобумажная ткань. Ее часто использовали для изготовления белья и одежды. Такую известность придали хлопчатобумажной ткани гигроскопичность, прочность и гигиеничность [1].

Рис. 1. Рачинцы в традиционной одежде

Рачинская традиционная женская одежда состоит из нескольких элементов: кафтары, ахалухи, сорочка и головной убор. Вместе с этим, полочка и спинка кафтары, которые изготовлялись из чёрной

сатиновой ткани, были дублированы до талии ватой и фланелевой тканью, ахалух целиком был дублирован таким же способом, а сорочка изготовлялось из хлопчатобумажной ткани [2; 3].

Для обеспечения комфорта и определения качества эксплуатации одежды, необходимо определение теплового сопротивления на участках поверхности тела человека и установление структуры пакета (кафтара, ахалгхи, сорочка). Надо отметить, что воздушная прослойка между слоями одежды влияет на теплозащитные свойства одежды [4]. Оно зависит от материалов и конструкции одежды. Исходя из вышеуказанного, была определена структура Рачинской женской традиционной одежды на разных участках тела, данные приведены в табл. 1;2;3.

Таблица 1. Структура пакета одежды на теле

№	Состав	Толщина элементов пакета, м	Коэффициент теплопроводности, вт/(м^2 ^{0}с)	Тепловое сопротивление м^2 ^{0}с/ вт
1	Воздушная прослойка	0.001	0,01	0,1
2	Нижнее бельё	0,0008	0,046	0,119
3	Воздушная прослойка	0,001	0,01	0,100
4	Сорочка	0,0009	0,042	0,120
5	Воздушная прослойка	0,0015	0,044	0,104
6	Фланель	0,0005	0,04	0,138
7	Воздушная прослойка	0,0015	0,019	0,103
8	Хлопок	0,0003	0,16	0,130
9	Воздушная прослойка	0,0015	0,019	0,103
10	Сатин	0,0013	0,041	0,125
11	Воздушная прослойка	0,0015	0,019	0,103
12	Сатин	0,0012	0,041	0,130
13	Воздушная прослойка	0,0010	0,019	0,103
14	Полотно	0,0015	0,041	0,132
15	Воздушная прослойка	0,001	0,019	0,103
16	Головной убор	0,0015	0,0041	0,125

Таблица 2. Структура пакета одежды на плече и предплечье

№	Состав	Толщина элементов пакета, м	Коэффициент теплопроводности, вт/(м^2 ^{0}с)	Тепловое сопротивление м^2 ^{0}с/ вт
1	Воздушная прослойка	0.001	0,01	0,1
2	Нижнее бельё	0,0008	0,046	0,119
3	Воздушная прослойка	0,001	0,010	0,1
4	Сорочка	0,0009	0,042	0,12
5	Воздушная прослойка	0,0015	0,044	0,124
6	Фланель	0,0005	0,04	0,138
7	Воздушная прослойка	0,0015	0,019	0,105
8	Хлопок	0,0003	0,16	0,130
9	Воздушная прослойка	0,0015	0,019	0,103
10	Сатин	0,0013	0,0052	0,125
11	Воздушная прослойка	0,0015	0,019	0,103
12	Сатин	0,0012	0,016	0,130
13	Воздушная прослойка	0,0010	0,019	0,103
14	Полотно	0,0015	0,042	0,132
15	Воздушная прослойка	0,001	0,019	0,103
16	Головной убор	0,0015	0,050	0,125

Таблица 3. Структура пакета одежды на бедре

№	Состав	Толщина элементов пакета, м	Коэффициент теплопроводности, вт/(м^2 ^{0}с)	Тепловое сопротивление м^2 ^{0}с/ вт
1	Воздушная прослойка	0.001	0,01	0,1
2	Нижнее бельё	0,0008	0,046	0,004
3	Воздушная прослойка	0,001	0,001	0,1
4	Сорочка	0,0009	0,046	0,12
5	Воздушная прослойка	0,0015	0,0044	0,01
6	Фланель	0,0005	0,04	0,138
7	Воздушная прослойка	0,0015	0,01	0,05
8	Хлопок	0,0003	0,016	0,130
9	Воздушная прослойка	0,0015	0,019	0,103
10	Сатин	0,0013	0,052	0,125
11	Воздушная прослойка	0,0015	0,16	0,1
12	Сатин	0,0012	0,16	0,130

Структура пакета одежды на различных участках тела дана на рис. 1.

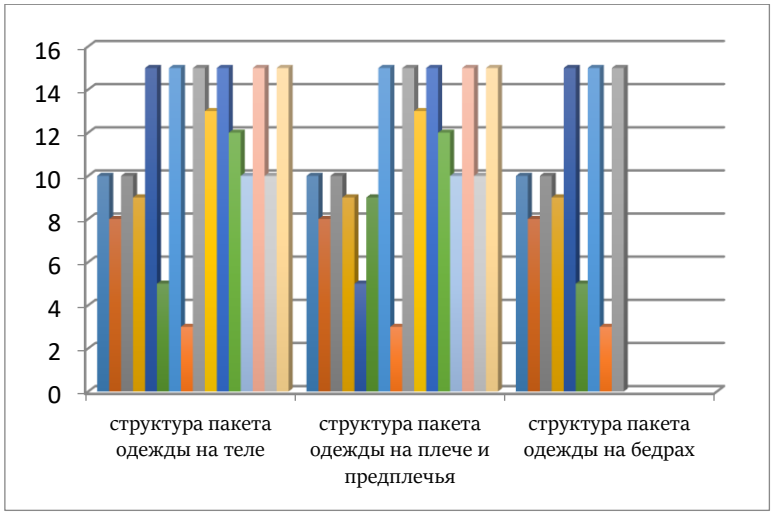


Рис. 2. Структура пакета материалов Рачинского женского традиционного костюма

Как видно из рис.1 толщина пакета на разных участках тела зависит от наличия слоев, оно в свою очередь определяет вес традиционной одежды-2,100 кг. А общая термостойкость и тепловое сопротивление на участках тела, плеча и предплечья, а также на участке бёдер соответственно равны 0,820; 0,900 и 0,760 $м^2{}^0с/$ вт, что обеспечивала удобное состояние женщин в условиях сурового климата гор.

Заключение. Исследования традиционной одежды женщин показали, что традиционная женская одежда горной Рачи изготовлялось большим знанием и умом. Несмотря на того, что наши предки не были знакомы с цифровыми технологиями и с современными методами исследования свойств материалов, они довольно хорошо были знакомы со свойствами натуральных материалов, которые передавались из поколения в поколение. Одежда Рачинских женщин изготовлялась с большим знанием свойств натуральных материалов, которые обеспечивали тепловой баланс одежды и комфортное существование женщин во всех условиях эксплуатации одежды.

References

[1] Стебакова Т. Г., Родкина А. А. К вопросу о влиянии свойств текстильных материалов на формообразование одежды // Молодой ученый. 2016. №28. С. 180-182.
[2] Макалатия С., Горная Рача". Тбилиси, 1987г. с 98.
[3] Браилашвили Н. Этнографические зарисовки. Тбилиси, 1987г. с 267.
[4] Колесников П.А. Теплозащитные свойства материалов одежды. М. Лёгкая индустрия. 1965г. С.340.

NATIONAL CLOTHES OF BUKHARA AND THEIR DEVELOPMENT

S. Po'latova[1], S. Qodirova[2]

DOI: http://doi.org/10.15350/UK_6/8/3

Abstract

This articl gives information about traditional clothes of Bukhara and their historical development, colors of fobrics and thein vage in different areas, ceremonies, types of clothes and arnomets that are used to design costumes.

Key words: national costumes, embroidery colors, maqom, gown skirts, turrets, slippers, tunic cuts, shirts, collars, jeans, zey, guppajoba, guppicha, beqasam, kultaposhak.

From the early histori, Bukharcis national clothes have been praised and obtained special attention for the development of uzbek cultre. Traditional clothes of Bukhara have a deep history as it closely connected with ethnic peoples who lived there in the past the development of uzbek costumes has been influenced by sevecal factors svch as ethnical origination, olimate, morals came intoexistence bee to religion, social condition, peculiarities of labour activities, commercial and cultural relations, traditions, especialy Central Asia's, Au of these feotures con be seen in costume-made technology and drawings of clothes, in the symbdic signs of head-dresses, aswed as in embroidery and dyes. The common signes behwen inbabitant and normadic hibes of Central Asia have been mixed aver the milleneum, So Bukhara national clothes depicts special meoning. Particularly, special clothes were designed in different circumstanees, such as distinclive cdors were worn in funeral and weddiry, as well as special clothes of young generations were sawed aver the years. Certaion meaning were expressed by chaice of colors, arnoments and existence of relating head-dresses. On caneasily recognize Bukhara's nashional clothes, as their traditional costumes are bright, luxurious, and certainly ornamented with gold brocading. In uzbek costumes, olyes played an important role to show states, age and descent. Moreover, colors connected to religious ceremonies and was important in wedding clothes.

[1]S. PO'LATOVA, PhD, Senior Lecturer of the Department "Technologies and Equipment of Light Industry" of the Bukhara Engineering Technological Institute, Uzbekistan.
[2]S. QODIROVA, assistant of the Department "Technologies and Equipment of Light Industry" of the Bukhara Engineering Technological Institute, Uzbekistan.

Forinstance, white color was considered as the sing of parety, innocence and kindness and used to sew wedding dresses while red color was utilized to protect from vicious ereatures and devils and for teneral blue, black and white colors were worn. Our ancestorts took advantage of 7 colors as they believed to be protected from ailment and troubles. The main compositions and styles of central Asian peoples clothes have been preserved among the inhibitant of Bukhara and they are distinctive in men's and women's clothes. In the end XIX century and at the begining of XX century men's clothes included dress and trousers, different dressing-gowns, duppi and turbans. Muslim religious men mainly worn long dresses without out on shoulders. The collars of dresses was horizontal and oval that went to the neck, color out of dresses was ornamented with belt and bound with jiyyak-zey. These types of men clothes quilted with cotton, which was caused guppi juba while young boy's was caused as guppicha.

At the end of the XIX and at the beginning of XX centuries, dresses, which were wide and had cut on the shoulder appeared. The construction of the clothes changed: collar was cut down to the belly, then two buttons were sticked. Such dresses became widespread after the world war II, especially among aged people.

Trousers were called "ishton" and they also prepared from ordinary fabric, top of the trousers were wide and they became narrower toward the bottom, xishtak joined in the middle. Special overals divide into 3 groups: cotton quilted overalls, unquited overalls with lining, handmade woden overalls.

Quilted cotton overals are called "chopon" and they are members of Uzbek. Tadjik clothes comlex. Their cut style is similar with dresses, but they consist of front, central and side parts. As they are cut trapezial. At the edge of the collars shipes are joined and each sides of chopon are left some cuts. Then, edges of slewes collars are designed with weaven strops or pieces of fabric. Lining are specially selected from cotton, flowerful, dark- colored materials.

At present time, chopon is a prevelant costume among different age groups. Chopons that designed for youngsters are mainly red, yellow, green, blue, black or red and stripped fabric "bekasam" is specialy selected. The initial chopon of young people at sunnat ceremony and the next in wedding. Moreover, chopons are usually worn at funerals. Chopon is traditional clothes, so that it is preserved and utilized in different ceremonies. (*Picture* 1).

Yaktak is a type of overals and it can be unquitted with lining on without lining. They were made from cotton fabric called "kalomi", later, after the development of industry, yaktaks were sewn from different cloth such as satin, calico and shtapel and out lined in spring – summer season. Especially,yaktak was worn by aged people, so that dark colored materials ornamented with different plant pictures were common.

"Chokmon" is the other woolen type of overals,designed with the absence of lining.

After a period of time, “komrol” with steep colar and button appeared and peculiarly worn by high ranked. Although this clothes were wide-spread at that time it could not repeace basic overalls.

Uzbek-tadjik people in Bukhara region used to wear turban.

Pic. 1. An example of a man's suit

Moreover duppi in Bukhara is called “kalapush” and uniqe with velvet material and gad brocading ornaments. Uzbek-tadjik women in Bukhara used to wear dresses whose bottom and sleeves were wide. This caused women to wear double clothes on a daily basis and one more on holidays.

These clothes were differ from each other with their style, quality of fabric, length and styles of sleeves. Inner clothes certainly, had to be white and their sleeves were cut havower and longer so as to be turnable. Their sleeve edges ornamented with embroidery or gold brocading, and pleats

were joined around collars. Collars of outer clothes were cut triangle which was called “peshyala” and designated with embroidery or gold brocading up to down. Also, they are called “eskigi”, “musulmoni”, “hishtaki” (*Picture 2).*

Pic. 2. An example of Bukhara women's gold embroidery dress

Contucted researches showed that styles and colors of funeral and wedding dresses have been preserved in modern time. Even novadays, gold broading is widely used to designate brides clothes *(Picture 3).*

Pic. 3. Exemplary Bukhara national costume

Kulota is ancient ceremony and aged women used to wear it when they had their first grandchild. As they were considered to be senile. It is sometimes called “kulta”, “kultapesh”. It seems as duppi and sleeve are joined to

each other and devide hair two plait. Aged women who worn kulota were activists and they had rights, to do several work in there are as such as dastirkhonchilik, “kinnachi”, “kushonchilik”, fortune-titler *(Picture 4).*

Pic. 4. Women's hats; (kultapo’shak and skullcap)

Pupak ceremony was held when brides had their first baby, they devide hair into fourty plaits and bound each of them with pupaks. Pupaks were made from black fibre and they shaped like fourty braids.

At the beginning of XIX century “sallabandon” ceremony was celebrated in Bukhara. At this ceremony, women would have been put on salla’s (a head-dress) if they had new born child.

This head dress consisting of “salla”, “peshonaband”, and silk showl, covered the nck and was made of plain silk whose length was 4-5-metres.

Investigation of fabrics, styles, anoments and embroidery that utilized in national clothes plays an important role to the education of young generation. Because, youngsters reolize wealthy traditions and culture history of their nation from these sources (*Picture* 5).

Pic. 5. Exemplary turban wraping ceremony

In conclusion, national clothes are peculiar with convenience, luxury, coordination in different seasons, and they were produced from natural fabrics as well as ornamented with gold brocading. Moreover, assorted colors and quality of fabrics as well as analyze of ornaments, elements have a great influence to create modern design clothes collections.

References

[1] Muxammad Narshaxi. Istoriya Buxari. Toshkent – 1897
[2] Buxoro Davlat badiy-me'moriy muzey-qo'riqxonasi.
[3] А.И.Сидоренко, А.Р.Артиков, Р.Р.Раджабов. Золатое Шитъе Бухары
[4] Zardo'zlik texnologiyasi. D. Jabborova . G'afur G'ulom Toshkent – 2004

LAW

LIABILITY FOR SMUGGLING OF CULTURAL PROPERTY

A. Garipov [1]

DOI: http://doi.org/10.15350/UK_6/8/4

Abstract
This article is devoted to the analysis of objective signs of smuggling. It refers to the level of crime at the borders, the ways to solve at the legislative level, the approaches to the definition of public security in criminal law. On the rules providing for criminal liability for smuggling. The article is based on the analysis of legal literature and research conducted by scientists.

Key words: smuggling, responsibility, border, security, state, cultural values, damage.

Одной из насущных проблем в современном мире является проблема глобализации.

Глобализация - неизбежное явление в истории человечества, заключающееся в том, что мир в результате обмена товарами и продуктами, информацией, знаниями и культурными ценностями становится более взаимосвязанным, взаимозависимым [1].

Одним из наиболее ярких преступлений в данном направлении выступает контрабанда. Ее размах характеризуют следующие показатели. В период с 1 января 2018 года по 27 декабря 2018 года на основании оперативных материалов таможенных органов возбуждено 1889 уголовных дел.

Наибольшее количество уголовных дел возбуждено по статье 226.1 Уголовного кодекса Российской Федерации – 577 уголовных дел.

По статье 229.1 Уголовного кодекса Российской Федерации возбуждено 241 уголовное дело.

По фактам совершения иных преступлений, производство неотложных следственных действий по которым отнесено к компетенции таможенных органов, возбуждено 741 уголовное дело.

[1]*Albert GARIPOV*, student, Moscow city pedagogical University Samara branch, Russia.

Scientific adviser: *Velriyan Arestov*, candidate of law, FGBOU VOU SUI FSIN, Russia.

Однако уровень преступности на границах не снижается. Поэтому сложившиеся отношения настоятельно требуют своевременных законодательных решений по охране и защите в сфере безопасности, здоровья населения, культурных и экономических интересов. Этим и обосновывается актуальность выбранной темы.

Последнее десятилетие российской правовой истории внесло серьезные перемены в содержание ответственности за таможенные правонарушения. Это связано, в том числе, с поэтапными переходами к созданию Евразийского экономического союза (ЕАЭС) начавшего действовать 1 января 2015 года [2].

Что изменилось в подходах к определению контрабанды в уголовном законе? Во-первых, изменились родовой, видовой и, соответственно, непосредственные объекты контрабанды. Для правильной квалификации контрабандных преступлений исключительное значение имеет точное определение признаков состава преступления в целом и предмета контрабанды в частности [3, с. 139]. Базой для такого вывода является содержание ст. 8 УК об основании уголовной ответственности. На этом основании юристами-исследователями формулируются предложения о расширении круга уголовно наказуемой контрабанды [4, с. 30].

Законодатель, располагая ту или иную статью в соответствующей главе и соответствующем разделе уголовного закона, определяет те общественные отношения, которые, по его мнению, должны охраняться нормой размещенной в данной статье. Исходя из этой установки, констатируем, что статьи 200.1 и 200.2 УК, размещенные в главе 22 раздела VIII УК защищают родовой объект – общественные отношения в сфере экономики. Видовым объектом в данных преступлениях выступают общественные отношения в сфере экономической деятельности [5]. Полагаем это утверждение не вызывает возражений и потому находит поддержку в публикациях юристов [6, с. 30]. Надо отметить, что эти авторы в экономические отношения включают отношения в сфере внешних связей. Полагаем, что эта позиция не противоречит позиции, установленной законодателем. Однако находит свое отражение в литературе мнение, что только уголовно правовыми методами невозможно переломить достаточно сложную ситуацию с выводом наличных денежных средств из нелегального оборота [7]. Требуется комплекс иных мер.

Общественные отношения, обеспечивающие законный порядок перемещения через границу денежных средств и денежных инструментов. Эти общественные отношения и являются непосредственным объектом данного преступления, предусмотренного ст. 200.1 УК. Единственное уточнение. В данном определении в качестве границы имеется в виду таможенная граница Таможенного союза в рамках ЕАЭС.

В литературе выражается достаточно обоснованное мнение о необходимости учета причинения вреда контрабандными преступ-

лениями и общественным отношениям, которые обеспечивают нормальное функционирование государственной деятельности в сфере сбора налогов и платежей и экономической деятельности государства в целом [8, с. 25-28].

О других нормах, предусматривающих уголовную ответственность за контрабанду можно сказать следующее.

Анализ возможных проблем при применении ст.226.1 УК. Оценим соответствие содержания и местонахождение норм, размещенных в ст. 226.1 УК. В качестве родового объекта законодатель определил общественную безопасность и общественный порядок. С сожалением стоит отметить, что действующее законодательство о безопасности не определяет самого понятия безопасности [9]. Таким образом, не определен круг охраняемых этим законом интересов. Отметим, что предыдущий ныне не действующий закон о вопросах безопасности такое определение давал [10]. Согласно тексту ранее действовавшего закона «безопасность - состояние защищенности жизненно важных интересов личности, общества и государства от внутренних и внешних угроз».

В целях установления юридической ясности и исключения разночтений в понимании основных терминов законодательства, считаем необходимым введение законодателем имевшихся определений безопасности и ее составляющих в современный текст закона о безопасности.

Далее замечаем, что согласно тексту ст. 226.1 УК в перечень контрабандно перемещаемых товаров входят культурные ценности. Вызывает непонимание каким образом контрабанда в отношении культурных ценностей может посягать на общественную безопасность. Полагаем, что ответ на этот вопрос стоит искать в законодательстве о культурном наследии. В российском законодательстве действует закон «О вывозе и ввозе культурных ценностей» [11]. Читаем преамбулу этого закона. Там сказано, что этот закон «имеет целью сохранение культурного наследия многонационального народа Российской Федерации». Как видим, ни слова, ни намека о защите общественной безопасности. Из приведенного текста следует полное несоответствие охраняемых интересов в результате пресечения контрабанды культурных ценностей и общественной безопасности. Следовательно, общественная безопасность как объект уголовно-правовой охраны в контрабанде культурных ценностей отсутствует. Она не может рассматриваться ни в качестве родового, ни в качестве видового объектов. Тем более не может быть непосредственным объектом при контрабанде культурных ценностей.

Если подробнее разобрать содержание общественной опасности совершения преступлений, в которых предметами являются культурные ценности, то необходимо будет выделить несколько направлений причинения вреда этими преступлениями.

Во-первых, это международный аспект. Великая страна велика, в том числе, и своим культурным наследием. Своими историческими

ценностями, сохраненными достижениями во всех областях. Отсутствие способности к сохранению этого наследия свидетельствует о слабости государства. Следствием чего выступает потеря авторитета на международном уровне.

Во-вторых, одной из задач укрепления государства состоит в воспитании граждан в духе патриотизма и любви к родине. Право на пользование культурным наследием является конституционным правом россиян. Это право закреплено в ст. 44 Конституции России. Противоправные действия с предметами культуры и искусства, достижениями наших выдающихся соотечественников лишает возможности законопослушных граждан реализовывать свое конституционное право. Вредоносность очевидна. Воспитывать молодое поколение можно только на базе достижений твоего народа.

В-третьих, надо обратить внимание и на чисто материальный ущерб причиняемый контрабандой в отношении культурных ценностей. Исторические культурные ценности еще и имеют ценность материальную. Они, как правило, обладают значительной стоимостью в денежном выражении. Поэтому вывоз культурных ценностей причиняет материальный ущерб стране.

Описанное нами показывает наличие значительной общественной опасности анализируемого преступления [12, с. 53-61]. Однако направление ущерба общественной безопасности вывозом предметов культуры не установлено.

В целях устранения выявленного несоответствия, сохранения системной структуры уголовного закона и защиты культурных ценностей от контрабандного перемещения считаем целесообразным поддержать позицию З.А. Незнамовой о перемещении нормы, предусматривающей ответственность за контрабанду культурных ценностей, в главу, предусматривающую ответственность за преступления в сфере экономической деятельности [13, с. 79]. Необходимо отметить, что некоторые авторы предлагают существующую проблему решить посредством введения отдельной нормы в УК [14]. Полагаем, что это только усложнит ее применение.

В связи с вышеизложенным, предлагаем изменить наименование и содержание ст. 190 УК (сохранив часть 1 ст. 190 УК в неизменном виде), представив ее в УК следующим образом:

Статья 190. «Контрабанда и невозвращение культурных ценностей на территорию Российской Федерации»

1. ….

2. Незаконное перемещение через таможенную границу Таможенного союза в рамках ЕАЭС либо Государственную границу Российской Федерации с государствами - членами Таможенного союза в рамках ЕАЭС культурных ценностей

а) в крупном размере;

б) группой лиц;

в) должностным лицом с использованием своего служебного положения, – наказывается лишением свободы на срок от трех до семи

лет со штрафом в размере до одного миллиона рублей или в размере заработной платы или иного дохода осужденного за период до пяти лет или без такового и с ограничением свободы на срок до одного года или без такового.

3. Деяние, предусмотренное частью первой или второй настоящей статьи, совершенное:

а) группой лиц по предварительному сговору;

б) с применением насилия к лицу, осуществляющему таможенный или пограничный контроль, -

наказывается лишением свободы на срок от пяти до десяти лет со штрафом в размере до одного миллиона рублей или в размере заработной платы или иного дохода осужденного за период до пяти лет или без такового и с ограничением свободы на срок до полутора лет или без такового.

4. Деяния, предусмотренные частями второй или третьей настоящей статьи, совершенные организованной группой, -

наказываются лишением свободы на срок от семи до двенадцати лет со штрафом в размере до одного миллиона рублей или в размере заработной платы или иного дохода осужденного за период до пяти лет или без такового и с ограничением свободы на срок до двух лет или без такового.

Примечание. 1. Крупным размером культурных ценностей в настоящей статье признается их стоимость, превышающая сто тысяч рублей.

Естественно аналогичный текст, в отношении культурных ценностей из содержания ст. 226.1 УК необходимо изъять.

References.

[1] Proceedings of the world Bank for students. URL: http://www.un.org/ru/youthink/globalization.shtml (accessed 04.03.2019).
[2] Agreement on economic Union (Signed in Astana on 29.05.2014) (ed. from 11.04.2017) // Official Internet portal of legal information. URL: http://www.pravo.gov.ru (date accessed: 01.03.2019).
[3] Urda M. N. On the problems of application of the rule on liability for smuggling of funds and (or) monetary instruments // Bulletin of Tomsk state University. 2014. No. 385. P. 139.
[4] Skachko A.V. Acts adjacent to crimes of contraband character: criteria of delimitation taking into account generality of specific and specifics of direct object (Art. 228.2, 234.1, 238.1, 242, 242.1 of the criminal code of the Russian Federation) // the Russian investigator. 2016. No. 2. P. 30
[5] Panfilova N. E. The object of smuggling of money and (or) monetary instruments, alcohol and tobacco products // VEPS. 2017. No. 3. URL: https://cyberleninka.ru/article/n/obekt-kontrabandy-denezhnyh-sredstv-i-ili-denezhnyh-instrumentov-alkogolnoy-produktsii-i-tabachnyh-izdeliy (date accessed: 09.03.2019).
[6] Kuznetsov A. P. Smuggling of cash and (or) monetary instruments (Art. 200.1 of the criminal code): criminal law regulation and questions of qualification // Russian investigator. 2015. No. 2. P. 30.

[7] Panfilova N. E. Smuggling of cash and (or) monetary instruments through the prism of judicial decisions // Bulletin of Omyua. 2017. No. 3. URL: https://cyberleninka.ru/article/n/kontrabanda-nalichnyh-denezhnyh-sredstv-i-ili-denezhnyh-instrumentov-skvoz-prizmu-sudebnyh-resheniy (date accessed: 11.02.2019).
[8] Prikhodko N. Yu. Controversial issues in the object of smuggling and possible solutions // Customs. 2016. No. 4. P. 25 - 28.
[9] Federal law of 28.12.2010 № 390-FZ (as amended on 05.10.2015) "About safety" // Sz the Russian Federation. 2011. No. 1. St. 2.
[10] Law of the Russian Federation of 05.03.1992 № 2446-1 "On safety" (as amended on 26.06.2008) // Vedomosti SND and the armed forces. 1992. No. 15. St. 769.
[11] Law of the Russian Federation of 15.04.1993 № 4804-1 "On export and import of cultural property" (as amended on 28.12.2017) // Vedomosti SND and the armed forces. 1993. No. 20. St. 718.
[12] Martynenko I. E. Criminal liability for smuggling of cultural values under the legislation of the member States of the Eurasian economic Union // Eurasian advocacy. 2015. No. 3. P. 53 – 61.
[13] Neznamova Z. A. Responsibility for smuggling in modern economic conditions // Business. Management, and law. 2012. No. 1. P. 79.
[14] Panteleeva I. A., Baksht D. A. Problems of criminal liability for smuggling of cultural values // all-Russian criminological journal. 2017. No. 3. URL: https://cyberleninka.ru/article/n/problemy-ugolovnoy-otvetstvennosti-za-kontrabandu-kulturnyh-tsennostey (date accessed: 20.02.2019).

**CONFIDENTIALITY AND PARTIES ISSUES OF SHAREHOLDERS AGREEMENTS
ACCORDING TO ENGLISH AND RUSSIAN LAW**

D. Kobets[1]

DOI: http://doi.org/10.15350/UK_6/8/5

Abstract

The article provides comparative legal analysis of the confidentiality and parties issues of shareholders agreements according to English and Russian law. The identified common and special features allow improving the regulation and scientific development of the issues considered regarding the law of Russia.

Key words: corporate law, common law, corporate contracts, shareholder agreements, English legislation, Russian legislation.

Институт акционерных соглашений, зародившись в английском праве, как эффективный механизм достижения корпоративных целей и преодоления корпоративных конфликтов имеет длительную историю существования и широкую практику применения не только среди акционеров английских юридических лиц, но и во всём мире. Будучи заимствованным российской бизнес практикой, акционерные соглашения долгое время не были урегулированы на законодательном уровне. Это не только приводило к путанице в определении их природы, содержания, предметов регулирования и субъектного состава, но и признанию судами таких соглашений недействительными. С принятием Федерального закона от 03.06.2009 N 115-ФЗ статьёй 32.1. Федерального закона «Об акционерных обществах» N 208-ФЗ (далее ФЗ РФ «Об акционерных обществах») было введено понятие акционерного соглашения [1, с. 206]. Поскольку до законодательного закрепления акционеры, заключая акционерные соглашения, в подавляющем большинстве подчиняли их английскому праву, то российский законодатель заимствовал более привычную для российского бизнеса английскую модель акционерных соглашений.

В английском праве, акционерное соглашение – это договор, заключаемый между акционерами компании, либо акционерами и самой компанией. Таким образом, акционерные соглашения в Великобритании и, следовательно, в России имеют двойственную природу. С одной стороны, по своей сути – это гражданско-правовые договоры, регулируемые нормами контрактного права Англии и договорного

[1]Daria KOBETS, Master of International Law School, of MGIMO, Russia.

права России соответственно. С другой стороны, их предметом выступают корпоративные отношения, регулируемые нормами корпоративного права рассматриваемых стран. Исходя из определения, в отличие от российского регулирования, сторонами английского акционерного соглашения могут выступать не только акционеры, но и сама компания, акционерами которой они являются и относительно которой заключается акционерное соглашение.

По общему правилу (характерному для обеих стран) отношения между акционерами и акционерами и компанией регулируются учредительными документами компании. Однако в Великобритании широко распространено заключение акционерных соглашений в дополнение к учредительным документам для регулирования отношений компании и ее акционеров.

В соответствии с п. 4 ст. 11 ФЗ РФ «Об акционерных обществах», п. в ст. 12 Федерального закон N 129-ФЗ "О государственной регистрации юридических лиц и индивидуальных предпринимателей", а в Великобритании ст. 18 Закона о компаниях, 2006 учредительные документы носят публичный характер и доступны для ознакомления любым лицам. В отличие от учредительных документов в обеих странах акционерные соглашения, являясь частноправовыми договорами, конфиденциальны.

Поскольку в Великобритании акционерные соглашения регулируются нормами контрактного права, то в отношении них действует принцип договорной связи (**privity of contract**), в соответствии с которым положения какого-либо договора обязательны только для лиц, которые его заключили. В российском законодательстве действует аналогичное правило (п.4 ст. 32.1. ФЗ РФ «Об акционерных обществах»). Таким образом, для обеих стран характерно то, что акционерные соглашения, вне зависимости заключены ли они всеми или некоторыми акционерами, налагают обязательства только на их участников и не становятся обязательными для компании, новых акционеров и третьих лиц. Однако в некоторых случаях вопреки принципу контрактного права положения акционерных соглашений подлежат обязательной регистрации.

Так статья 29 Закона о компаниях 2006 г. Великобритании (**Companies Act, 2006**) предусматривает возможность изменения акционерным соглашением, участниками которого являются все акционеры компании, положений учредительных документов, в частности устава компании, в том числе касающихся структуры компании, а также ограничения деятельности Совета директоров (в отличие от п. 2 ст. 67.2 ГК РФ). При этом ст. 30 Закона о компаниях, 2006 г. устанавливает обязательную подачу документов на регистрацию такого акционерного соглашения. Отсутствие регистрации является преступлением. В соответствии со ст. 17 Закона о компаниях 2006 г. зарегистрированные акционерные соглашения становятся наряду с уставом и учредительным договором учредительным документом компании и, следовательно, теряют конфиденциальный характер, а

в соответствующих частях приобретают обязательный характер не только для его сторон.

В отличие от английского права, Гражданский Кодекс Российской Федерации (далее – ГК РФ) устанавливает общее правило, в соответствии с которым участники хозяйственного общества, заключившие корпоративный договор обязаны уведомить общество о факте заключения корпоративного договора [2, с. 127]. При этом его содержание раскрывать не требуется. Но необходимо учитывать и тот факт, что акционерные соглашения по российскому праву, в отличие от английского, не могут определять структуру органов общества и их компетенцию.

Кроме того, в смысле обязательности в отношении третьих лицне акционеров компании, российский законодатель предоставляет акционерам возможность заключения квазикорпоративных договоров с кредиторами и иными третьими лицами (п. 9 ст. 67.2. ГК РФ).

Таким образом, очевидный на первый взгляд ответ на вопрос «кто может быть стороной акционерного соглашения?» вызывает сомнения. Например, возникает вопрос, может ли стороной акционерного соглашения быть сама компания? В российском праве такая возможность прямо не урегулирована законодательством, а судебная практика неоднородна и малочисленна. А вот в прецедентном праве Великобритании этот вопрос достаточно изучен: компания может быть стороной акционерного соглашения. При помощи акционерного соглашения акционеры могут прямо возлагать на компанию какие-либо обязанности. А компания, в свою очередь, имеет право требовать от акционеров, являющихся сторонами такого совместного акционерного соглашения, соблюдения его условий. По рассматриваемому вопросу внимания заслуживает прецедент **Russell v Northern Bank Development Corporation (1992)**.

В компанию Tyrone Brick Limited входило пять акционеров: четыре физических лица, в том числе акционер Расселл, и одно юридическое лицо – компания Northern Bank Development Corporation. Между компанией Tyrone Brick Limited и ее акционерами было заключено акционерное соглашение, пункт 3 которого предусматривал, что дополнительный акционерный капитал может быть выпущен только при наличии письменного согласия каждой стороны данного соглашения. В дальнейшем Совет директоров Tyrone Brick Limited предложил резолюцию об увеличении акционерного капитала. Акционер Расселл обратился в суд за выдачей судебного приказа, запрещающего участникам соглашения голосовать за резолюцию Совета директоров Tyrone Brick Limited, а также о признании пункта 3 акционерного соглашения действительным и обязательным для всех участников акционерного соглашения: для всех акционеров компании и для самой компании. Однако Суд первой инстанции признал пункт 3 акционерного соглашения недействительным в части ограничения прав компании, поскольку права компании по увеличению ее акционерного капитала, установленные законом, не могут быть

ограничены акционерным соглашением. Несмотря на то, что акционеры имеют право заключать акционерные соглашения и распоряжаться своими правами, предоставленными уставом, так, как они считают нужным, они не имеют права самостоятельно, путем заключения акционерного соглашения, присваивать полномочия, осуществление которых уставом возложено на Совет директоров, а Совет директоров, в свою очередь, не может осуществлять полномочия, возложенные уставом на Общее собрание акционеров (**Shaw (John) & Sons (Salford) Ltd. v. Shaw, 1935**) [1]. Апелляционный суд большинством голосов оставил решение Суда первой инстанции в силе, указав, что компания не имеет права лишать себя предоставленного ей законом права путем заключения акционерного соглашения. Кроме того, Апелляционный суд также указал, что неисполнимая часть акционерного соглашения (часть, которая предусматривала ограничение права компании по закону) была самостоятельной и отделимой от положений соглашения, касающихся только акционеров. В связи с этим, акционерное соглашение (исключительно между акционерами), одним из положений которого являлось голосование против принятия решения об увеличении акционерного капитала оставалось действительным и продолжало иметь исковую силу для его участников.

Для того чтобы избежать подобных споров, акционеры имеют право заключить акционерное соглашение о способе голосования по отдельным вопросам, касающимся решений компании, принятых ею в соответствии с законными правами, только между собой. Таким способом акционеры смогут косвенно влиять на неугодные им решения компании и отменять их, не лишая при этом компанию напрямую её законных прав. В научной литературе этот феномен называется «торжество формы над сутью» [2, с. 133]: хотя и можно категорически запретить компаниям отказываться от полномочий, предоставленных законом (форма), но эти полномочия фактически могут быть исключены акционерами путем внесения положений о порядке голосования в акционерные соглашения, заключенные между ними (суть). Кроме того, в соответствии со статьей 21 Закона о компаниях, 2006, акционеры имеют право вносить изменения в устав путем принятия решения квалифицированным большинством (**special resolution**).

Таким образом, несмотря на принадлежность к различным правовым семьям, законодательство России и судебная практика и законодательство Великобритании имеют в основном схожие подходы (безусловно, имеются и особенности) к регулированию природы акционерных соглашений, вопросов их конфиденциальности и субъектного состава. Кроме того, будучи продуктом английского прецедентного права, институт акционерных соглашений лучше разработан и имеет более подробное регулирование в английском праве.

References:

[1] Иванчак А.И. Гражданское право Российской Федерации: Общая часть. М.: Статут. 2016.
[2] Осипенко К.О. Договор об осуществлении прав участников хозяйственных обществ в российском и английском праве. М.: Инфотропик Медиа, 2016.
[3] Hamilton R.W. The Law of Corporations in a nutshell. Westgroup. St. Paul, 2000.

THE METHODOLOGY OF STUDYING THE CRIME SELF-DETERMINATION COEFFICIENT (ON THE EXAMPLE OF STATISTICAL INDICATORS OF THE RUSSIAN FEDERATION)

E. Bochkareva[1]

DOI: http://doi.org/10.15350/UK_6/8/6

Abstract
Based on the results obtained during the study, it was concluded that the crime rate is largely influenced by the number of investigated crimes committed by an organized group or criminal community, the number of corruption-related crimes investigated, the number of perpetrators sentenced to probation, the index of public trust in law enforcement agencies, the number of unsolved crimes, the number of previously convicted perpetrators, the number of registered crimes; to an average extent is influenced by the number of repeated crimes (crimes).

Key words: crime self-determination, statistics, crime self-determination coefficient, factor analysis, econometrics, criminology.

Crime self-determination is the process of generating by crime new socially dangerous acts prohibited by criminal law. In this case, the process of self-determination can be expressed in the following forms, conditionally divided into two groups: having a direct self-determining effect and having an indirect self-determining effect. The first group includes the commission of auxiliary crimes, the organized groups, recidivism, corruption, professional crime, penitentiary crime. The second group includes latent crime, unsolved crime, shadow justice, a special psychology of society, and criminal anti-culture.

Undoubtedly, crime self-determination is an example of the criminalization of society at the present stage of its development.

The study of the criminalization of society indicators and their assessment allows to develop effective ways to prevent crime to further minimize it.

The criminalization of social relations is characterized by a number of characteristics, some of which are quantitative, qualitative indicators of crime, as well as indicators of a statistical relationship. The quantitative indicators include the state of crime, crime rate, crime dynamics, the consequences of crime. Qualitative indicators of crime are expressed in its structure and character. The indicators of the statistical relationship are

[1]Elena BOCHKAREVA, postgraduate student of the Department of Criminology and penal law Moscow State Law University of O.E. Kutafin (MSAL), Russia.

represented by the indicators of determination, self-determination, coefficient of the equation of multiple regression, coefficient of multiple correlation, Fisher criterion.

To study crime self-determination, a factor analysis of crime and its self-determining phenomena was carried out. In so doing, the impact of various socio-economic indicators on the level of registered crime in the country was considered.

A registered crime is a socially dangerous deed identified and officially registered under criminal law. The number of convicts includes perpetrators who have been sentenced by the courts. Registered crimes include offences against the person, economic crimes, crimes against public safety and public order, crimes against state power, crimes against military service, crimes against the peace and security of mankind.

More clearly the dynamics of crime can be illustrated in the form of a chart (refer to the Chart 1).

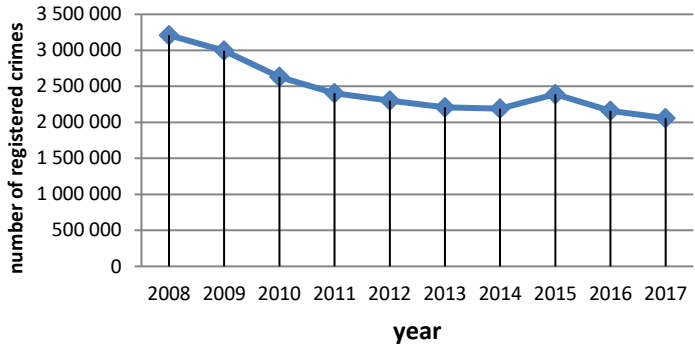


Chart 1.The dynamics of crime in the Russian Federation in 2008-2017

To calculate the factor analysis the indicators presented in the Table 1 were taken as a basis.

Table 1. Socio-economic indicators in Russia in 2008-2017

year	X_1	X_2	X_3	X_4	X_5	X_6	X_7	y
2008	36601	150000	521552	386551	-31	1496417	286871	3209862
2009	31643	174000	531798	362467	-29	1343869	287728	2994820
2010	22251	36773	530742	329040	-26	1197822	277619	2628799
2011	17691	40407	533487	299676	-24	1092961	263116	2404807
2012	18016	49513	583247	242530	-21	1049389	259115	2302168
2013	17266	42506	613779	223553	-18	967998	250488	2206249
2014	13771	32204	635551	220605	-15	1005550	241131	2190578
2015	13735	32455	688817	187992	-13	1133770	234663	2388476
2016	12581	32924	674935	100277	-12	970293	218454	2160063
2017	13232	29634	650565	189935	- 10	940675	231754	2058476

where:

x_1 – the number of investigated crimes committed by an organized group or a criminal community (crimes);

x_2 – the number of corruption-related crimes investigated (crimes);

x_3 – the number of repeated crimes (crimes);

x_4 – the number of perpetrators sentenced to probation (perpetrators);

x_5 – the index of public trust in law enforcement agencies;

x_6 – the number of unsolved crimes (crimes);

x_7 – the number of previously convicted perpetrators (criminal relapse) (perpetrators);

y – the number of registered crimes (crimes).

The degree of influence of all variables on the result is estimated by the coefficient of multiple correlation (R), which can take values between 0 and 1.

Therefore, R cannot be used to interpret the direction of relationship. The denser the actual values of y_i are located relative to the regression line, the smaller the residual variance and, therefore, the larger the value of $R_{y(x1,...,xm)}$.

Thus, if the value of R is close to 1, the regression equation describes the actual data better, and the variables have a greater effect on the result. When the value of R is close to 0, the regression equation poorly describes the actual data, and the variables have little impact on the result.

The calculation of the correlation coefficient should be performed using the known values of linear coefficients of pair correlation and β-coefficients.

$$R = \sqrt{\sum r_{yxi}\beta_{yxi}} =$$

$$R = \sqrt{0{,}968 \cdot 0{,}103 + 0{,}887 \cdot 0{,}0895 + (-0{,}737) \cdot (-0{,}00252) + 0{,}863 \cdot (-0{,}119) + (-0{,}884) \cdot (-0{,}129) + 0{,}992 \cdot 0{,}739 + 0{,}863 \cdot 0{,}0828} =$$

$$= \sqrt{0{,}997} = 0{,}998$$

The model determination coefficient of the dependence of the random variable y on the variable x is determined by the formula:

$$R^2 = 1 - \frac{V(y|x)}{V(y)} = 1 - \frac{\sigma^2}{\sigma_y^2}$$

$R^2 = 0.997$

The assessment of the significance of the multiple regression equation is carried out by testing the hypothesis of zero equality coefficient of determination calculated according to the population: R^2 or $b_1 = b_2 = ... = b_m = 0$ (the hypothesis of insignificance of the regression equation calculated according to the population).

To test it, we use Fisher's F-test.

In this case, the actual (observable) value of the F-criterion is calculated through the coefficient of determination R^2, calculated from the data of a specific observation.

According to the Fisher-Snedocor distribution tables, the critical value of the F-criterion (Fcr) is found. To do this, set the level of significance α (usually it is taken equal to 0.05) and two degrees of freedom k_1 = m and k_2 = n-m-1.

F-statistic. Fisher criterion.

$$R^2 = 1 - \frac{s_e^2}{\sum (y_i - \overline{y})^2} = 1 - \frac{1.0933859994512E+20}{1297742683243.6} = 1$$

Next, we check the hypothesis of general significance - the hypothesis of simultaneous equality to zero of all regression coefficients with explanatory variables:

H_0: $R^2 = 0$; $\beta_1 = \beta_2 = ... = \beta_m = 0$.

H_1: $R^2 \neq 0$.

Testing of this hypothesis is carried out using F-statistics of Fisher distribution (right-hand).

If $F < F_{kp} = F_{\alpha; n-m-1}$, there is no reason to reject the hypothesis H_0.

$$F = \frac{R^2}{1-R^2} \frac{n-m-1}{m} = \frac{1}{1-1} \frac{10-7-1}{7} = 0$$

Tabular value with degrees of freedom k_1 = 7 and k_2 = n-m-1 = 10 - 7 - 1 = 2, Fkp (7;2) = 99.36

Since the actual value of F <Fkp, the determination coefficient is not statistically significant and the regression equation is statistically unreliable (the combined insignificance of the coefficients at variables x_i is confirmed).

Also, as a result of calculations, a multiple regression equation was obtained:

$Y = 421200.3634 - 798.3803X_1 + 350.0494X_2 - 1809.2019X_3 - 2731.6327X_4 + 24017.9654X_5 + 1279.6672X_6 + 14186.1326X_7$.

Economic interpretation of model parameters is possible:

- an increase of X_1 by 1 unit leads to a decrease in Y by an average of 798.38 units;
- an increase of X_2 by 1 unit leads to an increase in Y by an average of 350.049 units;
- an increase of X_3 by 1 unit leads to a decrease in Y by an average of 1809.202 units;
- an increase of X_4 by 1 unit leads to a decrease in Y by an average of 2731.633 units;
- an increase of X_5 by 1 unit leads to an increase in Y by an average of 24017.965 units;
- an increase of X_6 by 1 unit leads to an increase in Y by an average of 1279.667 units;
- an increase of X_7 by 1 unit leads to an increase in Y by an average of 14186.133 units.

By the maximum coefficient β_6 = 0.715, it should be concluded that factor X_6 has the greatest influence on the result of y.

It seems necessary to consider the determination coefficients of each factor separately. Commonly, giving an interpretation of the determination coefficient, it is expressed as a percentage.

R^2_{x1}= 0.9361

i.e. in 93.61% cases changes of x result in an alteration of y (regression equation determination accuracy – high).

R^2_{x2}= 0.7866

i.e. in 78.66% cases changes of x result in an alteration of y (regression equation determination accuracy – high).

R^2_{x3}= 0.5437

i.e. in 54.37% cases changes of x result in an alteration of y (regression equation determination accuracy – average).

R^2_{x4}= 0.7454

i.e. in 74.54% cases changes of x result in an alteration of y (regression equation determination accuracy – high).

R^2_{x5}=0.7122

i.e. in 71.22% cases changes of x result in an alteration of y (regression equation determination accuracy – high).

R^2_{x6}= 0.9833

i.e. in 98.33% cases changes of x result in an alteration of y (regression equation determination accuracy – high).

R^2_{x7}= 0.7443

i.e. in 74.43% cases changes of x result in an alteration of y (regression equation determination accuracy– high).

Thus, the crime rate is influenced to a greater extent by the number of investigated crimes committed by an organized group or criminal community, the number of corruption-related crimes investigated, the number of perpetrators sentenced to probation, the index of public trust in law enforcement agencies, the number of unsolved crimes, the number of previously convicted perpetrators, the number of registered crimes; to an average extent the crime rate is influenced by number of repeated crimes (crimes).

References:

[1] Eliseeva I.I. Workshop on the General Theory of Statistics: studies. allowance / I.I. Eliseeva, N.A. Flud, M.M. Yuzbashev. Moscow: Finance and Statistics, 2008. - 512 p.
[2] Criminology / Under total. A. I. Debt. Moscow: Norma, 2010. - 912 p.
[3] Criminology: A textbook for universities / ed. prof. V.D. Malkova. Moscow: Yustitsinform, 2011. - 528 p.
[4] Kudryavtsev V.N., Eminov V.E. Criminology. Moscow: Norma, 2009. - 800 p.

SOCIAL SCIENCE

MODERN PEDAGOGICAL TECHNOLOGIES AS THE MEANS OF FORMING STUDENTS' KEY PROFESSIONAL COMPETENCE

N. Panchenko[1]

DOI: http://doi.org/10.15350/UK_6/8/7

Abstract
The essence of modern studying process is in renovation of study content, creating an educational surrounding that contributes to develop students' creative and critical thinking, experience in research activity, to be able to enlarge knowledge independently, to orient oneself in impetuous flow of information. Only a competent teacher can solve modern and perspective aims of education. Innovation technologies of forming key professional competences are considered in the given article.

Key words: pedagogical technology, key competence, supra-professional competence, modern educational technologies, topsy-turvy class, didactic many-sided technology, technology of graphic coding.

Перед современным образованием стоит ряд задач, одна из которых – развитие ключевых компетенций, определяющих современное содержание образования. Под ключевыми компетенциями здесь понимается целостная система универсальных знаний, умений, навыков, а также опыт самостоятельной деятельности и личной ответственности обучающихся. Такой подход требует от педагога четкого понимания того, какие универсальные качества личности необходимы выпускнику школы в его дальнейшей деятельности.

Стоит отметить, что при ознакомлении с какой-либо профессией, всегда есть перечень требуемых навыков и умений, необходимых в любой профессии, эти навыки и умения называются надпрофессиональными компетенциями.

Овладение такими навыками позволяет работнику повысить эффективность профессиональной деятельности в своей отрасли, а также дает возможность переходить между отраслями, сохраняя свою востребованность. Надпрофессиональные навыки, которые

[1]Natalia PANCHENKO, deputy Director of the Municipal Budgetary Educational Institution of the Secondary School № 1, Krasnodar Region, Timashevsk, Russia.

были отмечены работодателями как наиболее важные для работников будущего, представлены в Атласе новых профессий: системное мышление, межотраслевая коммуникация, управление проектами и процессами, работа с ИТ-системами, клиентоориентированность, работа с людьми и работа в команде, работа в условиях неопределенности, мультикультурность и открытость, коммуникация.

Сущность современного образовательного процесса заключается в обновлении содержания обучения, создании образовательной среды, способствующей развитию у обучающихся творческого и критического мышления, опыта учебно-исследовательской деятельности, формированию умений самостоятельно пополнять знания, ориентироваться в стремительном потоке информации. В связи с этим ключевое значение для деятельности общеобразовательных учреждений в условиях реализации ФГОС имеют современные педагогические технологии для развития надпрофессиональных компетенций.

Научить всему невозможно, вложить в головы детей важнейшие достижения различных наук – не в силах преподавателей. Поэтому так актуальны сегодня **современные образовательные технологии**, которые направлены на организацию деятельности учащихся, на развитие через эту деятельность их умений, качеств, компетенций. К инновационным технологиям обучения относят:

- дидактическую многомерную технологию;
- «перевернутый класс»;
-технологию графического сгущения;

Это принципиально новые способы, методы взаимодействия преподавателей и учащихся, обеспечивающие эффективное достижение результата педагогической деятельности в сфере образования и воспитания.

Компьютерные технологии обрушивают на учащегося все увеличивающийся объем материала, тестирование вынуждает перемещать акцент в обучении на запоминание учебного материала.

Выходом из данной ситуации может быть применение дидактической многомерной технологии.

Главная цель введения дидактической многомерной технологии – снизить трудоемкость и повысить эффективность деятельности учителя и деятельности ученика за счет использования многомерных дидактических инструментов.

Дидактическая многомерная технология дает наглядное и системное представление знаний в компактной и универсальной форме с помощью ключевых слов, позволяет решить целый ряд важнейших задач: соединяет отдельные параграфы учебников в укрупненные темы; логически выстраивает материал, дает возможность правильно отобрать информацию; позволяет выделить причинно-следственные связи; выделяет основные термины и понятия, развивает предметную речь учащихся; вооружает ученика и учителя необходимым инструментарием; соединение вербального и визуального

каналов информации приводит к резкому повышению усвояемости материала.

Таким образом, дидактические многомерные инструменты позволяют видеть весь предмет, тему в обобщенной форме и каждую часть, каждый существенный элемент отдельно.

Следующая инновационная технология – **«Перевернутый класс».** «Перевернутый класс» – это инновационный сценарий обучения. Его отличие от традиционного сценария заключается в том, что теоретический материал изучается самостоятельно до начала урока (как правило, посредством информационных и коммуникационных технологий: видеолекции, аудиолекции, интерактивные материалы и т. п.), а высвобожденное время на уроке направлено на решение проблем, сотрудничество, взаимодействие с учениками, применение знаний и умений в новой ситуации и на создание учениками нового учебного продукта.

Основное преимущество перевернутого класса заключается в такой организации учебной работы, при которой:

– поддерживается развитие качеств и умений XXI века, таких как сотрудничество, творческий подход, способность решать проблемы, самостоятельность, грамотность в области информационно-коммуникационных технологий (ИКТ);

– обеспечивается возможность для поддержки развития каждого учащегося.

Таким образом, можно выделить несколько главных компонентов, которые нужно учесть при подготовке урока по сценарию «перевернутого» класса: объем необходимых знаний, который должны получить учащиеся. Причем лучше всего разделить эти знания на две группы: в первую группу войдут те знания, которые будут переданы непосредственно при помощи видеолекций учителя, а во вторую группу те, которые ученики получат в ходе самостоятельной практической деятельности.

На уроке происходит закрепление изученного и актуализация полученных знаний, которая может проходить в формате семинара, ролевой игры, проектной деятельности и других интерактивных формах. Эту форму часто сравнивают с решением домашнего задания в классе (отсюда и метафора «перевернутого класса»).

Использование данной модели позволяет уйти от фронтальной формы работы в классе и реализовать интерактивные формы работы на уроке, а учебная дистанционная среда даёт возможность учителю сразу же проверить понимание нового материала учащимися. Для этого достаточно создать соответствующие задания и загрузить их в дистанционную оболочку или разместить в сети Интернет.

Информация об успешности освоения дома нового материала каждым учеником позволяет учителю оперативно скорректировать сценарий урока. Например, учитель может организовать игру для учеников, которые успешно освоили новый материал, и в это время

поработать с группой учащихся, которые не ознакомились с новым материалом дома или не разобрались в нём.

Реализация технологии "Перевернутый класс" позволяет:

• сократить время на объяснение материала за счет домашнего знакомства с теорией;

• осуществить индивидуальный подход за счет того, что усваивать теорию каждый ученик может в своем темпе; есть возможность многократно к ней вернуться;

• использовать на уроке деятельностный подход;

• работать дифференцировано с обучающимися.

Технология графического сгущения учебной информации

Учеными уже давно доказан тот факт, что человек более 80 % информации воспринимает визуально. Казалось бы, клиповое мышление, о котором сегодня говорят психологи, должно было обусловить «прозрение» современного человека, однако практика показывает, что всё это привело к возникновению своеобразного «визуального хаоса». В последнее время даже возникает такой термин, как «мозаичная культура» - культура, которая «воспринимается человеком почти непроизвольно, в виде кусочков, выхватываемых из омывающего человека потока сообщений». Причем отрицается ценностное значение визуального образа, основанного на переживание личностного смысла.

Иными словами, информационная насыщенность не привела к усвоению учебной информации. Поэтому необходимы такие средства обучения, которые способствовали бы работе с большим объемом информации.

По данным психологов, новая информация усваивается и запоминает лучше тогда, когда знания и умения «запечатлеваются» в системе визуально-пространственной памяти, следовательно, представление учебного материала в структурированном виде позволяет быстрее и качественнее усваивать новые системы понятий, способы действий.

Реальная жизнь требует использование таких технологий, которые способствовали бы преодолению «визуального хаоса» и позволили бы решить целый ряд педагогических задач:

•обеспечение интенсификации обучения,

•активизация учебной и познавательной деятельности,

• формирование и развитие критического и визуального мышления, зрительного восприятия, образного представления знаний и учебных действий,

•передача знаний и распознавания образов,

• повышение визуальной грамотности и визуальной культуры.

Эти задачи способна «решить» технология **графического сгущения учебной информации**. Задача педагога сделать простым и понятным материал, с тем, чтобы большее количество информации

было усвоено за меньший промежуток времени, так как путь простого увеличения количества учебного времени давно исчерпан. Другими словами, задача сводится к интенсификации процесса обучения, увеличению «плотности», «насыщенности», «концентрации» учебного времени. Эта задача связана с необходимостью сгустить (уплотнить, сжать) учебную информацию».

Процесс графического уплотнения учебных знаний, состоит из трех этапов-уровней: кодирования знаний, укрупнения (ранее закодированного), структурирования (ранее укрупненного).

На первом этапе происходит осмысление содержания преподаваемого материала: выявляются основные дидактические единицы, а затем учебный материал кодируется. Под кодированием учебной информации понимают процесс сокращенной записи отдельных понятий, определений, фактов, явлений, величин и т.д. при помощи определенных знаковых, рисуночных или цветовых кодов.

Под укрупнением закодированного материала понимают нахождение общих и различных черт, выделение взаимосвязей (логических, ассоциативных, формальных и т.п.) между ними, сплочение информации в единое целое в виде мнемонических или логических средств укрупнения. Материал, организованный каким-либо способом (визуально, семантически или путем классификации) запоминается и воспроизводится гораздо легче, чем неорганизованный материал.

Под структурированием укрупненного материала понимают создание крупноблочных графических опор, таких как блок-схемы, граф-схемы, логико-смысловые модели. Учебному материалу придается целостная форма, которая позволяет с наибольшим эффектом усваивать данную информацию.

Для эффективного использования схем, обучающиеся должны владеть навыкам анализа, синтеза, сравнения. В отличие от обычных графически выполненных схематических рисунков, широко используемых в обучении, граф-схемы представляют собой качественно новое средство, позволяющее определить поток словесных рассуждений в виде логических отношений и связей между его отдельными элементами. Граф-схему можно охватить одновременно («единым взором») в отличие от словесного текста, который воспринимается только при последовательном чтении.

Граф-схемы способствуют освобождению от второстепенных сведений, нерационального расположения теоретического материала, исключают разрозненность учебного материала, обеспечивают обобщение и систематизацию, устраняют перегрузки, экономят учебное время.

Граф-схема подключает неиспользованные резервы мышления, а именно - создаёт символический и словесный образы в пределах одного восприятия, что означает двустороннюю перекодировку информации между правополушарными и левополушарными механизмами

памяти и мышления. В большинстве видов человеческой деятельности преобладает функционирование или левого, или правого полушария мозга. Поэтому процесс обучения должен строиться с учётом индивидуально-психологических особенностей личности, что необходимо для более глубокого усвоения изучаемого материала.

Использование графических схем позволяет учащимся выявлять логические отношения и взаимосвязи между этапами рассуждений, учит планировать свою деятельность, развивает наблюдательность и самостоятельность.

При составлении опорных схем и опорных конспектов, необходимо учитывать следующие основные требования к изображаемой информации: лаконичность (краткость и четкость изложения); емкость (краткость и содержательность изложения); ассоциативность (установление сходства и различия между представлениями), структурность (стройность, связность крупных блоков); смысловой акцент (оригинальное расположение символов; отделение одного блока от другого при помощи специальных фигур, обводок и т.д.; цветовое решение); понятность, доступность воспроизведения.

В хорошей символической схеме учебный материал «упакован» так, что в устном его озвучивании можно многократно варьировать отдельными частями схемы. Вариативное синонимическое повторение позволяет раскрыть учебный материал с разных сторон, держа в памяти всю его целостность и внутреннюю стройность. При этом должны быть как вербально, так и визуально выделены главные и вспомогательные информационные единицы схемы.

Следует учитывать, что при уплотнении учебного материала прочность усвоения достигается при подаче учебной информации одновременно на четырех кодах: рисуночном, числовом, символическом и словесном, что способствует развитию определенных профессиональных компетенций студентов.

Таким образом, «сжатие» и «раскодирование» учебной информации в рамках технологии графического сгущения учебной информации технологически могут быть достигнуты разными методическими приемами. Эти приемы можно использовать на разных этапах урока. Важно помнить, что данные приемы не самоцель, а средство достижения результата. Они способствуют не только умению работать с большим объемом информации, но и умению порождать новые визуальные образы и их вербализации.

На сегодняшний день существует достаточно большое количество педагогических технологий обучения, как традиционных, так и инновационных. Нельзя сказать, что какая-то из них лучше, а другая хуже, или для достижения положительных результатов надо использовать только эту и никакую больше.

На мой взгляд, выбор той или иной технологии зависит от многих факторов: контингента учащихся, их возраста, уровня подготовленности, темы занятия и т.д.

И самым оптимальным вариантом является использование смеси этих технологий. Так учебный процесс в большинстве своем представляет классно-урочную систему. Это позволяет вести работу согласно расписания, в определенной аудитории, с определенной постоянной группой учащихся.

Современный урок с использованием инновационных педагогических технологий должен способствовать личностному росту ученика. В ходе урока необходимо дать возможность каждому ученику обрести себя, дать возможность для творческого роста и развития, обеспечить успех в усвоении учебного материала, создать условия для *формирования надпрофессиональных компетенций.*

References:

[1] Зимняя, И.А. Ключевые компетентности как результативно-целевая основа компетентностного подхода в образовании [Текст] / И. А. Зимняя. Авторская версия. – М.: Исследовательский центр проблем качества подготовки специалистов, 2004.
[2] Современные системы и технологии обучения. Сборник материалов областной научно-практической конференции. - Тамбов: ТОИПКРО, 2004. - 178 с.
[3] Штейнберг В.Э. Дидактические многомерные инструменты: теория, методика, практика (монография). — М.: Народное образование, 2002.
[4] Хуторской, А. В. Ключевые компетенции как компонент личностно-ориентированной парадигмы образования [Текст] / А. В. Хуторской // Ученик в обновляющейся школе. Сборник научных трудов. М., 2002. С. 157.
[5] Хуторской, А. В. Методика личностно-ориентированного обучения. Как обучать всех по-разному? : пособие для учителя / А. В. Хуторской. – М. : Изд-во ВЛАДОС-ПРЕСС, 2005. – 383 с.

FORMATION OF COMMUNICATIVE CULTURE OF ESP STUDENTS FOR PROFESSIONAL TRAINING

S. Mukhamedjanova[1]

DOI: http://doi.org/10.15350/UK_6/8/8

Abstract
In the article, the author discusses the specialist training is a process, the purpose of which is the professional readiness of a specialist. In addition to the purpose, in the preparation process are analyzed: the structure that forms its activities, stages and forms of organization, training principles and methods.

Key words: communication, culture, teacher, students, communicative culture, subject, object, exercises, testing, training, ability.

The process of formation of communicative culture exists within the pedagogical process, which is defined as the realization of the purpose of education and upbringing in the conditions of systems in which the interaction of educators and students (subject — object) of upbringing is organized. Among the elements of the pedagogical process are: its purpose, content, forms and methods of training, as well as its results. This allows us to consider the process of formation of communicative culture through the description of the elements that make up it.

As for some studies of the process, concerning the problems of professional and pedagogical formation, there are attempts to replace the concept of "training process" with the concept of "readiness for the pedagogical process".

In my opinion, these approaches can be justified only when it comes to the structure of training, as readiness for the teaching profession reflects all the components of the training process.

Consequently, the result of the preparation process is readiness as a stable characteristic of the individual.

Communicative activity, like any other, in the prism of personal approach is reflected in the motivational sphere of the subject, the content of communicative activities and skills that allow to carry out this activity. Training includes not only the activities of the teacher and the student, forming the learning process, but also the independent activity of the subject, self-learning, learning by the subject of experience through analysis, reflection and transformation of the sphere of activity in which it is included. Thus, at each stage of preparation, there is a predominant activity that needs to be intensified.

[1]Sitorabegim MUKHAMEDJANOVA, researcher, Bukhara Engineering - Technological Institute, Uzbekistan.

The motivational aspect of the training process is formed as a result of targeted training, the success of which largely depends on the state of the individual, her motives and desires of the subject. The content aspect is formed as a result of training and is an activity for the assimilation and transfer of knowledge. The practical aspect is carried out both in the learning process and in the individual creative activity of the subject. At the same time, the independent creative activity of the subject is based on the formed motives, the system of necessary knowledge, the availability of practical skills and assumes activity on the basis of creative self-realization in communicative activity.

Thus, the process of preparing students for the formation of communicative culture is considered as a process that results in improving the communicative culture of future teachers. Communicative culture is a condition for the formation of a professional. The process of formation of communicative culture of students has a number of features that characterize the pedagogical process. Among them are the followings:

- differentiation;
- expediency;
- phased organization and consistency.

Formation of communicative culture of students is one of the main conditions of the process of education. Based on the fact that the communicative culture characterizes the quality of communicative activity, it is necessary to pay special attention to this process in the system of becoming a specialist. Preparation for professional activity involves the formation of structural components of communicative culture in different aspects: motivational and value, meaningful and practical.

Phased organization of training involves setting goals at each stage of preparation. During the seminars, issues that require deep theoretical understanding are discussed. Classes, built in this way, contribute to the manifestation of independence of students in the study of certain theoretical issues.

Practical work of students is a professional activity during practice. Students are encouraged to self-analyze and improve this activity.

The main methods in the process of formation of students ' communicative culture are: discussion, observation, conversation, situation modeling, problem solving, exercises, role-playing games, testing, etc.

So, in the considered process of formation of communicative culture of students it is necessary to allocate the following points: 1) carried out within the pedagogical process of formation of communicative culture of students has the following features: expediency, integrity, differentiation, consistency and stages of the organization; 2) the result of formation of communicative culture of students is their professional readiness to use these elements in their professional activities; 3) the peculiarity of students' communicative culture as a quality of communicative activity determines the organization of the process of preparing students for the formation of their communicative culture and allows us to consider this process in three aspects: motivational-value, content and practical.

This work has shown that in any activity such personality traits as sociability and communicative competence, communicative culture, which have become professionally personal qualities, can ensure the productivity of communication. A teacher with a low level of sociability, lack of emotional culture, with poorly formed communicative skills, manifested in a low culture of communication and professional culture, is not able to create a cultural and developmental potential of the environment that affects the personality of students, their cognitive motivation.

Successful management of pedagogical communication requires skills in the distribution of attention and maintaining its stability; the ability to choose in relation to the audience and individual students the most appropriate way of behavior and treatment, which would ensure the readiness of students to perceive information, helping to remove the psychological barrier of age and experience, bringing the teacher to the student; the ability to analyze the actions of pupils, to see their motives, which they are guided by, to determine their behavior in different situations, creating an experience of emotional experiences, providing an atmosphere of well-being in the group.

References:

[1] Passov E.I. Communicative foreign language education: preparing for a dialogue of cultures: a guide for teachers. Minsk, 2003. 61-64 pp.
[2] Grusheviskaya T.G., Popkov V.D., Sadokhin A.P., Basics of intercultural communication: textbook for universities/ Ed. A. P. Sadokhin A.P.-M.: UNITY DANA, 2002. – 354 pp.
[3] Sapegina T.A. Adaptation of students to factors of professional educational environment / Sapegina T. A., Olkhovskaya E. B. // Pedagogical journal № 6.
[4] Mosow, 2011. 59-63 pp.

TECHNIQUE OF APPLICATION OF INTERACTIVE TEACHING METHODS IN THE DEVELOPMENT OF ECONOMIC THINKING AMONG STUDENTS

N. Sayfullaeva[1]

DOI: http://doi.org/10.15350/UK_6/8/9

Abstract
The article deals with the experience of using in the educational process of a higher educational institution one of the interactive teaching methods - role-playing game that promotes the enhancement of civic activity among students, the activation of students' cognitive activity and their creative activity, the development of research capabilities based on real and virtual experiments and their orientation to collective forms of work.Also, the importance of using this methodology is substantiated in order to better assimilate difficult economic categories for students and to form a holistic economic thinking among students both in economic and non-economic fields.

Key words: learning, interactive method, role, play, macroeconomics, Keynesian equilibrium model, Keynesian theory.

В ряду экономических дисциплин, изучаемых студентами бакалавриата экономического профиля, предмет «Макроэкономика» занимает особое положение, обусловленное тем, что, как наука, она базируется *на* сложных, многокомпонентных, абстрактных моделях экономических закономерностей, охватывающих всю экономику страны в целом.

Макроэкономика – отрасль экономической науки, изучающая поведение экономики как единого целого с точки зрения обеспечения условий устойчивого экономического роста, полной занятости ресурсов, минимизации уровня инфляции и равновесия платёжного баланса (1).

По своей сути макроэкономика выстраивает логическую цепочку причинно-следственных связей всех процессов, происходящих в общественно-политической жизни страны, но при этом инструментарий анализа представляет собой абстрактные математические модели, основывающиеся на допущениях и предполагаемых константах. Это создаёт определённые противоречия, так как в реальной жизни очень сложно оценить взаимное влияние всех переменных, исходя из базовых положений определённой макроэкономической модели. Таким образом, жизнь общества изменяется стремительно и

[1]Nigora SAYFULLAEVA, researcher, Bukhara State University, Bukhara, Uzbekistan.

многогранно, а макроэкономические модели, изучаемые студентами, превращаются в совокупность формул и графиков, смысл которых выше понимания среднестатистического студента. Главная задача преподавателя, я думаю, заключается в том, чтобы сформировать такую образовательную среду, которая способствовала бы гармоничному встраиванию изучаемого материала в реалии сегодняшнего дня.

Одним из центральных вопросов, изучаемых в курсе макроэкономики, является дискуссия о том, должно ли государство вмешиваться в экономику и проводить стабилизационную политику, либо рыночная экономика является саморегулирующейся системой с встроенными в неё механизмами автоматического регулирования. Эта полемика находит своё отражение в исследованиях теоретиков неоклассической школы и выдающегося английского экономиста Джона Мейнарда Кейнса.

В целях воссоздания конкретных исторических условий, предшествующих созданию известной «Кейнсианской модели равновесия» была апробирована одна из интерактивных методик обучения – ролевая игра.

Ролевая игра – это одна из активных форм организации учебной деятельности, котораяпозволяет обучаться на собственном опытепутём специально организованного и регулируемого «проживания» жизненной и профессиональной ситуации.

Сценарий ролевой игры был сочинён самим преподавателем.

В сценарии все действующие лица соответствовали студентам именно той группы, где проводилось занятие, то есть роли были практически у всех. По сценарию студенты виртуально отправляются в эпоху Великой депрессии в США, для того, чтобы вернуться в настоящее, они должны выполнить практические задания по теме. Смысл заключается в том, чтобы усилиями самих студентов воссоздать те исторические условия, в которых возникла Кейнсианская теория, и найти параллели с современным экономическим кризисом.

Цель преподавателя в данном случае заключается в том, чтобы упростить для аудитории сложный учебный материал, облегчив его восприятие и максимизировав при этом активность самих студентов. В ходе выполнения заданий студенты разделяются на группы, соревнуются, кто больше получит баллов, а наградой за каждое задание служит кусочек мозаики с изображением учёного-экономиста. Студенты должны собрать все кусочки, сложить портрет и угадать, кто из известных экономистов там изображён. Команда-победитель получает макет книги Кейнса, в которой излагается его теория. Главное условие заключается в том, что студенты сами находят материалы для демонстрации своей роли. Работа преподавателя заключается в том, чтобы просматривать собранные студентами материалы и сформировать на их основе целостный материал, рассчитанный

точно на одно занятие. Занятие сопровождается слайдами с изображениями реалий того времени, так что студенты эмоционально погружаются в ту эпоху.

Особого внимания заслуживает то, что в рамках ролевой игры студенты, вживаясь в свои роли, по-иному подходят к выполнению заданий, а соревновательный характер действий студентов способствует реализации основных принципов обучения: принципа активности и сознательности, принципа проблемности, принципа единства образовательных, развивающих и воспитательных функций обучения.

Таким образом, ролевая игра преобразует процесс обучения в творческую лабораторию самообразования.

Сценарий ролевой игры на тему: «Кейнсианская модель равновесия»

Путешествие на машине времени

В одном из ведущих ВУЗов страны училась группа студентов. Однажды они сидели в библиотеке. Все работали над курсовой работой, только два студента никак не могли приступить к делу. Одного звали Новатор, а другого – Традиционалист. Новатору предстояло выполнить работу на тему: «Обоснование государственного вмешательства в экономику», а Традиционалист готовил работу на тему: «Капитализм и несовершенство рынка».

Вместо того чтобы заняться делом, Новатор читал книгу «Алиса в стране чудес» из сайта художественной литературы, а Традиционалист увлечённо погрузился в социальные сети Интернета. Неожиданно Новатор оторвался от монитора и воскликнул: «Вот бы и мне попасть в страну чудес, столько превращений за один день и никаких тебе самостоятельных работ! Просто класс!» «Ну, вот ещё» - отозвался Традиционалист. - «То ты маленький, то ты большой, и какой интерес от начала и до конца действия гоняться за белым кроликом? А вот если бы попасть в какую-нибудь историческую эпоху и своими глазами увидеть, как происходили важные события на самом деле, вот это действительно круто!»

Не успел он этого промолвить, как вдруг на мониторе компьютера появились помехи, и открылась страница незнакомого сайта. Традиционалист машинально взглянул на адресную строку и поразился: там было написано: www.mashina_vremeni.com. Посмотри сюда, Новатор, тут какой-то новый сайт. Новатор обернулся к Традиционалисту и сказал: «Да просто, наверное, какие-нибудь технические новшества. Хотя, смотри, тут кнопка «Старт», давай попробуем». Новатор нажал кнопку «Старт» и вдруг пространство вокруг них изменилось.

Пропали стены библиотеки, в которой они сидели вместе со своей группой, и они оказались в каком-то межвременном пространстве. Рядом с ними появилось облачко, из которого вышел старец. Он ска-

зал: «Добро пожаловать в бесплатную службу сервиса услуг по перемещению во времени. Я ваш проводник во времени. В какую историческую эпоху вы бы хотели отправиться?» Ошеломлённые студенты не знали, что и подумать. И тут Новатор говорит: «А давайте отправимся в будущее!», на что Проводник ответил: «Путешествие в будущее невозможно, потому что это разрушит матрицу временного потока. Можно путешествовать только в прошлое. Главное условие – быть только наблюдателями, не обращаться ни к кому, не вмешиваться ни в какие события. Если вы нарушите это условие, то не сможете вернуться обратно». «А телефоны можно с собой взять?» - спросил Телефономан, «Можно» - ответил Проводник, - но вам они не пригодятся». «Почему?» - тревожно спросил Засоня. «В прошлых эпохах нет зарядных устройств» – ехидно ответил Проводник. «Так куда же вы желаете направиться?» Тут, естественным образом, разгорелись жаркие споры о том, куда направиться. «Давайте отправимся на первый показ мод Коко Шанель? На это точно стоит посмотреть!» - воскликнула Душечка. «Тебе бы только за модой гоняться. Уже шкаф от вещей не закрывается, и всё тебе мало», - возразила её подруга Актриса. Она считала, что все роли ей подвластны и мечтала сыграть Клеопатру. Давайте отправимся в древние времена. «Точно» - согласилась с ними Всезнайка. Она была нестандартной личностью, всегда искала ответы на вопросы, которые никому и в голову не придут. Например, чем мыли голову до того, как появился шампунь, или как дамы в бальных платьях с кринолинами посещали туалет. Проводник сказал: «Учтите, что направиться в прошлое вы можете только для того, чтобы выполнить свои курсовые работы». У всех присутствующих вытянулись лица. «В таком случае мы отправляемся во времена Мирового кризиса 1929-1933 годов!» воскликнул Новатор, а так как эта эпоха как раз соответствовала теме его работы, вся группа как по мановению волшебной палочки переместилась во время Великой депрессии. «Это же тема и моей работы» - удивился Философ.

Тут Философ описывает Великую депрессию.

«О, какие страдания выпали на долю этих несчастных людей» - воскликнула Актриса. Традиционалист сказал: «Послушайте, мы же будущие экономисты. Давайте поможем им. Из истории известно, что кризис будет продолжаться до 1933 года. Скажем им об этом». Они подошли к группе отчаявшихся людей и только собрались к ним обратиться, как перед ними всё померкло, пространство заволоклось туманом, из которого появился Проводник. «Увы, дорогие пользователи. Вы нарушили главное условие нашего сайта, поэтому останетесь в межвременном пространстве». «Как же нам вернуться назад?» - воскликнули огорчённые студенты все разом. «Вам нужно будет выполнить все задания, которые вам задаст наш Аналитик, и если вы сделаете всё правильно, то узнаете имя Реформатора, благодаря которому сможете вернуться обратно. Вы согласны?», «Мы согласны»- обречённо ответили студенты.

Тут появляется Аналитик и даёт задания.

Студенты выполняют задания. Затем Историк даёт биографию Реформатора. «Раз, два, три, Реформатор, появись!» - восклицает Аналитик.

Реформатор появляется вместе со своей Музой и раскрывает свою теорию.

Студенты выполняют последнее задание, Аналитик возвращает студентов в ту самую библиотеку, где они были до этого приключения.

«Теперь совершенно очевидно, что государственное вмешательство в экономику вполне оправданно и необходимо» - заключил Новатор. «К тому же рынок вовсе не идеальная система развития экономики, иначе проблемы кризисов бы просто не существовало»- подвёл итог Традиционалист. «А вспомните про кризис 2008 года, его последствия ощущаются до сих пор» - заявила Политик. – Ведь именно благодаря государственному вмешательству наша страна не так остро ощутила влияние кризиса, как другие страны.

Затем Политик излагает антикризисную Программу.

В роли Аналитика выступает сам преподаватель, который координирует ход проведения ролевой игры, раздаёт участникам бланки с заданиями, устанавливает лимит времени на их выполнение, проверяет правильность выполнения заданий, проставляет оценки и ведёт учёт полученных студентами баллов. Примечательно, что персонажи ролевой игры имеют нетрадиционные имена – Традиционалист, Новатор, Философ, Политик, Реформатор, Муза и другие – это обусловлено тем, сам сценарий ролевой игры представляет собой своеобразную мини-модель нашей жизни, а каждый персонаж отражает характерные особенности той или иной прослойки современного общества. Подобный механизм придания сказочным персонажам характерных черт определённых субъектов общественной жизни в целях моделирования социально значимых явлений общественной жизни определённой эпохи был применён в книге американского журналиста Ф.Баума«Волшебник из страны Оз».

На занятие были заблаговременно приглашены гости – преподаватели и студенты неэкономического профиля в количестве 15 человек для того, чтобы оценить, в какой степени применение интерактивных форм проведения занятия, в частности, ролевой игры, может способствовать улучшению понимания экономических категорий и закономерностей учащимися как экономического, так и неэкономического профиля. В конце занятия всем участникам было предложено ответить на вопросы анкеты. Анкета содержала следующие вопросы, относящиеся к оценке результатов проведённого занятия:

1.Понравилась ли Вам форма проведения занятия? Да / Нет

2.Поняли ли Вы суть Кейнсианской теории в ходе занятия? Да / Нет

3.Считаете ли Вы, что государство должно регулировать все сферы и отрасли? Да / Нет

4.Способствует ли применение ролевой игры достижению дидактических целей? Да / Нет

5.Заинтересовал ли Вас сценарий занятия и проигрывание ролей студентами? Да / Нет

6.Каковы Ваши пожелания и предложения?

Анализ анкетного опроса показал следующие результаты: большинству участников форма проведения занятия понравилась, особенно преподавателям неэкономического профиля, хотя они же меньше всех поняли суть Кейнсианской теории, более половины участников считали, что государство должно регулировать все сферы, практически все преподаватели неэкономического профиля посчитали, что ролевая игра способствует достижению дидактических целей, а более 80 процентов участников заинтересовались сценарием занятия. Результаты анкетирования представлены в диаграмме 1.

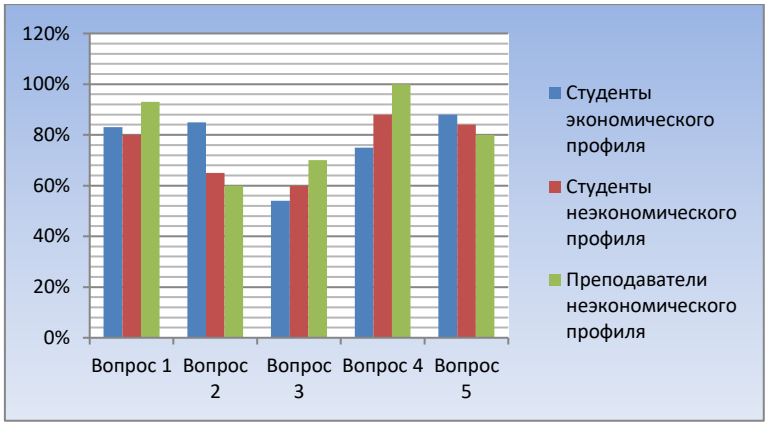


Диаграмма 1. Результаты анкетного опроса по итогам проведения ролевой игры

Более информативными оказались ответы участников анкетирования на шестой вопрос анкеты относительно предложений и пожеланий. Большая часть опрашиваемых высказала мнение, что они лучше усвоили бы изучаемую теорию, если бы были не просто зрителями, а сами были задействованы в процессе развёртывания сценария ролевой игры. Часть опрашиваемых указала, что подробное раскрытие студентом, играющим роль Реформатора, Кейнсианской теории посредством формул и графиков усложняет восприятие, то есть информацию данного типа следует упростить либо видоизменить.

Итоги анкетирования стали побудительным мотивом и своеобразным толчком к дальнейшей проработке сценария ролевой игры и формирования канвы для будущей театральной постановки.

Студенты группы совместно с преподавателем разработали новый вариант сценария, расширив диапазон исследования и включив в него новых персонажей – классиков экономической теории, оппонента Кейнса – Ф. Хайека, приверженцев неоклассического и неокейнсианского течений экономической мысли, а также современных политиков.

Студенты самостоятельно изготовили декорации, при содействии студентов, обучающихся по направлению «Лёгкая промышленность», разработали и смастерили костюмы для актёров, соответствующие той эпохе.

На театральную постановку под названием «Экономический кризис: вчера и сегодня» были приглашены зрители – студенты и преподаватели всех направлений обучения в количестве 60 человек, которые по замыслу постановщиков были не просто зрителями, а непосредственными участниками действия.

В той части сценария, когда студенты оказывались в межвременном пространстве и должны были выполнить задания Аналитика, в помощь к ним призывались зрители, которые правильно ответив на вопросы общеэкономического характера, за каждый правильный ответ получали карточку с буквой.

В конце постановки зрителям предлагалось угадать имена некоторых действующих лиц, сложив полученные буквы по принципу анаграммы. Когда в действие вступал Реформатор, он излагал свою теорию не с помощью формул и графиков, а при помощи наглядных примеров и даже шаржей, что вызвало бурный эмоциональный всплеск у зрителей.

Самой большой неожиданностью для зрителей оказался выход Музы Реформатора, которая появилась в балетной пачке и танцевала одну из балетных композиций на музыку Чайковского. Это была Лидия Лопухова – русская балерина дягилевской антрепризы, с которой Кейнс познакомился в октябре 1918 года на первых послевоенных сезонах в Лондоне, когда она танцевала в дягилевской постановке «Спящей красавицы» Чайковского в лондонском театре Альгамбра. 4 августа 1925 года они поженились. Впоследствии он стал балетным меценатом и даже сочинял балетные либретто (2).

Постановка завершилась бурными овациями и пожеланиями дальнейших разработок. Воодушевлённые студенты группы решили организовать новую театральную постановку по мотивам сказки датского писателя ХансаКристиана Андерсена «Калоши счастья». Выбор обусловлен тем, что по сюжету этой сказки фея Счастья оставляет у дверей калоши, которые обладают одним замечательным свойством: перенести того, кто их наденет в любое место или в любую эпоху, - и он, таким образом, сразу приобретёт счастье. Перемещая героев постановки в разные эпохи и разные страны посредством волшебных калош, авторы планируют показать генезис налогов и налоговой системы.

Творческий характер проведения занятия с последующим преобразованием его в театральную постановку позволяет принципиально иначе подходить к проблеме формирования знаний.

Сущность образования представляет собой, как известно, передачу знания от одного образовательного субъекта другому. Цель образования – передача знания, а не информации (9).

Механизм преобразования информации в знание аллегорически позволяет рассмотреть спицы быстро вращающего колеса, тогда как в обычном режиме репродуктивного обучения обучающиеся видят только вращающийся диск колеса.

Стремление к усилению гражданской активности у подрастающего поколения призывает к необходимости разработок, существенно изменяющих характер взаимодействия преподавателя и учащегося, с большим акцентом на индивидуализацию процесса обучения. В такой системе развиваются способности к самостоятельному освоению материала, формированию навыков поиска, оценки, отбора и организации информации, к исследовательской деятельности, основанной на реальных и виртуальных экспериментах и к их ориентации на коллективные формы работы.

References:

[1] Agapova TA, Seregina SF. Macroeconomics. Moscow, 2007; 14.
[2] Biography of John Maynard Keynes. URL: ForexAW.com/TERMs/People/Scientists_and_economists_theoretists)
[3] Rozmainskii IV, Kholodilin KA. The history of economic analysis in the West. URL: http://ie.boom.ru/History1.htm.
[4] Mankiw G. Principles of Macroeconomics. S-Petersburg, 2003; 392-393.
[5] 1994674.wm_w_480. The paradox of thrift. URL: ForexAW.com.
[6] 1994463.wm_w_480. Criticism of Keynesianism. URL: ForexAW.com.
[7] Stepanova TV. Development of economic thinking of university students as the basis for the formation of their active citizenship. Chelyabinsk, 2011; 89-91. URL https://moluch.ru/conf/ped/archive/19/1160/.
[8] Pyadina TI, Tsareva IA.Modern technologies in the teaching of economic disciplines. International Scientific and technical journal. Theory. Practice. Innovations. 2017; 65. URL: http://www.tpinauka.ru/2017/01/01_2017.pdf
[9] Chernykh SI. Educational space in the Information Society. Novosibirsk, 2011.
[10] Kail' YaYa, Zudina EV, Lamzin RM. Innovative educational technologies in the teaching of economic disciplines. Journal of Pedagogical Sciences. Volgograd, 2017; 45.

ORGANIZATION OF COGNITIVE ACTIVITIES OF STUDENTS FOR THE STUDY OF PARTICIPATION OF THE RUSSIAN ARMY IN THE PATRIOTIC WAR OF 1812 BASED ON INTERNET NETWORK RESOURCES

G. Ershov[1]

DOI: http://doi.org/10.15350/UK_6/8/10

Abstract
This article examines the possible ways of organizing the cognitive activity of students in the Russian army in the Patriotic War of 1812 based on the resources of the Internet. This article contains an analysis of the prospects for the use of IT-technologies and the Internet in the educational process and as a brief overview of the main Internet resources devoted to the Patriotic War of 1812. Author concludes that using of resources of the Internet in studying the events of the Patriotic War of 1812 allows to diversify the usual educational process and make it more interesting.

Key words: Patriotic war of 1812, lesson, Internet resources, students cognitive activity.

Современные ИКТ-технологии всё стремительнее проникают во все сферы деятельности человека, в том числе и в образование. Особого внимания заслуживает осовременивание образовательного процесса – использование практически в каждой школе компьютерных технологий во время учебного процесса, таких как проектор, интерактивная доска, а также использование сети «Интернет».

В организации познавательной деятельности учащихся на уроках истории очень важно использовать современные технологии и возможности сети «Интернет». Ученикам в нынешнее время достаточно скучно работать с одним лишь учебником, так как в его распоряжении имеются более интересные, глубокие источники информации – смартфон, персональный компьютер, планшет и другие электронные устройства, имеющие доступ к всемирной паутине. Учителю следует это учитывать и организовывать учебный

[1]*Georgiy ERSHOV*, student of the D-15-IP group of the Faculty of Philology, History and Social Studies of the branch of FSBEI HE "KubSU" in Slavyansk-on-Kuban, Russia.

Scientific adviser: *Tatyana YUZHAKOVA*, Ph.D. in History, Ph.D. in Law, Associate Professor at the Department of History and Methods of Teaching the KubSU branch in Slavyansk-on-Kuban Yuzhakova T. L.

процесс исходя из внедрения использования ресурсов сети «Интернет» в привычный образовательный процесс.

В целом, использование сети «Интернет» в образовательном процессе повышает активность обучающихся, способствует росту их самостоятельности и индивидуализирует подход к обучению, помогает ученику раскрепоститься в общении и способствует преодолению стереотипов авторитарного стиля взаимодействия учителя и ученика.

Особую роль в организации познавательной деятельности учащихся ресурсы сети «Интернет» играют для жителей небольших городов, не имеющих особенных достопримечательностей. На данный момент при многих музеях мира и России есть специальные медиа-экскурсии с частичным, а иногда и полным обзором экспонатов. Это позволяет учащимся ознакомиться с ними как в урочной деятельности, если учитель включит веб-экскурсию в свой урок, так и во внеурочной – на факультативных и элективных курсах, дома или в компьютерном классе школы.

Информация, получаемая из сети «Интернет», может использоваться практически на каждом уроке истории. Задача учителя при использовании ресурсов сети «Интернет» во многом состоит в том, чтобы направить усилия учащихся на самостоятельную выработку новых знаний, представляющих собой результат познавательного процесса, с использованием определённых источников, а также научить их самостоятельно фильтровать доступную информацию.

Организация познавательной деятельности учащихся по изучению персоналий русской армии и её участия в событиях Отечественной войны 1812 г. на основе использования ресурсов сети «Интернет» возможна как в урочном формате, так и во внеурочном.

При помощи Интернет-ресурсов можно организовать все формы работы по данной теме: возможно применение индивидуальной, парной, групповой и фронтальной работ. Учитель должен дать ориентиры учащимся для поиска информации в Интернете, и, если возможно, прямые ссылки на ресурсы с наиболее подходящей информацией.

Существует множество различных вариаций заданий для индивидуальной формы работы учащихся. В первую очередь, это подготовка сообщений о персоналиях русской армии Отечественной войны 1812 г. – Императоре Александре I, М. И. Кутузове, М. Б. Барклай-де-Толли, П. И. Багратионе и многих других [11]; создание презентаций об основных сражениях Отечественной войны 1812 г. с подробным описанием их действий, которые будут содержать схемы, карты, изображения, посвящённые событиям и другие документальные материалы. На этом, конечно, не ограничивается список возможных заданий и в пример приведены лишь наиболее простые в выполнении.

При организации парной работы учеников учителю в первую очередь необходимо грамотно определять сами пары. Это может быть как дуэт учеников разного уровня, так и одинакового, однако, как правило, учителю для таких заданий стоит выбирать только тех ребят, которые хорошо ладят друг с другом. К сожалению, данная форма работы предполагает собой гораздо меньшее количество возможных заданий, часто содержащих в себе сравнение чего-либо с чем-либо – размеров армий, количества погибших, планов на войну воюющих сторон, отличий в руководстве генералов русской армии и т.д. При этом работа может проводиться как в письменной форме для проверки учителем (или между собой), так и в устной – как сообщение классу.

Примером такой работы может стать подготовка двумя учащимися сообщений о том, кто победил в Бородинском сражении – французская армия или русская. Задание предполагает, что каждый ученик представляет одну из точек зрения и даёт анализ мнений историков на эту тему. После выступления учеников, учитель может задать вопрос, касающийся их мнения о том, чья же всё-таки была победа.

Групповая работа предполагает большее количество возможных заданий, чем при парной работе. Учитель заранее подготавливает задания для учеников в форме карточек, которые в дальнейшем раздаст в начале урока уже сформированным группам. Карточки содержат адреса тех или иных Интернет-ресурсов и пояснение к ним. Дети, используя персональные электронные устройства или компьютеры (зависит от места проведения урока) самостоятельно ищут и просматривают имеющийся в наличии материал, после чего кратко конспектируют нужное. Дальнейший ход урока определяется учителем – это может быть либо краткий ответ каждого участника группы, либо выступление одного участника с мини-докладом по всему найденному материалу.

Фронтальная работа с использованием сети «Интернет», как уже говорилось выше, достаточно трудно реализуема во время урока. Использование этой формы работы рекомендуется только в том случае, если в классе, где должен будет проводиться урок, будет достаточное количество компьютеров или у каждого ученика должно быть своё устройство для входа в Интернет.

Примером такой работы может служить самостоятельный поиск определений терминов, записанных на доске, в Интернете и их дальнейшая запись в тетради. Для достижения наибольшего результата учителю необходимо предоставить ссылку на Интернет-ресурс и объяснить, как им пользоваться – с помощью слайдов или записей на доске. Таким же образом можно организовать электронное тестирование на определённых тестовых площадках, используя уже готовый материал или же созданный учителем. Сайтов для такого тестирования сейчас создано достаточно много –

можно использовать специальный сервис от компании Google – Формы [1], или же менее известные аналоги [2].

В данных статье даны только основные тематические Интернет-ресурсы, напрямую связанные с изучением темы «Отечественная война 1812 г.»

Интернет-проект «1812 год» [6] – наиболее крупный ресурс в российском сегменте сети «Интернет», всецело посвящённый событиям Отечественной войны 1812 г. Ресурс содержит в себе несколько разделов:

– «Библиотека» – наиболее объёмный раздел сайта, в котором находятся более 100 полнотекстовых электронных книг, различные мемуары и дневники участников и современников Отечественной войны 1812 г., художественные произведения и исторические труды, а так же работы современных авторов.

– «Художники-баталисты» – раздел, содержащий картинную галерею по данной тематике с подробными комментариями.

– «Мемориал» – раздел портала, содержащий в себе статьи о том, как нашли отражение события Отечественной войны в самых разных сферах человеческой деятельности.

– «Личности» – иллюстрированный биографический справочник по персоналиям.

Данный Интернет-ресурс достаточно прост в освоении и в ориентировании по нему, поэтому его можно рекомендовать для использования учителем и, в дальнейшем, его учениками.

«Генералитет российской императорской армии и флота» [4] – один из основных ресурсов российского сегмента сети «Интернет», содержащий в себе интерактивный список генералитета всей императорской армии, флота и военизированных корпусов на весь период существования Российской империи от Петра I до Николая II. Имеется широкая база генералов, участвующих в Отечественной войне 1812 г.

«Офицеры 1812 года» [12] – ресурс, посвящённый офицерам Российской Императорской армии Эпохи Отечественной войны 1812 г. В отличие от вышеназванного rusgeneral.ru, содержит информацию только лишь о персоналиях русской армии, непосредственно связанных с событиями Отечественной войны 1812 г. Основная цель проекта, по мнению авторов - сохранить память о тех, кто защитил нашу страну от вторжения армии «двунадесяти языков». На данный момент ресурс состоит из четырёх разделов:

– информация об участниках войны (база данных по офицерам);

– книга памяти (списки раненых и убитых офицеров);

– законы (документы, касающиеся службы офицеров с 1796 по 1817 годы);

– документы (архивные документы, характеризующие различные стороны офицерской службы).

Музей-заповедник «Бородинское поле» [8] – Интернет-ресурс музея-заповедника «Бородинское поле» – старейшего в мире музея

из созданных на полях сражений. Сайт примечателен, в первую очередь, собственным 3D-туром по Бородинскому полю – учитель и ученик могут осмотреть основные места поля боя 24 августа 1812 г. и проходивших уже позже, во время Великой Отечественной войны. Предоставляются панорамы поля в зимнюю и летнюю поры. Присутствует встроенный экскурсовод, что выделяет данный ресурс среди прочих, посвящённых Отечественной войне 1812 г. Данный 3D-тур отлично подойдёт для наглядной демонстрации на уроке изучения нового материала.

Музей-панорама «Бородинская битва» [9] – Интернет-ресурс одноимённого музея, находящегося в г. Москва. Этот ресурс примечателен, в первую очередь, наличием нескольких виртуальных выставок, доступных для открытого посещения:

– «Заграничный поход Российской армии 1813 года и освобождение Германии»

– «Полководец трёх царствований»

– «От страны на берега Сены»

– «Портрет Александровской эпохи»

– «Поэтическая летопись Бородинского сражения»

Проект «Отечественная война 1812 года» [13] – сайт-проект Российской государственной библиотеки, представляющий из себя точку доступа к полнотекстовым ресурсам электронной библиотеки РГБ – электронным копиям изданий, связанных с той эпохой и изданных в XIX – начале XX века, а значит, не подпадающих под действие авторского права. Здесь представлено более 600 документов, среди которых книги, изоиздания, карты, ноты, музыкальные записи в формате mp3. Для удобства пользователей на сайте доступен поиск по хронологическому и тематическому признаку, а также по видам изданий.

Внимания заслуживает коллекция «Отечественная война 1812 года», расположенная на Интернет-ресурсе Президентской библиотеки имени Б. Н. Ельцина [10]. В качестве основных материалов для представления в коллекции использованы исследования, официальные и архивные документы, картографические, изобразительные и мультимедийные материалы из электронного фонда Президентской библиотеки.

Интернет-проект «Отечественная война 1812 года» [7] – сайт, посвященный Отечественной войне 1812 г. Для более удобной навигации сайт разбит на несколько разделов. Наиболее подробно рассмотрено Бородинское сражение. Хронология Бородинской битвы представлена с достаточной частотой и ход битвы можно проследить по часам. Отдельный раздел сайта посвящен партизанской войне русского народа против французской оккупации на территории Российской Империи. Материалы этого ресурса отлично подходят для организации познавательной деятельности в рамках индивидуальной формы работы.

«Герои Отечественной войны 1812 года» [5] – сайт, всецело посвящённый персоналиям русской армии Отечественной войны 1812 г. Ресурс содержит портреты героев Отечественной войны 1812 г., среди которых сподвижники и ученики Суворова: Кутузов, Багратион, Горчаков, Платов, Милорадович и другие. Материал сайта лёгок для восприятия, но предоставлен в недостаточном объёме для составления сообщений о персоналиях.

«Бородино» [3] – Интернет-ресурс, содержащий базу памятников, посвящённых событиям Отечественной войны 1812 г. По заявлению авторов сайта, коллекция памятников, предоставленная на сайте – одна из самых полных и постоянно пополняющихся.

Таким образом, необходимо сказать, что использовать сеть «Интернет» в образовательных целях сейчас можно и даже необходимо. В первую очередь, организация познавательной деятельности по теме приобретает особый интерес как для учащегося, так и для учителя – учебный процесс становится гораздо более увлекательным. На примере изучения ресурсов о персоналиях русской армии и её участия в Отечественной войне 1812 г. мы можем увидеть разнообразный материал, доступный для использования как в урочной, так и во внеурочной деятельности.

References

[1] Google Forms [Electronic resource] – URL: https://www.google.ru/intl/ru/forms/about/ (date of the application: 21.04.2019).
[2] Online Test Pad – onlain testy [Electronic resource] – URL: https://onlinetestpad.com/ru (date of the application: 21.04.2019).
[3] Borodino – sait o Borodinskoi bitve i Otechestvennoi voine 1812 goda [Electronic resource] – URL: http://borodinoru.ru (date of the application: 21.04.2019).
[4] Generalitet rossiiskoi imperatorskoi armii i flota [Electronic resource] – URL: http://www.rusgeneral.ru/index.html (date of the application: 21.04.2019).
[5] Geroi Otechestvennoi voiny 1812 goda [Electronic resource] – URL: http://hero-1812.narod.ru/index.html (date of the application: 21.04.2019).
[6] Internet proekt «1812 god» [Electronic resource] – URL: http://www.museum.ru/museum/1812/index.html (date of the application: 21.04.2019).
[7] Internet-proekt «Otechestvennaya voina 1812 goda» [Electronic resource] – URL: http://www.patrio.ru/index.htm (date of the application: 21.04.2019).
[8] Muzei-zapovednik «Borodinskoe pole» [Electronic resource] – URL: http://www.borodino.ru (date of the application: 21.04.2019).
[9] Muzei-panorama «Borodinskaya bitva» [Electronic resource] – URL: http://www.1812panorama.ru (date of the application: 21.04.2019).
[10] Otechestvennaya voina 1812 goda | Prezidentskaya biblioteka imeni B. N. El'tsina [Electronic resource] – URL: https://www.prlib.ru/collections/467016#section-684101 (date of the application: 21.04.2019).
[11] Otechestvennaya voina 1812 goda. Personalii [Electronic resource] – URL: http://www.1812.rsl.ru/persons/ (date of the application: 21.04.2019).

[12]Ofitsery 1812 goda [Electronic resource] – URL: http://www.wardoc.ru (date of the application: 21.04.2019).
[13]Proekt «Otechestvennaya voina 1812 goda» [Electronic resource] – URL: http://1812.rsl.ru (date of the application: 21.04.2019).

MODERN METHODS AND ACTUAL PROBLEMS OF TEACHING THE ENGLISH LANGUAGE

Sh. Sharofov[1]

DOI: http://doi.org/10.15350/UK_6/8/11

Abstract
This article describes the methodology of teaching English in the modern education system, its methods. The ways of application of these techniques in the educational process were also analyzed.

Key words: method, communication, personality, linguistics, literature.

В настоящее время, когда происходят коренные изменения в обучении, когда кардинальным образом пересматриваются содержание и методы обучения, целесообразно вернуться к рассмотрению истории методики преподавания иностранных языков и основных тенденций её развития.

Иностранный язык – это не просто способ повысить свою профессиональную значимость и иметь высокий заработок. Это средство международной коммуникации, которое обеспечивает лингвистическое, социокультурное, коммуникативное развитие личности.

Во время освоения специальности студенты изучают древние языки, лексикологию, стилистику, историю литературы англоязычных стран, информационные технологии в работе переводчика и другие актуальные направления.

Работа преподавателей нацелена на то, чтобы каждый студент знал язык на уровне носителя. Они учат думать, мыслить и изъясняться на английском языке. Это позволяет специалистам свободно чувствовать себя на работе, связанной с иностранным взаимодействием: проводить переговоры с иностранными партнерами, создавать деловой текст, осуществлять перевод материалов любой сложности, оформлять техническую документацию на английском.

Чтобы научиться говорить на английском, необходима определенная система или, как ее чаще называют, методика обучения английскому языку, которая позволила бы максимально полно решить поставленные задачи, а именно: приобрести навыки чтения, понимания речи на слух, говорения и письма на изучаемом языке.

Главный принцип обучения английского языка заключается в использовании изучаемых на уроках лексических единиц и грамматических конструкций в речи, как устной, так и письменной. Все заня-

[1]Sherzod SHAROFOV, student, Bukhara Pedagogical University, Uzbekistan.

тия, которые разрабатываются согласно принципам этой современной методики обучения английскому языку, по возможности проводятся на иностранном языке, либо с минимальным включением родной речи. Причем, учитель только направляет студентов, задает им вопросы и создает коммуникативную ситуацию, в то время как 70% времени от всего занятия говорят ученики. Примечательно, что именно эта методика положена в основу обучения иностранному языку в школе. И тем не менее некоторые приемы классической школы используются до сих пор. Так, например, учителя по сей день делятся со своими учениками знаниями теории английского языка, задают письменные упражнения на отработку грамматики и лексики.

Рассмотрим основные и самые известные методики преподавания английского:

Grammar-Translation (Грамматико-переводной метод)

Это самый старый способ преподавания языка, который уже считается классическим. Как следует из названия, основой этого метода является изучение грамматики и плотная работа с переводом. Хотя в настоящее время многие учебные заведения отказались от него в пользу коммуникативной методики, он и поныне используется хотя бы частично.

Direct Method (Прямой метод)

Этот метод зародился в 1900-х годах во Франции и Германии для того, чтобы можно было быстро научить военных осуществлять коммуникацию на иностранном языке. Также его еще называют Natural Method (Естественный метод). Он несколько схож с аудиолингвальным подходом, так как предполагает многократное повторение и отработку различных структур. Однако основное различие состоит в том, что язык преподносится индуктивно, то есть преподаватель не разъясняет студентам правило, а наоборот, помогает им самим понять и вывести его на основе языкового материала. Также стоит отметить, что и в аудиолингвальном, и в прямом методе преподаватель использует исключительно изучаемый язык; родной язык не допускается.

The Lexical Approach (Лексический подход)

Здесь во главу угла ставится изучение лексики. Изначально определяется список наиболее часто употребляемых слов и лексических конструкций, и изучение движется постепенно, от простого к сложному. Грамматике уделяется значительно меньшее внимание, чем в остальных методах.

Работа преподавателей нацелена на то, чтобы каждый студент знал язык на уровне носителя. Они учат думать, мыслить и изъясняться на английском языке. Это позволяет специалистам свободно чувствовать себя на работе, связанной с иностранным взаимодействием: проводить переговоры с иностранными партнерами, создавать деловой текст, осуществлять перевод материалов любой сложности, оформлять техническую документацию на английском.

Освоение специальности позволит показать себя в роли преподавателя, переводчика любого направления (бизнес, технический, лингвист), корректора, редактора, референта.

Большинство современных методик являются коммуникативно-ориентированными. Один из основных их признаков – творчество учащихся. Именно творческие задания, как видно из этой работы, являются сегодня признаком современности. Они позволяют по-новому построить работу не только над устным высказыванием, но и при других видах деятельности.

Что касается практического применения методов, вовсе не обязательно использовать один метод. Лучше всего было бы интегрировать несколько методик, объединив их наилучшие стороны, применительно к учащимся.

На данный момент не существует универсального метода, так как эффективность того или иного метода зависит от многих факторов. На современном этапе развития методики происходит интеграция методов. Можно сказать, что началось образование комплексного метода, который вбирает в себя лучшие элементы разных методов.

References

[1] Леонтьев А.А. Память в усвоении иностранного языка. - Иностранные языки в школе, 1975, № 3, стр.91-96.
[2] Рогова Г.В, Рожкова Ф.М «Английский за два года», - М., 1981г.
[3] Пассов Е.И. Коммуникативный метод обучения иноязычному говорению. – М., 1991г.

SOME FEATURES OF PROBLEM OF FORMATION AND DEVELOPMENT OF STUDENTS' TECHNICAL THINKING IN ENGLISH CLASSES

Sh. Yusupova[1]

DOI: http://doi.org/10.15350/UK_6/8/12

Abstract
The development of human civilization is currently carried out by technological means, i.e. by creating and improving various technical devices and technological processes. At the heart of this activity is a human mind. Forming active, comprehensively developed members of our society requires a complex, multifaceted process. The integral parts of this process during study time are not only aesthetic, cultural, labor education, but also technical development.

Key words: human, civilization, study time.

Problems of formation and development of technical thinking have always been relevant to solving issues related to teaching students of technical universities, because the ideas about the patterns of formation and functioning of technical thinking that are formed at a certain stage in the development of science largely determine the organization of a learning foreign language process.

At present, the importance of the problem of forming the technical activity of students of technical universities increases, since this is one of the most powerful means of initiation into foreign languages and personal development.

Fundamental psychological studies are devoted to this problem, in which special attention is given to the training of technical activity in a foreign language. As a result of such training, the development of abilities to invent and design, development of technical thinking, as well as understanding and studying technical terms in English, takes place

At the same time, the problem of creative technical activity of students includes a number of issues that require further theoretical and practical resolution. Since the formation of technical thinking in students in English classes is a long and complicated process, it means that it should be started long before the start of professional activity. The study of this issue can contribute to the improvement of the entire educational process at the institute.

In this aspect, special attention is supposed to be paid to the improvement of psychological and pedagogical conditions of education, contributing to the qualitative growth of technical potential of students. Without

[1]Shakhida YUSUPOVA, researcher of the department of "Pedagogy", Bukhara State University, Uzbekistan.

this, it is impossible to carry out work on the development of the technical potential of the student's personality successfully, it is impossible to prepare him/her for independent living under conditions of constant changes in the technological process.

Modern technological progress requires the personality to display new qualities, such as initiative, citizenship, involvement in work contacts, flexibility of thinking, ability to adapt to changing conditions, etc.

Teachers of English have gained a lot of experience that helps the formation and development of technical thinking in students in English classes.

The process of formation of technical thinking begins long before a student enters the university. The first person who helps in the formation of this type of thinking is not only a school teacher of technical sciences, such as algebra, geometry, style, etc., but also an English teacher. The formation begins with the stage of mastering the aforementioned disciplines, but it is worth considering that the knowledge and experience gained in school is necessary for the development of technical thinking further.

S.L. Rubinstein [5] pointed out that "the specific features of different types of thinking are due to different people, first of all, the specificity of the tasks that they have to solve, they are also associated with the individual features that are formed in connection with the nature of the activity"

B.M. Teplov emphasized that the forms of mental activity are different, since the tasks facing man are different. In other words, thinking as a process that includes common logical operations of analysis, synthesis, abstraction, generalization, obeys the same laws and is carried out by common psychological mechanisms, "however, the thinking considered in the context of solving problems and tasks specific to a particular profession, specific objective content, its own conceptual apparatus, its own means and methods, "specifies Yu.N.Kulyutkin [2].

The study of the development of theoretical and professional thinking, the formation of professionally significant skills and abilities in psychological and pedagogical science were carried out by K.A. Abulkhanova-Slavskaya, B.G. Ananyev, A.V. Brushlinsky, E.A. Klimov, T.V. Kudryavtsev, I.Ya. Lerner, A.M. Matyushkin, A.V. Petrovsky, A.Ya. Saveliev, V.A. Slastenin, V.D. Shadrikov. It was found, in particular, that a number of factors impeded the successful thinking process: lack of technical knowledge, lack of development of thinking operations and intellectual competences, stereotyped thinking, inability to look at the task in a new way, fear of being mistaken.

Studies of technical thinking in educational organizations have been actively deployed since the 60s of the last century. Analysis of various sources showed that the definition of technical thinking has no clear boundaries. The most capacious, from our point of view, is the following definition: technical thinking is one of the types of thinking, forms of logical reflection of reality, aimed at developing, creating and applying technical means and technological processes in order to recognize and transform nature and society in specific historical conditions [4].

The meaning of technical thinking is a successful solution of technical problems, in the process of solving them necessary qualities of technical thinking are formed. In this regard, the basis of the educational resources for the development of technical thinking of students are traditionally tasks. In general, educational resources, determining the development of technical thinking, we refer to the means, technologies, techniques, methods and development environments of students' technical abilities and diagnostic tools for assessing their level of development.

The development of technical thinking in English lessons is accompanied by the development of technical abilities, which are interrelated and manifest independently from each other personal qualities: ability to understand technology in English, understanding technical terms, handling equipment, making technical products and technical invention . Along with some general ability, which can be considered as a general technical talent or technical experience acquired by a person in working with equipment, there are independent factors: spatial representations and technical understanding [4].

By spatial representations they mean the ability to operate with visual images, for example, when perceiving geometric shapes.

When entering a higher educational institutions, the first stage is the in-depth study of technical disciplines that were previously studied in school. This stage is necessary for the development of students' thinking and identifying abilities in various directions.

Technical thinking is one of the important means of polytechnic education and vocational guidance, contributes to the formation of students' sustained interest in technology, the development of rationalization and inventive aptitudes, technical thinking, contributes to improving the scientific level of education.

Students are involved in creative work in connection with the study of the fundamentals of science, familiarity with industry, the achievements of science and technology. Most often, technical thinking manifests itself in the design of models, instruments, mechanisms, simple machines and other technical objects.

In the process of technical thinking, 4 main stages are most clearly distinguished: the formulation of a technical problem, the collection and study of the necessary information, the search for a specific solution to the problem, the material implementation of a creative plan.

In English classes, students, with the help of various forms of classes, teaching aids, have the opportunity to develop not only their intellectual, creative and other abilities, but also the development of technical thinking, thanks to the development of technical creativity and posing various tasks that require technical thinking.

Of course, it is clear that in the process of learning, in English lessons, students have the opportunity to develop their technical thinking. It is the question of the development of technical thinking that a lot of research is paid to, finding new methods of its development and successful implementation of those already available.

For the development of vocational-oriented technical thinking of students, the main types of professional activity and the corresponding technical thinking operations were established. According to the researcher T.V. Kudryavtsev [1], these operations are associated with different parties in search, analysis and combinatorial and synthetic activities. They include structural and functional analysis and synthesis of the designed elements of a technical device. T.V. Kudryavtsev revealed such operations as rethinking of technical objects, their versatile analysis, consideration from new, unusual points of view. To update these operations, certain educational resources are needed.

In studies S.D. Petrova and A.V. Kostryukov were allocated such resources as didactic resources of technical tasks and assignments, resources of educational interaction, partner enterprises and potential employers, opportunities for college competitions, accumulation of technical activity experience in obtaining working professions. Their essence is briefly explained below.

The didactic resources of technical tasks are presented in sufficient detail in studies on the theory and methodology of vocational education (for example, the work [3]). The solution of technical problems of technical complexity, engineering graphics, material science, machine parts, various in the degree of complexity, allows students to develop professional thinking (technical, abstract and logical), develop the ability to put forward new problems and find ways to solve them. A certain slowness of mental activity may be due to the type of nervous activity of students and this must be taken into account when solving problems.

In order to increase or intensify mental activity of students in English classes, it is necessary to captivate them with various methods of language learning (use visual drawings, graphs, visual pictures from everyday life), create a problem situation, motivate them.

Here resources of educational interaction are used, which are determined by the possibility of a technical dialogue “teacher-student”, “student-student”, “student-group” during the educational process. Such interaction requires a certain organization from English teacher. As a rule, it unfolds when discussing charts, layouts, drawings of existing models, when viewing various video clips in English and other educational activities that do not require the concentration of attention of each student on the object of study.

Special attention is paid to such educational resources as a technical text in English, as modern technical devices are accompanied at all stages of the life cycle with technical descriptions, instructions, manuals and other documentation.

Due to the complexity of a technical language, understanding such texts requires some preparation. For students - future technicians as an assignment for the development of technical thinking in English lessons can be implemented as a reading and reformulation of the technical text or the text in the specialty, and its independent preparation. The resources of the “student-teacher” educational interaction also include the control by the

teacher of understanding and reproducing elements of technical knowledge as educational material.

Thus, the development of technical thinking of students is an actual pedagogical problem. In connection with the change of conceptual approaches to the design and operation of technical means, the consumer does not see their internal mechanisms of functioning, has no technical observation experience, and to a much lesser extent performs mental operations on the analysis of technical objects. Intuitive ideas about the technique and patterns of its work also do not have sufficient support.

Technical thinking is faced with a virtual world that is able to display these internal mechanisms, but does not physically possess them. In this regard, the diagnosis of the level of development of technical thinking should be built on valid tests that reflect new typical processes in engineering.

References:

[1] Kudryavtsev, T.V. Psychology of technical thinking: The process and ways to solve technical problems / TV Kudryavtsev. - M .: Pedagogy, 1975. - 217 p.
[2] Kulyutkina Yu.N, Sukhobskaya G.S. Teacher's Thinking: Personal Mechanisms and Conceptual Apparatus / Ed. - M .: Pedagogy, 1990.
[3] Manakova, O.S. On the issue of educational implementation of innovative tasks of resource saving in engineering education [Electronic resource] / O.S. Manakova, I.D. Belonovskaya // Modern problems of science and education. The application "Pedagogical Sciences". - 2014. - №6. - Access mode: http://online.rae.ru/1841
[4] Mukhina, M.V. Development of technical thinking in the future teacher of technology and entrepreneurship by means of the system of cognitive tasks: dissert. ... Cand. Ped. Sciences: 13.00.08 / M.V. Mukhina. - Nizhny Novgorod. - 2003.– 214 p.
[5] Rubinstein, S. L. Fundamentals of General Psychology / S. L. Rubinstein. - SPb: Publishing house "Peter", 2000. -712 p.

INTEGRATION OF SCIENCE AND EDUCATION - TIME REQUIREMENTS

G. Masharipova[1]

DOI: http://doi.org/10.15350/UK_6/8/13

Abstract
The article reveals the integration of science and education in the example of the academy and the university. Studied the research and activities of scientists of Khorezm Mamun Academy. In medieval times, there were many scientists and scientific schools in Central Asia, and the Mamun Academy in Khorezm can serve as a vivid example. According to its role and importance in the development of the universal civilization, the Khorezm Mamun Academy ranks with prominent scientific centers. The Khorezm Academy Mamuna, which united more than a hundred famous thinkers, scientists, philosophers, representatives of medicine, had a very rich library, madrasas for gifted young people, had all the conditions for scientific research, fully complies with the modern concept of the Academy of Sciences.

Key words: academy, science, education, integration, initiative, rebirth, renaissance, stability, economy.

One of the oldest centers of science, the Academy of Mamun has made a great contribution to the development of science and culture in the world. In medieval times in Central Asia there were many scientists and scientific schools, and the Mamun Academy in Khorezm can serve as a vivid example. The Khorezm Academy of Mamun received its second birth on the initiative of the head of state, voiced at the solemn ceremony on the occasion of the 2500th anniversary of Khiva. The political stability, economic and social development of our state created favorable conditions for the revival of the Khorezm Mamun Academy. Today the Academy has become a unique scientific center, where all conditions for scientists have been created. In the work of specialists helps modern equipment. Unique devices appeared in the new laboratory of DNA technology. They reveal the genetic and physical properties of physiological materials, diagnose diseases of plants and animals.

Thanks to active relations with foreign partners, the Academy regains the image of a world-renowned scientific school. In the areas of history, archeology, ethnography, contacts have been established with one of the oldest universities in Europe - the French Sorbonne. Cooperation with the museum is strengthened by the city of Ostrava (Czech Republic) in the

[1]Ghularam MASHARIPOVA, Researcher, National University of Uzbekistan, Associate Professor, Tashkent Institute of Textile and Light Industry, Uzbekistan.

study of museum exhibits and the organization of the exhibition. The Academy pays great attention to integration processes in the "science - education" system. The traditional forms of participation of scientists of the Khorezm Mamun academy in the educational process are expanding, including the preparation of textbooks and teaching aids for higher schools, the organization of new departments, lecture courses and conducting classes with students on combining work in higher educational institutions, supervising the practice of bachelors, training master's theses. There are agreements between the Ma'mun Academy and Urgench State University, the Urgench Branch of the Tashkent Medical Academy, Karakalpak State University, the Center for High Technologies of the Academy of Sciences of Uzbekistan. Currently, there are branches of 11 USU departments.

The peoples of the whole world have contributed to the history of human civilization, both in the development of science and culture. The Central Asian region also made a significant contribution to the development of human civilization. In medieval times, there were many scientists and scientific schools in Central Asia, and the Mamun Academy in Khorezm can serve as a vivid example. In 992, a new ruler came to power in Gurganch - Abu Ali Mamoun. During his reign, many scientists were invited to develop scientific activities. The tradition of the rule of Khorezmshah was continued, and favorable conditions were created by his son Abu Hasan Ali ibn Mamun (999-1009) and Abu Abbos Mamun bin Mamun. The chief adviser, Abu Husain Ahmad bin Muhammad al-Sakhliy, who was very interested in science, literature and poetry, decided to create an institute for scientific research in the form of the Mammuna Academy in Khorezm. Abu Rayhon Beruni and Abu Ali ibn Sino (Avicenna) met in Gurganch for scientific research in 1004. Despite the fact that the Academy of Mammuna operated until 1017, a lot of scientific research in the field of astronomy, mathematics, medicine, chemistry, physics, geography, mineralogy, history, philosophy, literature, linguistics, jurisprudence and other sciences, still evolved. In particular, in astronomy, corrected astronomical tables for stars and planetary motion, as well as new astronomical instruments, were developed. Using these tools, Beruni predicted and investigated the lunar eclipse in 1004.

Studies in mathematics were conducted by Abu Mansur bin Iraq [10:10], Abu Rayhan Beruni [1: 359, 2: 488, 4: 727, 5: 362, 7: 99-102] and Abu Khair Hammar. Abu Ibn Iraq, Beruni's teacher, has written about 30 scientific books on mathematics and astronomy. Beruni himself, in his 150 books, wrote articles on mathematics and astronomy. The isosceles triangle qualities theorem was proved by Abu Khair Hammar and is widely known as the "Hammari Theorem" (Al-Shakl al-Hammari). Abu Rajkhan Beruni and Abu Ali ibn Sino contributed to the development of chemistry. Beruni proved the relationship between the comparative mass of a substance and its chemical composition in its article on "Comparative Mass." Ibn Sino did chemical experiments on the transformation of substances

and these results were described in the article "The Treatise on the Philosopher's Stone." Geography studies were mainly associated with the name Abu Rayhan Beruni [8: 99-102]. From the age of 16 he spent a lot of time measuring the geographical latitude of various places, for example, he calculated the geographical latitude of the city of Kyat in Khorezm. In 994 he was able to measure the exact level of deviation of the ecliptic plane of the village of Bushkanz (between the western bank of the Amu Darya and the city of Kyat) in relation to the equator. In 995, Abu Rayhan Beruni began research on creating a picture of the Earth in the shape of a globe. This was the first drawing of the Earth in the form of a globe with relief. Abu Rayhan Beruni wrote scientific articles on various areas of geography, such as, natural geography, hydrology and mineralogy.

The Mamun Academy in Khorezm was also famous for its research in the social sciences. The philosophy was deeply studied during the correspondence of Abu Rayhan Beruni with Abu Ali ibn Sina [6:36, 3: 128-162]. Both scientists expressed their views on the philosophical ideas of Aristotle about the end of the world. Beruni and Ibn Sino were supporters of the existence of other worlds and other cultures. History studies were extensively developed at the Academy of Mammuna in Khorezm. To continue the academic traditions Beruni wrote a book - “Famous Personalities of Khorezm” or “History of Khorezm”. Unfortunately, the book was not preserved and the main part of the book was described in the book “History of Masudi” by Abu Fazl Baihahiy, which was dedicated to the Sultan Masood Ghaznaviy. In addition, we were able to find information about the history in other books of Beruni, such as Monuments, Knowledge (At-Tafkhim) and India.

Judging by the books of al-Saolibi "Amazing Information" ("Latoif al-Maorif", X-XI century), al-Samoni "The Book of the Ancestors" ("Kitob al-Ansob" XII century) [7: 27-37], Yokut al-Hamawiy "Encyclopedia of Writers" (To the Men of Al-Ubod) and others, the Academy of Mamun enjoyed fame center of literature and art. Many poets and writers, such as, Ahmad bin Muhammad bin Sakhriy, Abdulloh bin Hamid, Abu Sayyid bin Shabib, Abu Hasan bin Mamoon, Abu Abdulloh at-Tahir, Ibrahim Rakkoniy, worked at the Mammun Academy. The adviser to Khorezzhah al-Sakhliy wrote poems and regularly organized literature competitions at the Mamun Academy in Khorezm. In this era, linguistic scholars at the Mamoon Academy developed an Arabic grammar and vocabulary, which was an important tool for scientific communication.

As is known, this article appeared in Khorezm in 1005. Scientists Abu Sahl al-Masihiy, Abu Khair Hammar, Abu Ali ibn Sino and Abu Rayhan Beruni wrote scientific works on medicine. In particular, Abu Khair Hammar was known as the Second Hippocrates for his innovative theoretical studies in such areas of medicine as human anatomy, diets of the elderly, methods of medical experiments, food substances and epilepsy. Abu Sahl al-Masihiy gained fame for his practical studies in medicine. Abu Ali ibn Sino [9], despite his short 5-year stay in Khorezm (1005-1010), wrote very important articles on the treatment of wounds (Dafal-Mador). Scientists look

not only into the past, but also actively work to improve the health care system. They are looking for ways to reduce the incidence of children and adolescents in ecologically unfavorable areas. Created a database and mathematical models for the integrated study and evaluation of the influence of environmental factors on the development of children of all ages.

In the work of specialists helps modern equipment. In the laboratory of physical and chemical studies, the chromatograph examines the physical and chemical properties of soil, water and plants, determines the presence of micro- and macroelements in them - for example, pesticides, herbicides, as well as various substances harmful to crops. Unique devices appeared in the new laboratory of DNA technology. They reveal the genetic and physical properties of physiological materials, diagnose diseases of plants and animals, analyze them and help to prepare appropriate recommendations for farmers. Scientists and students of Urgench State University and branches of the Metropolitan Medical Academy and the University of Information Technologies successfully use the experimental base of the Academy. They study the properties of various types of soil, biologically active materials, conduct experiments to obtain vegetable paints, work on methods that prevent the spread of termites. Thanks to active relations with foreign partners, the Academy regains the image of a world-renowned scientific school. Together with UNESCO, they are working to preserve and study tangible and intangible cultural values, ancient sources that shed light on new pages of the past. Archaeological studies of the origins of the urbanized culture of ancient Khorezm interested colleagues from foreign universities. In the fields of history, archeology, ethnography, biotechnology, contacts have been established with one of Europe's oldest universities, the French Sorbonne and the South Korean Kenhi University. Cooperation with the National Library of France is growing stronger in the study of ancient manuscripts. The Academy itself has a rich book collection numbering 17,600 units of the fund, and a modern information and resource center operates here. And the museum contains valuable rare exhibits: photographs, manuscripts, archival materials illustrating different periods of the history of the region. The catalog "Rare manuscripts of the Khorezm Mamun Academy" was released, including full information about the institution's unique fund.

In conclusion, I want to emphasize that today the Khorezm Academy Mamuna has become a scientific and spiritual center of the Khorezm region, especially for young people, as university students and general education students spend their free time at the academy, visiting the museum and the information and resource center of the academy.

References:

[1] Abu-l-Fazl Bayhaqi. The history of Ma'sud. - M .: Science, 1969.
[2] Abu Rayhan Beruni. Fav. works. T.1. Monuments of past generations / Under. Ed .: Kh.I. Abdullaeva, S.A. Azimdzhanova et al., Per and notes. M.A. Sale.- T.: Fan, 1957.

[3] Al-Biruni and Ibn Sina. Biruni's ten questions regarding Aristotle's "Book of Heaven" and Ibn Sina's Answers. Eight questions of Biruni regarding Aristotle's "Physics" and the answers of Ibn Sina. In the book: Materials on the history of progressive social and philosophical thought in Uzbekistan. Tashkent, 1957.
[4] Abu Reyhan Biruni. Fav. works. T.2. India / Ed. ed. IN AND. Belyaev; Per. A.B. Khalidov and Yu.N. Zavadovsky; Com. V.G.Ermana, A.B. Khalidov. - T .: Fan, 1963.
[5] Abu Rayhan Biruni. Fav. works. V. 3. Determining the boundaries of places to clarify the distance between settlements [Geodesy] / Issled., Trans. and note. P.G. Bulgakov; Ed. A.K. Arends. - T .: Fan, 1966.
[6] Beruni and Ibn Sina. Correspondence / Trans. Yu.N. Zavadovsky. - T .: Fan, 1973.
[7] Abdullaev I. As-Saoliby ҳақида Yangi Malymotlar. Sharushunoslik. - Toshkent. № 1. B.28 - 37.
[8] Abul-Rauhan al-Biruni, The Book of Instruction in the Elements of astrology. Ed. And transl. By R.Wright. London 1934.
[9] Avicenne. Le ivre de science, t.1. Paris, 1955; t.II. (Physique - mathematiques), trad. par. M. Achena et H.Masse. Paris, 1958.
[10] Krause M. Die Sphdrik von Abu Nasr Mansur b. 'Ali b. Iraq, mit Untersuchungen zur Geschichte des Textes bei den islamischen Mathematiker, Berlin, 1936.

ORIENTATION OF TEACHING AND EDUCATIONAL PROCESS TO FORMATION OF A PERSON

F. Djaniev[1], F. Kuldasheva[2]

DOI: http://doi.org/10.15350/UK_6/8/14

Abstract
In given article are described results of directed researching on exposition of development particularities of valuable orientations on high educated students, as the factor is improvement of education's quality with using modern scientific approaches.

Key words: values, researches, education, formation, orientation.

The national program on a professional training, measures on its realization, has created in a society understanding of high values of modern formation, which significantly influences on formation of perfect person, social and economic development of the country. Ideas and positions of the National program, the

1-President of Uzbek Republic, I.A.Karimov's performance on XIV session of Supreme Assembly, intersect for from the frames of habitual pedagogical interpretation and open the deepest, socially and personal focused values of formation. They should be embodied in a real educational process, its organization and especially, the education maintenance, in the state educational standards, aims and programs, textbooks and the study-methodical literature, to provide achievement of established results by the National program at each step of uninterrupted education.

The strategic aim – **"formation of the prospering, strong democratic state, a civil society"**, has predermined realization of consecutive, purposeful measures in all spheres of the state and public construction. For years of independence the people of Uzbekistan have achieved considerable successes in economy and social sphere in spiritually-moral restoration of a society. In result, the new social climate, new spiritual and moral values of a society were generated.

Values of a society education, - as its social institute, are constantly varied and specified. However, throughout centuries, these changes haven't suffered the progressive direction. There was their deep essence – **orienteering on the Person**, on its rights, freedom and ideals; on conditions of existence and interaction norms, communion in a society. Nowadays universal, national and cultural values are the situation in the country, objectly

[1]Djaniev FAKHRIDDIN, senior teacher of Tashkent Institute of Textile and Light Industry, Uzbekistan.
[2]Farangiz KULDASHEVA, student of the Tashkent Institute of Textile and Light Industry, Uzbekistan.

included in the maintenance and the education organization, in its moral and cultural purposes.

Society and a person consider education from positions **of a purpose, process and result**. The listed categories are socially and historically caused. At each stage of the society development is put the concrete aims to the education and assigned certain functions. Demands were accordingly presented to the organization maintenance of educational process and a final result of education. In other words the government and society are conveying out the definable policy in attitude to education, formed in according to the developed values in a society and rising generation.

Education – as sphere of social activity urged to create conditions for the person's developing in the acclimatized process of society values as a whole world civilization. Therefore education becomes synthesis of teaching and individual informative activity, upbringing and self – upbringing, development and self – development, also socialization.

The education purpose – development of the individual, the society and in a global plan, - conversation and unfolding material, cultural and moral wealth.

Also, maintenance of conditions for formation of independently and liberal person, a citizen, a patriot of the Native land attached to the independence ideals and democracy, a qualified expert.

Formation of a person, capable meaning to participate in a political life, actively to influence the social process, responsible for the country's destiny, family, - **here the main priority of the National program on a professional training**. It will promote acceleration of democratic introduction bases, during a sociopolitical life of the country, to construct an original civil society and the lawful state. Conditions will be created for that each person could find own place in a public life, on development of liberal skills, culture of thinking and discussion, also consequently formations of rich internal world of a person.

The updated society perceives and realizes such basic category as **freedom**. Freedom is, firstly, - a person's possibility and ability to think and operate, proceeding from own promptings, interests and purposes; secondly, - independence of an environment influence and circumstances; thirdly, - responsibility for made decisions.

The restrictions of freedom have been emergenced from a society, cause ability to live of a free person in that measure, in what he or she voluntary and realizably accepts these restrictions, forming them as the law. In a society the person is free, until his or her freedom doesn't limit of other people's freedom. Legal and moral norms are as regulators of attitudes between people, act humanity function, if secure the person's freedom. As alternative of freedom, somehow are external factors – authoritarism, violence, compulsion or internal specialties, - aimless, weakness.

For this purpose, firstly, that's necessary to eradicate old stereotypes, of legal thinking when the law had been considered separately for special social groups or persons, when there was no belief and confidence, that means, the Law is equal for all. Secondly, - is an introduction of principle

"**priority of human rights over the state rights,…consciousness of that human rights should be the main value.** "

According to geographical and demographic features of territories, have been taking into account their social and economic development, requirements of the person, a society and the state should satisfy development of an educational network institutions.

At preschool education level creation of conditions is provided for preschool children, maintenance of possibilities of a choice veritable programs for various kinds of preschool educational institutions and family education, reception of the qualified consulting services in all questions of a preschool education, effective preparation of children for regular training at school.

The new structure of the general secondary education provides an orientation on disclosing of intellectual and moral potential of pupils, in particular, introduction of the differentiated approach to training according to pupils' abilities and possibilities.

The created network of the centers of vocational counseling and psycholo-pedagogical diagnostics of the trained should promote revealing of presented children and talented youth, to help the correct, realized choice of the further training direction, to provide adaptation of pupils to constantly varying requirements of a labor market and educational services.

The average special, vocational training also is under construction on a basis differentiation and disclosings of potential of the person. So, in academic lyceums are trained on the selected works with them to a direction of "intensive intellectual development, deepened profile training", possibility to raise level of knowledge and to generate the professional special skills, directed on continuation of training, or on their realisation in labour activity. In professional colleges, along with the fundamental general educational preparation, are trained seize modern trades and acquire profound theoretical knowledge on general-professional and to special disciplines.

Provides two-level higher education (a bachelor degree, a magistracy): expansion of independence on the higher educational institutions, introduction of public management, introduction of technologies and means of a training individualization, self-education, system of remote formation, maintenance of a humanitarian, humanistic orientation of formation on the basis with a rich spiritual and intellectual heritage of the people and universal values.

Ideas of liberalisation of a society should find the realisation in direct educational practice. Thereupon it is necessary to rethink treatment of concept "training" cardinally.

New strategy of system's development of the continuous formation, the rethought interpretation of "training" is demanded replacement "supporting" on "innovative" training.

Orientation of teaching and educational process to formation of the person as free, and responsible should become a result of realisation of the National program on a professional training. Differently the person

should realise that in our society it can realise the abilities, the choice of an educational and professional way satisfies diverse spiritual and material requirements, and that it is to the full responsible before a society, observing its laws, in every possible way promoting social stability and progress.

References:

[1] I.A. Karimov, Science must serve country's progress. (collec.ess.-T.2. – C.248-264 p.)
[2] I.A. Karimov, "Developed generation – Uzbekistan's foundation of evolution". (T., 1997. – 63 p.)
[3] K.A. Abulxanova – Slavskaya, Strategy of life. (M.: Thought, 1991. – 320 p.)
[4] N.X. Avliyakulova, Modern technologies of education. (T., - 2001, - 68 p.)
[5] P.V. Alekseev, Philosophy. (textbook, -M.: prospect, 1998 – 247 p.)
[6] B.G. Ananeev, About problems of modern humanity. (M.: Science, 1977. – 247p.)
[7] V. I. Andreev, Pedagogy: educational course for creative self-developing. Kazan, Innovation technologies centre. 2002.
[8] V.I. Andreev, Pedagogical ethics: Innovation course for moral development. (Kazan, Innovation technologies centre. 2003. – 272 p.)
[9] P.F. Anisimov, Direction of the middle professional-decation quality. (Monograph. Kazan: Institution of the middle professional-education. PAO, 2001. – 256 p.)
[10] O.F. Anisimov, Methodological dictionary for managers. M.: 2002.
[11] V.A. Anishenko, Pedagogical condition of high educational establishment's developing on creative activities. - Monograph. Orienburg: 2002.
[12] S.I. Arxangelskiy, Lectures at theories' teaching in high-school. - M.: High-school, 1974.

INNOVATIVE ACTIVITIES OF A TEACHER AS A GUARANTEE OF QUALITY EDUCATION

M. Abdullaeva[1]

DOI: http://doi.org/10.15350/UK_6/8/15

Abstract
The article deals with the formation of skills of independent creative, creative thinking among students - students through pedagogical technologies and their preparation for pedagogical innovative activity.

Key words: formation, thinking, independence, creativity, creation, innovation.

The rapid penetration of innovative pedagogical technologies into the educational stages is explained by the fact that rapid information technologies of the 21st century cover all spheres. Today's educator is required to create innovative pedagogical technologies, to be able to apply them in the educational process, along with the constant improvement of their professional skills. The level of preparation of the educator for innovative activities has become the most important indicator of professional qualification. Already, the innovative activity of the educator demonstrates the potential for creative research, the creation of advanced ideas for improving the form and content of education, the discovery of news. Through innovative pedagogical technologies, students are also provided with the content of creativity, creativity, independent thinking, the ability to achieve educational goals through their own research, conscious creative attitude.

"Innovation "is a Latin word, meaning renewal," innovation". Innovation implies the creation of new ideas that serve to improve the shape and content of the educational process. Innovative ideas are rapidly entering today's educational practice. Pedagogical innovations contribute to an increase in the quality and effectiveness of Education. At the same time, any renewal processes in society take place, inextricably linked with the essence of reforms. The fact that the state educational standards are being updated; the fact that the content of classifiers related to educational-methodical literature, textbooks, programs, educational spheres is improving gives impetus to new pedagogical concepts. Such updates require rapid penetration of pedagogical innovations into the educational sphere and the system of continuous education.

The active work of modern pedagogues in the same processes requires a level of readiness for innovative activity among a number of professional

[1]Makhsuda ABDULLAEVA, Candidate of pedagogical sciences, Associate Professor, Namangan state university, Uzbekistan.

qualities. The level of suitability for such activities is clearly manifested in the educational technology project and the pedagogical idea at its center. If the educator – the creator of educational technology-mastered theoretical knowledge, practical experience, skills of applying advanced methods and methods of education, the effectiveness of education with quality is guaranteed.

Since any teaching technology is aimed at a specific didactic goal, on its basis lies a clear pedagogical idea. Since the essence of pedagogical Technologies is the idea of developing the personality of the reader from different aspects, the same idea is tried on the basis of educational technologies on different topics. But in what form, with what methods and how to implement this idea? every time you try to find a new, original answer to the question - " what?" From this "answer " the essence of the pedagogical idea that moves technology is understood.

Interactive methods that serve to ensure the effectiveness of educational technology are widely used in the stages of continuing education. The name of dozens of such methods as" 6x6x6"," smart attack"," decision genealogy"," networks"," scales"," stairs"," corners"," elpigich " is understandable and familiar to everyone. In educational practice, the teacher takes as a basis the didactic goal, as long as they plan to use it. At the same time, the head rests on how to accomplish this goal. To solve the problem arises the need to create a certain idea. Well, the didactic goal is clear, the stages of its implementation, the methods of education are established, but what is the educational technology built on?

The idea"in the National Encyclopedia of Uzbekistan "is an idea that comes into being in human thinking and leads society and people towards the goal. In it, the goals of knowing and changing the universe, the ways and means of achieving them will be embodied" – explained. If we apply this definition to pedagogical technologies, then the definition of "research of optimal options for creating, applying methods of teaching and mastering, bringing them into a single system" is derived. The variants of pedagogical technologies aimed at the development of students ' speech are the result of the creative activity of teachers-educators who developed it. On the basis of the current activity, too, stands the idea of a certain look, the effectiveness of Education.

Anatoly Gin, who made interesting observations on modern educational technologies, said:"such technologies allow students to fly freely in the sky of contemplation, freeing them from a single sphere of thought." When creating such conditions, the scientist advises "to use open assignments. In such a way, students are directed to creative (creative) thinking, reaching the solution of the problem in various ways, through research. And there will be a lot of solutions of"open assignments".

We know that from the 60-ies of the last century in the educational process began to use technical means. A theoretical and practical scientific interpretation of the technological foundations of teaching was initiated. In 1961, in the USA, the journal "pedagogical technology"; from 1964 year in England" pedagogical technology and program education"; from 1965

year in Japan, from 1971 year it was published in the journal" pedagogical technology". In Russia, too, scientific research in this direction has been created. V.LocationClarin's " Pedagogicheskaya technology v uchebnom prosesse"; V.The P.Bespalko's manuals such as" Slagayomie pedagogicheskoy technologii " were created. Since 1997, the magazine" School Technologies " has been published.

In Uzbekistan, too, since the 90s of the XX century, the theoretical and practical basis of pedagogical Technologies was studied by a number of scientists: R.The X.Zhurraev, It Is.What?Noshaliev, M.S.Saidahmedov, B.The L.Farberman, Q.Ishmatov, X.Abdukarimov, T.The search for Nazarova is from the sentence Shular.

This means that any pedagogical technology dictates pedagogical ideas aimed at renewal, improvement. The process of innovation inherent in the educational system is the result of this necessity.

The purpose of education, the content of the educational process, organizational forms, teaching methods, methods and tools are regularly improved and updated with the experience of teachers according to their skills, research, the potential for creating innovation. Due to the demand and need of our society for the formation of healthy, harmonious youth in all respects, today's educational goals have gained a new meaning. Integrity of pedagogical technology, design of educational and educational process; guarantee of results in advance; principles of design ensure that the sequence, consistency, relevance of technology components, the individual level of assimilation of educational materials are consistently growing in accordance with the stages of learning. The principles of pedagogical technology are generally applied in the field of printmaking (consciousness, activity, visual acuity, connection of theory with practice, continuity and continuity of Education, comprehensiveness, cognitive acuity, etc.it is studied in harmony with K).

The degree of change in pedagogical and student relations in innovative technology-based work:

* The educator is the bearer of knowledge, not the complement, the student's reading becomes an assistant, consultant, organizer in the acquisition of knowledge.

* For him, the teacher-constructivist, design, algorithm, learns to work in the sphere.

* Skills of conducting business on the basis of bilateral activity, responsibility, creativity are formed.

* Self-education of the student, in active work alone, in pairs, in small groups, the environment of independent work helps; the educational process is individualized; the results of training are guaranteed.

Any pedagogical technology combines sending (directing), acting controlling and corrective actions.

Through such techniques as" smart attack"," problematic education"," 6x6x6", the teacher prepares questions, cards, tables that send the students to find solutions to these issues by determining in advance what kind of teaching assignments they should work on or what kind of problem

they should solve. Develops and designs training technology. Students are directed to research on the basis of ready-made assignments; as soon as they understand the assignments, they move to the stage of active research, thinking, independent activity. They begin to prepare their own decisions, judgments.

The precise, purposeful action of students becomes the result of the practical application of the mastered learning materials, knowledge, skills and skills. At the same time, new skills are also formed. During the course of the educational effort, students perform a number of types of activities such as studying, analyzing, comparing, performing the presented assignments. And the result comes from the end of these actions.

The student himself assesses the result of his studies, educational and cognitive activities. The teacher monitors the results, controls the level of effectiveness of the designed technology, determines, identifies and diagnoses the means and opportunities for it to be more effective. Conducts creative work on the improvement of certain parts of technology.

RESORT ABASTUMANI - TOURIST RECREATIONAL POTENTIAL AND PROSPECTS

T. Tamarashvili[1], L. Mzarelua[2], G. Mamulashvili[3]

DOI: http://doi.org/10.15350/UK_6/8/16

Abstract
In an era of modern globalization when great emphasis is put on an ecologically clean environment on a worldwide scale, balneo-climatic resorts and recreational zones become popular on a daily basis. Indeed, Abastumani provides uniqiu opportunites and perspectives in tourism recreational view.It facilitates to raise awareness about cultural aspects and develop recreational, medical and environmental tourism. Abastumani resort is known for a variety of recreational tourist resouses, and and it is necessary to make appropriate use of it by keeping in mind the principles of sustainable development, as it will be benefitial for both local people as well as tourist.

Key words: abastumani, prospects, sustainability, recreation, tourism, resources, versatile potential.

Грузия имеет большие туристические и рекреационные возможности. Флора, фауна, охраняемые территории, ландшафт, национальные парки, памятники природы, минеральные источники, существующие в горных регионах курорты, и наилучшие климатические условия привлекают множество визитёров, как внутри страны так и с международной точки зрения. Среди курортов Грузии особенно выделяется горный климатический курот Абастумани, который находится «на южном склоне Месхетского хребта, Адигенского района, в ущелье реки Оцхи, он характерен горным умеренным чистым и сухим климатом». [1] Часть ущелья входит в состав охраняемой территории Боржоми-Харагаульского национального парка. Здесь встречаются редчайшие виды флоры и фауны, реликтические и эндемические виды, в настоящее время функционирует несколько туристических троп.

Территория Абастумани с экологической точки зрения, а также и атмосферными условиями, выделяется особенной чистотой, так как здесь наблюдается большая прозрачность воздуха. Абастумани считается уникальной территорией и для астрономических наблюде-

[1]Tamar TAMARASHVILI, Associate Professor, Telavi State University, Georgia.
[2]Lana MZARELUA, Associate Professor, National University of Georgia, Georgia.
[3]Gela MAMULASHVILI, student, International Black Sea Universityб Georgia.

ний. Нужно отметить тот факт, что недалеко от Абастумани сохранилось множество памятников культурного наследия, что даёт нам возможность для составления многосторонних туристических маршрутов культурно-познавательного характера. Особенно оригинальны такие памятники культуры как Крепость царицы Тамар, Золотая крепость, монастыри Зарзмы и Чулеви, внимание притягивает Зимние и Летние дворцы великого князя Георгия Романова, а Зекарский перевал просто прекрасен, оттуда в хорошую погоду открывается вид на полосу Черноморского побережья и т.д.

Курорт Абастумани выделяется особенными рекреационными курортными возможностями, её особенностью является не только экологическая чистота, но и здоровый воздух и первоначальная природа.

«Лечебным фактором курорта являются гидроресурсы с минеральными водами, которые сливаются с горным климатом. На курорте в отдельном пространстве находится территория с минеральными водами. Нужно отметить «Богатырский, Змеиный и Противозолоушные источники». «Минеральные воды оспользуются в виде ванн при заболеваниях опорно-двигательного аппарата, хронических заболеваниях суставов, мышц, связок, периферийной нервной системы и при гинекологических заболеваниях». [2]. Территория курортных вод окружена хвойными растениями и кустарниками, здесь огромное множество лечебных трав, ягод, в воздухе кружится пьянящий запах цветов и трав – в совокупности всё это создаёт особенные условия для отдыха, спокойствия, рекреации и оздоровления. «Рекреация» - латинское слово, означает восстановление т.е. отдых и возобновление потраченных человеком физических и ителлектуальных сил. Различают множество видов рекреации – лечебно-оздоровительную, познавательную, образовательную, спортивную и т.д. [3]. На курортах Абастумани возможна талассотерапия, климатотерапия, принятие солнечных ванн, можно обустроить лечебные террасы. Из горно-климатических курортов с рекреационной точки зрения Абастумани является безусловным лидером. Можно сказать, что он обладает полифункциональным потенциалом, а лечебный и медицинский туризм весьма важен сточки зрения wellness-а. Потребность на медицинский туризмво всём мире ежегодно растёт. «Данный вид туризма подразумевает получение квалифицированного медицинского обслуживания за границей. Популярность данного вида туризма вызвала развитие тех отраслей экономики, которые помогают пациентам при планировании туристического путешествия и получении медицинского обслуживания.

В настоящее время существует множество туристических компаний, которые дают возможность осуществить получение медицинского обслуживания не тратя много денежных средств. А что касается и «SPA, то это направлено на здоровых людей, ими пользуются люди, которые желают быть в хорошей форме». [4] [стр. 202, Корганашвили Л., Международный туризм, Тбилиси, 2012 г.]

«SPA» - это оздоровительный комплекс физиотерапевтических процедур, в которых использованы пресная вода и вода минерального моря. Соль, лечебные растения, спа и грязь являются средствами водных процедур, которые направлены на улучшение здоровья и внешности. Абастумани имеет наилучший ресурсный потенциал для спа-центров и спа-гостиниц. Сегодня имеется множество подобных курортов, даже создаются специальные туристические маршруты, которые могут значительно повысить количество визитёров. «VELNESS» - концепция здорового образа жизни, которая основана на единство физического и ментального здоровья, правильное питание, умеренную физическую нагрузку, освобождение от вредных привычек. Основным принципом является: движение, умственная активность, гармония и расслабление, красота, уход за телом и сбалансированное питание». [5]

Вместе с лечебными водами весьма важным является причинно-следственный союз с той наилучшей климатической средой, которая вызывает улучшение обмена веществ, функционирование дыхательных путей, циркуляцию крови, укрепление иммунной системы организма: «низкое атмосферное давление, защищенность от ветров, сухой воздух, умеренная облачность, достаточная продолжительность солнечных лучей в любое время года – вот весь комплекс климатических факторов, в условиях которых осуществляется действие лечебных вод Абастумани на человеческий организм». [6]

Именно поэтому Абастумани называли оазисом. Само место Абастумани характерно прозрачной, стерильной средой, хвойными лесными массивами, термическими водами, природным электричеством. Это те параметры, которые в комплексе с другими климатическими элементами оказывают положительное влияние на жизненные процессы человеческого организма, а в частности на такие болезни как туберкулёз. Главный врач тубдиспансера в своём интервью отмечал: «Климат действительно имеет лечебный эффект и свойства, который в совокупности с медикаментами даёт хороший результат и играет большую роль в деле оздоровления пациентов, а также и в повышении жизнеспособности человека. Планируется строительство нового медицинского центра, который был начат осенью нынешнего года, оно завершится в мае 2019 года, а 2020 году Абастумани станем четырёх сезонным курортом мирового уровня. [7] Из-за идеи Бидзины Иванишвили Абастуманскую туб.больницу перенесут с данного курорта.

Из опыта явствует, что «Абастуманский климат способствует не только в деле оздоровления больных, но и у выздоровленных пациентов растёт чувствительность к бактериям, что оказывает положительное влияние на жизнеспособность пациентов. А основой являются сосны, местные препараты, используемые в медицине как сырьё при инфекционных заболеваниях и при лечении ран. Хвойные эфирные масла используются при ревматических болях и заболеваниях дыхательных путей». [8]

Нужно отметить, что «Абастумани по климатическим условиям и своей высоте весьма схож с такими знаменитыми курортами Европы

как Давос и Лейзен. Климат в Абастумани субальпийский, он характерен яркими солнечными днями, чистотой воздуха, умеренными ветрами и равномерной температурой, в этом месте туман очень редкое явление, количество солнечных дней весьма велико». [9]

С туристической точки зрения особенную ценность Абастумани придаёт астрофизическая обсерватория. В настоящее время огромное количество визитёров заинтересовано обозрением небесных тел из телескопа. В Грузии астрономия издавна играла большую роль, ею были заинтересованы многие учёные, в Гелатской и Икалтойских академиях астрономия изучалась отдельным предметом. Для учёта времени, установления и соблюдения ритуальных дат требовалось астрономическое мышление, знание фаз луны было необходимо для правильного ведения хозяйства и урожайности. Во всех эпохах хранились материалы космографического содержания, но что касается обсерватории, то в её основании большую роль сыграл астроном Александр Глазенап и Георгий Романов - родной брат последнего императора России Николая II-ого. В начале прошлого столения для изучения атмосферных условий в горных местах Грузии Ленинградской астрофизической обсерваториейбыли проведены исследования. В результате данного исследования было решено – на юге Советского Союза начать строительство горной обсерватории. На горе Кагобили на высоте 1700 метров с 1932 года была основана астрофизическая обсерватория. В течении нескольких десятков лет здесь проводились исследования, которые продолжаются и по сей день, подтверждено, что это место характерно уникальными атмосферными условиями для астрономических наблюдений. «Гора Канобили покрыта хвойным лесом и характерна удивительной погодой, здесь в году до 300 солнечных дней и до 250 ясных безоблачных ночей. В обсерватории 8 звёздных и солнечных телескопов, постоянно проводятся наблюдения над звёздами, солнцем, дальней галактикой, планетами, луной и атмосферой Земли» [10]

Как отмечают астрофизики и астрономы для Абастумани характерным является «высокая прозрачность воздуха, большое количество чистых и безоблачных дней, именно при подобной погоде предусмотрено наблюдение над небесными телами при помощи оптических приборов. Нужно отметить, что с территории обсерватории становится возможным невооружённым глазомувидеть ряд планет». [11] Астрономия дорогостоящая наука, для наблюдения необходимы телескопы, разные приборы, многосторонние устройства. В Абастуманской обсерватории большое значение придают популяризации астрономии, из разных стран сюда приезжают люди. . . «космический и мистический мир предлагает лицезрить множество интересных тайн, планет, астероидов и т.д. Для проведения иследований и наблюдений это место на территории всей Евразии и по сей день считается одним из самых лучших мест». [12] [Журнал «Шоколад», 2009 г. (45), Тбилиси, стр. 30]. В обсерватории имеется астрономичекий музей, в котором хранится множество экспонатов, есть метеорит, старинные календарные трактаты, макет 70-сантиметрового рефрактора, награды и грамотыастрономов.

Исходя из сказанного выше, в Абастумани, а особенно недалеко от обсерватории создана прекрасная обстановка для развития астрофотографии. Это сравнительно молодое направление, у которого уже имеется множество любителей, сторонников и профессионалов. Астрофотограф снимает те объекты, которые отдалены от нашей планеты на миллионы световых лет. Это также может быть использовано для притягивания визитёров, как из-за границы, так и внутри страны. Ведь для любого сегмента очень притягивающим и интересным является наблюдение над звёздами, солнцем, планетами, астероидами и туманностями, кроме того притягивает фотографирование прекрасных пейзажев, леса, небесных тел.

Примечательно, что «с 1996 года начинает функционировать астрономическая ассоциация Грузии, которая в сотрудничестве с любителями астрономии и профессиональными астрономами, осуществляет популяризацию астрономической науки. Стать её членом может каждый любитель астрономии, как профессионал, так и начинающий астроном». [13]

Интересны статистические показатели по поводу визитёров. Особенно повышается число туристов в летний сезон. Данные показатели были переданы научными сотрудниками Абастуманской обсерватории.

2015 г.Учащиеся и студенты - 1286.Взрослые - 2140. Всего - 3426
2016 г.Учащиеся и студенты - 1941.Взрослые - 2638. Всего - 4539
2017 г.Учащиеся и студенты - 2908. Взрослые - 3353. Всего - 6261
2018г. январь-август Учащиеся и студенты –2383. Взрослые - 2429. Всего - 4812

Выводы:

1.Сейчас, в период современной глобализации, когда во всём мире огромное значение уделяется экологически здоровой среде, большое значение имеют бальнеоклиматические курорты, рекреационные зоны, с туристической точки зрения Абастумани действительно обладает уникальными возможностями и перспективами. Это наилучший ресурс для развития медицинского, лечебно-оздоровительного, рекреационного туризма.

2.Видовой состав леса в Абастумани, флора и фауна, экологически чистая среда, всё перечисленное в совокупности открывает возможности для моделирования многосторонних научных и рекреационных туристических маршрутов.

3.Считаем целесообразным, чтобы недалеко от астрофизической обсерватории были обустроены специальные площадки для лиц, заинтересованных астрономией, фотографированием небесных тел, а также нужно устраивать конкурсы фотовыставок как для профессионалов, так и для любителей.

4.На территории Абастумани необходимо создать небольшое биохозяйство, которое будет способствовать выращиванию экологически чистых продуктов, развивать овощеводство, пчеловодство и

т.д. Кроме того считаю целесообразным проводить среди населения тренинг-курсы в туристическом направлении.

5.Желательно развивать агротуристические и фермерские хозяйства, для этого государство должно выдать населению низкопроцентные кредиты.

6.На сегодняшний день, существующее в Абастумани форелевое хозяйство предлагает потребителю экологически чистую продукцию, а визитёры могут понаблюдать за рыбой или заняться рыбной ловлей и здесь же в ресторане попробовать блюда из рыбы, пойманной своими руками. Развитие и помощь подобным хозяйствам заметно повысит вопрос трудоустройства местного населения и увеличится количество визитёров.

7.Весьма интересным будет обмен опытом с другими странами. Образование в Абастумани музея истории природы (подобный институт существует во многих странах (Греция)), в котором будут показаны экспонаты или чучела той флоры и фауны, которые проживают в данном пространстве, кроме того целесообразным считаю образование музея грибов, в котором будут показаны образцы грибов, распространённых на юге Грузии, там же нужно открыть и сувенирный магазин с каталогом образцов флоры и фауны. С соответствующим менеджментом и рекламой здесь появится множество отдыхающих.

Таким образом, Абастумани выделяется многообразными курортно-рекреационными и туристическими ресурсами, нужно всё это использовать должным образом, на основе принципов устойчивого развития туризма, что совокупности положительно повлияет и на население, и на визитёров.

References:

[1] Грузинская Советская Энциклопедия, том 1, Тбилиси, 1975 г., стр. 15;
[2] Нодия Г. «Курорты и курортные ресурсы Грузии», Тбилиси, 1976 г., стр. 119;
[3] Квашилава-Цеквава А. «Курорты» Тбилиси, 2011 г., стр. 7;
[4] Корганашвили Л. «Международный туризм», Тбилиси, 2012 г., стр. 202;
[5] Г. Купарадзе «Рекреалогия и курортология», Тбилиси, 2015 г., стр. 78;
[6] Андгуладзе В. «Лечебные воды Абастумани», Тбилиси, 1934 г., стр. 31;
[7] https://commersant.ge/ge/post/bidzina-ivanishvilis-ideis-gamo-abastumnis-tubsaavadmyofos-kurortidan-gadaitanen
[8] «Три сокровища», Общественный журнал, 2013 г., 4 (10), стр. 75;
[9] Д. Джавахишвили «Курортология», 1972 г., Тбилиси, стр. 77;
[10]Краткая история астрономии Грузии, стр. 7, 8, Тбилиси;
[11]Журнал «Шоколад», 2009 г., № 45, стр. 30;
[12]Журнал „Табула», 2011 г., Тбилиси, 25-31 июля, стр. 21;
[13]www.observatory.iliauni.edu.ge .

PROSPECTS FOR VELNES TOURISM IN THE KAKHETI REGION FOR THE DEVELOPMENT OF SMALL AND MEDIUM-SIZED BUSINESSES

M. Aladashvili[1], T. Tamarashvili[2], G. Mamulashvili[3]

DOI: http://doi.org/10.15350/UK_6/8/17

Abstract
From ancient times, Georgia was known for its exceptional healing and recreational resorts, that was grabbing the attention of foreigners. Every single region of Georgia has its unique characteristics in this field. The article discusses wellness opportunities, resources and development prospects in the region of Kakheti.

Key words: Kakheti, Medical Tourism, Wellness, Business.

Кахетия один из самых красивейших регионов Грузии, у нее есть большой выбор туристического ресурса, планирования религиозых и культурно-познавательных туров. Нужно иметь ввиду, что на сегодняшний день в Кахетии функционирует не один курорт, что дает возможность для развития в регионе вэлнэса и медицинских туров. Фунционируют климатический и бальнеологический курорты, а также курорты периодического типа.

1. Климатические курорты: которые выделяются здоровым воздухом и лечебными свойствами,

2. Бальнеологические курорты- это те, главным фактором которого является минеральная вода,

3. Лечебные грязевые курорты, которые созданы географически вблизи руд лечебной грязи. [1.65.]

На сегодняшний день медицинский туризм часто употребляется и как синоним. Хотя, между ними есть и существенные особенности.

„Обслуживание медицинским туризмом происходит как внутри страны и за его пределами, в нем сочетаются как отдых за границей вместе с высококвалифицированным медицинским обслуживанием, так и оздоровительный туризм, который является реабилитацией к уже существующим болезням или восстановления здоровья„ [2.200]

В Кахетии множество разного рода курортов, например:

1.**Архилоскало**, он характеризуется наилучшим климатом.„Используется для лечения нефрита и пиелонефрита, цистита„ [3]

[1]Maya ALADASHVILI, Associate Professor, Iakob Gogebashvili Telavi State University, Georgia.
[2]Tamar TAMARASHVILI, Associate Professor, Iakob Gogebashvili Telavi State University, Georgia.
[3]Gela MAMULASHVILI, student, International Black Sea Universityб Georgia.

2.**Лагодехи.** Бальнеологический курорт с воздухом низкогорья и слабыми сульфидными и хлористыми, натриумными минеральными водами, с сочетанием сероводорода. В виды лечения входят ванны минеральных вод, пассивная климатотерапия. Используется для лечения болезней костно-суставной системы.'' [4]

3.**Уджармский бальнеологический курорт**. У визитеров есть возможность провести бальнео-терапическое лечение, физиотерапию и реабилитацию, оздоровительные процедуры.

4. «**Циви Кода»,** отличается флорой и лиственницей (кавказская ель, сосна). Вид лечения лесами –пассивная климатотерапия. Используется для лечения дыхательных путей.

5.Горным рельефом отличается **«Торгвас абано»,** которое расположено на склонах кавказского водораздела. Используется для аппарата опорно-двигательной и периферийной нервной системы. [5]

6.Бальнеологический курорт **Кварели.** Имеет два вида минеральных вод, которые употребляются для лечебных ванн.

Из перечисленных курортов пелиодическим характером выделяется **Ахтала**.

Пелиодотерапия самый активный метод курортной медицины. Грязевая процедура действует на организм человека в существующих в коже ответвлениях, рецепторах, химическими, тепловыми, механическими и электронными раздражительными путями, во время процедур кожа всасывает газы, входящие в состав грязи, которые оказывают лечебное воздействие на организм.

Также всасывается биологически активные и радиоактивные вещества и экстрогенные соединения. Обнаруженные в грязи некоторые бактериофаги борются с инфекцией. Во время гелиодотерапии расширяется нервная система, ускоряется пульс и дыхание. У аппликации есть эффект похожий на массаж, что дает возможность усилению сердечно-сосудистой системе. [6]

Известный курорт Кахетии вскоре станет международным SPA – центром. Над концепцией развития Ахталы работает ирландская архитектурная кампания «Аруп». Кампания «Аруп» одна из самых успешных проектных кампаний в мире,

Правда с точки зрения лечебно-оздоровительной медицины Кахетия владеет многообразным ресурсом. Но нужно обеспечить курорты соответствующим персоналом, во всем мире востребование на медицинский туризм и wellness туризм растет с каждым днем, это направление туризма подразумевает принятие квалифицированного медицинского обслуживания зарубежом.

Популяризация этого вида туризма вызвала развитие этих видов экономики, котрые помогают пациенту в планировании туристического путешествия и принятии медицинского обслуживания. На сегодняшний день многие туристические кампании сотрудничают с заграничными больницами, клиниками, что дает им возможность за

сравнительно меньшую цену осуществить медицинское обслуживание. А что касается SPA, то оно рассчитано на здоровых людей, его потребители люди, которые хотят быть в хорошей форме. [3, с. 202]

SPA- это комплекс физиотерапевтических процедур, где используется минеральная вода. Соль, лечебные травы, грязи, представляют SPA как возможность направленную на улучшение облика здоровья, SPA-центров и SPA –гостиниц с наилучшим ресурсным потенциалом в кахетинском регионе, на сегодня многие курорты в этом направлении даже специализируются специальными туристическими маршрутами что может значительно увеличить число визитеров….

''VELNESS это концепция здорового образа жизни, которая основана на единстве физического и ментального здоровья в правильном питании, умеренной физической нагрузки и освобождения от вредных привычек. Его принцип: движение, умственная активность, расслабление и гармония, красота, уход за телом и балансированное питание. [7.78]

А посему перечисленные курорты создают ресурс для развития велнес-туризма, но необходимо благоустройство, с учетом современных стандартов. Использование существующего природного ресурса так, чтобы у визитеров создалась гармоническая среда.

Надо отметить, что,,использование велнес-продуктов, дает возможность человеку в психологической и физической релакции, в любой ситуации сохранить внутреннее спокойствие, правильное питание и заботу о себе, в любом возрасте сохранять привлекательность, активное долголетие, а также духовно, продлевает молодость. Вилнес направлен не только на профилактику больного, но и на восстановление жизненных сил и лечение.

Цель вилнес-обслуживания предложить человеку и развить навыки здорового образа жизни, что подразумевает SPA-обслуживание, физические упражнения, велнес-образование. Здоровое питание важнейший компонет вилнес-туризма, с этой точки зрения инновационное биодинамическое хозяйство функционирует в селе Руиспири Телавского муниципалитета.

С каждым днем все востребованнее становятся произведенные там все экологические продукты и пользуются большим спросом, как на внутреннем, так и на международном рынке сбыта. Это пример довольно успешного бизнеса.

В биодинамике большое значение уделяется лунным циклам и астрологическому влиянию, солнцу и луне, планетам и в общем звездам. Как показывает опыт, небесные тела оказывают большое значение на рост живых организмов.

Перед современным миром все обостренно стоит вызов –обеспечить население экологически чистой и здоровой продукцией и защитить природу от внешних рисков, биодинамика же предстает перед нами в этом эффективном процессе, как спасительница этого хозяйства с успешным итогом.

Значения биодинамического хозяйства многообразны. Это хозяйство существует с 2014 года и принадлежит **Аладашвили Г,** Обработку виноградника и земли биодинамическим методом он изучил в Швейцарии.

В селе Руиспири, на земле предков, он развернул виноградник на площади в 2 га. В винограднике представлены сорта старого грузинского вина – грубела, кахетинское, симонасеули, киси, хихви, ркацители, красное икалтойское и зеленое кахетинское.

Бизнесмен уделяет особое внимание на здоровый продукт, что в прямой связи с современными вызовами – обеспечением производства экологически чистым продуктом.

Хозяйство выделяется и тем, что виноградник согласно лунного календаря обрабатывается лошадью и руками, а взятый урожай собирается в квеври (винный кувшин) традиционным методом. Вместе с вином на экспорт вывозят чурчхелу, сухофрукты, мед и варенья.

На месте хозяйства устроена территория, где происходят разного рода мастер-классы, такие как: выпечка хлеба в тонэ, сбор винограда и его обработка в давильне, жарка шашлыка, а также дегустация вин.

Соответственно меню укомплектовано биологически чистыми продуктами, которые изготовлены на месте. Подчеркивается тот факт, что в винограднике бизнесмена биодинамическим методом произведенный запас 10-летнего вина заранее уже продан во Франции и Швейцарии.

Биодинамическое хозяйство как с точки притяжения туристов, так и с точки зрения трудоустройства имеет высокий потенциал.

Кроме того, начинания бизнесмена служат и национальным интересам тоже – чтобы не потерять традиционную технологию производства вина и восстановить производство древнейших сортов грузинских вин.

Думаем, что это еще одна наилучшая основа и предпосылка для развития вилнес-туризма, но нужно в секторе сельского хозяйства усилить бизнес поддерживаемых организаций, которые со своей стороны должны обеспечить финансовую помощь малого и среднего производства и раширению в Кахетии биохозяйств,оказать помощь в будущем изготовленный экологический чистый продукт сделать досягаемым с соответствующими ценами для рынков Евросоюза.

Как было отмечено выше, в Кахетии у нас огромный ресурс с точки зрения развития вэлнэс-туризма, из них часть довольно хорошо использована, например, гостиничный комплекс «Лопота», существующий рядом лесной массив создает наилучшую ауру для перезярядки и отдыха.

«Лопота предлагает визитерам лечебный массаж, релиаксационные процедуры по вэлнэс-программе, специальный пищевой рацион, что помогает обмену веществ и сохранению эластичности кожи. Йогу, как открытый так и закрытый бассейны, соответственно успокоительная среда оказывает положительное воздействие на здоровье и характер человека., [9] www.lopotaresort.com/ka/spa,

Также не лишен внимания винный SPA в селении Кисисхеви, где визитерам предлагает довольно многообразный сервис винная кампания « Шухман Вайнс Джорджия»

„Потребитель может воспользоваться процедурами винного SPA, в числе которых разнообразные прцедуры релакционного массажа из натурального 100 % натурального сырья, ради чего кампания использует собственное косметическое средство – масло виноградного семени„(10) https://commersant.ge/ge/post/gvinis-spa-da-kosmetika-shuxman-vains-djordjiamquot-qartul-bazarze-siaxle-danerga .

Существующий в кахетинском регионе наилучшим ресурсом для вэлнэс-туризма владеет и успешно использует гостиница **«Кварлис эдеми»,** который представляет «уникальный оздоровительный центр, где визитеры могут воспользоваться SPA и другим массажным обслуживанием, турецкой и финской сауной, аузом для гидромассажа, спортзалом. Существующий сервис, комфортабельная и тихая обстановка. У гостиницы есть все ресурсы для развития вэлнэс-туризма. [11]

Выводы:

1.В современный период, когда такое особое внимание уделяется экологии, здоровой природе и экологически чистым пищевым продуктам, обязательно должны разрабатываться такие проекты, которые способствуют созданию нужных условий для развития вэлнес-туризма.

Считаем целесообразным финансирование под низкий процент упрощенным методом таких кредитных продуктов которые принесут выгоду инновационному и выигрышному бизнесу, дабы у бизнесменов постоянно была возможность покрытия банковского кредита и использования его как надежного источника покрытия долга.

Вместе с развитием вэлнэс-туризма повысится значение биодинамических хозяйств среди населения, потребность и значение в биологически чистых продуктах. Быстро растущий вэлнэс-туризм также популярен и как источник бизнеса во всем мире.

Режущая глаз красивейшая природа Грузии со своими древнейшими культурными традициями, с охраняемыми территориями и многочисленным туристическим ресурсом ставит страну в фокус внимания туристической жилы.

Если в Кахетии случится оснащение существующих курортов современными технологиями, существенно возрастет и число визитеров. Что положительно скажется как на регионе, так и на бюджете страны.

2.Произойдет популяризация страны в мировом масштабе. Произойдет пропаганда региона в целях поднятия туристического потенциала. Возрастут доходы и взносы. Будет развита инфраструктура.

3.Будут созданы новые рабочие места. Возрастет потребность на экологически чистую сельскую продукцию и число биохозяйств.

4.Вместе с тем значительна переподготовка обслуживаемого персонала на основе медицинских требований.

5. Развитие вэлнэса и лечебно-оздоровительного туризма в Кахетии уменьшит уровень безработности в регионе, достигнет развития экономики на высокий уровень, что соответственно принесет стране экономический подьем и развитие.

References:

[1] Г.Хомерики.,Туризм.,Тб.,2008., 2008.,65,66
[2] .Л.Корганашвили.,Международный туризм.,Тб. 2012. 3.с.202
[3] http://travelingeorgia.ge/region/Resort-Arkhiloskalo/
[4] http://travelingeorgia.ge/region/Resort-Lagodekhi/,
[5] Перспктивы развития туризма и мировой опыт,, Тб.,с.54 (журн.)
[6] Аверс,, (журн.) № 2 (108), 2014, с.52-53
[7] Г. Купарадзе.,Рекреалогия и курортология. 2015, Тбилиси, с.78
[8] Рецензированный научно-практический и реферированный журнал факультета экономики и бизнеса ТГУ им. Иванэ Джавахишвили.- Экономика и бизнес / Тбилиси, 2013.. – январь-февраль. - N1. - с79-90. –
[9] www.lopotaresort.com/ka/spa
[10]https://commersant.ge/ge/post/gvinis-spa-da-kosmetika-shuxman-vains-djordjiamquot-qartul-bazarze-siaxle-danerga .
[11]https://www.turebi.ge/ka/hotels/144

HISTORICAL SCIENCES

MILITARY ACTIONS IN GEORGIA DURING THE CRIMEAN WAR (1853-1856)

T. Akhalmosulishvili[1]

DOI: http://doi.org/10.15350/UK_6/8/18

Abstract
Based on rich sources in the article, some episodes of the war were discussed during the Crimean War in Georgia. This war was one of the main rings in the long and merciless battles between large states for solving the "Eastern Question". Georgia, as a direct transition between West and East, fought with Turkey and Iran in the war. During the Crimean War (1853-1856), the military campaign on the borders of Georgia and the South Caucasus was of great importance and influenced the end results of this war. The Georgian people and its famous militia, who played the role of supporting the regular army of Russia, overcame the horrors of war and played a vital role in defeating the enemies. The war demonstrated the spiritual strength of the Georgian people, a high level of military art, exemplary physical training and an eternal desire for national freedom.

Key words: Crimea War, Eastern Era War, Georgian Army, Georgian Police, Larry, Paris Marine Negotiation.

«Вопрос Востока», который четыре столетия не отдалялся от европейской дипломатии и политической сцены, достиг своего пика во время Крымской войны. Война была одним из главных колец "Восточного вопроса которая решало многолетние и беспощадные сражения между крупными государствами.

Крымская война является одним из переломных моментов в истории международных отношений, особенно в истории внутренней и внешней политики России [1]. Таким образом, Грузия была географической и политической частью огромной российской империи, о которой он мечтал в великой политики.

Период Восточной войны, жизнь в Грузии всего закавказского народа - очень богат историческими событиями и чрезвычайно утомительный. Как известно, на этой стороне, как и на Западе и Востоке. войну с Турцией и Ираном представляла собой поле битвы военных

[1]Teymuraz AKHALMOSULISHVILI, Doctor of Historical Sciences, Iakob Gogebashvili Telavi State University, Georgia.

действий. Оно особенно актуально во время Крымской войны в Грузии и Закавказье, которая стала ведущей частью кровавых вооруженных столкновений до прекращения войны из-за стрельбы и парижского восстания. Военные действия начались фактически с Турцией 28 октября 1853 года на закавказской границе, когда небольшая, но смелая армия грузин вместе с русскими воинами встретилась с героической толпой вторжения тысяч турок.

В начале войны довольно протяженная граница между Кавказом и Турцией была «укреплена» маленькими контрольно-пропускными пунктами, где было всего несколько полковых казаков. [2]. Российское местное командование было вынуждено покинуть местное население (милицию) с регулярной потерей армии. Грузинская милиция выполнила свои обязанности в борьбе с Турцией во время Восточной войны.

Турки занимают «Николаевский контрольно-пропускной пункт» (говорят о Шектиле). После потери этого контрольно-пропускного пункта российские войска 14 ноября потерпели очередное поражение от Александруполля Баянранда, и за этим последовал успех турок в Закавказье, в частности в Грузии, в начале войны.

В начале октября 1853 года красочная алифафа прибыла турецкой регулярной армией в 20 000 человек и открыла новое поле битвы. Турки начали проверять почву, и яростные нападения нерегулярных банд участились на российских контрольно-пропускных пунктах и местных жителях. К концу октября вся пограничная линия Ахалцихе-Мазар была под турецким контролем. Русские сохранили свои позиции в Ахалцихе [3] до сих пор.

Российское командование было поручено генералу Андроникашвили непосредственно защищать Ахалцихе. 18 ноября 1853 года турецкий полковник испытал трудности. Одна операция была решительно решена противником спасти долину и открыть дорогу в Гори и Тбилиси.

Столица Грузии Тбилиси была сердцем всего Закавказья, его ключевым пунктом. Самые важные военно-стратегические дороги на севере были из России (Россия), юга и запада. Российская дипломатия командования хорошо понимала, что можно было сделать только этот благоприятный трамплин: отрезать в направлении Тебриза, Баязи, Арзмура и Трабзона. В этом и заключается храбрость героизма русских и грузин в крепости Ацкури, чтобы враг не покинул Тбилиси. Борьба с узлом Ацкури шла всю ночь. Несмотря на великое превосходство противника, который вновь получил новое наполнение пехотными частями и ракетами, не смог противостоять контрнаступлению российских войск. Она кричала и хмурилась. Несмотря на разгром Ачури, турецкий колорит Али-паши продолжал блокировать Ахалцийский замок [4]. 26 ноября в 4 часа русские войска ушли в «старый город». Риторика русских батальонов оказалась настолько точно рассчитана, что развертывание войск было настолько простым, что яростный противник, несмотря на великие державы и

сильно укрепленные позиции, не имел другого выбора, кроме как уйти. 26 ноября разгром турецкого корпуса стал настоящей катастрофой с Ахалцихе. Удары молнии русских войск потревожили врага и пожертвовали им ради окончательного поражения. Остатки турецкого корпуса, уничтоженного в Ахалцихе, были возвращены вслед за русской армией под командованием генерала Бебутова. 1 декабря произошла решающая битва с башкирами. С победой русских и грузин в этой битве части турецкой армии были уничтожены.

Сохранившиеся части турецкой армии избежали замок Карс. Попытка турецкой армии вторгнуться в Ахалцихе в Закавказье закончилась неудачей.

В начале войны осенью 1853 года была четко продемонстрирована твердая решимость и решительный настрой грузинской армии: регулярными российскими войсками турецкие войска атаковали турецкие войска с Ацкур и Ахалцихе. Побежденные поражения сильно подрывали волю противника, а русский и грузинский народ были поражены надеждой. С показанием и подтверждением известного историка и Академика Тариэля: «Великая кампания на Кавказе сыграла важную роль в дальнейшем развитии событий наряду с победой Синопа. Поход на Кавказ привел к новому оптимизму и оптимизму». [5]. В ноябре 1953 года Османское командование решило атаковать побережье Черного моря в западной части Грузии, в частности по совету британских военных специалистов. В Сухуми эксплуатировать военную операцию и полностью свергнуть западную Грузию. План Османского командования был открыт известным русским адмиралом Фахри. Основная сила Османской империи, которая должна была быть перемещена к побережью западной Джорджии, была в синопе. Губка имела небольшой военно-морской флот, состоящий из 6 проводных кораблей и двух линейных кораблей. У турок было 15 линейных кораблей, в том числе два паровых двигателя. Несмотря на преимущества вражеских сил, Насимов одержал блестящую победу, турецкий флот был полностью уничтожен. Осман-паша был захвачен командующим Османским флотом. Бои с Синопом вошли в историю морских сражений России как один из самых безупречных листов. [6]. В середине декабря 1853 в Синопе бои в Лондоне и Париже в результате анализа такого решения было, наконец, сделали - необходимо немедленно вмешаться, чтобы спасти турецкий флот в Синопе в Турции оказалось разрушение не менее убойная силы для престижа турецкого флота, престиж земли, чем его поражение Баша adiklar в результате этого. [7]

ნობილია, რომ ყირიმის ომის პერიოდში შამილმა რამდენჯერმე სცადა საქართველოზე გავლით ჩაეშალა რუსთა კომუნიკაციები, გაეკაფა გზა სამხრეთისაკენ და შეერთებოდა თურქეთის არმიას

Известно, что во время Крымской войны Шамиль неоднократно пытался заблокировать комуникации русских через Грузию, прорвать путь на юг и присоединится к турецкой армии. В конце ноября

1853 года, в самый трудный момент для турецких войск. Шамиль собрал довольно много отрядов и организовал первую серьезную диверсию в тылу русского корпуса на Кавказе. Но его первая попытка закончилась неудачей. Это было особенно тяжело и разрушительно для грузинского народа, и летом 1854 года Шамиль напал на деревни Кахетии для великих русских армий.

Своими многочисленными вооруженными силами Шамиль в июле 1854 года затопил деревни Кахети огнем и мечом, мирные жители были сорваны, и многие из них были захвачены в горах Дагестана. Огонь вспыхнул у причалов, которые разрушили деревни Кахетии, разрушили дом великого грузинского писателя и общественного деятеля Александра Чавчавадзе в Цинандали. Это бедствие описывает отчет начальника Сигнахи о серийном нападении Шамили на тбилисского военного губернатора, о брошенных обстоятельствах Телави, сожжении деревень, распаде и захвате населения, составленном в 1854 году. 7 июля.

В письме сообщается, что сам глава дипломатической корпорации Давид Чавчавадзе и Шамиль были захвачены вдовой майора Орбелиани; И в дополнение к этому деревни Кахетии Уезад: Цинандали, Кондол, Тогания и Кисисхеви, а с другой стороны Шильда, Грэмми, Енисели, Тусицихе, Пшанси и другие, за исключением того, что я был убит 1000 человек». [8] Грузинский народ единодушно сопротивлялся Шамилю, российские войска и местного населения разгромили щиты шамильских войск. Многие попытки Шамиля - дезорганизовать спинной мозг российских войск, не оправдали себя. Надежды и предположения души диверсантов не изменили общего направления активных действий русских войск и грузинского народа против турок. Блестящие победы генерала Андроникашвили 8 июня и июня 1854 года вместе с возвышением славы русской армии в Ниоти и Чолоке еще раз описали грузинский народ и грузинское военное искусство с его превосходным успехом на высотах Чолоки на левом фланге Закавказья и захвата Баязата.

Таким образом, как мы видели, во время Крымской войны турецкая война в Грузии была жестокой неудачей. Однако российский царизм вызвал соглашение о прекращении огня из-за кризиса. Особенно на общественно-политическом фоне, когда крестьянские восстания были особенно широко распространены в годы Крымской войны. Вот почему российское правительство пыталось объединиться с враждующими государствами.

В начале 1856 г. официальные переговоры состоялись в Париже. 30 марта того же года представители враждующих государств подписали соглашение о прекращении огня. На основании вышеупомянутого соглашения Россия потеряла Дунайскую Конфедерацию, южную часть Бессараба, и он также потерял право иметь стратегическую базу в бассейне Черного моря, и Россия должна быть оставлена всеми военными арсеналами в бассейне Черного моря. С этими санкциями

Россия была вынуждена пойти на компромисс и подписала Парижский мирный договор. Царизм начал и проиграл эту войну. В этой войне появилось ее дипломатическое невежество как дипломатическая единица, а также ее военная организация обороны, которая развила сильную техническую отсталость и огромный скачок в вражде бабушки. В 1853-1856 гг. Нынешняя кампания на границах Грузии и Южного Кавказа имела большое значение и оказала влияние на всю Крымскую войну. Грузинский народ и его известная милиция, сыгравшая роль вспомогательной силы регулярной армии России, столкнулись с большими трудностями в агрессивной войне и сыграли решающую роль в победе над врагами. Кроме того, военная кампания 1853-1856 годов в Закавказье, как и во всей Российской империи, полностью обострила классовое сопротивление и классовую борьбу. Последнее в реальности Грузии и реальности Закавказья тесно связано с Национально-освободительным движением. После Крымской войны это было очевидно начало системы гибких барабанов. Произвол средневековой тирании, должно быть, переживал всю ее историческую вечность. Появление новой социально-экономической формации - капитализма.

References:

[1] Е. Тарле. Соч. VIII, стр. II. 1959.
[2] Эр. Бурчуладзе, распад Грузии и срыв планов англо-турецких захватчиков порабощения. Тбилиси, 1953, с.6.
[3] Эр. Бурчуладзе, Крымская война и Грузия. Тбилиси, 1960. с. 223.
[4] Эр. Бурчуладзе, Крымская война и Грузия. Тбилиси, 1960. С.224-226.
[5] Эр. Бурчуладзе, Крымская война и Грузия. Тбилиси, 1960. С.227-228.
[6] Эр. Бурчуладзе, Крымская война и Грузия. Тбилиси, 1960. С.235.
[7] Е. Тарле. Соч. т.VIII, гл. х. стр. II. 444-445.
[8] Шамиль Хэшинг Документс (на русском), с. 393.
[9] Е. Тарле. Соч. т.VIII, стр. 11-13.

NATURAL SCIENCES AND MEDICINE

THE MODERN FEATURES OF THE TRAINING AND EDUCATION OF NURSES IN UZBEKISTAN

M. Hamraqulova[1], M. Baxodirova[2], M. Murodova[3],
H. Sharipova[4], N. Isaev[5]

DOI: http://doi.org/10.15350/UK_6/8/19

Abstract
The article deals with the issues of further development potential of nursing professionals, especially the training of nursing staff on the basis of foreign experience, as well as trends in the development of nursing in Uzbekistan. The analysis of the professional trajectory of nursing students, as well as the consideration of the features of the formation of the modern professional status of nurses with higher nursing education becomes important.

Key words: students, medical universities, nurse.

Relevance of the study. The nurse is not only the most popular specialty among medical workers, but also a link between the person in need of medical care and the attending physician, it is a specialist on whom the quality of medical care of the population largely depends.

In connection with these features significantly increase the requirements for the quality of training of nursing professionals. As a result, there is a need to increase attention to the problem of professional self-determination of medical students, improve their theoretical knowledge, improve practical training, which will perform nursing duties at the level of skill, to form personal qualities, to instill skills of continuous professional self-improvement.

Professional self-determination of a person is a complex and long process that covers almost the entire life of a person, requiring special measures of assistance and psychological and pedagogical support. Professional self-determination does not end with the choice of profession. It

[1]Muqaddas HAMRAQULOVA, teacher of medical College of Hatirchi, Uzbekistan.
[2]Muazzam BAXODIROVA, teacher of medical College of Hatirchi, Uzbekistan.
[3]Mohinur MURODOVA, teacher of medical College of Hatirchi, Uzbekistan.
[4]Hulkar SHARIPOVA, teacher of medical College of Hatirchi, Uzbekistan.
[5]Narimon ISAEV, teachers of medical College of Hatirchi, Uzbekistan.

should be considered as the Central and leading component of the professional development of the individual.

The analysis of the available dissertation researches confirms that the problem of development of the theory and methodology of professional self-determination and in General professional training of students of medical schools and colleges in the period of intensive social and economic transformations in the country is insufficiently studied.

These studies undoubtedly contributed to the development of the theory and practice of secondary medical education. However, they do not determine what contribution to the management of the process of professional self-determination of students should make the teacher of each discipline of the curriculum of the system of training of students of medical College. At the same time, it should be noted that the pedagogical process of supporting professional self-determination of medical College students has not been the subject of research in any dissertation so far.

The Foundation of professional self-determination and all subsequent training of nurses in College, ensuring the consolidation of professional choice and the formation of professionally significant qualities and activities is the course "Fundamentals of nursing".

However, the study of the existing theory and practice of teaching medical College students shows that insufficient attention is paid to the development of teaching methods of this fundamental discipline in the matter of professional self-determination. The training course "Fundamentals of nursing" of medical College students is conducted mainly on an empirical basis, without taking into account the level of their professional orientation, the new requirements of the market economy to medical workers, without relying on the achievements of modern psychological and pedagogical science teachers, as a rule, do not have pedagogical and methodological training.

Theoretical, methodological, psychological and pedagogical bases and methodical approaches to management of professional self-determination of students of medical College as the leading component of their professional training and formation are insufficiently developed. And the technology of professional self-determination of students in the process of teaching specific subjects of the curriculum has not been developed at all.

The main contradictions that determine the importance of the problem under consideration are the contradictions between:

- the fundamental importance of professional self-determination of young people in the system of their professional training and insufficient study of the pedagogical essence of this important concept;

- the need to create a continuous system of professional self-determination of the individual and the lack of theoretical prerequisites and conceptual provisions of its design;

- objective needs of participation of each teacher in helping students to consolidate their professional choice and insufficient development of methods of its organization;

- the increased requirements of society to the quality of education of nurses and the lack of psychological, pedagogical and methodological training of many teachers of special disciplines in medical colleges;

- the presence in the practice of vocational education significant freedom in choosing ways and means of improving the quality of training of students of medical colleges and the dominance of traditional ways and approaches to improving secondary medical education.

All of the above has determined the scientific problem of this study: what are the theoretical foundations, conceptual and organizational foundations of the system of management of professional self-determination of medical students in the learning process of a particular discipline of the curriculum of the medical College?

The need to remove these contradictions, the lack of theoretical elaboration of the formulated problem and the great practical significance of its solution prompted us to choose the following topic of the dissertation research: "Professional self-determination of medical College students" (on the example of the specialty "Nursing").

The purpose of the study is to improve the quality of professional training of medical College students by developing the scientific basis of design and implementation of their professional self-determination.

Research problem:

1. Clarify the essence of the concept of "professional self-determination of the individual." To identify the theoretical background and practical basis for the development of a system of professional self-determination of medical College students.

2. To substantiate the conceptual provisions and to design a space-time model of the system of professional self-determination of students.

3. To determine the organizational and pedagogical conditions of professional self-determination of students in the course of training "Fundamentals of nursing".

4. To conduct an experimental and experimental test of the effectiveness of the designed system of professional self-determination of students in the course of "Fundamentals of nursing" and to introduce its positive results in the practice of training nurses.

References:

[1] N. In. Those Kidula M. K., W. A. Altynbekova, M. K. Kasymbekov the Modern features of the training and education of nurses in Kazakhstan // Vestnik KazNMU. 2016. №1

STATISTICAL RESEARCH OF BREAST CANCER IN WOMEN OF FERTILE AGE

H. Rustamova[1], M. Muyassarova[2], S. Mukhammadieva[3]

DOI: http://doi.org/10.15350/UK_6/8/20

Abstract
Breast cancer is a malignant tumor of the glandular tissue of the breast. In the world, it is the most common form of cancer among women, affecting between 1/13 and 1/9 of women between the ages of 13 and 90 years. Annually, from 800 thousand to 1 million new cases of breast cancer are registered. In terms of the number of cancer deaths in women, this type of cancer ranks second. The etiology of breast cancer is currently insufficiently investigated.

Key words: breast cancer, women, patronage, nurse.

Актуальность проблемы: Рак молочной железы – это злокачественная опухоль железистой ткани молочной железы. В мире это наиболее частая форма рака среди женщин, поражающая в течение жизни от 1/13 до 1/9 женщин в возрасте от 13 до 90 лет. Ежегодно регистрируют от 800 тыс. до 1 млн новых случаев заболевания раком молочной железы. По числу смертей от рака у женщин эта разновидность рака занимает второе место. Вопросы этиологии рака молочной железы в настоящее время исследованы недостаточно.

Цель нашего исследования: Провести сравнительный статистический анализ заболевания раком молочной железы у женщин фертильного возраста (от 15 до 49 лет) по Республике за три года.

Задачи исследования:

- Изучение статистики РМЖ у женщин фертильного возраста в Республике за три года
- Изучить причины развития РМЖ и определить связь между сроком его выявления и исходом болезни;
- Дать предложения по проведению мероприятий по повышении уровня информированности женщин в вопросах симптоматики и раннего выявления РМЖ.

[1]Hamida RUSTAMOVA, Professor, Tashkent medical academy, Uzbekistan.
[2] Muyassarova MUKHABBAT, senior teacher at Tashkent medical academy, Uzbekistan.
[3]Sabina MUKHAMMADIEVA, student at Tashkent medical academy, Uzbekistan.

Результаты нашего исследования:

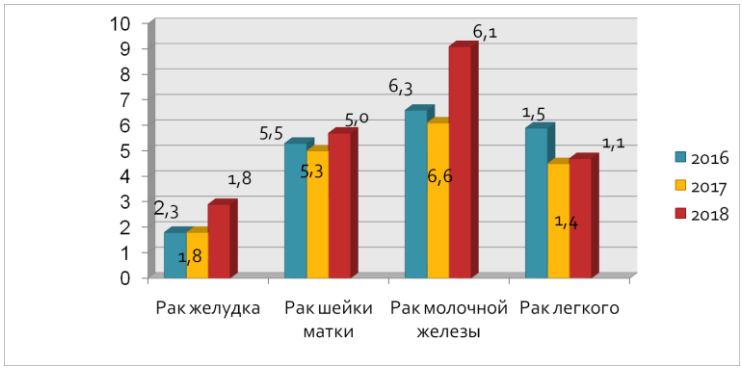


Рис. 1. Показатели по основным нозологиям на 100 тыс. населения (Республика Узбекистан).

Рис. 2. Структура ЗНО среди женщин в Республике за 2018 год

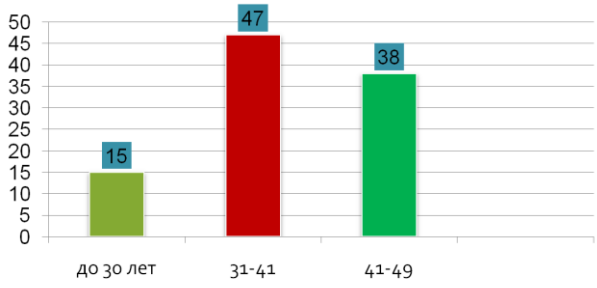


Рис. 3. Распределение больных по возрасту (%)

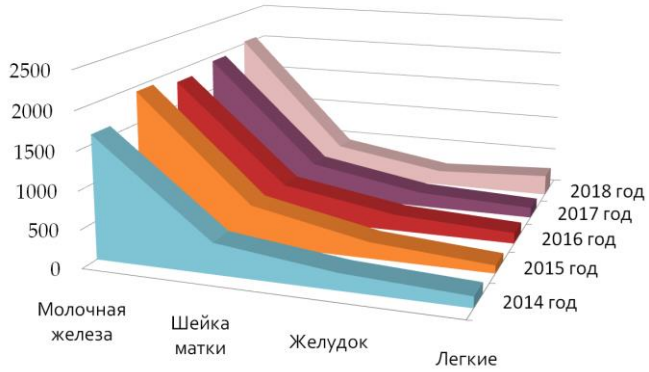


Рис. 4. Статистика пятилетней выживаемости с момента установления диагноза ЗНО

Профилактика Рака молочной железы. Существуют два метода раннего выявления:

- ранняя диагностика или обеспечение осведомленности в отношении ранних признаков и симптомов в симптоматических группах населения для содействия постановке диагноза и проведению лечения на ранних стадиях и
- скрининг, или систематическое применение скрининг-тестов в группах населения, не обнаруживающих видимых симптомов. Он предназначается для выявления людей с патологией, позволяющей предположить рак.
- Маммография
- Самообследование молочной железы
- УЗИ молочной железы
- Магнитно-резонансная томография (МРТ)

Рекомендации:

- Всему женскому населению раз в год необходимо проходить профилактические осмотры, для преждевременного выявления РМЖ
- Для профилактики РМЖ с помощью медицинских сестер активно проводить среди женщин пропаганду здорового образа жизни
- Повышать уровень знаний женщин по вопросам симптоматики и раннего выявления РМЖ
- Необходимо помнить, что уплотнения в груди, вмятины, выделения жидкости, изменения формы или цвета груди и другие трансформации могут быть первыми признаками рака. Однако стоит подчеркнуть, что они не являются 100%-м тому подтверждением. Заметив хотя бы один из этих признаков, вы должны обратиться к доктору, который сделает профессиональный осмотр и подскажет ваши дальнейшие действия.

Проведенный анализ статистических данных позволил сделать следующие выводы:

1.Многие женщины не уделяют должного внимания своему здоровью в целом;

2.РМЖ в основном выявляется на II и III стадии и основной процент женщин с РМЖ в возрасте от 31-45 и от 60-64 лет;

3. Многие женщины до обращения к врачу не имели должного понятия о заболевании РМЖ.

References:

[1] Аксель Е.М. Злокачественные новообразования молочной железы: состояние онкологической помощи, заболеваемость и смертность // Маммология. 2006. - №1. - С. 9-13.

STUDY OF WOMEN'S HEALTH IN MENOPAUSE PERIOD

H. Rustamova[1], M. Muyassarova[2], D. Mirshaeva[3]

DOI: http://doi.org/10.15350/UK_6/8/21

Abstract
Menopause (climacteric, menopause) - (from Greek. climax – "ladder","transition") – a physiological transition period in a woman's life, which takes a period of time between the reproductive phase and old age, during which, against the background of General age-related changes in the woman's body, dominated by involutional processes in the reproductive system, characterized by the cessation of first childbearing, and then menstrual functions.

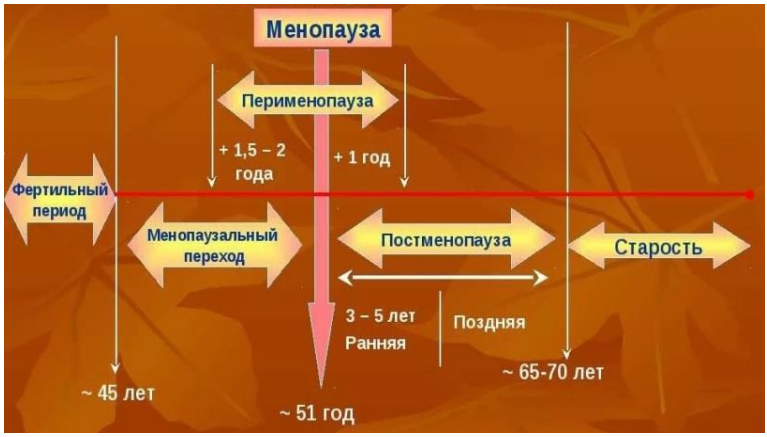
Key words: menopause, woman's body, menstrual function, nurse

Эпидемиология. Статистика показывает, что примерно у половины женщин возраст наступления менопаузы составляет 50 лет, а у другой половины - старше 51 года. К 45 годам происходит угасание репродуктивной функции. К 55 годам происходит угасание гормональной функции. Средний возраст менопаузы зависит от популяционных, расовых и индивидуальных особенностей. У женщины с избыточным весом менопауза наступает позже, чем у худых. У курящих, нерожавших и женщин, живущих высоко над уровнем моря менопауза может наступить несколько раньше.

Медицинские и социальные проблемы климактерия:

- 1 / 2 женщин в мире старше 45 лет;
- У 50 - 60% - симптомы патологического климакса;
- ССЗ в репродуктивном возрасте - 8%, а в климактерическом - 53%
- Риск ИБС в 3 раза, инсульта в 6 раз;
- Остеопороз у 25 - 40%: у каждой второй женщины к 70 годам - 1 перелом;
- Смертность в результате перелома шейки бедра в постменопаузе – 15-20%;
- Дети покидают дом, рождение внуков;
- Напряжение в семейной жизни;
- Смерть родителей;
- Ухудшение здоровья и др.

[1]Hamida RUSTAMOVA, Professor at Tashkent medical academy, Uzbekistan.
[2]Mukhabbat MUYASSAROVA, senior teacher at Tashkent medical academy, Uzbekistan.
[3]Dilnoza MIRSHAEVA, student at Tashkent medical academy, Uzbekistan.



Актуальность проблемы. Увеличение продолжительности жизни населения развитых стран. В настоящее время средняя продолжительность жизни женщин составляет 70–80 лет. Возраст высокой социальной активности женщин.Около 10% женской популяции на сегодняшний день составляют женщины в постменопаузе. По данным авторов (Samsioe G., 1996), ежегодно к их числу прибавляется 25 млн, и к 2020 году ожидается увеличение этой цифры до 47 млн.

Цель исследования. Выявить частоту и характер соматической патологии и изучить состояния здоровья женщин в различные декады КП по материалам обращаемости в ЛПУ.

В исследование включались женщины в возрасте от 40 до 60 лет, проходившие лечение в дневном стационаре. Для выявления сочетанной патологии проводился анализ 150 «Медицинских карт стационарного больного» форма №003/2у и 150 «Медицинских карт амбулаторного больного» (форма №025/у).

В исследование были включены 150 женщин.

Все пациентки были разделены на 3 группы по 50 человек:

1 гр. - женщины в раннем КП (с сохраненной менструацией), возраст пациенток составил 42 года;

2 гр. - женщины в перименопаузальном периоде (от начала климактерических симптомов: нерегулярная менструация, симптомы эстроген - дефицитного состояния, до 2 лет после последней самостоятельной менструации), возраст 50 года;

3 гр. - женщины в постменопаузе (менструация отсутствовала от 2 до 8 лет) возраст 55 года

Рис. 1. Отношение женщин к климаксу

Рис. 2. Соблюдение женщинами ЗОЖ

Выводы. Таким образом, проведенное нами исследование, позволило выявить, что около половина женщин к КП относится нормально, как к физиологическому процессу, однако у женщин по мере увеличения продолжительности КП увеличивается число *соматических заболеваний*, где необходимо постоянное наблюдение и требует своевременного взятия их на *«Д» учет,* с привлечением специалистов соответствующего профиля. И, к сожалению, всего лишь *30%* женщин *соблюдают ЗОЖ*, следовательно, нам необходимо проводить соответствующие мероприятия по *формированию ЗОЖ в КП*. Изменив свой настрой, и образ жизни можно более легко пережить этот этап, оставаясь активной и привлекательной женщиной.

References:

[1] Липко // Акушерство и гинекология. 1992. - №1. - С.54-56.

DEVELOPMENT OF RATIONAL TECHNOLOGY OF NEW GEORGIAN DESSERT WINE

R. Burdiashvili[1]

DOI: http://doi.org/10.15350/UK_6/8/22

Abstract
Thus, we studied the possibilities of different variations in the production of fortified wines from Chardonnay, French grapes grown in Napareuli, as well as the organoleptic and physico-chemical properties of the finished drinks, polyphenolic compounds useful for their health, we chose the best available option, according to which we made a new alcoholic drink "Kavkasioni".

Key words: bones, polyphenolic compounds, desardt wine from "Chardonnay", Kakhetian production.

All types of wine are prepared from Georgian and foreign varieties of grapes in Georgia, the country with ancient traditions: table dry, semi-dry, semi sweet, sparkling, fortified, dessert; almost all of these basic technological methods are used: Kakhetian, European, Red, Imeretian, Champagne, Caramelization, Stratified Wine Production etc.

The Georgian viticulture and winemaking has the richest potential opportunities. First of all this is the rich native gene-fund of local vine, the micro-zones and separate soil-climatic factors of Georgian regions, which gives the opportunity to form a rich assortment of sharply different types of wines.

Introduced vine varieties in Georgia such as: Chardonnay, Cabernet, Merlou, Malbec, Riesling and others even more enrich diversity of fund of wine produced in Georgia.

It is evident that the technological methods of enriching local and foreign varieties with biologically active substances today are a very important and prestigious issue of Georgian winemaking.

It is evident that the technological methods of enriching local and foreign vine varieties with biologically active substances today are a very actual and prestigious issue of Georgian winemaking.

In the recent history of our country, the changes in politics and economy: the expansion of the private sector, the establishment of large factories and private companies - allowed them to develop and implement new methods, moreover, along with Georgian historic varieties, on Georgian soil, revealed that the above-mentioned foreign varieties has quit sufficient industrial potential.

[1]Roland BURDIASHVILI, doctoral student, Iakob Gogebashvili Telavi State University, Production Directorof “Schuchmann Wine Georgia” LLC, Georgia.

The growth of the number of wine companies, study of ancient aboriginal and the industrial potential of foreign varieties introduced in Georgia allows to be increased the wine industry and assortment of wine and grapes originalcoholic beverages such as sweet, dessert, and aromatic drinks.

The purpose of the work is to study one of the most widely distributed French grape varieties such as Chardon in Georgia; to study the Georgian capabilities and fortified winemaking from the different vine varieties.

The purpose of the research was to discover new technological capabilities of French white grape varieties Chardonnay, cultivated on the territory owned by Company **Schuchmann-Wines Georgia** in Kakheti, Telavi Municipality, village Napareuli and production of new health nutrients enriched fortified alcoholic drinks, at the same time rational use of grape seeds in this new technology as a precious secondary raw material obtained from waste, in order to increase the profitability of the sector.

Thus, we studied the possibilities of different variation of fortified wines production from Chardonnay, the French grapes variety harvested in Napareuli, and organoleptic and physical-chemical properties of made drinks also, the polyphenolic compounds useful for their health, we selected the best available option, according to which we made a new alcoholic beverage "Kavkasioni", the stages of its production are as follows:

I. For the first year separation of seeds from the residual waste (chacha) of physiologically ripe Chardonnay processed with European way; drying, packing and storage of the seeds;

II. The second year, one month before the season, in order to obtain useful substances from Chardonnay dry seeds to make tinctures: to pour rectified spirits on the seeds and put it in a dark place in the storeroom

III. In the second year season processing of physiologically ripe Chardonnay grape in European way – stem removing, squashing;

IV. Thermal treatment of dregs: heating to 70-80^{0}C for 20 minutes in thermal-exchanger, keeping temperature by steam generator;

V. Cooling and cleaning of hot dregs;

VI. Cold filter with sulfur anhydride of Fractions I and II;

VII. Cleaned sweet decanting in the fermenting vessel with the yeast, by adding the dry seeds of the previous year in amount 25g/l;

VIII. Fermentation with seeds ≈ 5 % sugar dissolution;

IX. Alcoholization of partially dissolved fermenting sweet and fermentation suspension with the ready-made tinctures of spirit;

X. Procrastination and cleaning in cold;

XI. Wine decanting

References:

[1] Bertelli AA, Das DK (2009) Grapes, wines, resveratrol, and heart health. J Cardiovasc Pharmacol 54: 468–476.

[2] Catalucci D, Latronico MV, Condorelli G (2008) MicroRNAs control gene expression: importance for cardiac development and pathophysiology. Ann N Y Acad Sci 1123: 20–29.

[3] Cullen I. Morrow D., Jin Y., Curley B., Borinson A., Sitzmann I. V., Cahill P. A., Redmond E. M. Resveratrol, a Polyphenolic Phytostilbene, Inhibits sis and Secretion. Journal of Vascular Research. 2007, 44.- pp. 75-84

PHILOLOGY

THE FUNCTIONING OF TERMS IN THE AUTOMOBILE DISCOURSE.

A. Lyskov[1]

DOI: http://doi.org/10.15350/UK_6/8/23

Abstract
This article explores peculiarities of the formation of the automobile discourse. The author performs a discursive and cognitive analyses of the article "BMW X3".

Key words: discourse, automobile discourse, concept, communicative behavior.

Целью данной статьи является показать как изменяется содержание термина в той или иной ситуации, отражаются разные точки зрения на репрезентируемый концепт.

Для выявления особенностей функционирования терминов была взята и рассматривалась статья из журнала "TopGear" за июль 2018 года по автомобилю BMW X3. Статья посвящена технической части авто и его дизайну.

В формально-структурном плане термин рассматривается как отдельное слово или словосочетание. Согласно Т.Л. Канделаки, термин представляет собой «слово или лексикализованное словосочетание, требующее для установления своего значения в соответствующей системе понятий построения дефиниции» [1, с.35].

В.П. Даниленко рассматривает термин как «слова или сочетания специальной сферы употребления, являющиеся наименованием научного или производственно-технологического понятия и имеющие дефиницию» [2, с.11].

Е.М. Чекалина понимает под термином «лексико-семантическую единицу, простую или сложную (словосочетание), употребляющуюся в функции обозначения специальных понятий, относящихся к определенной области знания» [3, с.232].

[1]Andrey LYSKOV, M.V. Lomonosov Northern (Arctic) Federal University, Arkhangelsk, Russia.

Scientific adviser: Tatyana KUZNETSOVA, Doctor of philology, professor, M.V. Lomonosov Northern (Arctic) Federal University, Arkhangelsk, Russia.

Вышеуказанные определения представляют термин как некую лексико-семантическую единицу (слово) или более сложную лексико-семантическую единицу (словосочетание), которая номинирует и соотносится с неким предметом или явлением той или иной области научного знания.

Как можно заметить лингвисты обращают внимание на то, что термин 1) способен номинировать и обозначать специальные понятия; 2) предполагает наличие дефиниции. В.А. Бочаров рассматривает дефиницию как «логическая процедура придания строго фиксированного смысла терминам языка». Фактически, способность к обозначению или номинации является основной функцией, которую выполняют термины [4, с.35].

Поскольку дефиниция термина изучается во взаимосвязи с деятельностью человека, то дефиницию необходимо рассматривать в интегративном объекте – дискурсе – «сложном коммуникативном явлении, включающем, кроме текста, еще и экстралингвистические факторы (знания о мире, мнения, установки, цели адресата), необходимые для построения текста». В дискурсе происходит формирование и вербализация концепта – «всей совокупности знаний по определенной проблеме» [5, с. 693].

Принято считать, что термин «дискурс» (от лат. Discoursus - беседа, аргумент, разговор; франц. Dicours - речь) был введен в 1952 году Зеллигом Харрисом и определен как «связный текст». Однако в настоящее время точки зрения относительно данного понятия претерпели значительные изменения и многие ученые-лингвисты выдвигают свои определения понятия «дискурс». Н.Д. Арутюнова рассматривает дискурс как «речь, погруженную в жизнь» [6, с.383]. В.Б.Кашкин под понятием «дискурс» понимает связный текст в совокупности с экстралингвистическими- прагматическими, социокультурными, психологическими и другими факторами. [7, с.67].

Описывая терминологическую систему – значит перечислить наименования указанных форматов знания, что ещё не дает представления об иерархии единиц в терминосистеме, и что должно быть восполнено с помощью когнитивной карты науки. Узловые точки карты, или слоты фрейма, соответствуют обычно повторяющимся ключевым понятиям всей системы и предопределяют разные аспекты их возможного рассмотрения, включая знания их связей и соотношения друг с другом [8, с.173].

Проанализировав текст, было выделено три основных концепта: 1) дизайн, 2) интерьер, 3) техническая система.

Все термины вводятся в зависимости от того, к какой составляющей автомобиля они относятся. Структурированы термины в зависимости от структурированности текста.

Вступительная часть текста включает оценочное мнение автора статьи. Он сравнивает такие автомобили как Volvo XC60, Volvo superb, Audi Q5, Audi Q7 и BMW X3. Несмотря на то, что статья основывается на рассмотрении технической и внешней составляющих автомобиля

BMW X3, автор выражает сильную симпатию к другому автомобилю с которым он сравнивает BMW X3. Этим самым автор заигрывает с реципиентом, выражает симпатию.

Followed by Volvo's superb take on the XC60 with all its Swedish elegance, built around a fantastic cabin (Вслед за Superb Volvo XC60 со всей его шведской элегантностью, построен вокруг фантастической кабины).

Концепт дизайна охарактеризовывается специальными терминами, которые описывают кузов автомобиля.

The sculpted lines on the bonnet (Скульптурные линии на капоте);

The headlamp unit has been changed (Блок фар был изменен).

Проанализировав часть текста, которую мы отнесли к концепту дизайна можно заметить как термин обогащается, т.е. он наделяется новыми свойствами.

There are less apparent tweaks to the bumper too (Так же есть и менее очевидные изменения в бампере);

Things have changed around the tailgate as well (Ситуация изменилась и вокруг задней двери).

На вышепредставленных примерах, видно как автор сравнивает автомобиль со своим предшественником - как было раньше и как стало в настоящем времени. Можно говорить об обогащении термина, а соответственно об обогащении концепта.

Также были выделены концепты интерьера и технической системы автомобиля. Здесь также можно заметить как автор сравнивает предыдущую модель автомобиля с моделью в настоящем времени.

The interiors have received an obvious upgrade as well (Интерьер также получил очевидную модернизацию).

Термины описывающие концепт интерьера: the center console (центральная консоль); 6.5-inch touchscreen display (6,5-дюймовый сенсорный дисплей); multiple materials (несколько материалов); dashboard (приборная панель).

Термины описывающие техническую систему: diesel motor (дизельный мотор); torque (крутящий момент); gearbox (коробка передач); suspension (подвеска).

Изменяется не содержание термина, а происходит процесс обогащения термина, т.е. он наделяется теми свойствами, которые себя обнаруживают при разных решениях. Поэтому можно сделать вывод, что термин изменяется. Это представление, а не понятие, которое может иметь разные реализации. Термин является не просто термином, он сопровождается признаками, которые приобрел в результате совершенствования (при рассмотрении концепта дизайна автор описывает какие вещи были изменены, усовершенствованы, т.е. термин приобрел дополнительные характеристики в результате совершенствования). Поэтому нельзя говорить, что термин нечто незыблемое и раз и навсегда определенное, наоборот, в процессе развития текста показано, что он приобретает новые качества.

References:

[1] Канделаки, Т.Л. Семантика и мотивированность терминов. М.: Наука, 2012. 318 с.
[2] Даниленко В.П. Русская терминология. Опыт лингвистического описания. М.: Наука, 1977. 246 с.
[3] Чекалина, Е.М., Ушакова Т.М. Лексикология французского языка. Издательский дом Санкт-Петербургского университета, 2007. 276 с.
[4] Бочаров В.А. Новая философская энциклопедия. 2000.
[5] Ананьева, Ю.С. Проблема дефиниции термина. Метаязык наук и терминология в когнитивном освещении. Санкт-Петербург, Россия – 2015. с. 693-696.
[6] Арутюнова, Н.Д. Предложение и его смысл. Логико-Семантические проблемы. М.: Наука, 1976. 383с.
[7] Кашкин, В.Б. Дискурс: методическое пособие. Воронеж: Лабораторная оперативной полиграфии ВГУ, 2004. – 76с.
[8] Федотова, Е.А. Роль базовых концептов при построении когнитивной карты науки. Когнитивные исследования языка РАЛК – 2015. с. 173-177.

APPLICATION OF EDUCATIONAL INNOVATIONS IN FOREIGN LANGUAGE LESSONS

L. Abdullaeva[1]

DOI: http://doi.org/10.15350/UK_6/8/24

Abstract
The article discusses the use of educational innovations in foreign language lessons with multiple examples.

Key words: educational innovations, language, application education, foreign languages.

The word innovation comes from the Latin noun Innovatio; etymologically, it is Novus, which is the basis of a vast lexical field consisting of: novo, novitas, novius, among others. Rivas (2000) notes that it is interesting to single out the existence of the Latin verb novo (novare) without a prefix, the meaning of which is equivalent to the verb "update".

Education is based on four basic principles: learning to know, learning to do, learning to live together and learning to exist. Educational innovations can be understood differently depending on the sociocultural and economic conditions that surround the region in which the study or application is concentrated. Although the definitions of educational innovation are diverse, Kanyal de Leon and co-authors (2002) understand this as:

A set of ideas, processes and strategies with which they are trying to introduce and bring about changes in modern educational practice. Innovation is not a punctual activity, but a process, a long way that stops thinking about life in classrooms, organization and school dynamics, as well as the professional culture of the teaching staff. Its purpose is to change the current reality, change concepts and approaches, change materials, methods and interventions and improve or transform, as appropriate, the teaching and learning processes. Consequently, innovations are associated with changes and have an explicit or hidden ideological, cognitive, ethical and affective component. Because innovation appeals to the subjectivity of the subject and to the development of his individuality, as well as to the practical theory of relationships inherent in the academic act. (pp. 11–12)

On the other hand, Imbernon (1996) confirms that educational innovation is an attitude, as well as a process of researching ideas, suggestions, and new contributions to the school environment. These actions must be carried out jointly in order to resolve problem situations of educational practice, which will entail a change in the context and institutional practice of education. Similarly, Pascual (1988) points out that educational innovations symbolize the struggle against the reality of the social environment, that is, the struggle against mechanics, routine, and routine (p.86). Then it

[1]Lola ABDULLAEVA, Senior teacher, head of the chair of Theoretical Aspects of English language. Samarkand State Institute of Foreign Languages, Uzbekistan.

is assumed that the creative imagination transforms the existing into what is collectively regarded as desirable. Innovation is equivalent to a specific climate throughout the entire educational system, which administration, teachers, and students create and encourage readiness to explore, discover, reflect, and criticize in order to change for the better.

In conclusion, educational innovations include performing actions related to relationships and research processes to solve problems that cause changes in educational practice. Rimari (2002) shows that the main goal of innovation processes is to improve the quality of education, but also has other goals, including:

- Encourage positive attitudes throughout the educational community, based on constant behavior, open to the need for changes and their consequences, for the adequacy of the curriculum and the needs and interests of students.
- Create a space and mechanisms in educational institutions for the identification, evaluation, systematization, standardization, application and dissemination of new experience that contributes to solving educational problems affecting the quality of student learning.
- To encourage the development of sound educational proposals that meet the realities of our country and save creativity, human wealth and the natural and cultural resources that our environment provides.
- To promote flexible, creative and joint curriculum transformation in accordance with the needs of subjects and their community, striving for quality education and meaningful learning.

For his part, Barrantes (2001), in his publication on educational innovation, says that his field of activity focuses on:

Plans and training programs.

Studying proccess.

The use of information and communication technologies (ICT).

Alternative teaching methods.

In the government, management and management.

In this sense, this study is innovative in the school environment in which it was conducted, because in it learning processes developed in the traditional way, understanding this way of learning as teacher-oriented and repetitive classes. continuity of exercises and problems of its application. In addition, the study is innovative in the sense that the institution has some materials that allow the use of a wireless card and computers to run educational software.

The study conducted a merger between numbers 3 and 4, mentioned above, because the proposal combines three pedagogical tools in one pedagogical scenario, as they are: in the disciplinary aspect, the study, analysis and construction of electrical circuits; technologically, the introduction of an inexpensive wireless card in combination with experimental educational software; and pedagogical, problem-based learning. In this case, we are trying to make changes to the various variables that come into play in the teaching / learning process, as this includes administrative aspects, school organization and areas of knowledge with objects of constant reflection in order to adapt to a specific school sense. Here the theoretical elements of physics intersect, since they can solve the internal problems that arise.

Nevertheless, it is necessary to take into account the statements of Dias and co-authors, for which it is necessary to take into account various personal factors that determine the attitude of teachers to participate in innovation processes and, therefore, impede professional progress. Arguments and resistance to any change strategy can be viewed as barriers that are used in order not to personally participate in learning processes and, therefore, include negative elements regarding development; similarly, it is considered appropriate to take into account for the orientation of the proposal comments Garcia and Redondo (2010), who recommend not to be mistaken when innovation is viewed as a process of using ICT only for their use, while continuing to do the same with only new technological resources. We must innovate, using the achievements of pedagogy in relation to science, technology and society. Innovation is not a simple process, it takes planning time and perseverance to make it happen.

During the training exercise, students showed conceptual errors related to the understanding and construction of circuit diagrams of electrical circuits. The institution conducted a detailed observation of the theoretical and practical aspects of the topic of these schemes. These observations confirm the results of a study conducted by Mac Dermott and Schaffer (1992), who found that students make mistakes and have difficulty with concepts related to potential difference, electrical resistance and electric current. In addition, students demonstrated difficulties in applying formal concepts of electrical circuits, linking formal representations and numerical measurements in electrical circuits. The claims of Fredette and Lockhead (1980), which confirm that students successfully solve problems through the application of laws, such as Ohm's and Kirchhoff's law, were also confirmed; however, they do not develop a conceptual structure that is consistent with scientific theories, because it has been proven that, by presenting qualitative situations to students, they react erroneously. These conceptual errors, according to Campos (2009), can be the result of all the concepts that flow from informal life-long experience.

References:

[1] Владимирова Л.П. Интернет на уроках иностранного языка. ИЯШ, No3, 2002. с 33–41.
[2] Донцов Д. Английский на компьютере. Изучаем, переводим, говорим. М., 2007.
[3] Карамышева Т. В. Изучение иностранных языков с помощью компьютера. (в вопросах и ответах). СПБ., 2001
[4] Потапова Р.К. Новые информационные технологии и филология. СПБ., 2004.

SEVERAL METHODS OF IMPROVING SPEAKING AND LISTENING SKILLS

G. Narimova[1], M. Azimova[2], Z. Baronova[3]

DOI: http://doi.org/10.15350/UK_6/8/25

Abstract
Foreign languages are mainly taught to communicate. Given that English is so popular at the same time, learning to speak English can be beneficial to representatives of every field. Everyone learns the language in different ways. I do not believe that one rule will apply to all. When it comes to learning to speak a foreign language, it is not difficult to see the difference in language learning for other purposes. In this article, I would like to give you some personalized test advice that can help you learn how to speak and listen English. As I said, one rule does not apply to all. So, choose the easiest way to learn English!

Key words: methods, listening skills, speaking skills, vocabulary, technique of skills, practicing speech, the role of teacher, intellectual models

Good listening and speaking skills in English is the primary concern of many secondary and foreign language teachers today`s English teacher should have a good knowledge of modern approaches to verbal teaching. At first, we have to explain what they are listening and speaking.

Speaking is a main part of learning English. We can never learn to speak foreign languages by writing or reading. Learning to speak is a good practice. Try to communicate more in English. When talking to a friend on our phone, try to speak only English during the daily conversation. If you do not have English speaking skills, you may be interested in those who are eager to learn to speak English as you study or social networking sites. Studying the language is easier than ever. We have to speak for many reasons we want to communicate, because we want other people to do something and do something respond to others, express our feelings, or otherwise to exchange ideas, to share information, to act or to do something. The event that has taken place in the past, now or in the future, is likely to be happen [1.58]

Sing in English! It`s easy to find the lyrics of your favorite English lyrics online. You can also take a look at the lyrics of the song. This workshop can

[1]Guljahon NARIMOVA, English teacher, Samarkand State Institute of Foreign Languages, Uzbekistan.
[2]Mahfuza AZIMOVA, English teacher, Samarkand State Institute of Foreign Languages, Uzbekistan.
[3]Zulfizar BARONOVA, student of the Samarkand State Institute of Foreign Languages, Uzbekistan.

give you pleasure n helping you pronounce the English words correctly and to increase your speaking speed.

Take a part in English speaking lessons! At present, there are English clubs in libraries of all cites, higher educational institutions and youth pubs. You can participate in live discussions, with English language readers in the group membership. You can also explore English online on many online platforms, such as Live English Language lessons.

Learn how to speak fluently! Each foreign language will have its own speaking technique. A specific spirit in the language, however, can be difficult to learn about, but with the best of you can find everything. If you have not already done so, consider a series of video lessons called "Learn to speak English in 10 days!" classes that make it easier to learn how to talk like this can be found on the Internet. It`s easy to speak English. If you have difficulty speaking in this language, remember that this is only temporary! If you intensify your tongue and movement, you will soon be able to speak English clearly and fluently.

Practicing speech is one of the most enjoyable and meaningful parts of English learning. There are many ways to quickly develop your skills, if you can speak a little less English. Here are ten best tips for improving the English language and having a great time doing it.

Only talk! Make sure yourself and talk as often as possible to as many people as possible! Do not hesitate to make mistakes! You are more and more confident in your words. Remember, speaking is a workout like a musical instrument or a new sport- the only way to achieve good is actually doing it.

Use technology! Smartphone can be a powerful tool for learning languages. Use it to record your speeches, and then listen to what your English language looks like on other people. Use your favorite productivity apps the most, organize the exercise time, and remind yourself of all the new words you have learned.

Listen! Listen to new letters and songs in English for listening to pronunciation. You can also look up new words and phrase in this way. The more you listen, the more you learn to make your application live, try copying what you hear and highlighting what words in the sentence.

Read aloud your voice! Read yourself a newspaper or magazine. You can even find a script for your favorite TV show and play it! This is a great way of pronouncing you because you need to know that you are fluent in English and do not relate in English and do not relate to grammar or sentence structure.

Learn a new word each day! Select the word that you want to work and use it in different sentences. Learn words and use them regularly.

Watch movies! Watch movies in English

Listening is one of the most important skills. Teaching a religion teaches you to listen. Listening is to try to focus on what we are hearing. The speaker includes the ability to understand and comprehend speech and pronunciation, grammar and vocabulary. Listening ability is critical for successful communication, so it should be taught to students. [2.1]. How

well you can have a great impact on the efficiency of your work and the quality of your relationship with other. The ability to listen is one of the ingenuity skills in English. English speaking people should be able to listen. In order to improve listening capabilities, people can practice doing English pronunciations to improve listening skills of English songs. Effective listening skills may be of interest to the subject discussed and enable the speaker to understand the information presented. The ability to communicate effectively in today`s society is becoming increasingly important. Effective listening ability is powerful, but the development of effective listening skills is usually not the same.

In fact, listening is important as other skills. Being good listener helps to solve problems, resolve disputes and improve them. Effective listening at the workplace makes fewer mistakes, spend less lime. Effective listening builds friends and educators. There are five ways or methods to improve listening skills:

1.Point to the speaker`s face and pay attention to them. It`s hard to talk to anyone looking around. Be sure to contact the eye with dynamic face and pay special attention to it. In order to communicate effectively in our cultures, eye contact is required. Although the dissatisfaction, ambiguity, or culpability of the subject matter may diverge, do your best to make sure that the speaker knows exactly what you are doing.

2.Keep an open mind. Do not judge what the speaker is saying or criticize your comments. If you do not agree with the speaker. You will be able to speak up to the speaker. Never show off the defendant`s behavior, as it damages its effectiveness as listener. The speaker is not a prisoner when he finished his speech. The probation of quitting speech or eliminating speech may indicate that you do not respect the speaker. Often, the ending or abandonment of a speaker`s vocabulary stops thinking and delivers effective conversations.

3.Active listening. Active listening is not passive, but rather "active" listening. Active listening shows you a speaker who is pleased with you is an important business communication capability.

4.Ask question to help you understand. Asking relevant questions to help explain what you are listening audience. At the same time, it is important to ask questions rather than questions that can lead to conversation in a completely new direction. If you see the question that you are asking is taking place in the unexpected direction of the speaker, take responsibility for restarting the conversation.

5.Listen. Create an intellectual model of information that can create images or abstract concepts listen to key words and phrases and do the same with your interlocutor after the interview. Think about what other people are talking about. It`s hard to know what you are talking about, because it`s also possible to listen to the speaker. Do not distract yourself with your thoughts and feelings.

There are many articles on the concept of listening, learning, learning strategies, and their importance in language learning. We encourage listeners to listen more than other languages. In other words, language learning

depends on listening because most students spend more time listening because most students spend more time listening to a foreign language.[3.108] Playback is a stationary tool that allows you to learn the language and allow your students to work verbally. Therefore, students with a good knowledge of listening ability can effectively participate in the classroom. In addition, students are encouraged to listen, read, and write. Effective listening is a common practice in the classroom. Our community. Good communication skills require effective speech and listening. Being attentive, you can better understand things and increase productivity.

To conclude, literacy is a way for people to connect with our society. There four ways to teach: speaking and listening accounts for half of techniques. There are several ways to increase and maximize your speaking and listening experience. According to the result, we know the power of listening and speaking. They are complex skills that need to be developed consciously. They can be developed in the best possible way training in the classroom through encouraging interactions among learners.

References:

[1] Lindsay C and Knight P (2006) Learning and teaching English
[2] Underwood. (1989) Teaching listening comprehensive
[3] Celce-Murcia (2000) Discourse and contact in language teaching
[4] https://www.ucm.es.data.cont.docs

BASIC PRINCIPLES OF TEACHING SPEAKING USING A COMMUNICATIVE APPROACH

N. Akindikov[1]

DOI: http://doi.org/10.15350/UK_6/8/26

Abstract
In this article we decided to consider in detail the teaching of speaking with the help of communicative-oriented approach because speaking is actually communication. And communication is the basis for obtaining knowledge about the people of a foreign country, their culture and traditions.

Key words: communicative-oriented approach, principles.

Communication helps to enter the society, social adaptation, cultural enrichment. In this article, we will consider the basic principles of teaching speaking in the light of the communicative approach and analyze the lesson on teaching speaking.

It is necessary to consider in detail all the methodological functions of each principle, the content of each of the functions and to determine how much it covers the various aspects of learning and, most importantly, how it relates to the qualities of speaking. In this regard, an understanding of the principle becomes important.

Three ranks of principles can be distinguished.

1) The Principles suitable for teaching any subject – General didactic: awareness, clarity, scientific content, linking theory with practice. Each of these principles can manifest itself differently in each of the subjects. For teaching foreign languages it was convincingly shown by G. V. Rogova [2; 126].

2) The Principles suitable for teaching any subject, say, foreign languages-General methodological: complexity (interrelated training in all types of speech activity), the oral basis of training.

3) The Principles suitable for teaching any kind of speech activity-private-methodical; in our case, the principles of teaching speaking-the principles of the communicative method.

1. The principle of speech-thinking activity. This principle defines at least five aspects of teaching speaking.

Speech practice as a means of teaching speaking. In fact, all directions (methods) of teaching speaking of the past and the present proclaimed as a goal the ability to practically use the language. With the goal - teaching speaking-there can be no other direction, except practical. The

[1]Nurmaxambet AKINDIKOV, teacher of Samarkand state institute of foreign languages, Uzbekistan.

path to the practical mastery of a foreign language is not the same for everyone. This was expressed, for example, in the fact that it was considered possible to teach speaking through theory, through the study of language knowledge, rules, as a result of which instead of lessons in the language there were lessons about the language. Here, first of all, we mean the path to practical possession, i.e. practical orientation not as a goal, but as a means. The principle of intellect activity implies an organization is learning when the learner is constantly involved in the process of communicating in the language, i.e. in the process of practical use of the language on the basis of race machine; instructions given by the teacher and are designed to make language activities students conscious, communicated simultaneously, occupying, thus, in the worst case 1 or 2 minutes. All this creates a feeling of permanent employment of students with the speech activity or what Belyaev called "the direct experience of the language". The more that this applies only to lessons of formation of grammatical skills in other lessons the teaching speaking of the instruction is theoretical in nature are generally rare.

Employment of students, practical action does not ensure effective training; often to action are those which are spoken only superficially and essentially formal. Meanwhile, teaching speaking is possible only on the basis of actions of the same nature.

In this regard, it is important to distinguish between "oral exercises" and "exercises in oral speech". Oral is any exercise performed orally, such as the construction of phrases, drawing up proposals by analogy, repetition of sentences for the teacher, the reproduction of memorized. But often when you do this, the student has no task, so you can designate them as speaking. Exercises in oral speech, in speaking are characterized by the presence of speech tasks and speech partner.

The speech task can be conditional, i.e. set from outside (by the teacher), or real, arisen as a result of motivation of a speech act, but its presence in exercises is obligatory. The student must be faced with the speech need not to imitate, design, reproduce, but to perform a speech act, the language means he can borrow from the teacher's replica(with imitative operations), to construct himself (with operations of analogy, transformation).

In this case, these operations are not an end in itself; they are subject to the implementation of the speech task. This applies not only to exercises for the development of speech skills, but also exercises for the formation of skills.

It follows the rule that when teaching speaking, all exercises should be more or less focused.

Speech - thinking activity. Unfortunately, it should be noted that the activity is sometimes still understood as the activity of speech organs. But the fact of speaking does not mean that the student is active. This is only external activity, one of the most popular forms of which was choral pro-

nunciation. It does not guarantee the active attitude of students to the spoken, does not guarantee speech-thinking activity; moreover, it often serves as a screen behind which the passivity of the student is hidden.

Falsely understood activation often leads to the desire to pronounce as many phrases per unit time as possible. Of course, for mastering speaking the amount of spoken is very important, but more important is the speech-thinking work that is done.

Human consciousness, as you know, arose precisely because in the process of labor man began to actively influence the world. And it was not an easy subjective activity, but a transformative activity. Speech activity as its special type and as an integral part of activity in General is also transforming in its orientation, because we speak not for the purpose of communication of some information, as it sometimes seems, and we report this information for the purpose of transformation, change of behavior or a way of thinking of the interlocutor in the direction necessary for us [1; 8-9].

Therefore, the external activity should be contrasted with the internal activity, in which the speech act is purposeful and motivated. Internal activity can take place if the student is silent, but his "speech" works; because it has its own attitude to what is happening, said. Such activity is, first of all, a prerequisite for the development of initiative speech, and, secondly, completely unexpected side solves the problem of increasing the speaking time of each student.

Since it is not possible to achieve a situation where all students are included in speaking all the time, it is necessary to organize training that ensures the internal activity of all interlocutors, when they, thanks to the constant readiness for speech act, will be automatically included in the process of communication, which is possible, even if a person does not say a word.

Considering speaking as the purpose of learning, we noted that thinking performs a communicative function, different from cognitive. If thinking is an activity aimed at cognition, awareness and transformation of the surrounding world, and language is an instrument of this activity, it is quite clear that in order to successfully carry out such a serious and complex activity, the instrument of its implementation must be perfect.

References:

[1] Ахмадиева А.М. Приемы активизации устной речи учащихся на уроках английского языка в рамках коммуникативной методики обучения:/А.М. Ахмадиева // Иностранные языки в школе. 2007, №24-с.8-9.
[2] Рогова Г.В. Методика обучения английскому языку на начальном этапе в средней школе [Текст]: Пособие для учителя.-М.: Просвещение, 1988-224с.
[3] Соловова Е.Н. Методика обучения иностранным языкам: базовый курс лекций [Текст]: Пособие для студентов педагогических вузов /Е.Н. Соловова.-3-е издание.-М.: Просвещение, 2005.-239с.
[4] Сухова Л.В. Коммуникативно-ориентированное обучение иностранному языку и языковая парасреда как его системаобразующий фактор [Текст]:/Л.В.Сухова// Иностранные языки в школе. 2003, №8-с.-14-17.

THE CASE METHOD IN READING EDUCATION

N. Akindikov[1]

DOI: http://doi.org/10.15350/UK_6/8/27

Abstract
This article describes teaching reading skills through case study technique. The Case Method in Reading Education is becoming popular in teaching English nowadays.

Key words: Case Method, Reading skill, approach.

Reading education lends itself very well to a case method approach. Currently there exists no consensus in the field as to the best approach to the teaching of reading. Optimal reading instruction occurs when teachers make informed decisions based upon the multitude of factors that impact on the various outcomes that are demanded of reading instruction.

Becoming a skilled teacher of reading involves having an extensive knowledge of the child as a reader and of the various principles of reading instruction. However, in addition to being knowledgeable about children and reading, skilled teachers need to be able to make informed decisions about the application of reading methods in the face of particular classroom contexts in which conflicting principles, values, and/or goals exist.

For example, a familiar principle of reading instruction is that teachers should act as models of reading for their students. One highly advocated method for expressing this principle is through reading trade books to the class as often as possible. It is true that a significant component in most teacher education programs is a field experience in which students assume the roles of teacher and teacher aide in real classrooms. The purpose of such experiences is to allow novice teachers opportunities to put into practice the knowledge gained in the various methods courses taken. Critics of a case study approach may claim that the field experience component makes the use of a case methodology redundant and unnecessary [1,10].

On the contrary, the case study approach is an excellent bridge between learning teaching methods and having to employ them. In many field experiences students are under minimal supervision with little chance to contact, and discuss concerns with, colleagues and teachers save their coordinating teacher. With a case study approach students are able to try out methods and decisions under the supervision of a trained teacher educator and the critical inspection of their peers. Moreover, decisions made in a case study do not carry the same ramifications as those made in the class-

[1]Nurmaxambet AKINDIKOV, teacher of Samarkand state institute of foreign languages, Uzbekistan.

room. The consequences of decisions made in a case study are hypothetical, not real. They do not involve the potential of impacting on real people. Finally, the case approach allows students the time to deliberate over courses of action. Decisions made in a field-based classroom are often made under duress and with minimal deliberation time. Certainly the training in decision-making under the case approach will help teachers make better decisions when faced with the constraints of the real classroom.

Criticism of the Case Method Approach. Potential criticism of a case method approach to reading education seems to fall into three categories: (1) most students in reading education courses will probably have a real field experience in which they will have real opportunities to try out their knowledge, (2) a case study approach, with its open-ended discussion format, takes too much time away from regular class activities, or (3) many reading education courses already incorporate a case study approach. A brief response to each criticism follows.

It is true that a significant component in most teacher education programs is a field experience in which students assume the roles of teacher and teacher aide in real class-rooms. The purpose of such experiences is to allow novice teachers opportunities to put into practice the knowledge gained in the various methods courses taken. Critics of a case study approach may claim that the field experience component makes the use of a case methodology redundant and unnecessary.

On the contrary, the case study approach is an excellent bridge between learning teaching methods and having to employ them. In many field experiences students are under minimal supervision with little chance to contact, and discuss concerns with, colleagues and teachers save their coordinating teacher. With a case study approach students are able to try out methods and decisions under the supervision of a trained teacher educator and the critical inspection of their peers. Moreover, decisions made in a case study do not carry the same ramifications as those made in the classroom. The consequences of decisions made in a case study are hypothetical, not real. They do not involve the potential of impacting on real people. Finally, the case approach allows students the time to deliberate over courses of action. Decisions made in a field-based classroom are often made under duress and with minimal deliberation time.

Certainly the training in decision-making under the case approach will help teachers make better decisions when faced with the constraints of the real classroom. A second potential criticism of the case study approach is that the open-ended discussions take too much time, time that could have been used in dispensing pedagogical knowledge. My reply to this assertion is simply that you get what you pay for. If we desire teachers who are informed decision-makers, who are reflective in choosing courses of action, then it is necessary to invest time in allowing students practice in being reflective and making informed decisions. If more time is required to present the knowledge base for reading education, then the curriculum may be expanded accordingly. Indeed, calls for reform of the teacher education

process advocate giving longer periods of time to teacher education training.

Perhaps a portion of this extra time could be used to accommodate both the presentation of basic pedagogical knowledge and the hypothetical implementation of such knowledge through the consideration of case studies.

A third possible criticism of a case study approach to reading education points to the fact that some reading education courses already incorporate case studies, usually either brief scenarios described by the instructor or written up within the textbook itself. While not denying that such "case studies" do appear in reading education courses, those cases usually suffer from one or two major drawbacks. First, the cases are usually too brief to give the case a flavor for the contextual environment around which the topic is addressed. The cases do not permit strong consideration of factors other than ones about which the case is written. Second, cases of this sort are often written for illustrative rather than deliberative purposes.

Authors of these cases write them to illustrate a point or to demonstrate how an instructional method might work in a classroom. There is no point at which students are forced to consider alternatives and make informed choices. There is no dilemma presented. These kinds of case studies are not well adapted to critical discussions of issues in reading education, nor do they encourage growth in decision-making skills.

It should be noted that case studies as envisioned in this paper are not at all like the case reports that are often the result of clinical diagnoses of children with reading problems.

Case reports tend to be a static description of one child. Case studies in a case method approach are more global and descriptive in choice of topic, subjects, and context and do not suggest or lead to anyone particular course of action [1, 15].

Reading education lends itself very well to a case method approach. Currently there exists no consensus in the field as to the best approach to the teaching of reading. Optimal reading instruction occurs when teachers make informed decisions based upon the multitude of factors that impact on the various outcomes that are demanded of reading instruction.

Becoming a skilled teacher of reading involves having an extensive knowledge of the child as a reader and of the various principles of reading instruction. However, in addition to being knowledgeable about children and reading, skilled teachers need to be able to make informed decisions about the application of reading methods in the face of particular classroom contexts in which conflicting principles, values, and/or goals exist.

For example, a familiar principle of reading instruction is that teachers should act as models of reading for their students. One highly advocated method for expressing this principle is through reading trade books to the class as often as possible. It is true that a significant component in most teacher education programs is a field experience in which students assume the roles of teacher and teacher aide in real classrooms. The purpose of

such experiences is to allow novice teachers opportunities to put into practice the knowledge gained in the various methods courses taken. Critics of a case study approach may claim that the field experience component makes the use of a case methodology redundant and unnecessary [2,45].

On the contrary, the case study approach is an excellent bridge between learning teaching methods and having to employ them. In many field experiences students are under minimal supervision with little chance to contact, and discuss concerns with, colleagues and teachers save their coordinating teacher. With a case study approach students are able to try out methods and decisions under the supervision of a trained teacher educator and the critical inspection of their peers.

Moreover, decisions made in a case study do not carry the same ramifications as those made in the classroom. The consequences of decisions made in a case study are hypothetical, not real. They do not involve the potential of impacting on real people. Finally, the case approach allows students the time to deliberate over courses of action. Decisions made in a field-based classroom are often made under duress and with minimal deliberation time. Certainly the training in decision-making under the case approach will help teachers make better decisions when faced with the constraints of the real classroom.

References:

[1] Megginson L.C. The case method as both a research technique and a pedagogical method. Case Research Journal 1, 2005.-P.10-18
[2] Richards J.C., Rodgers T.S. Different methods in language teaching. –Cambridge: Cambridge University Press, 2001. – 135 p.
[3] Savignon S. Communicative competence: Theory and classroom practice. Reading. - MA.: Addison-Wesley, 1998. –182 p.

THE USE OF COMMUNICATIVE METHODS IN TEACHING ENGLISH (FOR EXAMPLE, INTENSIVE ENGLISH COURSES IN THE UK)

G. Bokieva[1]

DOI: http://doi.org/10.15350/UK_6/8/28

Abstract
The article is devoted to the problems of methods of teaching English in intensive UK language courses. Some advantages of the communicative language teaching methods are considered. Analyzed active forms of learning, in particular role-playing games. Examples of some games that are used in language courses are given. Contains a range of orientations role-playing game - didactic, developing and socializing.

Key words: communicative method, role-playing game, intercultural interaction, multicultural world.

In the world of the methodology of teaching English, there are constant debates on what method of learning English is better. Proponents of the classical methodology say that this traditional way of learning a language is more preferable. After all, it involves practicing all four basic language skills: speaking, listening, reading and writing. It also expands lexical vocabulary and improves pronunciation. Supporters of the communicative technique point out the shortcomings of this technique. First, with a comprehensive study of the language, there is no time left for purely conversational practice, and secondly, teachers, as a rule, are not native speakers. Therefore, if the goal of a person is to learn how to communicate, then in this case the communicative method suits him more.

The relevance of this study lies in the differentiation of classical and communicative methods. This question is relevant due to the fact that in the modern world the method of teaching and learning English and their number is constantly growing. Therefore, a person who wants to learn a language will need to choose a technique or course.

Analysis of research and scientific publications shows that the problem of teaching methods attracts the attention of many famous scientists and educators-practitioners. Among them are Stronin M. F., Ushinsky K. D., Melnik I. M. Toporov A. O., Anikeeva N. P. and others.

The purpose of this article is to consider and attempt to classify various methods of learning English, determining their principles and methods for their effective application in practice. In today's world, things are changing rapidly. The methods of learning English are also changing. More and more education centers use video materials, multimedia, role-playing games in

[1]Gulbakhor BOKIEVA, master degree student, Samarkand state institute of foreign languages, Uzbekistan.

their work. It is believed that the study of language will be effective only if the person receives pleasure from the process itself, and does not motivate itself only by the fact that the study of language is a necessity. The main purpose of learning English is not only the formation and development of the communicative culture of people who learn the language, but also their training in the practical acquisition of English. Now language teaching has become more applied, while earlier it was more theoretical in nature. The role of the teacher has changed. Dictator - the teacher is not able to provide students with the freedom of choice, which is necessary in the process of learning English. The teacher-intermediary, the teacher-observer, simply the head came to replace this teacher. Although the role of the teacher in this case is not the main one, his influence on the audience, which, in turn, becomes more intimate, does not diminish, but, on the contrary, increases. It is the teacher who is the organizer of group interaction that encourages students to communicate with each other with maximum effect, interest and benefit. In the classroom, students are no longer limited in their choice of language means and speech behavior. The teacher also has the opportunity to choose any methods and techniques of training - role-playing, training, and exercises. Now, more than ever, an English teacher has the ability to select any textbooks, as well as the ability to create, combine and modify the material based on the needs of students. Therefore, in modern conditions, the role of the teacher is changing. Now the English teacher is increasingly acting as a partner and consultant. He no longer focuses on the study of outdated topics; themes are determined by the reality of the events that their participants are experiencing. [4; p.22] The development of a lesson plan is carried out together with its participants during the lesson, and not in advance. If the participants are not interested in learning by heart materials from the history of Great Britain, as well as studying texts on the most important events in the history of this country, the modern teacher will not be forced to do so. What is important is not the teacher and his materials, but the participants in the lesson, developing their potential, searching for opportunities to correct mistakes. Modern methods of learning English offer freedom of choice. If a person is interested in football, cinema or art, then why not study these topics? After all, each person seeks to accumulate knowledge and experience that are important for him. Of course, different people learn English. Therefore, if it is much more interesting for someone to discuss sports and cinema, and not Buckingham Palace and kings with queens, then for the teacher the topics suggested by the students should be more important than the outdated topics of textbooks. The approach to teaching English has changed a lot. Previously, priority was given to the classical or, as it is otherwise called, the fundamental method of teaching English. The tasks used in this technique are quite uniform - reading the text, translation and exercises in the text. When studying topics, only one language function is implemented - informative. The classical approach is based on the understanding of the language as a real and complete means of communication, which means that all language compo-

nents - oral and written speech, listening, etc. should be developed in students systematically and harmoniously. Such an integrated approach is aimed at developing students' ability to understand and create speech, compare two language systems and learn grammatical rules. A teacher who uses modern methods of teaching English should try to help his students to show their individuality and develop independence of thought. [one; p.98] Modern methods of learning English also offer a creative approach to learning: poetry, sayings, films and sports broadcasts. You can turn on the tape recorder and listen to the song, and then try to make out the words of the song and translate them into Ukrainian. This task is interesting, it does not make the students bored, especially when there are a lot of tasks and they are changing rapidly. So, there are a lot of tools for the formation of students' communicative competence. After all, the formation of communicative competence and is the main purpose of learning a foreign language, the rest - educational, educational, developing are implemented in the process of implementing this main goal. The communicative approach includes the formation of communication skills and intercultural interaction skills.

The goal of the teacher is also the formation of the student as a subject of educational activity, which means that the teacher must teach him the skills and abilities to plan and organize his activities, work with literature, systematize information, analyze the material, etc. the process of active forms of education. They give students the opportunity to learn by gaining practical experience. A special place among active learning methods is occupied by didactic games - role-playing, imitation, business, etc.

Thus, we can conclude that the use of the communicative method in teaching English to foreign students in intensive language courses in the UK has its advantages over the traditional method thanks to active forms of education, one of which is role-playing. Students studying this method can creatively use their knowledge, quickly and effectively learn English and acquire language practice.

References:

[1] Аникеева Н.П. Психологический климат в коллективе [Текст]: научное издание / Н.П. Аникеева. М.: Просвещение, 1989. 223 с.
[2] Мельник И.М. Топоров А. О. Использование игровых методов в психологической практике: Учебное пособие. Харьков: ХГУ, 1992. 6 с.
[3] Стронин М.Ф. Обучающие игры на уроке английского языка [Текст] / М.Ф. Стронин. М.: Просвещение, 1984. 370 с.
[4] Ушинский К.Д. Человек как предмет воспитания: опыт педагогической антропологии. М.: ФАИР-ПРЕСС, 2004. 267с.

USING ELICITATION TECHNIQUES IN EFL CLASSES

M. Buranova[1]

DOI: http://doi.org/10.15350/UK_6/8/29

Abstract
The article concentrates on analyzing and investigating 'elicitation techniques' which is believed to be one of the most important features in EFL classroom. It mainly examines the ways in which teachers practice elicitation questioning using different English language approaches that could create enough interaction.

Key words: elicitation, communicative, interaction, learning process, technique, learning process, learning environment.

One of the remarkably significant factors to create an effective language learning environment is to enable students to do most of the talking in class. Nonetheless, Walsh (2002) points out that in many EFL classrooms the teacher is the one who does the most talking leaving very limited opportunities to students to talk and most of the time they remain silent. An interactional classroom situation is when students are engaged and actively participate in the lesson. Also, students' participation is more genuine if they are productive rather than quite receptive. However, in order for the students to participate actively, they need to be motivated to do so. This motivation can be achieved through many practical techniques and tools to make materials and tasks more interactive and more learner-focused, encouraging students to take more responsibility for their own learning. One way is to elicit information from students by asking different types of questions. This research is designed to investigate to what extent teachers elicit information, to classify the type of questions used for this purpose and to discuss its role in the learning process.

An important tool used for involving students in a lesson and facilitating student participation is elicitation or the art of thought provoking questions. It is considered as one of the most important features of second language classroom discourse. Walsh (2013) defines Elicitation techniques as 'strategies used by teachers to get learners to respond'. In other words, they are techniques used by teacher during the lesson to get information about what students already know and need to know. It involves learners in the process of understanding and discovering language. In addition, there are many techniques a teacher may use to elicit information. For example, questioning, strategic pausing, student-directed activities, using

[1]Madina BURANOVA, teacher, Samarkand state institute of foreign languages, Uzbekistan.

visuals, etc. Also, anything in the lesson can be elicited: vocabulary, grammar, synonyms, antonyms, background information, language forms and rules, general knowledge, opinions, feelings, contexts, meanings, memories, associations, ideas, situations, questions and answers.

Walsh (2013) believes that elicitation entails asking questions and that questioning is one of the principal ways in which teacher control the classroom discourse. Many researchers investigate the types of questions selected by teachers and kind of responses to these questions.

Teacher questions are categorized into: open and closed questions, display and referential questions and lastly yes/no questions. Tsui (1995) declares that the classification of the question can be decided through the kind of respond it elicits and the nature of interaction it generates.

Eliciting is a technique that EFL teachers can use to get information about what the students know and don't know. This means that the teacher becomes more capable and doesn't waste time rehashing the students' existing knowledge. Eliciting creates a learner-centred environment and is very thought-provoking for the students. The objective of eliciting is to allow the learners the chance to participate in the learning process by letting them express their acquired or intuitive knowledge, and through critical thinking which will enhance their language abilities by adding to what they already know.

Eliciting gets students involved in the lesson, because they are actively producing speech and giving information. The students become active learners, rather than just listening to the teacher give information. The teacher can assess the students' knowledge and in-turn adapt the lesson to the students' needs. There is a great deal of collective knowledge in a group of students and utilizing this knowledge makes the teaching of new knowledge more memorable.

There are many techniques EFL teachers can use to elicit from students, depending on what the teacher wants to elicit. However, there needs to be input or stimulus from the teacher in order to start the process of accessing the students' knowledge. Beware of cultural differences when eliciting and try to nominate students to answer. Give students time to think about what they are going to say and ask questions with no right or wrong answer. If you find there is little response from the class, try giving them more input to help direct them. Below are some techniques for eliciting.

Eliciting Vocabulary

Eliciting vocabulary is used when we want the student to come up with a word on their own. This may be because you have taught the word already and you want to review it. There are many ways this can be achieved. An easy way to elicit vocabulary is by giving definitions. Provide the students with a definition and see if the students can supply the correct word. You can use a dictionary as they normally contain clear definitions that are easy for students to understand.

You can also use synonyms to elicit vocabulary. When you use this technique, make a statement and ask the students to paraphrase it by using a

synonym. Using opposites (antonyms) is also useful when we want to elicit a word from a student. Furthermore, you could pretend you have forgotten the word you are trying to elicit. This happens regularly in natural conversation and is a great way to elicit vocabulary. You can ask the students questions to try to elicit the vocabulary you pretend you can't remember.

For young or visual learners, it is useful to use flashcards or pictures to elicit vocabulary from the students. Mind maps or word clusters work better with older students and can also help to elicit vocabulary. Simply start by writing a general topic in the centre of the board and have the students add words that relate to the topic.

Students often pick up new words quickly. The problem comes when the students are not given the opportunity to use the words they have learned. This leads them to forgetting vocabulary, so try to find ways to regularly practice the words you teach in class and use them in contexts the students will remember.

Eliciting Grammar

For eliciting grammar, you could use a situational dialogue, a drawing or modelling. Create some kind of context for the students to understand the grammar point and then follow up with concept check questions. If you are doing a reading exercise, ask the students to give you examples of the grammar point from the text. You may also wish to ask the students questions that require the students to answer using a particular grammatical form. You may want to try telling the students the grammar point first and then asking them to give you some example sentences.

Reading

Predicting is used a lot when teaching reading. Normally, a headline or photos are used to elicit from the students. In this way, the teacher can get the students to predict the story, ideas, forms and language that are likely to be used.

Background Knowledge and Ideas

When a lesson is topic based, it's always a good idea to get the students to give you their background knowledge of the topic and their ideas. Write up any vocabulary or information they give you that other students in the class might find useful. This collective knowledge will come in handy during the lesson. You can elicit this information by using a text, mind map or pictures. You could even tell a story or anecdote and ask for the student's reaction.

In addition, brainstorming helps the students come up with ideas and information relating to the topic you are going to teach. The students can work in groups or together as a class to think of words and associations relating to the topic.

Eliciting helps to develop a learner-centered classroom and a stimulating environment, while making learning memorable by linking new and old information. Eliciting is not limited to language and global knowledge. The teacher can elicit ideas, feelings, meaning, situations, associations and memories. For the teacher, eliciting is a powerful diagnostic tool, providing

key information about what the learners know or don't know, and therefore a starting point for lesson planning. Eliciting also encourages teachers to be flexible and to move on rather than dwell on information which is already known.

To conclude, I would like to say that the success of eliciting depends largely on the attitudes of teachers and learners to their respective roles. Ideally it promotes the notion of an exchange of information, helps to break down traditional teacher-centeredness, and begins to establish a variety of interaction patterns in the classroom. It is also fundamental to the inductive approach to teaching language and to learning through tasks and self-discovery, and a simple and effective way of getting learners to produce language.

References:

[1] Cooke, Nancy J.(1994). "Varieties of knowledge elicitation techniques„ International Journal Of Human Computer Studies
[2] Tsui, A.B.M. (1985). Introducing classroom interaction. London.
[3] Walsh, S. (2013). Classroom Discourse and Teacher Development, Edinburgh: Edinburgh University press
[4] Walsh, S. (2002). Construction or obstruction: Teacher talk and learner involvement in the EFL classroom. Language Teaching Research, 6, 3-23. International Journal of English Language Teaching

USING INNOVATIVE TECHNOLOGIES IN TEACHING ENGLISH

M. Buranova[1], Sh. Davronova[2]

DOI: http://doi.org/10.15350/UK_6/8/30

Abstract
This article deals with the types, necessity and importance of innovative technologies in teaching foreign languages. It also discusses in detail ICT technologies and web based learning technologies. The using of innovative technologies in teaching creates the most favorable conditions and contributes significantly to motivation in learning foreign languages.

Key words: innovative technologies, ICT, computer, hardware, software, web based learning technology, e-mail, skype, iPod, mobile phone.

Today we have a new challenge. Our traditional methodology is confronting the reality of our digital age. In modern technology age the conditions of life, formation of teaching and training have changed. Everything changes in the world, especially, the attitude towards learning.

Day by day, the importance of using innovative technologies in teaching is increasing dramatically. At the present stage the modernization of the content of education in Uzbekistan is connecting with the innovative processes in the organization of teaching foreign languages. Therefore, the main aim of the modern teachers is to choose the methods and technologies of organizing the learning and teaching processes, which optimally meet the goal. Since the main goal of teaching foreign languages is the formation and developing knowledge of school children and students, the training of practical mastering a foreign language, using of computer technology, the internet resources is the best approach in teaching.

The role of computers in education system has been given a lot of opportunities, and now we cannot imagine a modern lesson the use of information technology. At the moment ICT becomes an integral tool in increasing students' interests and developing visual-figurative thinking. ICT is the acronym of the "information and communications technology".

ICT is very important in language teaching, because it can improve our teaching process. There are several opportunities of ICT. The first one, making learning more interesting especially for hard-to-understand issues. The second is bridging distances, for example using e-mails, phone, video conferencing etc. The third is breaking literacy barriers in communication for example using video and radio. The fourth is research and useful

[1]Madina BURANOVA, teacher, Samarkand state institute of foreign languages, Uzbekistan.
[2]Shakhnoza DAVRONOVA, student, Samarkand state institute of foreign languages, Uzbekistan.

information sharing such as using internet. The sixth is creating entertainment opportunities as like games, musics and videos. The seventh provide more realistic information on life elsewhere.

ICT has two types in the education system. They are hardware and software. Hardware includes itself computer, printer, camera, video camera, scanner, audio and video tape recorders and etc. Software includes simulators, electronic textbooks, test environments, information sites, and search systems from the internet and so on.

Nowadays the computers are an important and integral part of everyone, which allows improving the quality of training and the effectiveness of control. I use computers in teaching for preparing presentations. Teaching through presentations is the colorful way of teaching. It will be understandable for learners. The use of presentations allows to every teacher to intensify mastering of educational material by students and conduct classes at a qualitatively new level than using a regular blackboard. Colorfully designed presentations which is filled with animation effects, in the form of text, a diagram, a graphic, a drawings solve the problem of using visual material.

Now let's move on the using of the internet in teaching English. Today, new methods of using internet resources are opposed to traditional teaching foreign languages. The internet plays a vital role in every field. Because, it has any kind of information and resources which we can find everywhere and every time. To teach communication in a foreign language, you need to create real life situations that will stimulate the study of the material and adequate behavior. Today everyone understands that the internet has great information capabilities .Whichever way we relate to the internet; we have to recognize the fact that the worldwide network has become an important part of modern reality.

We have also another technology in teaching. It is web based learning technologies. A web based learning technology also called technology based learning/ distance learning/ online education/ e-learning is one of the fastest developing areas. It gives learners more opportunities to create well-designed, learner-centered, and interactive, officiate, affordable, flexible e-learning environment. There are millions of English web based classes that offer trainings for a variety of basic language skills, such as Speaking, Reading, Writing and Listening and are made interactive in a variety of ways. Nowadays some of the common technologies available for promotion of education are as follows:

1. E-mails:

Through e-mail the students can correspond with native speakers of the target language using e-mail by creating a personal e-mail account which is free. Beside this, students can mail their hometasks to the teachers concerned and get it corrected in turn. After it teachers can also provide with feedbacks, revisions, suggestions for the betterment of the work and send them back.

2. Skype:

Each internet services have audio functions and technological devices like laptops with cameras. The students could communicate with their teachers and their friends who are abroad or far away. Likewise, they very well communicate with the speakers of native language. It gives them to check their pronunciation and improve their speaking skills.

3. IPods:

An iPod is mp3 player at the simplest form. An mp3 player is an electronic device for listening to any song you want. And it enhances the users to generate, deliver, exchange texts, image, audio and video scripts as per the requirement. In addition to this, the teachers send text messages and the students can read and answer to them. The students can record and listen to their speeches, poems, news, short stories etc. Thus, iPods give a chance to the learners of English to improve their pronunciation, vocabulary, grammar, listening and writing skills.

4. Mobile phones:

The mobile phones are the best option for searching information, news, new words, correct spellings and etc. Learners can search for new words using dictionary option in the mobile phones and enrich their vocabulary. Today, we have many monolingual and bilingual dictionaries in the phones. For instance, Oxford dictionary of English, Bigg En-Ru dictionary, ABBYY Lingvo dictionary, English-Uzbek dictionary and so on.

Research suggests that the languages play a very important role in our lives. In order to learn languages well, we should use innovative technologies for learning and teaching. Without the use of ICT in the teaching process, it is difficult to imagine modern English lessons. The use of ICT, internet resources and web based learning technologies in the English lessons allows us to more fully implement a whole ranges of methodological, pedagogical, and psychological principles. The usage of computers in educational processes increases the effectiveness of learning foreign languages, develops different types of speech activities of students.

In the 21st century, people make ever higher demands on the practical knowledge of the English language. Using innovative technologies in teaching foreign languages gives more opportunities for the future learners. Using what kind of innovative technologies in teaching belongs to each person option.

References:

[1] Javed Wasim, / (IJCSIT) International Journal of Computer Science and Information Technologies, Vol. 5 (1), 2014, 446-449
[2] http://www.michalsons.com
[3] Role of ICT in English language teaching. Zybro technologies, 2014
[4] http://www.youngscientistusa.com
[5] http://www.ehow.com.info
[6] http://www.moluch.ru/archive

PROJECT METHOD AS AN EFFECTIVE METHOD OF TEACHING A PROFESSIONAL FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY

DOI: http://doi.org/10.15350/UK_6/8/31

S. Valieva[1]

Abstract
The subject of study in this paper is the project method. The author reveals the need to apply this method in the teaching of a foreign language in non-linguistic universities, its features and advantages.

Key words: project method, vocational training, student's active position, creative potential, language competence.

Improving the field of science and education is one of the key moments of the development of the Republic of Uzbekistan, accompanied by the modernization of the higher education system in order to achieve its qualitative compliance with the intellectual potential of society.

In this regard, non-traditional forms of education and performance monitoring, which signify with their arrival the criteria for changing the educational paradigm, are widely used in domestic education. Modern conditions for the rapid development of science and information update indicate that it is impossible to teach a person for life. The need to lay the foundation of linguistic knowledge, to awaken interest in their accumulation, as well as in constant self-education, comes to the fore. The most important goal that the teacher sets himself is to form the student as a person capable of self-regulation in the context of continuing education. The question naturally arises about the quality of student training. According to A. A. Verbitsky, the situation when the student is the "object" of the effects of learning does not contribute to the development of the learner's active position in learning and cognitive activity and impedes the processes of his self-determination as a specialist. It should be noted that in real professional activity a specialist faces various problems every day. In this regard, his main task is the ability to respond to them and the ability to independently solve them. It is precisely this, as A. A. Verbitsky believes, that it is necessary to teach the student during his studies at the university. In this regard, it is necessary to focus on the transfer of attention from the teaching activity of the teacher to the cognitive activity of the student [1, p.58-73].

The main idea of the proposed approach to teaching foreign languages is to shift the focus from various standardized exercises and intensify students' thinking activities, giving the teacher the role of an assistant who is

[1]Sitorabonu VALIEVA, master degree student, Samarkand state institute of foreign languages, Uzbekistan.

able, depending on the goals, objectives chosen by the students to achieve, to choose training methods and technologies., promoting both personal and professional growth of students.

One of the modern methods that gives students the opportunity to acquire knowledge independently by solving practical problems and problems, in the process of which knowledge of a foreign language is not the determining factor, namely the integration of knowledge from different subject areas comes to the fore, is the project method.

The relevance of using the project method can be explained by the fact that it contributes not only to the successful mastering of the material, but also develops students' creative potential, the ability to systematize the knowledge gained, as well as the ability to apply them to solve practical and cognitive tasks, to understand the information flow, to be able to analyze information. Since this method is aimed primarily at obtaining a practical result, as well as focused on the interests and abilities of students, this makes it indispensable in modern education.

When developing a project for students, the teacher, in order to better achieve the learning objectives, it is necessary to adhere to the following criteria:

1. The subject of the project should be formulated problematically;
2. It is necessary to provide students with the opportunity to perform various activities;
3. Take into account the practical, professional, educational, theoretical value of the predicted results.

There are many different types of projects. For example, mini-projects performed during one lesson, as well as projects developed from a few days to a semester, a year, differ. By type of activity they distinguish research, creative, practice-oriented. There are individual, pair and group projects, depending on the number of participants [3, p. 36–41].

This article presents the experience of the project "Globalization in our lives." The project belongs to the research type. The main goal of the project is to define the concept of “globalization”. In addition, it is important to study the influence of this concept on various spheres of human life, to determine the factors causing the spread of globalization everywhere.

When working on the project “Globalization in our life” the main stages were highlighted.

The first stage: a presentation of the situation that allows you to highlight several problematic topics, such as “Globalization in the economy”, “Globalization in trade”, “Globalization and culture”, “Globalization and education”, etc.

The second stage involves the activation of lexical and grammatical material on the research problem, as well as the formation of a communicative situation that encourages speaking in a foreign language (for example, give examples of the impact of globalization on trade, or what factors contribute to the globalization of education).

The third stage is associated with direct creative activity, the result of which should be a certain product, namely the project.

At this stage, the analysis of the collected information was conducted, presentations were created, and preparations for the presentation were made.

Throughout the project development process, the teacher is the coordinator and assistant to the independent activities of students.

The fourth stage was the most responsible. It included the presentation, protection, discussion of projects, as well as evaluation and mutual evaluation. Project team members analyzed commented and made their proposals in the submitted projects. Students were able to see a positive experience in the presentation of project work.

An important indicator of successful project implementation is the indicator of the development of language competence. It is determined by observing the progress of students at all stages of project preparation, as well as during defense and answering questions.

The success of the project method implementation plays an important role in properly organized work and joint efforts of all project participants at all stages, as well as a truly certain degree of students' knowledge of the skills and abilities required to implement project activities, and the ability to skillfully assign roles when working on projects in accordance with degree of available opportunities.

The method of projects satisfies the need for active, independent, practically oriented training, it gives the opportunity to express themselves to both strong and weaker students. This method allows you to:

1. Increase the motivation to learn a foreign language based on vocational training;

2. To use the knowledge and skills acquired in the learning process in practice;

3. To form the conditions for the formation of professional communication skills.

When using this method, a foreign language is used in situations as close to reality as possible; thus, students in practice observe the necessity of using a foreign language. Students, using various sources, in particular the Internet, receive information about their future professional activity not only within their own culture, but also in the cultures of other countries.

It is important to note that the use of the project method changes the role of the teacher in the learning process. Different stages of the project activity imply the teacher's performance either as a source of new information, then as a consultant, assistant, or observer. The use of innovative methods in the educational process indicates a high qualification of the teacher, a qualitatively new level of teaching.

References:

[1] Вербицкий А. А. Активное обучение в высшей школе: контекстный подход, М., 1991.

[2] Зимняя И.А. Психология обучения иностранным языкам в школе. М.: Просвещение, 1991.
[3] Новые педагогические и информационные технологии в системе образования: учебное пособие/ Е.С. Полат, М.Ю. Бухпркина, М.В. Моисеева, А.Е. Петров; под редакцией Е.С. Полат. М.: Издательский центр «Академия», 2008.
[4] Повышение качества общего и профессионального образования в условиях модернизации. Сборник научных трудов/Под редакцией Никитиной Н.Н. –Ульяновск: УлГТУ, 2003.
[5] Белогрудова В.П. Об исследовательской деятельности учащихся в условиях проектного метода// Иностранные языки в школе. 2005. № 8.
[6] Полат Е.С. Метод проектов на уроках иностранного языка// Иностранные языки в школе. 2000. № 2.

PECULIARITIES OF THE ORIGIN OF ENGLISH TOPONYMS

N. Zugurova[1]

DOI: http://doi.org/10.15350/UK_6/8/32

Abstract
Having carefully studied the map of the globe, you can be sure that the names of all geographical objects - continents, oceans, seas, lakes, rivers, islands, mountains, plains, countries, cities, etc., have amazing stories. Each geographic name - toponym [1] carries diverse, very complex historical, etymological, ethnographic, linguistic, social information.

Key words: toponymy of England, toponym, elements of the development of society.

Geographic names are the most valuable monuments of the spiritual culture of mankind. The toponyms preserve memories of historical events, they capture the cultural and spiritual values of a particular era, the heroism of peoples and individuals. "Toponyms are expressions of the attitude of people, culture, life, customs, their everyday environment, psychological state and communication," writes G. Ya. Rylyuk [5, p. 7, 8].

Place names are a mandatory element of the development of society and humanity as a whole. Their combination within a particular territory is the result of centuries-old folk art, the creation of geographical names. Acquaintance with a country, city or natural object begins through geographical names. The need to study geographical names is due to the significant scientific and practical importance of toponyms for a number of scientific fields.

Toponymy studies geographical names, their origin, development, current state, meaning, spelling and pronunciation [2; 42].

In England, a very high level of personal names within geographical names. However, in the first place, toponyms belonging to the number of proper names are a language universal, are part of the language vocabulary and should be considered as an integral part of its vocabulary [1; 79].

In connection with the consideration of the problem of the influence of different languages on the toponymy of England, it should be noted that the question of identifying the Celtic component in the modern toponyms of England is very complicated, since it is connected with the problems of preservation and settlement of the British after the colonization of the island by the Anglo-Saxons. Celtic roots are preserved only in the names of large settlements.

[1]Nilufar ZUGUROVA, master degree student, Samarkand state institute of foreign languages, Uzbekistan.

A significant number of toponyms refer to topography — to the coast, hills, rivers, forests, trees, stones, fields, and other physical objects. The variety of names relating to the hills and valleys is explained by the fact that the Anglo-Saxons lived in one of the flattest areas of Europe, so they were especially attentive to giving significance to even the most sloping slopes and hills.

In modern toponyms of the country, traces of Latin influence are insignificant. Only about two hundred modern English toponyms are of Latin origin.

Traces of Scandinavian influence can be traced in the toponyms of England, especially on the territory of the former Scandinavian possessions (9-11 centuries). This Danelaw area (literally "Danish law") [3] covers the modern counties of Yorkshire, Norfolk, Leicestershire, Nottin-Hampshire, Lankoshir, Cumberland.

The influence of the French language on the toponymy of England as a whole is of little tangible: the French elements do not have any particular regional localization and in any areas do not reach a high concentration. The process of transferring toponyms from France, which was observed in the period of the Norman Conquest, did not differ in intensity and in most cases was accompanied by a change in the sound of French names [3].

Thus, the problem of the influence of various languages on the toponymy of England depends on how tangible the impact of the language was during the relevant period of time and how long the traces of this influence persisted. The toponyms, pointing to individual single objects, are extremely localized words and are closely connected with individual geographic concepts, which allow toponyms to have considerable autonomy within the lexical composition of the language.

References:

[1] Леонович О.А. Очерки английской ономастики. Пятигорск, 1990. 128с.
[2] Никонов В.А. Введение в топонимику. М.: Наука, 1965. 184 с.
[3] Dictionary of British History /Editied by J. P. Kenyon. Ware: Wordsworth Reference, 1996.

THE PRAGMATIC ASPECT OF THE USE OF VERBAL MEANS OF EXPRESSION REALIZATION IN ENGLISH-SPEAKING POLITICAL RHETORIC

G. Ivlieva[1]

DOI: http://doi.org/10.15350/UK_6/8/33

Abstract
The article is devoted to the consideration of the verbal means of expression's representation in the English-speaking political rhetoric. The types and functions of the means are described; it is proved that all of them have a pragmatic orientation.

Key words: expression, political rhetoric, evaluative vocabulary, stylistically colored vocabulary, pragmatic function.

In modern linguistics, considerable attention is paid to the means of realization of expression, as units that play a significant role in various discourses. Existing definitions of expression allow us to conclude that it is an increased expressiveness combined with evaluation and visual potential. A special sphere of language expression is political rhetoric, which, according to G. G. Khazagerov, is defined as "a speech system specially adapted for optimal communication in the socio-political sphere" [2, p. four].

Linguistic studies offer a variety of characteristics of political rhetoric, however, they all boil down to the accentuation of a pragmatic function. So, considering the pre-election speeches of politicians, O. V. Gaikova identifies the following features: manipulativeness, which consists in turning to the feelings and emotions of voters; argumentativeness, appealing to the mind of the addressee; appeal to the values that exist in this community [1, p. 20–22]. It is obvious that all of these aspects are aimed at performing a pragmatic function: they are designed to have a certain impact on the recipients, causing the necessary response to the addressee.

The analysis of English-language political speeches showed the presence of several types of verbal means of expressiveness realization. First, it is the language means of expression, expressed by the actual vocabulary, such as the units of "lovely" and "wonderful" in the following case: "And I watched "[3]. Another way of representing estimation is the use of connotations, widely known in the environment of use. For example, in the following quotation, the "achievements" and "social justice" units have a positive connotation: "They've been all about the pursuit of social justice" [4]. The phrase "social justice" denotes a universal value, which contributes to

[1]Galina IVLIEVA, senior teacher, Department of foreign languages, Tashkent financial institute, Uzbekistan.

strengthening the influence exerted on the public, which consists in forming a positive image of the political line of the speaker.

The second group consists of stylistically colored vocabulary, the use of which is aimed at forming the necessary policy assessments and emotional response from the public. Such an effect has, in particular, the unit "hell", which relates to the reduced vocabulary layer: "A. G. He has done it" [5]; "You put up one fight, thank you, Evan" [5].

The third group includes a variety of stylistic techniques. Techniques of the syntactic level are presented mainly by repetitions, which make it possible to emphasize semantically significant parts, causing, provoking an audience to the corresponding intellectual and emotional reaction: "Doesn't deserve a mention. Doesn't deserve a headline" [5]. The methods of the lexical level form vivid images in the minds of the recipients, followed by the necessary assessment policies and reactions. Thus, for example, the metaphorical epithet "puppet" in the "building of a puppet government" part [3] forms an image with negative coloring.

Based on the study, the following conclusion was made. The main goal of linguistic means of expressing expression in political rhetoric is to perform a pragmatic function, which consists in exerting a manipulative effect on the audience and provoking it on the necessary intellectual and emotional response.

References:

[1] Гайкова О.В. Предвыборный дискурс как жанр политической коммуникации: на материале английского языка / О.В. Гайкова. Волгоград, 2013. 211 с.
[2] Хазагеров Г.Г. Политическая риторика / Г.Г. Харагеров. М.: Никколо-Медиа, 2002. 313 с.
[3] Presidential Debate at Hofstra University in Hempstead, New York. 2016. URL: https://singjupost.com/full-transcript-presidential-debate-september-26–2016-donald-trump-vs-hillary-clinton/2/?singlepage=1 (дата обращения: 04.11.2018).
[4] Theresa May's Tory leadership launch statement: full text. 2016. URL: https://www.independent.co.uk/news/uk/politics/theresa-mays-tory-leadership-launch-statement-full-text-a7111026.html (дата обращения: 04.11.2018).
[5] Trump's MAGA Rally. 2018. URL: https://www.realclearpolitics.com/video/2018/08/21/watch_live_trump_rally_in_west_virginia.html (дата обращения: 04.11.2018).

THE USE OF AUDIOVISUAL DEVICES IN TEACHING TECHNICAL COURSES IN ENGLISH

A. Ismailov[1], J. Nasrullaev[2]

DOI: http://doi.org/10.15350/UK_6/8/34

Abstract
The most important difference lies in the students and their goals for learning English. Students of the English language for specific purposes are usually adults who are already familiar with the English language and learn the language to transfer a set of skills and perform certain functions related to work.

Key words: audio-visual education, teaching methods, audio-visual aids, foreign languages, information technologies, device, audio-visual materials, speech recognition.

Studying technical courses on audiovisual equipment is more efficient because we now know that our students are interested in the media so that they can easily study their subjects. In addition, we can divide the training system into two groups: traditional and modern. At the same time, it should not be forgotten that the specifics of the process of pedagogical education presupposes the synthesis of a large amount of humanitarian knowledge and modern information on the latest developments in engineering, technology and science. Given the large amount of relevant information and the high dynamics of its changes, the problem can be solved only with the active use of information and communication technologies.

Expansion of experience:

(Gopal V.P. 2010) emphasized that audiovisual materials help the teacher to overcome physical difficulties with the presentation of the subject. That is, with audio-visual materials, the barrier of communication and distance is overcome. Cultural and climatic conditions of other countries can be introduced into the class using slides, films, films and projectors [1]. This is important because, according to Dyke (1993), "as soon as a phenomenon is visualized, the picture and knowledge becomes very clear and permanent." Agreeing with this statement, the 20th century Chinese philosopher stated that “one picture is worth a thousand words” [2].

Purpose of the work

In order to publish a research article in leading journals, you must have a thorough knowledge of English in addition to the content of the study.

[1]Anvar ISMAILOV, candidate of Philology, Dean of the faculty of English, Samarkand state institute of foreign languages, Uzbekistan.
[2]Javohirkhon NASRULLAEV, student, Samarkand state institute of foreign languages, Uzbekistan.

This is a serious problem for researchers whose first language is not English. No matter what you come up with, you cannot publish it until you submit it in a format suitable for magazines. Despite the fact that research is fun, writing and publishing articles is a big tension, especially for those who are not well trained in English. Most of us think in our own language and then translate into English. In addition, you can not describe your study informally, no journal will publish. Simply put, we spend a lot of time writing articles for publication. English is very important in this era, so most people around the world are strongly encouraged to master English as a second language. English was even a prerequisite in the workplace. Otherwise, most of the equipment instructions are written in English. The use of devices or audiovisual materials will stimulate the most feelings. For this reason, good teachers have always used devices or audiovisual materials. A device is any means other than a subject for a student. This article focuses on how to use audiovisual tools in teaching technical courses in English.

Reasons for using video in classroom English

The big advantage of the video is that it provides authentic language input. Films and television programs are created for native speakers, so in this sense, the video provides authentic language input. That is, it is obvious that the practical use of video in the classroom in any classroom environment can be easily used; the teacher can enter the process whenever he wants; he can stop, start and rewind to repeat it several times where necessary. Any selected short sequence from the program can be used for intensive study. To pay special attention to a certain point in the program, you can work in slow motion or at half speed or without sound.

In addition, the student can focus on the language in detail and interpret what has been said, repeat it, predict the answer, and so on. The student can also focus on visual clues to meaning, such as facial expressions, clothing, gestures, posture, and environmental details. Without even hearing the language in which the keys to meaning speak, one can understand only from one vision. Using visual value tips to improve learning is an important part of the video methodology.

Another point to focus on is that it is very difficult to interpret an attitude in a foreign language due to the fact that the listener concentrates on the verbal message and not on the visual cues to the meaning. The video gives students practice in making relationships. Rhythmic movements of the hands and arms, nods of the head, head gestures are associated with the structure of the message. In addition, students have a general understanding of the culture of the target language. It can be pleasant for students to have something else to learn a language other than textbooks and listening tapes.

On the other hand, in addition to the advantages, the disadvantages of the video should also be taken into account. The main disadvantages are cost, inconvenience, service, and in some cases the fear of technology. In addition, the sound and image quality of copies or materials of their own production may not be ideal. Another important issue in this case is that

the teacher must be well trained in the use and use of video. Otherwise, it becomes boring and purposeless for students [5].

Function module

Science has made a great contribution in the field of technologies that have made our lives easier and more comfortable. In all areas of life, the dramatic revolution of technology has had a great impact. The field of education and training is not from this. Currently, teachers use different technologies in their classrooms to distinguish them from traditional ones. One such computer and overhead.

We have seen that audiovisual means cannot be separated from educational materials in general, and this conclusion is imposed on us by the attitude of the user when confronted with these materials. Now this same user - be it a teacher, professor or teacher for adults - does not behave differently when it comes to pedagogy and methods. He can never be a pure teacher or just a technician. It is therefore clear that the pedagogy of audiovisual means cannot be arbitrarily separated from audiovisual methods.

Visualization in the concept of information-educational environment should be understood not only as the saturation of high-quality teaching materials with color illustrations (which in itself is very useful), but also with the use of animated images based on mathematical models of the object under study or phenomenon.

Lectures and practical exercises with illustrations of complex machine units in the format of 3D-visualization facilitate the understanding of educational material and allow freeing up time for classroom discussions on the topic of employment. The possibility of public speaking at a lecture gives students additional practical experience in public speaking. Students come during a lecture, listen, observe, analyze, understand, ask questions, formulate an answer and, most importantly, decide on the public's answers to the teacher's question.

Thus, the information and educational environment on the basis of modern information technologies in the educational process brings new opportunities:

- a combination of high efficiency and flexibility of the educational process
- use of information resources,
- a significant empowerment of traditional forms of education,
- the ability to build new and effective forms of education.

The main didactic tasks facing modern teachers are precisely the preparation of students for self-education, the development of their interest in learning, the emergence of cognitive needs, and the formation of skills of independent intellectual work.

Listeners learn to pay more attention to the spoken word, not the written word. Recorded lecture notes or films are useful to listeners because they capture the nuances of speech, such as tone and tone. Computers with speech recognition devices will also help students better process and store

information than just reading from a textbook. Students with hearing impairments will also benefit from teachers who use microphones during lectures.

A device is a stimulus introduced into a learning method with the goal of stimulating a student and developing understanding through experience. Experience is the basis for all training, and, as a rule, the most effective type of training is acquired on the basis of concrete direct experience first-hand. Teachers often cannot give pupils direct experience and resort to written and oral use of words. An experienced teacher, however, understands that the use of words alone cannot and will not give a vivid learning experience. Good teachers are constantly on the lookout for methods and devices that will make learning meaningful. By intelligently choosing and using a variety of educational devices or audiovisual materials, one can gain experience that will help develop understanding.

Conclusion

The use of technology in learning a second language has now become a real necessity. To effectively learn and teach a second language, you must follow modern techniques. This article focuses on how to use audiovisual tools to teach technical courses in English. If students or young scientists know English, they can easily understand other great foreign scientists. And they can also explain their main idea or the personal opinion of other scientists. In addition, they will be able to continue their high level of education, which is a doctor of science.

References:

[1] Gopal Vinayak Patil. (2010). Importance of Audio-Visual in teaching methodology. Mahourastra, India.
[2] Dike, V.W (1993). Library Resources in Education, Enugu: ABIC Publisher.
[3] Natoli, Carol (2011). The Importance of Audio-Visual Materials in Teaching and Learning. wwwhelium.com/channels/224-earlychildhood-ed.
[4] Katherine Martin (2009) Audio-Visual Materials: Collection Development Policy, Rod Library University of Northern lowa.
[5] Dr. İsmail ÇAKIR. (2006) The use of video as an audio-visual material in foreign language teaching classroom Turkish Online Journal of Educational Technology TOJET October

MODERN METHODS OF TEACHING FOREIGN LANGUAGES

D. Dehkanova[1]

DOI: http://doi.org/10.15350/UK_6/8/35

Abstract
Currently, there is a wide variety of methods of teaching foreign languages, some of which have reached their peak and are in relative obscurity; others are widely used now or have a small number of followers, but bring in ideas that can be absorbed by the conventional mix, and still others simply seem to be adapted and approved teachers in various learning contexts. This article provides an overview of some of the current techniques and techniques used in the TFL.

Key words: universities, case study method, language portfolio, writing an essay and conducting research, designing and conducting oral presentations, and group training.

The choice of the described pedagogical practices was determined by their compliance with the following pedagogical concepts:

- communicative approach;
- an approach to solving problems;
- professional orientation in TFL;
- student-centered approach.

One of the most famous, although still little used, is the case study method (Benoit, 2009), which emerged as a special approach in the early 20th century. A case study is an intensive analysis of a single unit (as an event, personality or behavior type, institutional group or culture), in which particular attention is paid to development factors for the environment. This is the research method by which accumulated case histories are analyzed as primary authorities, not textbooks (Horwich, 1999). Typically, a FLT text of a case study takes up to 2 pages and includes such sections as: source or background information, a description of the event or problem definition, and the presentation of questions for a group discussion.

Materials and methods. Case studies to study FL should be based on real-life professional or everyday problems and situations and should be aimed at motivating and actively involving students. As a rule, students participate in the discussion of specific problems and develop solutions or recommendations as part of their active group work. Case studies are also great topics for dialogue. As a rule, each case study ends with a realistic written work reflecting the real world of professional correspondence. To

[1]Dilnoza DEHKANOVA, senior teacher at the Department of Integrated English Course, Samarkand state institute of foreign languages, Uzbekistan.

be successful in using case studies, the teacher must take into account the level of students' language skills. The best choice would be to use it with intermediate or advanced student groups who may have certain problems in grammar, pronunciation or vocabulary, but for the most part it is easy to speak FL.

Cool case study applications include free discussions; directed discussions; group research work; writing assignments (Benoit, 2009) and other activities. A language portfolio is a collection of documents that contains information about the student's language learning experience, the level of different language skills - writing, reading, speaking, listening and translation, as well as samples of these skills. It promotes language learning and the development of cultural competence. Most often it consists of three parts: a language passport, a language biography, and a dossier (Horwich 1999). His language passport allows students to summarize their language learning experience and describe it in a meaningful way, using the terminology of an international rating scale. The language biography focuses on five "C" language learning: Communication, Culture, Connections, Comparisons, and Communities. It provides students with the opportunity to independently assess progress in learning a language in five areas. It also encourages them to set personal goals in language learning and the development of intercultural competence, and to plan strategies to achieve their individual goals. Samples of student's oral and written language, as well as the results of the student's language tests and other professional certificates are stored in the dossier. Results and discussion teachers can use the language portfolio method to help their students become more autonomous. Universities can use it to develop a school-wide language policy and approaches to LT.

An essay, as a rule, is a small text that is often written from the personal point of view of the author and requires independent research. At each vocational course, students should be advised to read FL books and perform an assignment related to their studies in an essay format. Reading both exclusively professional and non-professional texts in FL, selected in accordance with the level of students and the progress made in the curriculum, is of great importance and should be widely accepted in the TFL at technical universities. An essay is a good introduction to a template letter, which is the basis for a much more complex letter that is made later in personal and professional life. Students are taught to compose generative essay writing, develop a plan, compose, search and receive reviews, review, correct and reflect, and develop skills to search and select information from additional sources such as the Internet, specialized journals and other special publications. Teachers should not even notice mistakes in early drafts, especially with non-linguistic students. Even in later or final drafts, not all errors should be noted so as not to make the writing process too complicated and not motivating. It is recommended that the basic writing tasks be related to each other, that is, a project started in an earlier essay should somehow lead to a later essay. Students must repeatedly evaluate their

work; they should be asked to write reflections on their essays on the days when they pass them.

In conclusion, it should be noted that one of the main ideas of introducing these methods and techniques in FL courses is to provide opportunities for realistic learning situations, in particular, to allow students to study and use FL in tasks related to others and to facilitate their study of others. University courses. The case study method, language portfolio, essay and research, oral presentations and team teaching are areas of the most pronounced collaboration between FL and other university courses, since tasks must be set to include content covered as assignments or projects in professional courses. This not only makes it possible to link professional knowledge and language knowledge in a meaningful way, but also promotes mutual and mutual learning in a realistic environment, which is one of the key methodological recommendations in modern FLT.

References:

[1] R.B. Benoit. Team Teaching Tips for Foreign Language Teachers. Borrowed from. (2009).
[2] J. Horwich. Cracks widen in team teaching of English. Asahi Evening News 24 October: Life Section(1999).

SOCIO-CULTURAL COMPETENCE IN TEACHING ENGLISH USING PROVERBS AND SAYINGS ABOUT HEALTHY LIFESTYLES

M. Ismatova[1]

DOI: http://doi.org/10.15350/UK_6/8/36

Abstract
The article deals with the features of sociocultural competence, as well as the components of sociocultural competence, and their integration at different levels of English teaching. Also we have made the complex of exercises on proverbs and sayings about a healthy lifestyle to work with these text-books which have been proposed.

Key words: sociocultural competence, English, proverbs, sayings, proverbs and sayings about a healthy lifestyle, text-books.

Modernization of the modern information society is taking place thanks to the processes of globalization, where the introduction of sociocultural interaction is taking place, which takes place in all spheres of human life, for example, in everyday life, culture, science, politics, and economics. Throughout life, we are faced with representatives of different cultures and customs; it may be friends, relatives or acquaintances. But when dealing with them, difficulties may arise, since each person has his own perception of the world, cultural characteristics, and the difference in the language barrier, therefore, in order to successfully build communication and implement effective interaction, personality qualities like tolerance and attentiveness, as well as skills adapt to the language environment. All of the above was merged into one common term "Sociocultural Competence".

This means that sociocultural competence is a set of knowledge about the country of the language being studied, national and cultural characteristics of social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following customs, rules of conduct, etiquette standards, social conditions and stereotypes of behavior of native speakers .

The conditions for its implementation requires the following criteria [4], such as:

- The linguistic and cultural criterion is lexical units with socio - cultural semantics, the ability to apply them in situations of intercultural communication, for example: greeting, addressing, farewell in speaking and writing, etc .;

[1]Mag'zuna ISMATOVA, Head of the chair of History and Grammar of the English Language, Samarkand state institute of foreign languages, Uzbekistan.

- The sociolinguistic criterion is characterized by linguistic features of social strata, representatives of different generations, genders, social groups, dialects (background knowledge, realities, subject knowledge);

- The socio-psychological criterion is the possession of culturally determined scenarios, national-specific behavioral models using the communicative technique adopted in this culture;

- A cultural criterion is a socio-cultural, historical-cultural, ethnocultural background (knowledge of the traditions and customs of the people of the language being studied).

Also, a number of scientists identify several components to ensure an understanding of sociocultural competence [9], in terms of:

Socio-communications in the aggregate of methods and means of oral and written transmission of information by representatives of a particular culture. These include language with specific differences between existing language variants, for example, in phonetics and vocabulary, the pronunciation and use of words of which determine which social class a particular person belongs to, as well as grammar.

National mentality, way of thinking of a certain culture, which determines their behavior and expectation of the similar from others. The mentality of the people is considered in general, situational and cultural self-determination.

Cultural self-determination, which is also an element of mentality, is the awareness of oneself as a carrier of some socially significant attributes among the surrounding cultural diversity. Such self-identification is a deep-seated and hidden from direct observation process of the formation of a value-normative consciousness that is integral for the individual and one for the society.

National treasure, this implies cultural directions, such as science, art, history, religion, attractions, etc.

These components contain the whole essence of sociocultural competence, which definitely needs to be considered in the process of teaching English. And, of course, sociocultural competence is realized at different stages of learning, so at the initial stage of learning the basic techniques for building sociocultural competence are learning songs, poems, rhyming, creating illustrations, reproducing national traditions, imitating communication situations (in dialogical speech).

Sociocultural knowledge and skills of students in elementary school are [5]:

- knowledge of non-equivalent vocabulary and ability to understand it in texts;

- knowledge of vocabulary, denoting objects and objects of everyday life of the countries of the language being studied (monetary units, measures of weight, length, time markings, road signs)

- knowledge of speech and etiquette formulas (peculiarities of addressing partners in communication between different age and social groups) and the ability to build speech behavior, based on standards acceptable to the country of the language being studied.

At the middle stage of training, the main activity is communication with peers. Here it is proposed to use such types of work as writing to a foreign friend, participation in forums, communication with native speakers, project activities, interviews with foreign interlocutors, role-playing and business games, work aimed at overcoming stereotypical thinking.

And at the senior stage of education, the development of the motivational sphere, the desire for self-affirmation, self-expression, autonomy, and professional self-determination are carried out. Communication retains its importance, therefore, it is suggested that it is advisable to use models of social interaction situations, research types of projects, training radio and television shows, recording real excursions and their analysis, electronic interactive materials, working with information becomes more complicated.

The formation of socio-cultural competence in students at the middle and senior stages, aimed at [4]:

- development of behavioral adaptation to communication in a foreign language environment;

- forming an understanding of the need to follow the traditional canons of politeness in the countries of the language being studied, showing respect for the traditions, rituals and lifestyle of members of another community

- mastering the ways of presenting native culture in a foreign language environment; - Socio-cultural education by means of a foreign language in a secondary school lays the foundation for transferring a positive experience of studying the culture of the country of the language being studied with further independent study of the culture of other countries, peoples, cultural communities;

- the subsequent development of varieties of sociocultural competence in the framework of the chosen profile of education in high school.

Thus, thanks to the components of sociocultural competence, their implementation at various levels of education is possible. But how can one develop sociocultural competence in English proverbs and sayings?

When analyzing textbooks on healthy lifestyle from the CMD for the English language (Enjoy English 11, Spotlight 10), suitable variants of proverbs and sayings were selected to develop your own set of exercises.

From the Enjoy English CMD Grade 11 [2], on the topic of the chapter “Old or Modern Medicine as a new technology”, students study the topic “Remedies”, you can suggest a speech exercise to explain the proverb “Doctor inside each patient."

The task. Determine the meaning of this proverb (Define the meaning of this proverb).

Every patient carries his or her own doctor inside.

From the TMC Spotlight Grade 10 [1] on the topic “Food and health”, we developed a language exercise in which the learner must match the proverbs on nutrition with the Uzbek equivalent.

Thus, the introduction of proverbs and sayings about a healthy lifestyle, through language and speech exercises in the learning process,

which contribute to the development of sociocultural competence among students, was presented.

References:

[1] Афанасьева, О.В. Spotlight английский в фокусе/ Учебник для 10 кл. [Текст]: учеб пособие/ О.В. Афанасьева, Д. Дули, И.В. Михеев. 5-ое издание. Москва: Просвещение, 2012. 248 с.
[2] Биболетова, М.З. Английский с удовольствием / Enjoy English. Учебник для 11 кл. [Текст]: учеб пособие/ М.З. Биболетова, Е.Е. Бабушис, Н.Д. Снежко. 5-ое издание- Обнинск: Титул, 2011. 200 с.
[3] Верещагин, Е.М., Лингвострановедческая теория слова [Текст]: учеб пособие/ Е.М. Верещагин, В.Г. Костомаров. Москва: Русский язык, 1990. 254 с.
[4] Межкультурное обучение: проблема целей и содержания обучения иностранным языкам [Текст]: ежемесячное издание / учредитель: Иностранные языки в школе; гл. ред. Гальскова Н.Д. 2004. № 1. С. 3-8.
[5] Соловова, Е.Н. Методика обучения иностранным языкам. Базовый курс лекций. [Текст]: учеб. пособие / Е.Н. Соловова. Москва: Просвещение, 2002. 239 с.
[6] Тер-Минасова, С.Г. Язык и межкультурная коммуникация. [Текст]: учеб. пособие / С.Г. Тер-Минасова, Москва: Слово 2000. 624 с.

THE INITIAL THEORETICAL POSITION TO THE PROBLEM OF CLASSIFICATION BY PARTS OF SPEECH IN THE ENGLISH LANGUAGE

N. Kuchimova[1]

DOI: http://doi.org/10.15350/UK_6/8/37

Abstract
The article deals with the question of the initial theoretical position to the problem of classification by parts of speech in the English language.

Key words: theoretical position, English, Indo-European languages, names, new approaches.

The entire vocabulary of English, as well as all Indo-European languages, is divided into certain lexical and grammatical classes, traditionally called parts of speech.

In linguistics, particular, several basic approaches to the classification of words by parts of speech have emerged - (most ancient), descriptive, functional and onomasiology.

The focus of the onomasiology approach is the question of how the choice and creation of the names of various fragments of objective reality in a given language are made, what are the features of the nominative specificity of different groups of words and how these features predetermine the possibility of deploying the corresponding grammatical derivational categories.

Analysis of the advantages and disadvantages of each of these approaches, as well as the identification of their points of contact with each other, is a topic for a separate linguistic study. In this section, only some of the most common controversial problems of parts of speech within the framework of the traditional approach are touched upon - criteria for parts of speech and their significance, the question of the possibility of "not having enough" distribution of words across part-of-type category headings “Non-one-word” formations, polysemy and homonymy in the system of parts of speech, parts of speech and sentence members, expediency of classifying words into parts of speech *.

It should be noted at the same time that this list of controversial problems in various languages, including those of different types, very often coincides. Such a coincidence is natural: it is explained by the reflection in pictures of a certain plan of the picture of the surrounding material world (things, their properties and relationships); the coincidence of the composition of the basic speech-thinking components of the speakers of any language * the related connections of languages with each other, leading to

[1]Nilufar KUCHIMOVA, teacher of the English language at the chair of English. Samarkand State University, Uzbekistan.

the preservation in them of the identity or "proximity of the system-structural characteristics.

Universality, meanwhile, does not mean a lack of specificity: the specificity of each language, manifested primarily in the nature of its structure, undoubtedly puts forward one of the problems of the theory of parts of speech to the number of problems of a more significant order in comparison with others. So, for modern English, which is characterized by poor flexion and widely developed homonymy, extreme conversion efficiency as a way to form new words and general grammar syntax, some of the problematic issues are identification criteria – parts of speech, the problem of "non-single-word" formations, the distinction between cases of polysemy and homonymy - are of particular relevance.

Scientists identify 4 to 13 parts of speech in modern English *. The undoubted parts of speech include, as a rule, a noun, adjective, verb and adverb. With varying degrees of categoricalness, scientists talk about the possibility of providing the status of specific parts of speech to a numeral, pronoun, preposition, union, article, interjection, state category words, modal words and particles. In cases where the numeral, the pronoun and the rest of the classes are denied partial language status, their constituents are distributed according to some indisputable classification headings, and the basis of reference is either a criterion of identity (proximity) of morphological and syntactic characteristics, or genetic connections to be distributed to words. Thus, the numerals are included in the names of adjectives, sometimes - adjectives and nouns; pronouns are dissolved in the noun, adjective, and adverb classes; the preposition is interpreted as an adverb, and the union as an excuse; The definite article is qualified as a demonstrative pronoun, a indefinite article - or as a numeral, or as a formant of the category of discreteness expressed by a noun; particles and modal words are included in the adverb; State category words are considered as one of the adjective subclasses, more rarely, adjective and adverb. Interjection is displayed outside the parts of speech.

Gradually, the researchers approached the formulation of principles on the basis of which words should be distributed into parts of speech. G. Sweet, in particular, was one of the first Scientists scholars who unequivocally stated the need for a comprehensive account of meaning, form and function in the classification process, but neither he nor other representatives of the classical trend in English scientific grammar who shared this opinion (Espersen, Kreyzinga, Kerm, etc.), did not carry out the principle which they put forward consistently and gave a clear preference to the form, highlighting it in every possible way among other criteria *.

Clarity of the general principles of classification, as practice shows, in itself does not guarantee complete uniformity in the approaches to solving the problem in question. Indeed, the classifications of parts of speech offered by domestic scientists are no less diverse than those of foreign grammarists, although, from the terminological point of view, they are certainly much more unified.

There are many reasons leading to such a situation, and it is simply impossible to list them all. Certainly, however, the fact that one group of rea-

sons is connected with the unresolved nature of certain general and particular problems in the theory of parts of speech, the other with a different assessment by the linguists of the "resolving" ability of the leading identifying features.

Until recently, the question of whether it was possible to do without word classification by parts of speech was not actually posed by linguists. It was taken for granted that such a classification necessarily follows from the identity and difference of signs in different words of a language, which is naturally reflected in the separability of single-type groupings of units, on the one hand, and diverse types that oppose each other groupings of words on the other.

Doubts in the necessity of the classification of words by parts of speech were expressed, in particular, by the Czech scientist O. Leshka. He emphasizes that the distribution of words by parts of speech does not reveal with a sufficient degree of accuracy the features of the morphological structure of specific languages due to the universality of the classification schemes used by tradition and - most importantly - is not the only possible way of describing the morphological structure. A more or less complete and accurate description of the morphological system of the language, as suggested by the scientist, can be carried out without affecting at all the parts of speech. This will require, first, to reveal the repertoire of morphological categories of the language; secondly, to establish the range of individual categories and consider their functional structure; thirdly, to reveal the mechanism that controls the plan of expression, that is, to provide a list of distribution rules for allomorphic elements and to outline the patterns of organization of the plan of expression in its correlation with known morphological categories.

The considerations expressed by this linguist are interesting, but it is not unqualified in them that is indisputable and acceptable for the English language. It is difficult to note, for example, that the classification of words by parts of speech, which is explicitly excluded by this author from the general scheme of analysis, is indirectly present in the latter. In addition to the direct correlation of morphological categories with certain parts of speech, this is also indicated by the conditionality of the semantic-grammatical originality of the various groups of elements by their distributional characteristics, as well as the relatedness of the corresponding characteristics through morphological categories with some specific classes of words. At the same time, it should be noted that not all parts of speech have morphological categories, from which it follows that Leshka's method is oriented essentially to describing not the morphological structure of the language, but only the morphology of flexion classes, which are only one of the links in the system parts of speech.

In modern English, researchers include the noun, pronoun and verb as a definite flexion class. Although linguists have no doubts about the severity of categories of numbers in a noun (not all grammatists recognize the case of a noun in English), numbers and cases do in a pronoun, it is obvious that the overwhelming majority of the constituents of these classes are morphological immutability. Since the morphological categories are most representatively reflected in the verb, the description of the morphology

of the flexion classes by the Leshki method in the case of English could be spoken quite conditionally. This already indicates that the "categorical approach" does not reveal all the characteristics of the English morphological system and it must be combined with other methods for describing the latter.

It can be assumed that any scheme for describing the morphological structure of a language necessarily in one way or another comes into contact with the classification of words into parts of speech, for the heterogeneity of words of a language in both meaningful and grammatical terms, the objective impossibility of consistently studying them in isolation from each other, strongly require that different classification of them.

The totality of a number of interrelated lexical and grammatical features in the language distinguishes classes of words, called parts of speech. Every part of speech has the following features:

1. The general meaning of this class of words (in nouns, the meaning of objectivity, in verbs, the meaning of the process, etc.);

2. Forms of inflection (grammatical forms), characterizing the words of this class (nouns - numbers, verbs - voice, type, etc.);

3. Compatibility with other words (nouns are combined with adjectives, prepositions, articles, etc .; verbs - with adverbs, nouns, etc.);

4. Types (methods) of word formation, characteristic of this class of words.

So, the questions raised by us show that far from everything is clear and indisputable in such a seemingly simple problem as the problem of parts of speech, from whatever position, general or privately linguistic, we consider it. Further research in this area seems to be extremely useful, as new data will help not only to assess the weight of what has already been achieved, but, one may think, and find new original solutions to various debatable issues.

References:

[1] Арнольд И.В. Стилистика современного английского языка: (Стилистика декодирования). М.: Флинта,2005. 384 с.
[2] Арутюнова Н.Д. Истоки, проблемы категории прагматики Шовое в зарубежной лингвистике. Лингвистическая прагматика. Вып. XIV. -М.: Прогресс, 1985. С. 3–47.
[3] Борхударов Л.С. Штеллинг Д.А. Грамматика английского языка. М. 1973–423 с.
[4] Борхударов Л. С. Очерки по морфологии современного английского языка. М. Высшая школа, 1975. 156 с.
[5] Васильев Л.М. Современная лингвистическая семантика. М.; Высшая школа 1990. 176 с.
[6] Виноградов В.В. Проблемы русской стилистики. М.: Высшая школа, 1981. 320 с.

TYPES OF INTERLANGUAGE PHRASEOLOGICAL CORRESPONDENCES

N. Mavlonova[1]

DOI: http://doi.org/10.15350/UK_6/8/38

Abstract
The present article offers the types of phraseological equivalents which forms general English-Russian-Uzbek phraseological foundation.

Key words: linguistic migration, untransliterated, transliterated types, recipients, univerbs.

Установление межъязыковых фразеологических соответствий является поэтапной процедурой и основывается на учете неодинакового проявления сходств и различий у типов фразеологических соответствий. К числу внешних показателей заимствованных фразеологических соответствий в сфере фразеологии относятся совпадение звучания, написания, лексического наполнения, структуры. Содержательная сторона проявляется, прежде всего, по линии совпадения семантики и внутренней формы. Выделенный набор признаков идентификации является суммарным и варьируется у разных типов межъязыковых фразеологических соответствий.

Нижним пределом числа языков при установлении фактов фразеологических соответствий признается максимально ограниченное совпадение, представленное двумя языками независимо от их родства и распространения. В данном случае обнаруженные соответствия представлены либо как англо-русские фразеологические соответствия, либо как русско-узбекские этимологические соответствия, либо как англо-узбекские. Отдельные (единичные) двуязычные соответствия исследуются в связи с определенными вопросами фиксации межъязыковых фразеологических соответствий.

Принадлежность к определенному типу межъязыковых фразеологических соответствий зависит от количества, качества и соотношения признаков их сходств и различий. Анализ межъязыковых фразеологических соответствий выявил наличие следующих типов (классификация разработана с учетом известных фразеологический типологий) в двучленных (Я1 - Я2; Я2-Я3; Я1-Я3) и трехчленных языковых рядах (Я1-Я2-Я3), в которой их идентификация в языках Я1 (английский), Я2 (русский), Я3 (узбекский)

осуществляется на основе факта соотносительности, как по содержанию, так и по форме:

Материально и семантически отождествляемые межъязыковые фразеологические соответствия, в становлении которых для Я1, Я2, Я3 лингвомиграционные процессы сыграли различную роль:

[1]Nargiza MAVLONOVA, Doctoral student (PhD), Samarkand state institute of foreign languages, Uzbekistan.

а)фразеологические соответствия с однородным фонографическим сходством (не транслитерированные иноязычные комплексы для языков- реципиентов); в основном, это латинские выражения, ставшие принадлежностью ряда европейских языков, например: **votum separatum, nota bene, alma mater** и др.;

б)фразеологические соответствия с частичным фонографическим сходством (транслитерированные типы ФЕ для языков-реципиентов), например: **ноу-хау, Скотленд-/ Скотланд-ярд в рус. и узб., рус. хот-дог с англ. hot dog** и т. д.;

в)фразеологические соответствия с неоднородным частичным фонографическим сходством, идентификация данной группы обеспечивается наличием отождествляемого компонента ("полукальки" для языков - реципиентов), например; **Achilles' heel - ахиллесова пята – Ахиллес товони, a labour of Sisyphean (Sisyphean labour)- сизифов труд – сизиф меҳнати**;

г) фразеологические соответствия, характеризующиеся параллелизмом лексического состава и семантическим сходством (кальки для языков реципиентов); **black belt- спорт. черный пояс- спорт.қора белбоғ, third countries- третьи страны- учинчи мамлакатлар, the land of the the Rising Sun-страна восходящего солнца- кунчиқиш мамлакати (Япония),horse power –лошадиная сила- от кучи, standard of live - уровень жизни - турмуш даражаси, a state within a state-государство в государстве - мамлакат ичидаги мамлакат.**

2) Изоморфические фразеологические соответствия:

а) деэтимологические ФЕ и их соответствия. Выделение данной группы связано с тем, что в большинстве случае невозможно установить имеет ли место результат фразеологического заимствования (из какого-либо одного источника или разных) или его отсутствие, ср.: волна забастовок - wave of strikes, open letter - открытое письмо, living (dead) languages - живые (мертвые) языки, light music - легкая музыка, fresh news - свежие новости);

б) независимые тождественные фразеологические образования (семантическое, образное отождествление, возможны частичные лексические, частичные/полные структурно-грамматические расхождения): **right hand - правая рука – ўнг қўл, armed to the teeth - вооруженный до зубов – тишигача қуролланган, the irony of fate - ирония судьбы – тақдир ҳазили.**

3) Формальные фразеологические соответствия, характеризующиеся параллелизмом лексического состава и нарушением тождественности семантической целостности, например: узбекская ФЕ **"манглайига, пешонасига ёзилган".** (Суждено. Народу написано) - русская ФЕ "на лбу написано у кого-либо что-либо" (Ясно, сразу видно что-либо по внешнему виду кого-либо); **эшикка йўл кўрсатмоқ (Первое приглашение в гости). «Показывать на дверь„ кўз қирини солмоқ (букв, "положить глаз" в значении "бросить взгляд") и разг. рус. ФЕ "положить глаз".**

Помимо перечисленных возможно выделение смысловых соответствий (логико-семантическое отождествление), исследование которых может быть детерминировано соизмеримостью определенных коммуникативных ФЕ с формами мышления и другими вопросами общей фразеологии; например, узбекская ФЕ **"қўлини қўлига урмайди"** и русская ФЕ **"пальцем (палец) о палец не ударить".** Данная группа характеризуется совпадением лишь по смыслу, сильно различается по образности и лексическому составу и отдельно в работе не изучается.

Высшую степень межъязыковой эквивалентности представляют фразеологические соответствия, характеризующиеся тождественностью структурно-грамматического, лексического, семантического и стилистического сходства. Следующий порог представляют образования, характеризующиеся полным или частичным совпадением семантического объема, лексической состава и инвариантностью совпадения грамматической структуры.

Выделенные типы межъязыковых фразеологических соответствий представляют собой результат складывающейся межъязыковой фразеологической общности как следствия языковых и прочих контактов, так и особенностей языкового развития. Причем первый (не транслитерированные обороты) не входит в межъязыковой фразеологический фонд, общий для английского, русского и узбекского языков. Данные образования не пересекаются и фиксируются либо как англо-русские фразеологические соответствия, либо как русско-узбекские фразеологические соответствия, образуя двучленные языковые ряды фразеологических соответствий (Я1-Я2; Я2-Я3).

Довольно малочисленной представляется следующая группа фразеологических заимствований - транслитерированные выражения для языковых реципиентов, имеющая одинаковые единицы как в английском, русском, так и в узбекском языках. Перечисленные языковые комплексы исследуются в связи с общими процессами фразеологический заимствований.

Не является принадлежностью англо-русско-узбекского фразеологического фонда также группа формальных соответствий, подобные единицы фиксируются как англо-русские, либо как русско-узбекские и представляют собой двучленные языковые ряды.

Таким образом, межъязыковой фразеологический фонд общий для английского, русского и узбекского языков, представлен только пятью типами перечисленных фразеологических соответствий из семи выделенных.

В целом, исследование типов межъязыковых фразеологических соответствий, общих для всех трех языков, и их генетических связей в наличие трех основных способов образования различных групп межязыковых фразеологических соответствий в рядах трехчленной языковой оппозиции(Я1-Я2-Я3): 1) смешанные группы (различные виды соотношения разноязычных фразеологических соответствий, представленные ФЕ, независимыми фразеологическими образованиями, фразеологическими заимствованиями и деэтимологическими образованиями): например, английская ФЕ - деэтимологическая ФЕ

русского языка - узбекская фразеологическая калька; 2) группа фразеологических соответствий, представленная во всех трех языках независимыми тождественными фразеологическими образованиями; 3) группа фразеологических соответствий, представленная фразеологическими заимствованиями, например: фразеологические кальки в английском, русском и узбекском языках.

Ряды трехчленной оппозиции межъязыковых фразеологических соответствий в большинстве случаев неоднородны в плане соотношения заимствованных форм и независимых образований и представлены различными типами фразеологических соответствий, среди которых следующие самые продуктивные (различные типы ФЕ приводятся в порядке Я1-Я2-Я3, соответственно ФЕ английского, русского и узбекского языков);

1.Английская ФЕ - русская деэтимологическая ФЕ – узбекская фразеологическая калька (147 рядов межъязыковых фразеологических соответствий**): the Middle Ages - средние века - ўрта асрлар; ice age, glacial epoch - ледниковый период – муз даври; diplomatic bag - дипломатическая почта - дипломатик почта; material aid - материальная помощь- моддий ёрдам; cold steel- холодное оружие –совуқ қурол; public diplomacy - народная дипломатия – халқ дипломатияси; official person - официальное лицо - расмий одам;**

2.Английская фразеологическая единица - русская и узбекская фразеологические кальки с английского языка (97 рядов межъязыковых фразеологических соответствий): **a Green Beret - разг. “зеленые береты” – “яшил беретлар”; mass culture - массовая культура –оммавий маданият; detector - “детектор лжи" – ёлғонни аниқловчи детектор;**

3.Английская, русская и узбекская фразеологические кальки (фразеологические соответствия во всех трех языках представлены калькированными формами): **fish begins to stink at the head – посл. рыба тухнет с головы [этим. лат. piscis primum a capite foetet] - разг. Балиқ бошидан чирийди; king for a day - ирон. калиф на час - ирон. бир соатлик халифа (хўжайин)** и т. д.;

4.Независимые фразеологические образования английского, русского и узбекского языков (фразеологические соответствия в трех языках представлены независимыми фразеологическими образованиями) (1): **armed to the teeth-вооруженный до зубов – тишигача қуролланган; the irony of fate- ирония судьбы- тақдир ўйини**;

5.Английская ФЕ - русское фразеологическое заимствование (транслитерированный оборот) узбекское фразеологическое заимствование (транслитерированный оборот) (2): **Big Ben - Биг Бен в русск.и узб. know-how - ноу-хау в русск. и узб., mass media - масс-медиа (универб) в русск**. и т. д.;

6.Деэтимологическая ФЕ - фразеологическая калька - фразеологическая калька (3): **the land of the Rising Sun - разг. “страна восход, солнца”, Япония - “кунчиқар мамлакат Япония; the language flowers - “язык цветов” - “гуллар тили”; neutral country - нейтраль-**

ная страна – бетараф мамлакат; personal immunity – неприкосновенность личности –даҳлсиз шахс; Aesopian language - эзоповский язык - эзоп тили;

7.Английская ФЕ - русская ФЕ - узбекская фразеологическая калька; **inequality of forces - неравенство сил – кучлар тенгсизлиги: high quality - высокое качество –олий сифат; the open sea - открытое море, очиқ денгиз; land-locked sea - внутреннее море - ички денгиз; inland sea- закрытое море – ёпиқ денгиз; film star - звезда экрана – экран юлдузи;**

8.Фразеологическая калька - фразеологическая единица - фразеологическая калька (заимствования с русского языка-источника) (5): **human factor - человеческий фактор – инсон омили; Red Square - Красная площадь – Қизил майдон.**

Отдельные единичные группы смешанных типов межъязыковых фразеологических соответствий включают универбы. Под универбизацией понимается “процесс возникновения однолексемного наименования (универба) из предшествующего ему описательного обозначения (перифраза), что означает в плане содержания сгущение семантического содержания перифраза в универбе, в плане выражения - утрату формальной расчлененности” (1, 4).

Так, например: **second sight – ясновидение - фолида кўра билмоқ; the North Star – Полярная звезда – Темир қозиқ** и т. д.

Таким образом, исследование межъязыковой фразеологической общности выявило наличие пяти типов фразеологических соответствий: фразеологические соответствия с частичным фонографическим сходством, фразеологические соответствия с неоднородным частичным фонографическим сходством, фразеологические соответствия, представляющие собой фразеологические кальки для языков-реципиентов, независимые фразеологические образования, деэтимологические фразеологические образования.

References:

[1] Ахметжанова З.К. Сопоставительное исследование лексики тюркских (казахского, киргизского, узбекского) и русского языков: (универбы и перифразы): Автореферат дис. ...канд. филол. Наук. Алма-Ата, 1981. 24 с.
[2] Аракин В.Д. Сравнительная типология английского и русского языков. Л.: Просвещение, 1979. 259 с.
[3] Амосова Н.Н. Об английских фразеологических словарях. //Лексикографический сборник. М.: ГИС, 1963. Вып. 6. С.78-87.
[4] Акуленко В.В. Лексические интернационализмы и методы их изучения. // Вопросы языкознания, 1982. 279 с.
[5] Айтбаев У. Способы передачи фразеологизмов в переводах произведений А.М. Горького на казахский язык: Автореф. дис. ...канд филол. наук. Алма-Ата, 1971. 35с.

SOCIOLINGUISTIC VARIATIONS AND ITS IMPACT ON TEACHING ENGLISH

N. Mirzaeva[1]

DOI: http://doi.org/10.15350/UK_6/8/39

Abstract
This article provides examples of the sociolinguistic impact on teaching English.

Key words: sociolinguistic aspect, English, teaching, language, students, behavior.

Linguistic and cultural information can contain language units: words, phrases, aphorisms, quotes, proverbs and sayings. The richest possibility in the increment of sociocultural competence gives knowledge of customs, traditions, culture and modern behavioral stereotypes. They are often spoken of in connection with interethnic and intercultural interaction. [1, 15].

Knowledge of the norms and rules of behavior of the country of the language being studied is necessary not only when visiting this country, but also when communicating with English-speakers in their homeland, in personal, business and scientific contacts. To do this, you must learn to communicate in this language, and then immediately there is a need for knowledge of non-verbal linguistic information.

Here are some examples of stereotypes of verbal and non-verbal behavior of native English speakers in their homeland.

1. When meeting it is not customary to ask about age.
2. It is allowed, being on a visit, to inquire about the cost of a house, apartment, furniture.
3. Guests should not come without prior agreement (without warning), even if the visit is necessary.
4. You can call on business and on personal issues no earlier than 9 am and no later than 21 pm.
5. For a gift or invitation, it is accepted to thank or respond in kind.
6. Greeting cards should be with their (non-standard) text.
7. It is allowed to leave the guests (if there are many) leave without warning (without saying goodbye); if the care will be very noticeable, you must definitely say goodbye and thank the owners.
8. Compliments in the superficial acquaintance should not speak, it is better to show restraint or praise the apartment, the design _____, amenities, etc.
9. Say "Hello!" To the same person should be no more than twice a day.

[1]Nasiba MIRZAEVA, master degree student, Samarkand state institute of foreign languages, Uzbekistan.

10. Entering the premises, in the car, in public transport, you need to let women go forward.

11. Advice and recommendations can be given only to well-known people, and unfamiliar or unfamiliar only when they seek advice or help.

12. If a student is late for class, he should enter the audience without attracting anyone's attention, without taking the teacher away from the lecture or explanation.

Individual words, phrases, proverbs and sayings also allow for the active acquisition of cultural information. As is known, there is a special section of linguistics - sociolinguistics, which studies the causal links between language and the life of society, which establishes consistent correlations between "micro-linguistic" phenomena and the facts of social life of a given speaking community. A number of studies have shown that truly complete comprehension and careful study of language factors is possible only taking into account all the determining factors, both intra-language and extra-language, in all their volume and diversity.

The focus of linguists is on extralinguistic factors and the development of principles and methods of sociolinguistic research has become one of the main tasks of modern linguistics [3,41].

Social structures are the material basis of linguistic structures, therefore it is impossible to fully disclose and describe the actual language formations without a close study of social factors. Social differentiations are manifested especially vividly and directly in the vocabulary, in the words and phrases of the language [4,46].

In the process of speech, the speaker relies on his social experience and combines words denoting objects or concepts that can be combined in a given society. Words and phrases in a natural human language are created in a concrete situation with certain goals, in a certain place and in a certain historical epoch. In other words, they are coordinated in time and space and therefore are sociolinguistically conditioned. [3: 101]

Phrases and phraseological units are determined, firstly, by the specific conditions of the place, time and goals of communication, and secondly, by the characteristics of the culture, traditions, and customs of the speaking team. What people say is a reflection of the social life of the collective; combinations of words serve to satisfy the social needs of the speaker. A person can produce, "generate" certain phrases only if the corresponding content is laid in his social life experience, to his cultural thinking. Thus, for example, the sociolinguistic conditionality of the white man phrase is manifested in its specific semantics. White man is not just a "man with white skin", "a representative of the white race." In the following passage, the white man apparently assumes only Americans, although from an anthropological point of view, the Spaniards and Mexicans are also representatives of the "whites": And sometimes her husband, Spaniards or Mexicans occasionally white men. (D. H. Lawrence).

It is not by chance that in a society of whites, claiming the superiority of their race over others, this phrase acquired the meaning "decent, decent,

well-mannered person", while the black man phrase has a certain negative connotation and is synonymous with the words devil, evil spirit, Satan.

Compare passages:

It is a man with cultured mind. (T.Hardy)

Sit down and tell me about your sister and john. Is it a marriage of true minds? It certainly is. Young John a pretty white man. (J.Galsworthy).

Rich as Croesos and as wicked as the black man below. (G.Meredith).

For the English language, the traditional correlation of black with something bad and white with good is typical, therefore composite nominative groups with the adjective black have negative connotations, and the white adjective is usually included in nominative groups with positive shades of meaning.

Indeed, blacksheep, blackmarket, blackmail, BlackGehenna, blacksoul - in all cases black is associated with evil, besides it is the color of mourning, the color of death: black dress, black armband, while white is the color of the world (white dove, a symbol of peace), the color of the wedding dress of the bride, the color of all that is good and pure [5, 123].

Even when white is combined with a noun denoting something bad, it "softens", ennobles the negative meaning of the latter: white lie is a lie for salvation, a morally justified lie. This is a characteristic property of the English language and especially the specificity of the use of the white man and black man phrases these days have unexpectedly received a very sharp sound. In connection with the growing role of English as an international mediator, as well as the liberation of the peoples of Africa from colonialism and the growth of their self-awareness, the specific metaphorics of black and white designations attracted the attention of the African public concerned about this "vestige of racism in modern English language "[6; 80].

According to the author of the study, since English is "the most legitimate and likely candidate for universal application," it is urgent to take some measures regarding the metaphors of color designations in modern English. Conscious attitude towards the remnants of racism in the English language, the creation of new alternative metaphors for African variants of the English language would help strengthen its position and popularity.

References:

[1] Стернин И.А., Стернина И.А. Очерк американского коммуникативного поведения. Воронеж, Истоки, 2001. 15 с.
[2] Акишина А.А., Коган О. Е. Учимся учить. Москва, Русский язык, 2002. 52 с.
[3] Будагов Р.А. Язык, история, современность. Москва, 1971. 41 с.
[4] Fishman G. Readings in Sociology of Language. TheHague,1974. 46 с.
[5] Тер-Минасова С.Г. Синтагматика речи: онтология и эвристика. Москва, 1980. 123 с.
[6] Mazrui Ali A. The Political Sociology of the English language. Monton. The Hague,1975. 80-83 с

INTERACTIVE METHODS OF TEACHING THE ENGLISH LANGUAGE

A. Najmiddinova[1]

DOI: http://doi.org/10.15350/UK_6/8/40

Abstract
The article deals with the interactive methods of teaching foreign languages. The author describes the opportunity of using the several such interactive methods and techniques while teaching a lesson.

Key words: Interactive methods and techniques.

Currently, the state educational standard has high requirements for students. Short terms of the development of a large amount of information are modern conditions of the general educational process. In order to implement such requests, you should find new teaching methods. Due to this, in the methods of teaching English there has been a transition from a communicative approach to an interactive one. The interactive approach is one of the varieties of the communicative approach.

Interactive ("Inter" - mutual and "act" - to act) - means the ability to interact, to be in the mode of conversation, dialogue with someone. Those. interactive learning is interactive learning, during which the teacher interacts with the students. [3, p.112].

The goal of interactive learning is that all participants in the session are in interaction. They are all actively involved in the learning process. The teacher performs the function of an assistant.

During the dialogue, students learn to think, solve problems, make decisions and participate in discussions. Modern pedagogy has many interactive methods. Among them are the following:

- creative tasks;
- Educational games (role-playing games, educational games, etc.);
- Work in small groups, couples, triples (method "2.4, together");
- Carousel method;
- "Aquarium";
- "Brainstorming" or another name "brainstorming";
- "Openwork saw";
- "Brownian motion""
- Drawing up a mental map;
- "Choose a position";
- Debate;
- Use of design methodology.

[1]Aziza NAJMIDDINOVA, master degree student, Samarkand state institute of foreign languages, Uzbekistan.

This list can be replenished, because Each teacher can introduce their own techniques and methods.

The framework of one article does not provide an opportunity to describe all interactive methods of teaching English, therefore, we will consider only those that are used in practice.

Acceptance of the “Mind Map”. For the first time, the term was proposed by the British psychologist, the author of the memorization technique by Tony Buzan. A map is a diagram where various ideas, tasks, and theses are shown in a visual form, connected with each other and united by some common problem. The map allows you to cover the whole situation as a whole, as well as to hold simultaneously a large amount of information in your mind. Graphically, this map can be drawn in the form of the sun (in the center of which the basic concept is indicated) from which the rays of association depart. For example, the "mental map" for phrasal verbs. A verb (to look - to look) is written in the center from which the prepositions with which it is used (with rays to look for; to look after - take care; to look on - count, etc.) depart with rays.

Another example of such a card is the “Fishbone” method. We are offered a skeleton of fish. In the “head”, we highlight the main problem, on the upper bones, students identify the cause of the problem, and on the lower ones, the facts that reflect the essence of the problem are written out.

Method "Choose a position." Pupils are given a problem question, where they should be divided into 3 groups. The first group has the point of view “For”, the second “Against” and the third “I don’t know, I haven’t defined my own position”. Students are divided into groups, discuss the correctness of their position. One or several members of each group argue their position, after which there is a collective discussion of the problem and making the right decision. For example, a discussion of such a problem as “The Internet”.

Initially, a teacher provides students with the phrase: “Just a century ago, we didn't even know about computers and the Internet. But then we take a discussion of the topic in groups.

The most interesting method used in practice is the Sinkwein method.

Sinkwein - (from fr. Cinquains, eng. Cinquain) is a five-line poetic form that originated in the USA at the beginning of the 20th century under the influence of Japanese poetry. Later, it was used for didactic purposes, as an effective method for developing figurative speech, which allows you to quickly get a result [1, p.105].

1. The first line - designation of the topic with a single word (noun);
2. Theme description (2 adjectives);
3. Description of the action, according to the proposed topic (3 verbs);
4. Making a phrase of 4 words, which expresses the attitude to the topic (different parts of speech);
5. Selection of a synonym for the topic (1 word).

We first conducted this method with students in grade 7. The topic that we studied at the time was “Journey”. The work plan was as follows:

1. At the beginning of the lesson, the teacher should introduce the students to the synquain method and explain the rules of writing.

2. Then 5-10 minutes are given, so that the students can compile and exchange their options.

3. Then the reading of the synquains and the selection of the most appropriate options are carried out.

Here are some examples of works:

1. Traveling
2. Exciting, useful
3. To go, to fly, to swim
4. The best way to relax
5. My dream

1. Traveling
2. Wonderful, unforgettable
3. To rest, to visit, to relax
4. To know about culture
5. Tour

It should be noted that interactivity will be more efficient if multimedia technology is used in practice. Interactive methods also include presentations using various tools.

In conclusion, it is worth noting that the interactive teaching method increases motivation in learning English, the learning process becomes more interesting and exciting, and students feel freer. In addition, all methods and techniques develop communication skills, teach them to work in a team and listen to each other.

References:

[1] Баннов А.М. Учимся думать вместе // Будков А.С. Материалы для тренинга учителей. М.: ИНТУИТ.РУ, 2007. С. 105.
[2] Гладилина, И.П. Некоторые приёмы работы на уроках английского языка /И.П. Гладилина // Иностранные языки в школе. 2003. №3.
[3] Неживлева И.А. Интерактивное обучение иностранному как способ активизации познавательной деятельности // Личность, семья и общество: вопросы педагогики и психологии: сб. ст. по матер. XXXIII междунар. науч.-практ. конф. № 10(34). Новосибирск: СибАК, 2013.

SEMANTICS AND MEANING OF ENGLISH PHRASEOLOGICAL UNITS

M. Nasirova[1]

DOI: http://doi.org/10.15350/UK_6/8/41

Abstract
Phraseological units and their peculiarities in the English utterance are discussed.

Key words: phraseological units [PU], actualization, meaning, semantics, correlates, context, token, differentiation.

Фразеология - это наука о фразеологических единицах (фразеологизмах), т.е. об устойчивых сочетаниях слов с осложненной семантикой, не образующихся по порождающим структурно-семантическим моделям переменных сочетаний [3].

Фразеология – одна из самых образных и «консервативных» языковых подсистем. В отличие от лексики она менее подвержена языковым изменениям, сохраняет устаревшие слова, архаические формы. Значительная часть устойчивых сочетаний связана с различными реалиями народного быта, фактами истории, народными верованиями, обычаями, обрядами.

Фразеология – «капризная и неуловимая» вещь. Так говорит датский языковед О. Есперсен [2].

Как отмечает В.Н. Телия, «фразеологический состав языка - это зеркало, в котором лингвокультурная общность идентифицирует свое национальное самосознание».

Цель настоящей статьи – рассмотреть семантическая актуализация фразеологических единиц английского языка. Углублённо раскрывается план содержания фразеологических единиц, как в узуальном, так и в окказиональном использовании, принимая во внимание соотношение позиционных семантических факторов. Дифференцируются прямые и косвенные лексические корреляты фразеологических единиц.

Семантическая актуализация применительно к фразеологическим единиц-это вторичный по отношению к реализации их значения, углубленный план рассмотрения содержательного аспекта ФЕ; это одно из множества направлений изучения ФЕ в речи.

Под актуализацией семантики ФЕ понимается развёртывание значения фразеологизмов с участием в этом процессе определенного набора факторов, посредством соотнесения ФЕ с семантикой других элементов контекста, объединённых одной языковой ситуацией.

[1]Mokhigul NASIROVA, teacher of English, Samarkand state institute of foreign languages, Uzbekistan.

Такое определение основывается на том, что семантика ФЕ вскрывается в результате ее содержательной интерпретации, т.е. выдвижения на первый план одного аспекта значения – денотативно-сигнификативного или коннотативного и т.д. [1].

ФЕ – это используемое для построения высказываний сверхсловное (более чем из одного слова), воспроизводимое (повторяемое) в готовом виде единица языка, обладающая постоянным и независимым от контекста значением. Размер фразеологизма может быть от двухсловного сочетания до предложения. ФЕ – это используемое для построения речевых высказываний.

Фразеологизмы существуют во всех областях жизни и области знаний. Самые многочисленные группы ФЕ – это первая, обозначающая деятельность человека. "В фраз образовании огромную роль играет человеческий фактор, так как подавляющее большинство фразеологизмов связано с человеком, с разнообразными сферами его деятельности. Фактор адресата является важнейшим элементом коммуникации. Кроме того, человек стремится наделить человеческими чертами объекты внешнего мира, в том числе и неодушевленные…" [3]

Они образуют тематические группы:

1.Обозначение действия, деятельности и состояния человека: Bear one's cross – нести свой крест

Crestwell: That is a cross I have learned to bear with fortitude, Dora. No one understands half of what I say [I, p.264].

2.Носящие анимальный характер

Have (get) a bee in one's bonnet – носиться с какой-либо идеей, быть с причудой. Superintendent Harper agreed.

"You never know what bee a man is going to get in his bonnet; especially when he doesn't feel there's any moral obligation in the disposal of his fortune" [II, p.101].

3. Относящиеся к морскому делу (to trim one's sails to the wind – держать нос по ветру).

4. Связанные с военным делом (to let off stream – выпустить пар, разозлиться).

5. Связанные с искусством (to take the lead – играть первую скрипку).

6. Связанные с религией (to ask for bread and be given a stone).

В заключение можно сделать вывод о том, что существование в языках большого разнообразия ФЕ с точки зрения структуры, семантики функций, говорить о важном месте ФЕ не только в лексической, но и в общеязыковой системе языка.

Изучая язык, нельзя обойтись без знания его самобытной части лексики, созданной историей, опытом и культурой народа – фразеологии, которая делает язык ярким, живым, экспрессивным и дает возможность выразить и передать все богатство человеческих мыслей и чувств.

References:

[1] Амриддинова Н.Ш. Актуализация денотативно-сигнификативной семантики фразеологических единиц. Статья. Вестник Челябинского государственного университета. 2011. №10 (225) Филология. Искусствоведение.Вып.52. С. 16-18.
[2] Jespersen O. Growth and structure of the English Language. Oxford.,1945.p234
[3] Кунин А.В.К91 Курс фразеологии современного английского языка: Учеб. для ин-тов и фак. иностр. яз. 2-е изд., перераб. М.: Высш. шк., Дубна: Изд. центр"Феникс", 1996. 381 с.
I. Coward N. Play Parade. – London: Heinemann, 2008. 625p.
II. Rattigan T. Two Browning Versions. London: Scribrers, 2010. 404p.

GLOBAL ENGLISH

J. Nasrullaev[1]

DOI: http://doi.org/10.15350/UK_6/8/42

Abstract
This article discusses an attempt to characterize English as universal, to establish its status, and also to make clear the degree of influence of English on others.

Key words: globalization, language status, English.

The term "global language" is interpreted by each scientist in his own way. Some give this term special meaning, while others do not pay attention to it at all. Despite this, globalization issues involve many different moments. For example: economic, cultural, as well as political, etc.

Discussions about the globalization of the English language, as well as its international status, are not empty words. Most of the questions on this topic remain unanswered.

Is it really possible to make English the universal language of communication for all nations, or are there other options to solve this problem? Whether it will cause difficulties of communication, as well as problems of expression of thoughts in a foreign language.

At the beginning of the nineteenth century, people could not even imagine that English would become so common and so universal. However, the end of the twentieth century proved the opposite, the "epidemic" of the English language literally swept the whole world [3]. This fact only adds to the uniqueness of the English language, but this does not mean that it should be universal for all.

As scientists note, the degree of development of any language is influenced by social and territorial relations with other languages [2]. It is also necessary to take into account aspects of a non-verbal character when integrating English into other languages. One of these aspects is the desire of countries to unite, to establish new international relations, as well as to produce domestically. According to many scholars, artificial languages would not be able to perform international functions, since they have an unnatural origin and difficult pronunciation. It is worth noting that the definitions of "global language" and "international language" are similar in meaning, except that an artificial language cannot be a global language.

[1]Javohirkhon NASRULLAEV, student of the Faculty English, Samarkand state institute of foreign languages, Uzbekistan.

The need to unify the language goes from time immemorial, an example of this is the Tower of Babel or previous attempts to create a common language Esperanto. Unfortunately, both attempts were unsuccessful, as people could not find a common language of communication.

Any language is closely related to culture. Does this apply to global English? Is it attached to world culture?

If so, what kind of culture has become universal with the language? [1].

Many authors compare the process of globalization of the English language with the process of "Americanization", noting that when using words from this culture, "we represent the interests of Americans"

Based on this fact, we can conclude that none of the types of English at the moment can not be considered global.

Despite all this, many scholars agree that English is the benchmark of the global language, as it still promotes international communication and global cohesion.

Interaction in different languages in addressing global issues is an integral task, so the ideas of globalization are becoming more and more relevant every day. Thus, a global approach contributes to resolving issues related to human health, combating natural disasters and reducing social inequalities.

But globalization also has a negative side.

In connection with the increasing pace of globalization, information-language inequality is being formed. In addition, the cultures of many nations lose their originality.

Guided by this, we can conclude that globalization entails the loss of the uniqueness of many nations, and also many languages cease to exist.

The Internet also plays an important role in the process of globalization. With the help of social networks, the globalization process is much faster. Currently, 70 percent of Internet resources are English-speaking. Despite this, the number of Internet users who do not speak English is increasing.

The emergence of English as a global language is almost an accomplished process. Therefore, linguists in Europe are concerned that the English language "eats" other languages. Despite this, the globalization of English does not threaten all languages. For example, people who speak Chinese are 3 times more than people who speak English. The USA is the largest English-speaking country, however the number of people who do not speak English regularly increases.

Due to the fact that English has become the official language in many countries, its popularity on the world stage has increased significantly. And in countries where English is not an official language, most citizens learn it as a foreign language.

Often, the authorities of many states have nothing against English, as national. However, there are those states that are struggling with the penetration of Anglicisms into the traditional language. But despite all this, English remains compulsory for study in many educational institutions.

In connection with the process of globalization, English conflicts with other languages that claim to be the leading languages of the world (German, French, Chinese, etc.). French is ranked second in opposition to the English language.

Of course, English is a contender for the role of the international language, but this does not mean that English should dominate over other languages, because it will lead to a violation of the language balance in the world.

Based on the above, we can distinguish the line between people who seek to revive and preserve culture, traditions and language, and those who want to gain new knowledge about other languages and cultures. To solve this problem, you should find the optimal solution so that there is no advantage in anyone's favor.

According to the results of a survey among speakers of French, it turned out that the French understand that English has a significant impact on their language. However, they do not attach much importance to this, since they consider that the Anglicisms practically do not adapt and do not consolidate to the system of the French language in significant volumes.

The study showed that the French are loyal to Anglicism in their native language, while Africans see in their presence a threat to the French language. The difference in relations is due to the fact that the French are anxious about their language and do not welcome borrowing, they are also more tolerant than Africans in whom French is not just a language of many, but a language of particular cultural and social significance. The process of globalization of the English language is a positive development. It not only influences other languages, but it himself constantly changes the English language. The main of these transformations of the English language is its simplification.

Thus, the global English language acquires a feature that distinguishes it from other artificial languages - this is its simplicity.

References:

[1] Марковина Н.А., социально этнические функционирования англицизма. Саратов, Научная книга 2003. С. 45.
[2] Шаповалов Ю.А. Взаимодействие культурно-исторических языковых факторов в процессе взаимодействия языковых единиц.
[3] Плежченко П.Р. Культуры в языковом пространстве.

THEORY OF CONCEPT IN COGNITIVE LINGUISTICS

J. Nasrullaev[1], Sh. Negmatova[2]

DOI: http://doi.org/10.15350/UK_6/8/43

Abstract
In this article, we consider the theory of concept in cognitive linguistics.

Key words: concept, cognitive linguistics, language, theory, analysis.

Проанализировав большое количество исследовательских работ, мы обнаружили, что когнитивная лингвистика является одной из наиболее интересных и спорных отраслей лингвистики, которая изучает психические процессы и их лингвистическое отражение в повседневной жизни людей. Эта наука уделяет основное внимание языку как коммуникативной единице, которая отличается не только с точки зрения наций и культур, но и от одного человека к другому. У каждого человека есть своя коммуникативная цель и языковые прагматические особенности, которые отражают его картину мира, которая исходит из процесса синтеза всего, что его окружает, в его сознании. Наша исследовательская работа посвящена анализу одного из аспектов изучения когнитивной лингвистики-концепции. Чтобы сделать понятие когнитивной лингвистики более ясным, мы хотим упомянуть некоторую дополнительную информацию, взятую из интернет-ресурсов, которая помогает нам определить эту отрасль лингвистической науки:

Когнитивная лингвистика - это реакция современных лингвистов на условно-правдивую (объективистскую) семантику и порождающую грамматику, которые были доминирующими подходами к изучению значения языка и грамматических форм с середины прошлого века. Его основные допущения заключаются в том, что язык является не автономной когнитивной способностью, а неотъемлемой частью человеческого познания, и что лингвистическое знание о значении и форме является в основном концептуальной структурой.

Язык - это особая когнитивная способность человека, но когнитивные процессы, ответственные за хранение и извлечение лингвистических и нелингвистических знаний, в основном одинаковы. Как следствие, многие когнитивно-лингвистические исследования были сосредоточены на описании того, как организованы концепции (фреймы, области, профили и т.д.) И диапазоне концептуализации

[1]Javohirkhon NASRULLAEV, student of the Faculty English, Samarkand state institute of foreign languages, Uzbekistan.
[2]Shahlokhon NEGMATOVA, student of the Faculty English, Samarkand state institute of foreign languages, Uzbekistan.

или конструктивных операций как примеров более общих когнитивных процессов, таких как внимание/значимость, сравнение, перспектива, гештальт., Когнитивная лингвистика включает в себя ряд широко совместимых теоретических подходов к языковому значению и структуре, которые имеют общую основу: идея о том, что язык является неотъемлемой частью познания и отражает взаимодействие культурных, психологических и коммуникативных факторов, которые могут быть поняты только в контекст реалистического взгляда на концептуализацию и умственную обработку.

Основное предположение о когнитивной лингвистике заключается в том, что лингвистическое познание является неразрывным явлением общего познания человека, и поэтому мы ожидаем, что закономерности и структуры познания, наблюдаемые психологами, нейробиологами и т.п., будут отражены в языке.

Для когнитивной лингвистики значение является центральной проблемой, значением слов, а также значением предложений; другими словами, значение любого лингвистического выражения, независимо от того, насколько оно маленькое или большое.

Термин «понятие» широко используется в различных научных дисциплинах. Часто «понятие» используется в качестве синонима «понятия», хотя термин «понятие» используется в логике и философии, а «понятие», как термин математической логики, укоренился в науке о культуре, культурологии., Например, в работах Е.С. Кубряковой написано, что термин «понятие» охватывает области нескольких направлений исследований, определяет и уточняет границы теории, они образуют основные постулаты и категории: в когнитивной психологии и когнитивной лингвистике, связанной с мышлением и обучение, хранение и обработка информации, а также в лингвистике.

Однако ментальные объекты, которым присваивается название «концепт», не имеют общего специфического знака рождения (принадлежность к области идеала - это свойство тех же ценностей и значений, идей и мыслей, концепций и идей, образов и гештальт и т.д.) и являются скорее отношениями «семейного сходства», эти отношения номинантов называются «играми», где «мы видим сложную сеть сходств, пересекающихся и пересекающихся».

Слово концепт - средневековое образование, производное (причастие) глагола conccipere - «собирать», «хватать», «светить», «зачать», «порождать». В классической латинской Conceptus записаны только в смысле «пруд», «воспаление», «зачатие» и «плод».

Слово «концепт» наряду с его производством стало глаголом, разумеется, для всех романских языков и в английском (Cocept-concevoir, итал. принимать-понимать), в русском языке как бы и следовая семантика, т.е. его «внутренняя форма» была воспроизведена словом —понятие.

В синонимичной паре «концепция - преданность» термин «концепт» отсутствует в большинстве российских словарей. Это дано только в «Великом словаре русского языка». Слово «концепт» и его

терминологические эквиваленты «лингвокультура», мифологема», «логоэпистема» широко использовались в русской лингвистической литературе с начала 90-х годов. З.Д. Попова, И.А. Стернин определяют понятие как глобальную ментальную единицу, представляющую собой квант структурированного знания, идеальную сущность, которая формируется в сознании человека при его непосредственных операциях с объектами из его объективной деятельности психических операций человека с другие, уже существующие концепции в его уме. С культурной точки зрения «концепция» - это основная единица культуры в ментальном мире человека, это определение дано в словаре русской культуры Ю.С. Степановым.

Концепции, которые возникают в сознании людей, основаны не только на значениях слов, взятых из словарей, но на основе индивидуального, национального, культурного и исторического опыта, и чем богаче опыт, тем шире границы понятия, больше возможностей для возникновения эмоциональной ауры слова, которая отражается во всех аспектах концепции.

Здесь мы полностью согласны с автором Лихачевым. Согласно исследовательской работе Ю.С. Степановой, мы можем определить понятие - как «сгусток культуры в человеческом сознании, в культуре, которая является частью ментального мира человека, когда человек входит в культуру, в некоторых случаях он влияет в теме".

Концепции не только задуманы, они пережиты. Они являются предметом эмоций, симпатий и антипатий, а иногда и столкновений.

З.Д. Попова, И.А. Стернин определяют понятие как глобальную ментальную единицу, представляющую собой квант структурированного знания, идеальную сущность, которая формируется в сознании человека при его непосредственных операциях с объектами из его объективной деятельности психических операций человека с другие, уже существующие концепции в его уме. С культурной точки зрения «концепция - это основная единица культуры в ментальном мире человека», это определение дано в словаре русской культуры Ю.С.Степановым.

Концепции, которые возникают в сознании людей, основаны не только на значениях слов, взятых из словарей, но на основе индивидуального, национального, культурного и исторического опыта, и чем богаче опыт, тем шире границы понятия, больше возможностей для возникновения эмоциональной ауры слова, которая отражается во всех аспектах концепции. Здесь мы полностью согласны с автором Лихачевым.

Концепции не только задуманы, они пережиты. Они являются предметом эмоций, симпатий и антипатий, а иногда и столкновений.

References:

[1] Бабушкин А.П. Типы концептов в лексико-фразеологической семантике языка, их личностная и национальная специфика: автореф. дис. докт. филол. наук. Воронеж: ВГУ, 1998. 31 с.
[2] Большой толковый словарь русского языка (БТСРЯ). М.: 1998. 947 с.
[3] Будагов Р. А. Толковые словари в национальной культуре народов. М.: Изд-во МГУ, 1989. С. 44–56
[4] Вежбицкая А. Понимание культур через посредство ключевых слов. М.: Языки славянской культуры, 2001. 457 с.

THE ROLE OF THE DRAMATIZED GAMES IN SOCIAL AND COMMUNICATIVE DEVELOPMENT

S. Nomozova[1]

DOI: http://doi.org/10.15350/UK_6/8/44

Abstract
The article is devoted to the role of the dramatized games in social and communicative development. The author proposes to use the dramatized games as a means of social and communicative development.

Key words: theatrical games, social and communicative development, children of younger preschool age.

Socio-communicative development in younger preschoolers passes gradually, as they develop thinking, growing up, as well as individual characteristics. In accordance with the younger age of preschool children, theatrical games, types of theaters that are accessible to children and contribute to social and communicative development are selected [4 p. 87].

The dramatized game is a play activity, during which it comes up with the plot and content of the game, looking for ways to realize the idea before reincarnation in the roles given by the literary work. A feature of the theatrical game is the presence of the finished plot, which means that the activity of preschoolers is largely predetermined by the text of the work [2.p 86].

A feature of the theatrical game is the presence of the finished plot, which means that the activity of preschoolers is largely predetermined by the text of the work.

The readiness for a theatrical game determines a level of general cultural development that allows you to understand a work of art, to receive an emotional response to it. Mastering the artistic means of image transfer occurs not only with the help of movements, but also with the help of preschooler's speech. Participating in a theatrical game, a preschooler enters an image, reincarnates into it, lives its own life [9 p. 63].

The theme and content of the theatrical game has a moral focus, enclosed in every fairy tale, literary work and must find a place in improvised productions. This is friendship, responsiveness, kindness, honesty, courage. Children of preschool age begin to identify with their favorite way. The ability to such identification allows, through the images of the game-dramatization, to influence the social and communicative development of preschoolers.

A distinctive feature of the theatrical play of preschoolers is their partial transition to the speech plan. This is due to the tendency to combine different types of plot games, including fantasy games. The speech plan becomes the basis or important part of a theatrical game, where real, literary

[1]Sabina NOMOZOVA, student of the Faculty English, Samarkand state institute of foreign languages, Uzbekistan.

and fantastic plans complement each other. For preschoolers, the game "with continuation" is typical. Older preschoolers are learning a new game, "In the Theater," which involves a combination of a role-playing and theatrical play based on their familiarity with the theater and the actions of the people participating in the play. In the course of the theatrical play, preschoolers develop special social and communicative development, ensuring the development of the complex of play positions [2, p. 81].

Forms of work with children on the use of the dramatized game in the development of communicative skills of preschoolers:

- general developmental games and exercises: dramatized exercises and etudes, games for the formation of movements, breathing exercises, articulation gymnastics, creative games with the word, table theater;

- dramatization (shadow, puppet, finger theater, paper theater and flannelegraf, theater of caps). In the second and third years of life, children most fully understand what has been said only on the basis of a non-verbal context. Therefore, in order to activate the development of communication skills at this age, adults should combine their speech with joint actions and play [2, p. 47].

In the younger group, role-playing plays the role of a dramatized play. Younger preschoolers, acting in accordance with the role, more fully use their abilities and cope with many tasks much easier. Acting on behalf of cautious little sparrows, brave mice or cohesive geese, they learn and are invisible in themselves. In addition, role-playing games activate and develop the children's imagination, prepare them for an independent creative game.

Children of the youngest group reincarnate with pleasure in dogs, cats and other familiar animals, but they do not develop and do not beat the plot. They only imitate animals, copying them externally, without revealing the peculiarities of behavior, therefore it is important to teach children of the younger group how to play games in a pattern. For this purpose, it is recommended to conduct the game "The Hatchling and the Chickens", "The Bear and the Bears", "The Hare and the Hare", and in the classroom to play small scenes from children's life, organize games according to literary works: "Aibolit" by K.I. Chukovsky, "Cat's House" S. Marshak,"Uncle Stepa" S. V. Mikhalkov [1, c. 95].

Developing an interest in a theatrical game, you need to read more and tell fairy tales and other literary works to children. In the middle group, children are already taught to combine movement and word in the role, to use pantomime from two to four actors. It is allowed to use training exercises, for example, "Imagine yourself a big whale and tell about yourself". With a group of the most active children, it is advisable to dramatize the simplest fairy tales with the help of a table theater (the fairy tale "The Bremen Town Musicians"). Attracting low-active children to games, dramatized works, where a small number of actions.

Recommended forms of work with parents: dramatized entertainment, themed evenings "Visiting a Fairy Tale", "Puppet Theater", conversations, counseling, home composition of fairy tales and various stories and their reproduction, joint production of attributes and costumes [9 p. 44].

Socio-communicative features of children of younger preschool age include the desire to participate in joint activities with peers and adults, as well as the occasional need for privacy. Therefore, each age group should

be equipped with a theatrical zone or a corner of a fairy tale, as well as a "quiet corner" where preschoolers are alone and have the opportunity to rehearse the role in front of a mirror or watch illustrations.

Effectively when the theatrical game includes learning tasks:

- behave in accordance with the rules and rules of etiquette; include in your messages speech formulas of gratitude, greetings, farewell;
- express clearly, clearly, expressively; to avoid conflicts, to behave correctly, a conflict situation still happens;
- contact through speech and non-verbal means, referring to the name, use eye contact, speak compliments; listen to the interlocutor, without interrupting him, delving into the essence of his message;
- communicate, understand the interlocutor, using non-verbal means - gestures, facial expressions, pantomime; understand the mood of others and express your mood with words and non-verbal means;
- understand empathy with a partner in communication; collaborate [3, p. 52].

Thus, the theatrical play is one of the most effective means of social and communicative development of younger preschoolers. Children adequately use verbal and non-verbal means of communication, improve speech and master constructive ways of interacting with children and adults.

References:

[1] Арушанова А.Г. Диалогическое общение детей: обучение и самонаучение. / А.Г. Арушанова // Дошкольное воспитание. 2016. № 5. С. 35–40.
[2] Арушанова А.Г. Развитие коммуникативных способностей дошкольника: методическое пособие. / А.Г. Арушанова. М.: ТЦ Сфера, 2015. 80 с.
[3] Захарова К.Ю. Развитие социально-коммуникативного развития детей младшего дошкольного возраста. / К.Ю. Захарова. // Обруч». 2016. № 1. С. 29–31.
[4] Клюева Н.В. и др. Учим детей общению: пособие для работников ДОУ / Н.В. Клюева, Ю.В. Касаткина. Ярославль: Академия развития, 2016. 37 с.
[5] Лисина М.И. Общение, личность и психика ребенка / Под ред. А.Г. Рузской. М.: Эксмо, 2015. 383 с.
[6] Ломов Б.Ф. Проблема общения в психологии. / Б.Ф. Ломов. М.: Наука, 2015. 354 с.
[7] Петрова Т.И. Театрализованные игры в детском саду. / Т.И. Петрова. М.: Гардарики, 2014. 195 с.

COMMUNICATIVE LANGUAGE TEACHING

M. Buranova[1], M. Dilmurodova[2]

DOI: http://doi.org/10.15350/UK_6/8/45

Abstract
Today millions of people want to improve their command of English or to ensure that their children achieve a good command of English. Opportunities to learn English are provided in many different ways such as formal instructions, travelling, studying abroad, as well as through the media and the Internet. The worldwide demand for English has created an enormous requirement for quality language teaching. Employers, too, insist that their employees have good English language skills today's world. The importance for appropriate teaching methodology is therefore as strong as ever.

Key words: communicative competence, grammatical competence, syllabus, task-completion activities, opinion-sharing activities, role plays.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative language teaching sets as its the teaching of communicative competence and grammatical competence.

Grammatical competence refers to knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page.

Communicative competence includes the knowing how to use language for a range of different purposes and functions, as well as knowing how to vary of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication). Besides, knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations). The notion of communicative competence was developed within the discipline of linguistics appealed to

[1]Madina BURANOVA, teacher, Samarkand state institute of foreign languages, Uzbekistan.
[2]Madina DILMURODOVA, student, Samarkand state institute of foreign languages, Uzbekistan.

many within the language teaching profession, who argued that communicative competence and not simply grammatical competence should be the goal of language teaching. Communicative language teaching created a great deal of enthusiasm and excitement when it first appeared as a new approach to language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. New approaches to language teaching were needed.

For some 40 years now, discussions of foreign language teaching have been dominated by the concept of "communication" and its various derivatives such as "communicative language teaching" and "communicative competence". Hunter and Smith (2012) analyzed and showed how communicative ideas and terminology. This is not surprising, since almost every nation has faced an increasing need for people who can communicate with speakers of other languages, particularly through "English as a lingua franca" (Sewell, 2013). Harmer (2003, p. 289) suggests that "the problem with communicative language teaching is that the term has always meant a multitude of different things to different people". Spada (2007, p.272) expresses a similar view in her review CLT: "What is communicative language teaching? The answer to this question seems to depend on whom you ask". Hall (2011, p. 93) agrees and goes on to note that "everyday classroom practices can appear to be quite different when CLT principles are applied in differing social and educational contexts".

Most of them believed that learning to communicate in foreign languages, focusing mainly on speaking and listening instead of teaching very little grammar and spending a lot of time for preparing activities.

Since the 1990s, the communicative approach has been widely implemented. Because it describes a set of very general principles grounded in the notion of communicative competence as the goal of second and foreign language teaching, and a communicative syllabus and methodology as the way of achieving this goal, communicative language teaching has continued to involve as our understanding of the processes of second language learning has developed. Today communicative language teaching refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their levels, their learning goals and so on. There are some variants current practices in communicative language teaching.

Effective classroom learning tasks and exercises provide opportunities for students to understand meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange.

Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.

Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are normal product of learning,

the ultimate goal of the learning is to be able to use the new language both accurately and fluently.

Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.

Successful language learning involves the use of effective learning and communication strategies.

By the way, the role of the teacher in the language classroom is that a facilitator, who creates a classroom climate conductive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

The classroom is a community where learners learn through collaboration and sharing their opinions.

Apart from, there are other activity types which we may use during learning or teaching foreign languages. It helps us not only to understand a new vocabulary or topic, but also students or learners are not tired while the lessons.

Task – completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task. These kinds of activities are group activities and students are divided into some parts, works together. The aim of this activity is to embrace and interest students the lessons.

Opinion –sharing activities: activities in which students compare values, opinions, or beliefs. It helps students to give their opinion in audience and self – confidence.

Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues. In my view point that this activity is very essential for learners. While students are acting some roles, they not only improve their pronunciation or speech, but also they know about literature, traditions, cultures and the condition at that time.

During writing this article I have known the types of communicative language teaching which I mentioned above. I found out that communicative competence is very effective rather than grammatical competence to learn a foreign language. Also it is very essential teachers' role and a classroom climate to learn L2. Nowadays we may use some new activities such as opinion – sharing activities, role plays, in order to understand and use a foreign language in our daily life.

References:

[1] Littlewood, W. (1981). Communicative Language Teaching. New York: Cambridge University Press.
[2] Jack C. Richards (2006). Communicative Language Teaching Today. Cambridge University Press.
[3] Sewell, A. (2013). English as a lingua franca: Ontology and ideology. ELT Journal, 67(1), 3-10.

[4] Spada, N. (2007). Communicative language teaching: Current status and future prospects. In J. Cummins & C. Davison (Eds.), International handbook of English language teaching (pp. 271-288). Boston, MA: Springer Science & Business Media.
[5] Harmer, J. (2003). Popular culture. Methods and context. ELT Journal 57(3), 288-294.
[6] Hall, G. (2011). Exploring English language teaching: Language in action. Abingdon, Oxon: Routledge.
[7] Hunter, D. & R. Smith (2012). Unpackaging the past: 'CLT' through ELTJ keywords. ELT Journal, 66 (4), 430-439.

THE USE OF ADVERTISING TEXTS IN TEACHING A FOREIGN LANGUAGE

N. Ashurova[1]

DOI: http://doi.org/10.15350/UK_6/8/46

Abstract
The article discusses one of the current trends in the teaching of foreign languages, namely the use of advertising texts (RT) in various educational situations. This study defines the role of advertising and advertising for society at present, lists and describes the main components of an effective advertising text, as well as the linguistic means used by advertisers to improve the effectiveness of RT. Advertising texts reflect the system of values in a society where this language is used, thus providing access to information about culture, traditions, customs, historical facts, etc. The types of advertising cited in the article indicate that there are important social and cultural aspects of advertising that make advertising particularly useful for class discussion.

Key words: advertising, texts, foreign language, education, information about culture.

Advertising texts are highly situational and therefore provide an excellent opportunity to focus on thematic vocabulary, they can also be used when teaching creative writing. Such texts are easily accessible in audience-friendly formats, since they are relatively short and can be used when discussing specific issues. Also, RT can be successfully used in teaching the principles and methods of translation. Since the process of learning foreign languages is taught not only language, but also "ideas" and content, advertising is ideal for discussing issues and assisting students in developing digital literacy skills and especially media awareness. Thus, the article provides examples of the use of advertising texts in this area, discusses the arguments for using advertising texts in teaching foreign languages, and with this in mind, proved the effectiveness of using these types of texts as teaching materials in foreign language lessons.

Formulation of the problem. Language teaching today requires a new methodology and new approaches, including the teaching of both a foreign language and the culture of this language. Successful communication in a foreign language is possible only if the speaker is culturally aware, in other words, if he knows the social and cultural implications of the language units that he uses. Therefore, the study of the relationship between languages and cultures is important, both in teaching and research.

[1]Nigina ASHUROVA, teacher of English, Samarkand state institute of foreign languages, Uzbekistan.

Language and culture are so closely related that mastering a foreign language implies the acquisition of a certain intercultural competence. Effective learning of a foreign language depends on the precise realization of the needs of students and the types of activities that they will have to perform in a foreign language in their practical work.

One of the problems that language teachers often face is related to the choice of educational material. For obvious reasons, educational materials are quickly becoming obsolete: they must meet new social and cultural requirements.

Analysis of publications. The use of advertising texts in the process of teaching foreign languages to students has long been the subject of scientific reflection of both domestic and foreign authors. Nevertheless, this issue remains relevant and requires further study.

The purpose of the article is to study the use of advertising texts in a foreign language lesson, to determine their advantages for the teacher and to prove their effectiveness in teaching foreign languages.

Modern advertising reflects all the radical changes in technology and the media, in socio-economic relations, in our understanding of culture, society and the role of man in it. Being one of the most widespread media, advertising is considered as a form of communication, as an integral part of marketing, and as a means of popularizing goods, ideas, and services.

Texts that can be successfully used in teaching a foreign language include texts included in the register of mass media (including advertising texts). Currently we can observe a great interest in this type of texts. This interest is fully justified. Firstly, because at present we have the opportunity not only to read many newspapers and magazines from English-speaking countries, but also to watch and listen to various radio and television programs. Secondly, recent changes in countries, such as the integration of the economy, trade, the rapid expansion of international communications, have affected the market and have called for media professionals. Modern media present a wider range of linguistically distinctive varieties than any other field of language learning. The Media Registry provides a variety of news, reports, reviews, letters, announcements, readings, weather reports, and many types of advertising.

Another strategy advertisers use includes humor, often in the form of puns. A pun that combines sound and meaning can be convincing, at least indirectly, distracting the attention of the client from any aspect of the message that he can resist.

Effective advertising includes many components. First and foremost is always the title. The heading is a slogan or statement to attract the attention of readers.

The headline should attract attention so that the entire announcement is read. When writing the title, you can use the following methods:

Alliteration
Paradox
Rhyme
Pun

Word play

The process of mastering a foreign language is the creative process of opening a country whose language is taught, as well as the mentality of the people living in it. This process can only become more focused if intercultural education is fully ensured. Advertising texts existing in the linguocultural space of the country reflect the value system adopted in a society where language is used, thereby providing access to information about culture, traditions, customs, historical facts, etc. Thanks to this, they can be used as one of most effective resources in teaching foreign languages. Such texts are suitable for solving a wide range of methodological problems.

References:

[1] Hermeren L. English for Sale: a study of the language of advertising: Lund University Press, 1999.
[2] McCathy M. J. Language as Discourse: Perspectives for Language Teaching: Longman. -- 1994.

ROLE-PLAYING GAMES AS A METHOD OF LEARNING A FOREIGN LANGUAGE

M. Akhmedova[1]

DOI: http://doi.org/10.15350/UK_6/8/47

Abstract
This article discusses the role of role-playing games in teaching foreign languages.

Key words: role playing, methods, ways, foreign languages, complex social interactions.

In recent years, language teaching has focused on the learning process, not on language teaching. The emphasis is not only on the students' language competence, but also on the development of their communication skills. For the development of communication skills, students need to create a script for learning the target language in a bright, active and interesting way. Many English teachers are learning and trying to use new and innovative methods in the classroom. They turned to dialogues, open scripts and role-playing games.

Jacob Moreno (1889–1974) discovered that the activity of dramatic improvisation was therapeutic for his actors, and began to think about applying this approach as a type of individual and family treatment. Moreno had a very prolific mind, and he tied together many ideas about social psychology and group dynamics. He was one of the pioneers of group psychotherapy and even dealt with his own type of philosophy, emphasizing the need to realize the fundamental importance of creativity in life.

Role-playing game has several useful features in language learning, and one of the goals of this work - to present and discuss the advantages of using role-playing game in the teaching of English in the lower grades. It should be noted that the role-playing game is not limited to language practice, since the study of the language, of course, also happens during games. For role-playing games to be effective, they must therefore be part of the category of language learning methods. Role-playing games offer opportunities for real language use. Role play also provides opportunities for in-depth training, along with the process of confrontation with our existing ideas about how and why certain things happen, breaking them up and offering a new model or a set of postulates for the replacement of old.

There are many types of role-playing games that can be used in elementary school classes. The goal of all these methods is to involve younger

[1]Malika AKHMEDOVA, teacher of English at the chair of History and Grammar of the English Language. Samarkand State Institute of Foreign Languages, Uzbekistan.

students in real thinking and problem solving. One type is called "option display". This method works well in situations where a controversial issue is considered, when the answer is not very clear. The procedure will be to list the problem / question, then build a display with possible solutions and decide on the right solution. In such a situation, students can be given role-playing assignments by their teacher; by doing this, the student is then forced to see the problem as best as possible through the eyes of the person. Role-playing games are useful for practicing appropriate behavior in more complex social interactions, where students must choose from a wide range of possible behaviors. Good topics for role-playing games include sharing materials, including classmates in activities, and supporting someone who makes a mistake. Role-playing allows the teacher to recognize the complexity of these situations and give students practice in making responsible decisions.

Larsen-Freeman (1986) explains that role-playing games, structured or less structured, are important in a communicative approach, because they give students the opportunity to practice communication in different social contexts and different social roles.

Role playing is a very flexible learning activity that has ample opportunities for variation and imagination. According to Laduss (1987), the role-playing game uses various communicative techniques and develops fluency in the language, promotes classroom interaction and increases motivation. Equal learning is encouraged and the division of responsibility between teacher and student in the learning process takes place. Role playing can improve students' speaking skills in any situation and helps students interact. As for shy students, the role-playing game helps by providing a mask where students with difficulty in the conversation are released. In addition, it is fun, and most students will agree that pleasure leads to better learning.

Traditionally, the roles of learners have been specifically defined in the role-playing method using verbal instructions or role cards. However, Kaplan (1997) opposes role-playing games that focus exclusively on prescriptive topics that highlight specific areas of the vocabulary, since they do not capture the spontaneous, real flow of conversation.

The teacher must take on some additional responsibilities in role-playing games. In particular, the teacher should support students' motivation, stimulating their curiosity and maintaining the relevance of the material, creating a so-called “tension to learn”. Since role-playing games are real-life scenarios, the materials must mimic the materials that will be used in the real world. For example, blocks or cubes of sugar can be used when modeling a construction task. In the role-playing game, extraterrestrial toothbrushes, clocks, light bulbs and keys can be used.

Role playing can be an interesting way to get students to participate more actively in the classroom. When using a role-playing game to teach students, the goal of the teacher is to suggest which activities will be easiest for their students and which ones will be the most difficult and which other roles and situations will be suitable for role-playing in their classes.

The role-playing procedure was described by Laduss (1987). Laduss considers 11 factors in role-playing games. These factors are: level, time, goal, language, organization, preparation, warm-up, procedure, follow-up actions, comments and variations. There are various role-playing exercises. The level indicates the minimum (and sometimes the maximum) level at which activities can take place. Time may depend on whether students need to read articles, reports, etc. Indicates a broader goal for each activity, such as developing trust or sensitivity to concepts expressed in a language.

Teaching a language can be an interesting task when teachers make an effort to learn a different approach. Role playing is just one of many methods available for exploitation. With some attention paid to the needs of students, both the teacher and the students can play an active role in the class, making the language classes more lively, complex and, above all, useful.

So, role-playing increases motivation. Always talking about real life can be very boring, and the opportunity to present different situations adds interest to the lesson. Role-playing allows you to use the language in new contexts and for new topics. Children, teenagers and even adults often imagine themselves in different situations and roles when playing games. This is an effective method of teaching foreign languages to young students, because "pleasure" should be the most important part of their learning.

References:

[1] Burns, A.C., & Gentry, J. W. Motivating students to engage in experiential learning. Cambridge: Cambridge University Press 1998.
[2] Kaplan, M. A. Learning to converse in a foreign language: the Reception Game. New York: Longman, 1997.
[3] Larsen-Freeman, D. & M. H. Long, an Introduction to Second Language Acquisition Research. New York: Longman, 1991.

USING VIDEOS AT THE ENGLISH LESSONS

N. Akindikov[1]

DOI: http://doi.org/10.15350/UK_6/8/48

Abstract
This article examines video in the context of English language teaching (ELT) in Uzbekistan. Its aim is to provide answers to the usage of video in English language teaching. The information is based on data drawn from the results of a short initial survey, followed by a detailed questionnaire in Samarkand State Institute of Foreign Languages.

Key words: Video demonstration, games, authentic material.

Video is often perceived as a useful time shift extension of television and is acquired particularly for the access it gives to specialized interest off-air recordings. Video is also obtained in order to expand aspects of the curriculum, especially teacher training and Specific English programs, after which its use is frequently extended to general interest courses. Video is commonly introduced to give a lift to methodology in terms of interest and motivation, to extend the range of teaching techniques available, e.g. to enable more sophisticated presentations, and to add an extra dimension to course design e.g. by expanding the content and type of skills capable of being developed.

While linguistic factors are a minor element in video acquisition, the main linguistic benefit is considered to be the presentation of chunks of authentic language within a whole context, thus enabling the student to experience authentic language in a controlled environment. Video can literally provide the complete picture: listening comprehension reinforced by watching comprehension.

Video is considered potentially capable of developing a wide range of linguistic and semi-linguistic skills e.g. highlighting language functions, pinpointing non-verbal signals, showing the relationship between linguistic and paralinguistic features. This potential, however, is perceived as a beneficial side-effect and future possibility rather than a reason for investing in video.

Who is Video Used With?. This depends on student interest and level, the intensity and duration of the course, the availability of appropriate software and the interest in video of the individual teacher. Video is used with a wide range of students.

Categories inevitably overlap and only a general indication of student type is possible. Video is rather more often used with specific interest than

[1]Nurmaxambet AKINDIKOV, teacher of Samarkand state institute of foreign languages, Uzbekistan.

general interest groups. It features most commonly at advanced level, according to my experience, (91%), but is also fairly widely used at intermediate level (70%). It is unusual to find video being used with elementary students (36%). Video is more likely to be used with full time than part time students; it is rare to find video being used with students following courses where English is a subsidiary or enabling component within a broader programme e.g. courses geared to secretarial, business or academic qualifications. The camera parallels the VCR in the kind of students it is used with. Although occasionally used with general students, it is most commonly used with full time specific interest students, particularly those on business and other vocationally oriented courses. The size of group that watches video varies from one to thirty five, but over a third of institutions use video with groups of twelve.

Video is seldom coordinated with other teaching aids, although a few examples are given of its use with audiocassette, language laboratory and print material in the form of textbooks, off-prints and video transcripts. A significant minority of institutions use video as an essential part of some of their courses, although exclusively integrative use is very rare. The video element is most integrated, and therefore most important, on business oriented courses. It is also prominent on other types of vocationally oriented courses, e.g. programmes for doctors, technicians, youth hostel wardens. It is used to some extent on study skills programmes, particularly those with a science and technology bias. There is a high correlation between integrative video use and the availability of camera and editing.

Video is most widely used to introduce and stimulate interest in a topic, to give information on cultural background and for general language spin-off.

This is generally interpreted as the development of listening skills, and indicates a belief that something useful can always be picked up from video.

Just under half of the institutions find video useful for reviewing and introducing language items in context.

Video is also found useful for developing professional competence but is little used for developing social competence. Models of professional competence are generally easier to isolate and identify and set up in a realistic way. They also allow for less deviation from the norm than social behaviour. A camera extends the range of video functions. It is useful for developing professional and social competence and essential for student analyses of their own performance; feedback is a function ideally suited to video. Just over a quarter of institutions use video as a basis for project work, mostly as a stimulus and jump-off point. In a few exceptional cases video is part of the project itself, with a video camera under student control: e.g. foreign doctors on placement who made a record of their experiences; general students who made a short documentary. Despite the time and organization involved in such projects, the few institutions that have attempted this application have found it worthwhile. Entertainment is

classified as a function by some users and as an incidental benefit by others.

The survey which, I conducted among the students of the 2-4 courses, revealed the following results. The 80% of students gave the following answers:

Video activity is fun and enjoyable activity. Children like playing fun activity. Teacher can use video game as their method in teaching English to the children. As a method of teaching-learning process, games have a big role in helping the students to learn English as a foreign language.

English games not only engage the children but also teach trough play. A game creates a classroom where the students not only learn but also truly enjoy their time in there. Therefore, games can make the class fun. Incorporating English games into the classroom can build interest in the class. Games can attract the students' attention during the teaching -learning process because they like playing games. Besides, games also can motivate the students in joining the teaching-learning process. Games can help the students in mastering the language.

Games also can create the bond between students and teacher.

1.*Video activities make the class funny*.

Teaching English skills really needs an active participation of the students' remembering that children can easily be bored in doing some activities, games can help the teacher make the funny activities. More games are fun and enjoyable to do. Some children like playing games. Therefore, the writer used video game to teach English skills to the students. It is hoped that the students could love English.

2. *Video Games can attract the students' attention.*

Generally, young learners could not always concentrate and pay attention during the teaching-learning process. Were the lesson boring, they would play and chat with their friend. It could disturb the learning process and could make the class to be ineffective. By using video game in teaching-learning process, the students were very enthusiastic in joining the activity.

The other 20 % of students took neutral position to the usage of video demonstrations.

Therefore, the writer could handle the class because most of students give more attention to the lesson. Video Games are enjoyable activity. Games can make the students to be more active in class. They will give more attention and will be active to response what the teacher teaches. Therefore, the students will accept the lesson easily.

Generally, a teacher wants to build a bond with their students. A teacher wants to be close to their students. By using games in teaching-learning process, it would be able to show our self as a person, not just a teacher. Playing games created a positive class environment.

It allowed children to relax and enjoy themselves and those around them. Due to the reasons, the writer used games in teaching English skills because the writer wants to be close to her students. There are, however some points which must be kept in mind by the language teacher.

Video, even unscripted and unedited video, is not 'real life'; watching and analyzing an interaction on video is useful, but students still need to practice doing things for themselves after viewing. As observers, they may gain receptive skills but only as active participants will they gain productive skills. Video is a means to an end, not an end in itself. The camera, and the TV screen, gives a very circumscribed view of a scene. Students do not gain practice in picking up clues from their peripheral vision; the camera view point is always narrower and more limited. Also, with video, the producer has chosen the significant shots for the viewer in real life students have to select what is important for them; their eyes are not automatically guided to the significant details.

If the language teacher can record sequences especially for language teaching, this should not be forgotten. A fixed camera may well be more useful than an expert camera man, for short sequences at least; students should be made aware of the constraints and purposes of such recordings, so as not to be disappointed to find less than expert production.

However, the quality of the sound and the picture must be sustained, or the message itself may well be lost.

In order to cover the relevant visual features outlined in this paper, one needs to exploit a wide selection of short video extracts specifically chosen to illustrate the variety of social and work settings and types of interaction needed to widen the students' socio-linguistic experience. It would be impossible to study each visual element as a discrete item, out of context; it is, after all, the network of interrelated aural and visual lines that make up 'communication'.

References:

[1] Harmer J. The practice of English language teaching.- London: Longman,1997.-278 p.
[2] Richards J.C. Approaches and Methods in Language Teaching. -Cambridge: Cambridge University Press,-1996.–425p.
[3] Krashen S. Second language acquisition and second language learning. –Oxford: Pergamon, 989.-279 p.

THE PROCESS OF WRITING AND EFFECTIVE WRITING ACTIVITIES

Z. Salieva[1]

DOI: http://doi.org/10.15350/UK_6/8/49

Abstract
The article discusses the process of writing and effective writing activities of students.

Key words: writing, English, students, ways, writing activities, expression, Effective Writing.

The writing activities should be structured in ways that help students learn to produce cohesive and coherent discourse on their way to become self-sponsors of their own writings (Plata, 1995, p. 20).

Writing process is an important way of learning a foreign language, as one collects all the information he has got and makes a logically connected essay. Writing process demands perfect knowledge of grammar, spelling of words and stylistics. Writing activity is a peculiar method of teaching foreign language and expresses one's thoughts and creative ideas by words and graphic signs. In other words, writing is a combination of lexical, grammatical, stylistic and graphical means of the language for expression one's thoughts, points of view and information on any subject. We should remember that the starting objects of writing are: a sentence, a paragraph and a logically connected text.

Effective Writing: is focused on the topic and does not contain extraneous or loosely related information;

has an organizational pattern that enables the reader to follow the flow of ideas because it contains a beginning, middle, and end and uses transitional devices; contains supporting ideas that are developed through the use of details, examples, vivid language, and mature word choice; and follows the conventions of standard written English (i.e., punctuation, capitalization, and spelling) and has variation in sentence structure (Gaskins, Jacob C, 1995, p. 118).

Writing process needs some special training, preparation and is done through some stages. The first stage in the writing process is gathering information about the subject one wants to write about. It can be fulfilled in three forms: recording knowledge, interviewing people and researching. Making the first version or draft can be done in the following way:

1. Writing down what one already knows, has observed or experienced. This step can help the student to gather interesting and important

[1]Ziroat SALIEVA, teacher of English at the chair of English Language and Literature, Samarkand state institute of foreign languages, Uzbekistan.

details about his subject. He can do it through focused free writing, brainstorming and some other methods of information gathering as well.

2. Interviewing people who possess some significant information about the subject.

3. Researching facts about the subject in books, magazine articles, films and other materials in the college or institute library.

Here we mean a narrative essay, of course. A narrative essay tells a story. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. One should remember to involve readers in the story. It is much more interesting to actually recreate an incident for readers than to simply tell about it. The writer must find a generalization which the story supports. This is the only way the writer's personal experience will take on meaning for readers. This generalization does not have to encompass humanity as a whole; it can concern the writer, men, women, or children of various ages and backgrounds. Remember that although the main component of a narrative is the story, details must be carefully selected to support, explain, and enhance the story.

The purpose of this type of writing is to recount a personal or fictional experience or to tell a story based on a real or imagined event. In well-written narration, a writer uses insight, creativity, drama, suspense, humour, or fantasy to create a central theme or impression.

The second stage in writing is clarifying one's purpose and deciding on a preliminary central or main idea. Drafting also involves outlining ideas and writing the first rough version of paragraph, essay, letter or other project. The third stage in the writing process is checking one's rough draft. Checking means correcting mistakes and clarifying some unclear points (Gunning, Thomas G., 1998, p. 19). Experienced writers check and improve their rough drafts three or more times, thus making each version clearer, more detailed and better organized. Editing helps you to clarify ideas and develop concepts in greater details, or reorganize hard-to-follow sentences and paragraphs. Editing means correcting errors in grammar, spelling, sentence structure, etc. Editing also means improving one's style by removing words, making sure that one's language is precise and combining short, choppy sentences.

As we see, writing process involves several steps that are connected with each another. But it doesn't mean to pass from one step to another one without coming back to first point. One should often check what he has written and make improvements and changes if necessary. For instance, a student is going to describe his favourite holiday. He tries to collect as much information about its celebration as he can. So he should put down the date of this holiday, the ways of its celebration and add other peculiarities of this holiday. He begins to write the first draft and suddenly recollects additional information or finds out some facts. So he begins to write the second draft and this time he should add that important information in the suitable place of his report.

Usually the beginning of one's article includes facts of his observations or personal experience. This will help to gain self-confidence and overcome some difficulties in writing process. Three ways of gathering information and ideas are listing, focused free writing and brainstorming. Listing is a quick way to record the points or expressions one thinks are important. For example in writing about customs-house one makes a list of words and phrases connected to this topic: customs inspector, prohibited articles list, smuggling, receipt, to have nothing to declare, liable to duty, etc. It can be a mixture of words, phrases and complete sentences.

Focused free writing is another way of recording information that one knows about the subject. Free writing is the process of writing without stopping for some minutes by recording facts and ideas that drop into one's mind. Focused free writing requires smb to concentrate on a chosen subject. Details and facts gathered by this method take the form of constructed sentences and paragraphs.

Brainstorming can bring to result of creation of a list, paragraph or even a bunch of loosely connected words and phrases spread across a sheet of paper. A student can begin brainstorming in a variety of ways but one of the best is asking oneself some kinds of questions to develop new stories or ideas. Brainstorming means using a variety of methods to stimulate one's thinking process. One tries outlining or tree diagraming, borrows ideas from friends, free write on the computer - anything to get ideas flowing. Then, he thinks about the organization process, asking himself questions: What points from my brainstorming can I use in my essay? How do I want to arrange them? Do any points fall into categories? Do I have enough details to support my points? Can I explain my major points? What does all this mean, and why is my topic important?

After gathering the necessary information one should make out the central idea of his subject and draw the reader's attention to it.

After the final version of the report being written one can check it again and correct mistakes if there are any. This is the last step of the writing process.

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. By pragmatically combing these objectives, the teacher can expect both enthusiasm and effective learning.

References:

[1] Gaskins, Jacob C "Teaching Writing to Students with Learning Disabilities: The Landmark Method." TETYC. - 1995, p. 116-122.
[2] Gunning, Thomas G. Assessing and Correcting Reading and Writing Difficulties. Boston.- 1998, p. 18-20
[3] Plata, Maximino "Comparative Writing Performance of College Students with and Without Learning Disabilities." Journal of Research and Development in Education. - 1995, p. 20-26.

THE USE OF DIDACTIC GAMES IN THE EDUCATIONAL PROCESS IN THE PRESCHOOL EDUCATIONAL INSTITUTION

N. Salimova[1]

DOI: http://doi.org/10.15350/UK_6/8/50

Abstract
The article analyzes the results of experimental research on the development of cognitive interests and the formation of cognitive processes in preschool children through specially organized educational activities on the implementation of the system for introducing didactic games into the educational process of a preschool educational institution.

Key words: game, didactic games, older preschoolers, cognitive interest, diagnostic techniques.

Cognitive thinking is thinking that allows you to explore the world around you, with a display of curiosity, curiosity and interest.

This type of thinking allows children to learn the world (about a variety of strange objects, objects, phenomena of nature) and how it acts. It begins with the curiosity that all children possess.

The purpose of the study is to study the features of the use of didactic games in the educational process in a preschool educational institution.

For the formation of cognitive interest in the children of senior preschool age through a didactic game, we carried out experimental work, which consisted of three stages:

The pilot study was conducted in three stages:

Stage 1: the definition and analysis of the level of development of cognitive interest in older children;

Stage 2: the development and implementation of a complex of didactic games for the development of cognitive interest in older preschoolers at the formative stage of the study;

Stage 3: re-examination of children and comparison of the results of research before the correction and after. Determining the dynamics of the development of cognitive interest in older children.

The study involved 30 children of preschool age.

In accordance with the components of cognitive activity for preschool age, we selected the following diagnostic materials:

- "Fairy Tale" methodology (N. I. Ganoshenko, V. S. Yurkevich), aimed at studying the child's curiosity;
- "Voproshayka" methods (N. B. Shumakova) aimed at studying the child's cognitive-interrogative activity, identifying the level of its development and the type of setting and solving problems;

[1]Nafosat SALIMOVA, student, Samarkand state institute of foreign languages, Uzbekistan.

- the method "Assessment of interrogative manifestations in children" (T. A. Serebryakova) aimed at studying the child's cognitive-interrogative activity, identifying the level of its development and the type of formulation and solution of problems.

The results of the study at the ascertaining stage led to the following conclusions:

- in the control and experimental group there are mainly medium and high intensity of curiosity;

- on average, in the experimental and control groups as a whole, the average level of interrogative-research activity is characteristic, which indicates the selectivity in the behavior of preschool children

- in the control and experimental group there are mainly medium and high cognitive-interrogative activity, curiosity and cognitive interest.

To confirm the hypothesis of the study, we selected a cycle of didactic games for the development of the cognitive interest of older preschoolers.

All games correspond to the age and individual characteristics of older preschoolers.

At the control stage of the study, the same pupils of senior preschool age took part as at the ascertaining stage.

Repeated diagnostics was carried out using the same block of diagnostic methods as at the ascertaining stage of the study.

The average score for the experimental group was 5.13 (high level), for the control group - 3.93, which indicates the average level.

In our work, we studied the features of the formation of the cognitive interest of older students. It was revealed that the cognitive network activity in the subjects was not developed at the highest level, which requires the development of cognitive processes of older preschoolers, as well as cognitive activity. To this end, we have proposed a theme for a complex of environmental-oriented didactic games.

As a result, it was determined that in the group of children where the formative experiment was conducted, the dynamics of indicators of cognitive interest were found.

Thus, we confirm the hypothesis that the development of cognitive interests and the formation of cognitive processes in preschool children is more effective in the process of specially organized pedagogical activity on the implementation of the system for introducing didactic games into the educational process.

References:

[1] Актуальные вопросы формирования интереса в обучении. / Под ред. Г. И. Щукиной. М.: Литература, 2015. 435 с.
[2] Венгер, В.А. Развитие познавательных способностей в процессе дошкольного воспитания. / В. А. Венгер. М.: Просвещение, 2017. 542 с.
[3] Лейтес, Н.С. Умственные способности и возраст. / Н.С. Лейтес. М.: Просвещение, 2014. 200 с.
[4] Морозова, Н. Г. Воспитание познавательных интересов у детей в семье. / Н. Г. Морозова. М.: Наука. 2015. 360 с.
[5] Щукина, Г.И. Педагогические проблемы формирования познавательных интересов учащихся. / Г.И. Щукина. М.: Просвещение, 2015. 532 с.

THE MAIN CHARACTERISTICS OF THE SITUATIONAL METHOD OF TEACHING A FOREIGN LANGUAGE

S. Sarimsoqov[1]

DOI: http://doi.org/10.15350/UK_6/8/51

Abstract
The purpose of the article is to review and provide a general description of the situational method of teaching a foreign language. Research methods: analysis and synthesis.

Key words: situational method, language, learning, vocabulary orientation.

The study found that this method is based on situational modeling, which is part of interactive learning technologies. Situational language learning is characterized by two main features: orientation on vocabulary and reading are the most characteristic features of situational language learning. In fact, it is believed that mastering a set of high-frequency vocabulary elements leads to good reading skills; It is believed that the analysis of the English language and the classification of its prominent grammatical structures in the sentence model, also called situational tables, help learners to learn the grammatical rules. Situational training involves immersing students in a certain situation where they can find practical application of their knowledge.

The new standard for learning foreign languages is based on such key concepts as communicative culture, motivation, interaction. The use of new intensive teaching methods contributes not only to the assimilation of students' linguistic knowledge, the development of their speech skills and the realization of educational, educational and developmental functions of learning. One of the most effective methods of teaching a foreign language is the situational method. This method requires not only academic knowledge of language and language material, but also turns the process of knowledge into the process of discovering new experiences of relationships and interrelations between events, phenomena, objects, their critical reflection.

These methods are fragmentary used in the educational process of various educational institutions. However, as the analysis of the theory and practice of vocational education has shown, situational training is not widely used yet. Unresolved aspects of the study of a situational method of teaching a foreign language are: an insufficient vocabulary of students, poor implementation of the method in the learning process and lack of

[1]Sirojiddin SARIMSOQOV, senior teacher of English at the chair "History and Grammar of the English Language", Samarkand state institute of foreign languages, Uzbekistan.

technical equipment. The purpose of the article is to review and give a general description of the situational method of teaching a foreign language. Research methods: analysis and synthesis.

Discussion. Increasing the level of interactivity of education justifies the need for widespread adoption of a situational approach in the process of training future specialists. Training in such situations can be used for various purposes: preparation for the acquisition of knowledge, illustrations of general provisions, the study of typical situations, etc. Scientists note that situationality in pairs greatly increases the motivation and activity of students. Situational exercises increase the motivation of students to talk, read, listen and write in a foreign language.

The formation of communicative competence is possible by providing modeling in the educational process typical situations of real communication arising in various spheres of life and relating to various topics. That is, the subject-content plan of foreign language broadcasting of students is determined by the subject, situation and sphere of communication, which is another component of the content of education. A communicative-speaking situation is a dynamic system of interaction between specific factors of an objective and subjective plan, involving a person in speech, communication and determining his behavior in the framework of a single communicative act. The communicative situation includes four factors: 1) circumstances of reality in which communication takes place; 2) the relationship between communicators; 3) speech intentions; 4) the implementation of the act of communication, creating new incentives for broadcast.

Speech action is impossible outside communication. There are various definitions of the learning situation. G. Rokhova defines the situation as an artificially created circumstance that makes it necessary to speak out. An educational situation is a situation created by the teacher, especially designed by the student for the speaker. Situations can be real, imaginary, problem, specific, fantastic, problem-informational, etc. But they combine in themselves one pedagogical condition - the creation of a motivation to speak, which implies the logic of learning to communicate.

Situational training involves immersing students in a specific situation where they can find practical application of their knowledge. The basis of this technique is situational modeling, that is, modeling of specific situations, in the course of interaction with which the participant studies the material, makes choices, and makes personal decisions.

Situational modeling is part of interactive learning technology. Interactive learning is a special form of cognitive activity that has a specific target goal - to create a comfortable learning environment in which each student feels his own success, intellectual abilities. The essence of interactive learning is that the learning process occurs only through the constant, active interaction of all students. This is coaching, mutual learning, where both the student and the teacher are equal, equal subjects of learning and understand what they do, reflect on what they know, can and do. The organization of interactive learning involves the modeling of life situations,

the use of role-playing games, joint problem solving based on an analysis of circumstances and situations.

The range covering the area of knowledge and the sphere of professional activity is almost limitless, which explains the wide range of possibilities of the situational methodology, so this approach can be actively used to teach a foreign language professional orientation. So, students are offered some situations where they have to orient themselves and offer their own solutions to problems, a plan of action.

Thus, the activation of intellectual activity, the expansion of lexical reserve, the practical application of acquired vocabulary and grammar. Situational learning is considered not only as a temporary use of situations in educational activities, but also as a process of learning foreign language communication. Thus, the application of the methodology of situational modeling contributes to creative communication, the acquisition of cooperation skills in a team and the formation of a sense of responsibility for the performance of the tasks set, the ability to build a reasoned response. There is no doubt that the skills and abilities formed in the implementation of situational training will be necessary in the professional activities of students. The essence of interactive learning is that the learning process occurs only through the constant, active interaction of all students. The situational method has the prospect of development as one of the newest technologies, the use of which allows increasing the effectiveness of teaching foreign language competence students.

References:

[1] Артемов В.А. психология изучения иностранным языкам. (Psychology of foreign language teaching). Moscow:(1969).
[2] Рохова Н.В., Рабинович Ф.М. и Сахарова Т.Е. Методика обучения иностранным языкам в средней школе. (1991).

CONCEPTUALIZATION OF GEO-CULTURAL VALUES IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

N. Suleymanova[1], J. Nasrullaev[2]

DOI: http://doi.org/10.15350/UK_6/8/52

Abstract
The purpose of this article is to highlight the concept of "geo-cultural values" as the basic concept of this study.

Key words: educational process, foreign languages, geo-cultural values, factors.

The educational process is inextricably linked with culture, and language is its value. It is its organic part and serves as an external factor for geo-cultural development. Therefore, at present, in order to harmonize the teaching of foreign languages, it is necessary to conceptualize geo-cultural values. The presence of values in the phenomena of culture and education is explained by the fact that they are the result of creative activity, free from purposeful activity. The above means that human activity, and especially production activity, is determined and directed by two fundamentally different factors: factual material that determines its cause and ideal, i.e. also tools for research work. It should be noted that there are variants of the interpretation of the basic concept, such as “culture of geovals” or “geo-cultural values”. For us, the two expressions mentioned above are units of semantic analysis. We believe that the basic concept - “geo-cultural values” - encompasses the entire mystery of the problem being studied and is composed of at least three components, namely the meaning of the term: a) “values”; b) "culture" and c) "geo". It is necessary to identify and identify the phenomenon that interests us.

Discussion of the problem. A concept in a scientific concept is definitely an ordered minimum of ideas that creates a conceptual diagram of a necessary concept of an idea and the connection between them creates the essence of conceptualization. This is a well-known fact for researchers. It is also known that the concept functions within the framework of the existing conceptual scheme of the logic mode of an interconnected system “understanding-explanation”, which makes certain steps by interconnected actions of researchers to promote certain or given principles. So, based on the foregoing, it is possible to form a leading criterion of motivation for the

[1]Nargiza SULEYMANOVA, senior teacher of English at the chair of theoretical aspects of English, Samarkand state institute of foreign languages, Uzbekistan.
[2]Javohirkhon NASRULLAEV, student, Samarkand state institute of foreign languages, Uzbekistan.

concept of philosophical thinking, which is that we need it when we are faced with a new, non-trivial situation and we do not have samples and examples for further actions that are necessary to master a foreign language. The analysis begins with clarifying the meaning of the term "value". The concept of value is considered by transcendentalism (V. Windelband, H. Rickert), cultural-historical relativism (W. Dilthey, Spengler, A. Toynbee). Sociological interpretation of values was made by R. Darendorf, Kovalevsky, T. Parsons. In addition, a number of works are devoted to the knowledge of specific values in various fields of knowledge: political, economic, legal, ecological, aesthetic, religious (E. V. Zolotukhina-Abolin, V. M. Zuev, V. S. Krysachenko, A. F. Losev, M.I. Mikhalchenko, V.G. Voronkova, A.V. Semashko.) The state of the problems of highlighting a socio-philosophical analysis of culture as axiological phenomena in the process of learning a foreign language using values is characterized by a certain ambiguity. On the one hand, there is a large bibliography on the philosophy of culture. On the other hand, its analysis shows that axiological reflection on the phenomenon of culture is not yet sufficiently developed as a designated area of philosophical research that solves extremely important theoretical questions that have some relevance to the teaching of a foreign language. This mainly concerns values. The "axiological shift" that occurs in the educational space currently makes a decisive contribution to the nomination and development of philosophical thinking of value issues as a special branch of pedagogical and philosophical knowledge. On the one hand, and on the other, it is a way of returning to the fold of Russian sociology of universal human values. This clearly demonstrates the global scale or geo-cultural dimension of the subject field research. When conceptualizing geocultural values in the process of learning a foreign language, the category "value" further indicating this phenomenon can be interpreted in at least three main ways: as a sociocultural concept describing the context of being objective, which takes place as a psychological concept, and as a logical-epistemological concept, which is a prerequisite for learning a foreign language. Already these multidimensional categories of aggregate values indicate what this category concentrates on the multiplicity of heterogeneous content, but at the same time there is something identical in the tasks. In other words, the majority of authors agree, therefore it is difficult to point out a single, universal context within which the problem of values is formulated and solved, but almost all agreed on one, in any context, reasoning about the value of the principle, the main thing is that this is about human values or values relating to a person. Therefore, its impact is felt at all levels of the structural organization of the international community, and above all at the planetary, regional / territorial and national. The etymological analysis of the philosophical concept, as well as the linguistic and semantic description of its properties cannot be considered when determining the philosophical content of the concept. But the philosophical categorical meaning differs, as a rule, from the general, obtaining satisfaction of the needs of theoretical considerations of a specific nature, especially when learning a foreign language.

Conceptualization of geo-cultural values in the process of learning a foreign language has its otherness in the personality structure, thanks to the needs, vision, consciousness, self-awareness of its ideological culture and the structure of society: social, political, military, cultural, axiological, ethical, environmental, and finally, international spheres and, consequently, it takes on other forms of its own life, in the study of which, besides philosophy, other sciences participate, which we successfully use in the formation of personality in the study of foreign language.

References:

[1] Voronkova V. G. The Philosophy Of Globalization: Socioeconomic and Sociocultural Dimensions. Zaporozhye: ZSEA Publishing, 2015.
[2] Chumakov A. N. Globalization. The counters of the whole world: monograph. M.: Prospekt, 2011.

CURRENT ISSUES OF TRAINING QUALIFIED TEACHERS FOR TEACHING FOREIGN LANGUAGE IN PRIMARY SCHOOL

D. Tadjibaeva[1]

DOI: http://doi.org/10.15350/UK_6/8/53

Abstract
The article deals with the ways of tackling the problems of primary school foreign languages teachers' re-training abroad; It also examines the issues of quality and efficiency of foreign languages teachers as well as the implementation of concept of innovative education for pre-school and primary school teachers and future foreign languages teachers.

Key words: traning of qualified teachers, future teacher of initial classes, modernization of education.

One of the important tasks of the whole higher education today is to ensure effective foreign language teaching at all stages of the system of continuous education and primary education deserves special attention.

The Decree of the President of the Republic of Uzbekistan "On Measures for Further Development of the Higher Education System" on April 20, 2017 PD-2909 provides for a radical revision of the content of training in accordance with the priorities of socio-economic development of the country, providing the necessary conditions for the training of specialists with higher education at the level of international standards. The objectives of this Resolution are also aimed to improving the educational process in foreign languages teaching at all levels of education, as a result of which will be identified promising areas of activity to ensure the quality of language education, including through the study and generalization of domestic and foreign teaching experience, as well as improving the quality of training and teaching materials. New directions and specialties should also appear, ensuring the improvement of the quality of training of teachers and teachers of foreign languages for the initial stage of education, as a result of these changes in the system of higher education.

Higher education institutions will have to ensure the readiness of graduate students to use a foreign language not only as a means of professional and business communication, but also for teaching at all stages of the system of continuous education.

---

[1]Dilbar TADJIBAEVA, Head of department of Scientific Research on Introduction of Contemporary Methods of Teaching Foreign languages and Studying of International Experience in the Uzbekistan Research Centre for Development of Innovative Methods of Teaching Foreign Languages under the UzSWLU.

Training of a qualified teacher who is able to actively participate in the modern educational process is one of the most important tasks in the formation of a new professional culture of the teacher.

We consider the teaching of foreign languages in primary school as one of the priority directions of modernization of school education. At present, attention is drawn to the fact that the teaching of foreign languages at school has improved significantly due to the change in approaches to teaching foreign languages, the introduction of new generation with textbooks and new teaching methods, as well as systematic training of foreign language teachers. But, given the complex nature of language education, based on the principles of continuity and consistency, already at an early stage of training before teachers of foreign languages and school administration there are many problems, the main of which is the lack of specially trained professional teaching staff for primary school.

The main reason for the existing problems of foreign language teachers in primary school in our country is that insufficient attention is paid to how children are developed and what the role of foreign language learning brings to this personal development. Since the subject of foreign language in primary school is taught at this transitional stage by secondary school teachers (since, 2013, when after the Decree of the President of the Republic "On measures to further improve the system of foreign language teaching" on 10.12.2012, foreign language in the Republic of Uzbekistan was taught from the first grade), one of the important tasks is the required to familiarize with the psycho-physiological characteristics of younger students and the specifics of foreign language teaching methods in primary school.

It is proved that human intelligence develops most rapidly at an early age – since the first months to 12 years. Psychological features of younger students give them advantages in learning a foreign language, as children 7-10 years absorb a foreign language as a sponge indirectly and subconsciously [2, 44-47]. Unfortunately, experienced teachers in secondary school are often not able to train younger students enough professionally because of their psychophysiological features, which involve the use of other methods and techniques of teaching in 1-4 classes. Knowledge and consideration of characteristics and differences could help the teacher to choose the right approach for each child, suitable tasks and a special role.

Most FL teachers who started teaching to younger students have faced serious difficulties: the lack of knowledge of teaching methods of FL in primary school, forms of organization of the educational process with younger pupils, in the process of teaching a foreign language teacher does not always take into account the psycho-physiological characteristics of younger pupils, the motives of their behavior and individual characteristics, the unwillingness of foreign language teachers to organize communicative interaction with this age category. The existing teachers do not have the necessary theoretical basis on the essence of the educational process for the initial stage of teaching foreign languages.

Thus, taking into account all the prerequisites, there is an urgent demand on training foreign language teachers for teaching in primary school, as not all educational institutions are provided with trained personnel for the initial stage of training. A cascading system of training of teachers of a foreign language were developed and implemented, where one important task was the training of high school teachers the fundamentals of teaching foreign language in elementary school. During the training of personnel for teaching foreign languages to primary school students, the authors of the program were guided by a number of provisions on the knowledge and skills that should be possessed by teachers of foreign languages of primary school, which served as the basis for the development of a training program for such specialists.

The difficulties of the transition period with advanced training and retraining of teachers are figuring out quite successfully in our country, but still, for a long time, the problem was that insufficient attention in the higher education system was paid to the targeted training of specialized professional personnel – future foreign language teachers for preschool education and foreign language teachers of primary schools.

In order to determine the qualification characteristics and criteria, necessary to work with younger students, the international experience in teaching future foreign language teachers at universities of the initial stage of education (in the system of preschool and primary school education) was studied, and the analysis of the collected data was carried out. The results of the analysis of modern approaches to the reform of higher education, including 17 countries of Europe, Asia and America for the training of future teachers of a foreign language of the initial stage of education (preschool and primary school education), allow us to establish the following:

In most developed countries, primary school teachers are trained in so-called semi-higher and higher educational institutions: these are three–four-year training in vocational colleges on the basis of lower secondary school (in Denmark, Italy, Norway and other countries) and universities, where on the basis of full secondary education is taught from two to four years (in England, Germany, USA, Japan and etc.) [3, 130].

A characteristic feature and integral part of the professional and pedagogical training of primary school teachers in developed countries is the pedagogical practice, which should be held by students – future teachers of FL in preschool and primary schools. Also interesting is the fact that the pedagogical practice is divided into introductory and independent, it is given from 5 weeks to one year with a training load of 4-6 hours of classes per week (teaching in tandem with the current teacher of FL). In many educational institutions pedagogical practice begins from the first year of study. Thus, the practical component is a strength of teacher training in many European countries.

The procedure of reforming the professional training of future primary school teachers in foreign countries has such common features as reducing the number of teacher training colleges and joining them to universities,

turning them into pedagogical faculties of universities; updating the content of psychological and pedagogical training, combining it with pedagogical practice; increasing the duration of training in teacher training colleges; two-stage training system in the European Union: bachelor's and master's degrees [4, 202-209].

Today the priority course in higher education of our Republic is demand to prepare specialists for the state order, based on the existing requirement.

Taking into account the current situation, it became necessary to develop a specific model of training future foreign language teachers for the initial stage of training (pre-school educational institutions and primary schools), which will be based on certain objectively existing demands and conditions of teaching foreign languages in our country and taking into account the latest achievements of psychological and pedagogical science and practice in the field of language education of younger students. There is also a demand on creating a new course of training in universities and the development of new curricula, taking into account domestic and international requirements, preparing future teachers for primary school, which will undoubtedly contribute to improving the quality of foreign language education.

After analyzing the international experience. based on domestic and foreign research, proposals were developed for the introduction of a new course of education in pedagogical universities. Up to date, three universities of the Republic (Uzbekistan State World Languages University and Samarkand State Institute of Foreign Languages) have opened new areas of bachelor's degree in special training of foreign language teachers of primary school and pre-school educational institutions. The field of study "Foreign language in preschool and elementary education" (Courses: undergraduate 5120100 "Maktabgacha va boshlang'ich ta'limda xorijiy til") is aimed at training highly qualified personnel, ready to work with children of preschool age and pupils of primary school age. In the curriculum of future teachers is included along with practical foreign language, basic principles and psycho-pedagogical principles of teaching foreign languages to children in preschool and elementary school, the technology and methodology of building a modern foreign language lessons in preschool and elementary school, the requirements to professional skills of teachers of a foreign language in primary school, psycho-physiological features of children of preschool and younger school age, traditional and innovative methods of teaching foreign language at the initial stage, methods of teaching the fundamentals of evaluation and diagnostics of educational achievements of students of preschool and primary school age and other items.

Now we are at the origins of a new stage – the stage of sustainable development of the system of learning foreign languages, which is characterized by an innovative approach to teaching foreign languages and forms of educational process. And the heads of higher education institutions is tasked to provide professional and pedagogical orientation

of teaching special language disciplines; to strengthen the practical orientation of the course of foreign language teaching methods in primary education; to bring the content of curricula and the organization of pedagogical practice in accordance with the requirements of a communicative-oriented approach to teaching foreign languages. Currently, the school is waiting for help from the major universities, hoping for mutually beneficial cooperation both in the field of theory and in the practice of training a foreign language teacher, ready to work with students of primary school age.

References:

[1] Постановление Президента Республики Узбекистан ПП№2909 О мерах по дальнейшему развитию системы высшего образования от 20.04.2017 г.(Собрание законодательства Республики Узбекистан, 2017 г., № 18, ст. 313)
[2] Н.Д. Гальскова, З.Н. Никитенко. Теория обучения иностранным языкам. – М. Айрис Пресс, 2004, С.44-47.
[3] Модернизация педагогического образования в европейском и евроатлантическом образовательном пространстве [Текст]: монография / авт. кол. Н.М. Авшенюк, В.О. Кудин, О.И. Огиенко и др. – К.: Педагогична думка, 2011. – 232 с. – С.130.
[4] Хомыч, Л. О. Реформирование профессиональной подготовки учителя начальных классов за рубежом [Текст] / Л. О. Хомыч // Педагогические науки: сборник научных трудов. – Херсон: ХГУ, 2003. – Вып. 34. – С. 2

SIMULATION IN THE CLASSROOM IN THE ENGLISH LANGUAGE, CREATING A VIRTUAL JOURNEY

S. Tillaeva[1]

DOI: http://doi.org/10.15350/UK_6/8/54

Abstract
The article presents a description of the main ways of effective use of computer technology in the classroom in the English language. The use of information technology helps to create a more realistic language situation and increase the level of interactivity of the lesson. A lesson-trip, modeled with a pre-written script, contributes to the involvement of all students in the process, as well as ensuring effective training of the vocabulary learned.

Key words: lesson simulation, virtual travel, computer technology in education.

At the beginning of the XXI century in education there was a clear tendency to abandon the traditional forms of conducting classes in a foreign language in favor of active and interactive methods involving the use of information technology. However, for the active implementation of computer technology, it is also necessary to have a new way of thinking, which should be brought up and formed through the use of information technologies not only for the assessment of knowledge, but also in the process of building a lesson [2, p. 56]. The undoubted advantages of information technology (IT) in teaching a foreign language is the fact that they contribute to the creation of a favorable psychological climate and make the classes interactive. Using a computer, you can translate, use grammar and spelling checkers. In addition, the principle of visualization of learning is implemented, which allows you to turn the lesson into a completely new kind of interactive interaction - a virtual journey.

A travel lesson with the use of information technology is an occupation for which the script has already been written. The teacher, using electronic presentations, audio and video materials, ensures the correct "deployment" of this scenario, while the students feel complete freedom, since it seems that the lesson's progress completely depends on them and their decisions (for example, on the choice of country for travel, dishes etc). The task of the students is to fill in the missing slots of the script in the course of the lesson's deployment; while they get like:

1) specific strategic tasks aimed at training their ability to express their ideas using certain grammatical structures (for example, dreams and plans

[1]Sanobar TILLAEVA, master degree student, Samarkand state institute of foreign languages, Uzbekistan.

using Conditional Sentences, Type II), in which they need to follow the instructions of the teacher.

so and:

2) creative tasks - to express their opinions and offer their ideas, to share prepared additional material, etc.

The scenario is quite flexible, and the direction of implementation of many elements depends on the group decisions of students (for example, on a virtual journey, students choose a country, place, transport, etc.). For virtual travel, an electronic presentation, an interactive whiteboard, an electronic map, and individual maps are required for each student [4, p. 56–57].

Simulating a virtual journey in an English class allows you, first of all, to solve the methodological problem of overcoming the language barrier, immersing students in the language (albeit artificial) environment in which you need to speak on specific topics, discuss with the group mates, make decisions, work in team and express your opinion. It is worth noting that the scenario of such an occupation covers all students, provides an opportunity for everyone to speak, regardless of the depth of his knowledge. So, for example, while lagging students can, in a few sentences, express their ideas about choosing a destination / provisions / scenery / transport, etc., advanced students can express a more detailed opinion and even discuss a solution in the form of discussion and dialogue; in this case, the script is quite flexible and pushes them to such types of work).

The educational value of a lesson built on computer modeling is that a certain scenario takes into account not only the training of a new material, but also recalls the vocabulary and grammatical structures already passed.

It is also worth noting one of the main advantages of modeling classes using an interactive whiteboard - this is visibility; Students have the same access to materials (map, examples on the screen), which allows for both individual and group work.

Creating a lesson scenario with the help of information technology focuses on the practical use of knowledge in real conditions (for example, during a virtual journey, students of logisticians learn to collectively describe the process of delivering products from one country to another, seeing the map in front of them, this terms logistics.) This allows you to activate the cognitive and mental activity of students, the use of knowledge for the future profession.

Modeling a lesson in the form of a virtual journey, the teacher acts as a director. As Erich Kestner said: "Der Lehrer muss Kein Offizier aber Dirigent sein" [5]. This role allows the teacher to direct students, creating the illusion of their absolute independence, which increases interest in the lesson, relieves tension, and fear of saying something wrong. Collective types of work, which are also constructed according to the already prepared scenario, allow students to make joint decisions and present them using the language tools that seem to them most suitable for a given situation. Of

course, the teacher corrects mistakes, but in this kind of work, even mistakes are not perceived as a failure, but only as an incentive to work further.

As mentioned above, the teacher models only the outline of the lesson, allowing students to use stereotypical constructions themselves to create their own sentences, texts, monologues and dialogues.

The main feature of such an artificially created language environment is that it is suitable for both collective and individual forms of education. This combines the functions of computer learning using multimedia and actual communications, which provides the following features:

1) to teach students the skills of competent speaking, spelling, as well as the formulation of the results of work with the subsequent publication;

2) creates the ground for the development of creative thinking;

3) turns the learning process into a social collective process;

4) focuses the attention of all participants on the interaction on the information itself, and not on external personal attributes;

5) computer simulation of the lesson in the form of virtual travel expands the possibilities of group and project training.

Using an interactive whiteboard, electronic presentation, and electronic maps in class allows students to focus on the specific material presented. This creates a real atmosphere of travel, activates creative thinking (for example, students-logisticians come up with various ways to deliver products, see the path of movement and can correct them).

The purpose of using resource support, of course, is to create a language environment in which each student wants to be part of what is happening, and therefore speak in English.

The effectiveness of the use of an interactive whiteboard is as follows:

1) active commenting material: selection, clarification, adding additional information through electronic markers with the ability to change the color and thickness of the line;

2) full-fledged work on the translation of text and individual sentences, indicating the links and relationships between words;

3) typing through the virtual keyboard any text of the task in any application and its demonstration in real time;

4) not only acquaintance with test tasks in viewing mode, but also indicative testing of an individual student or group of students for the entire audience if the school does not have a computer class or it cannot be provided to the teacher at the moment;

5) saving the results in a separate file in the form of pictures or in HTML and PDF-format [1].

Using an interactive whiteboard helps to organize a student's permanent work in electronic form. This significantly saves time, stimulates the development of mental and creative activity, includes all students in the classroom.

In turn, the possibilities of using electronic presentations and electronic maps make it possible to successfully use video and game programs

for training, contributing to the development of creative activity, fascination with the subject, creating the best conditions for mastering listening and speaking skills, which ultimately ensures the effectiveness of learning language. [3].

The use of informational educational technologies in computer simulation of a lesson helps to allocate additional time for weak students to practice, to comprehend educational material, to eliminate problem areas, and for strong students to help speed up the progress in learning, to make the material difficult, to introduce elements of creativity into the learning process. learning objectives, as well as taking into account the peculiarities of cognitive activity. The influence of information and communication technologies on the content of teaching English has three aspects:

A) allows you to expand the content, make it more capacious;

B) adjust the content, revise its structure and components;

C) to enrich the methodology of learning foreign languages in general with new forms and examples, to make it more efficient by solving new problems with the help of a computer.

Of course, the use of information technology not only facilitates the process of presenting material to students, but also makes the lesson more "alive", interesting and allows you to combine the individual, collective and independent work of students.

References:

[1] Архив статей «Интерактивное обучение» [Электронный ресурс]. URL: http://festival.1september.ru/articles/590708/ (дата обращения: 25.06.2013).
[2] Гиркин И.В. Новые подходы к организации учебного процесса с использованием современных компьютерных технологий. // Информационные технологии № 6, 1998.
[3] Информационный портал «Информационные технологии в обучении» [Электронный ресурс]. URL: http://www.om-oren.ru/about/linguistic_center/stati/stat4.php (дата обращения: 25.06.2013).
[4] Растригин Л. Компьютерное обучение и самообучение. // Информатика и образование, № 6, 1991
[5] Электронная библиотека «Собрание сочинений Эриха Кестнера» [Электронный ресурс]. URL: http://lib.rus.ec/a/5769 (дата обращения: 25.06.2013).

FEATURES OF TEACHING A FOREIGN LANGUAGE TO STUDENTS OF THE ARCHITECTURAL FACULTY

M. Fozilova[1]

DOI: http://doi.org/10.15350/UK_6/8/55

Abstract
This article considers the problems of improving the quality of education of students of architectural specialties in connection with the changing requirements for them as future specialists. The author considers innovative approaches to the organization of students' educational activities, analyzes the results of the use of exercises in figurative and schematic visuals and electronic resources in classroom and extracurricular classes.

Key words: quality of education, innovative approaches, figurative and schematic presentation, electronic resources.

Изменения в общественных отношениях, происходящие на современном этапе, требуют повышения качества образования студентов, развития их коммуникативной компетенции, совершенствования языковой подготовки. Поэтому основной целью обучения иностранным языкам в вузах является развитие способности студентов не только читать и переводить специальную литературу, но и развить у них способности к общению на иностранном языке.

Обучение иностранному языку студентов архитектурного факультета имеет свои особенности исходя из значимости данного предмета в вузе и его специфики. Программные требования предполагают владение выпускниками данного вуза иностранным языком не только на рецептивном и репродуктивном уровнях, но и относится к профессиональной компетенции современного молодого кадра [1, 78].

Проблематичным в данном случае является выполнение программных требований с учетом специфики студентов архитектурного факультета. Ограничение аудиторных часов иностранного языка в традиционном курсе вуза, занятость студентов специальными предметами, проектной деятельностью, являющейся основной их нагрузкой, не позволяет в достаточной мере обеспечить требуемый уровень овладения языком.

В сложившейся ситуации автор предлагают внести коррективы в традиционный подход к организации деятельности студентов на аудиторных и внеаудиторных практических занятиях по иностранному языку, с целью сделать ее более продуктивной.

[1]Makhina FOZILOVA, teacher, Samarkand state architectural and construction institute, Uzbekistan.

Во-первых, необходим специальный подход при обучающей деятельности на занятиях. Более слабых студентов можно активизировать с помощью применения схематизированных языковых моделей и симплифицированных речевых клише, что значительно оптимизирует процесс освоения языка и максимально активизирует их внимание [2,35]. Комплексное использование опорных схем, таблиц и рисунков предполагает обращение к визуальной и аудиальной способностям студентов и существенно облегчает им процесс восприятия и последующего воспроизведения материала [3,115]. Это поможет студентам подтянуть их уровень до требуемого программой.

Во-вторых, нужно изменить роль самого студента в учебном процессе. Данный подход поможет студенту в определенном объеме овладеть иностранным языком, быть заинтересованным в учебной деятельности. Роль преподавателя здесь должна состоять в том, чтобы привить студентам навыки организовывать свою деятельность так, чтобы она была для них эффективной.

Поэтому внимание преподавателя должно быть направлено на решение следующих вопросов:

1. Как в рамках отведенного количества часов организовать учебную деятельность так, чтобы студенты стремились к достижению не только программных и нормативных требований в овладении основами иноязычной грамотности, но и к отношению к данному предмету как к необходимому навыку, который будет важным в их будущей профессиональной самореализации?

2. Как организовать самостоятельную работу студентов, чтобы она стала для них неотъемлемой частью учебного процесса, развивала бы их умения и навыки, облегчала работу на аудиторном занятии и максимально активизировала деятельность самих студентов?

Авторы считают, что одним из приемов оптимизации рассматриваемого процесса обучения языкам, а также одним из путей решения вышеперечисленных вопросов и проблем может быть внедрение в учебный процесс образно-схематичной наглядности в виде математических символов, обозначений, моделей и таблиц при обучении фонетическим, лексическим, грамматическим и семантическим аспектам языка [4, 93].

В ходе проведенного автором исследования с помощью анализа результатов проведенного тестирования и письменных контрольных работ было установлено, что качество обучения в экспериментальных группах, а именно, адекватность распознавания и использование изученных грамматических конструкций, значительно улучшилось.

Что касается организации самостоятельной внеаудиторной работы студентов, то в процессе обучения студентов вуза преподаватель может применить такие подходы к обучению как компьютеризированное обучение, совместное или групповое обучение с применением компьютерной поддержки, а также обучение, усовершенствованное на основе инновационных технологий [5, 69].

Актуальность использования данных ресурсов развивает интерес к поиску новой, необходимой информации, которая, в совокупности, повышает качество обучения.

Исходя из значимости применения электронных ресурсов в образовательной деятельности, авторы используют разработку собственного видеокурса с использованием платформы MOODL, что позволяет выполнять цели и задачи для определенных направлений, входящих в курс «архитектурных специальностей». В курсе представлены обучающие; тренировочные; контролирующие и комбинированные упражнения, что дает возможность наиболее глубоко овладеть аспектами языка, сформировать навыки и умения в различных видах речевой деятельности.

Таким образом, можно сделать вывод, что применение вышеперечисленных видов упражнений содержащих образно-схематичную наглядность и электронных ресурсов имеет следующие преимущества в создании эффективного процесса обучения в вузе:

• Преподавателю требуется гораздо меньше времени на объяснение теоретического материала, таким образом, освобождается больше времени на закрепление и отработку речевых навыков использования изученных грамматических конструкций, что позволяет решить коммуникативные цели и задачи обучения.

• Самостоятельное (или с помощью преподавателя в зависимости от уровня подготовленности студентов в разных группах) создание студентами рисунков, опорных схем и таблиц дают возможность активизировать самостоятельную работу, как на занятиях, так и во внеаудиторное время.

• Применение электронных ресурсов, как важный и неотъемлемый материал в организации образовательной деятельности студентов, позволяет добиться лучшего усвоения лексико-грамматического материала, облегчить им фактическое освоение сложных грамматический явлений изучаемого языка.

References:

[1] И.И. Барсуков - Гуманитаризация военного образования // Военная мысль. – 1993. – No 7. – С. 76 – 80.
[2] К.Б. Васильев - An English Grammar. Грамматика английского языка в таблицах – СПб. : Паритет - 2000. – 96 с.
[3] В.Г. Крысько - Психология и педагогика в системах и таблицах – Минск: Харвест. - 1999. – 384 с.
[4] И.И. Зимняя - Психология обучения иностранным языкам в школе – М. : Просвещение - 1991. – 221 с.
[5] Г. Г. Губина - Программа ЭВМ Learn Computer English как метод обучения английскому языку Проблемы формирования профессиональных качеств современного специалиста в условиях модернизации высшего образования: тез. докл. VI Международной науч. метод. конф. / Изд-во Костромского гос. технол. ун-та, Кострома, 2009. – 215 с.

IMPROVING ARCHITECTURE STUDENTS' ENGLISH VOCABULARY THROUGH THE USE OF ARCHITECTURAL DRAWINGS

M. Fozilova[1]

DOI: http://doi.org/10.15350/UK_6/8/56

Abstract
This study aims to find out the effectiveness of architectural drawings in teaching English vocabulary for the students of Architecture Institute. The media applied in the research worked in both improving Architecture-major students' ability to learn the target language and motivating them in the teaching-learning process. A likert questionnaires analysis was used to determine factors affecting students' lack of English vocabulary.

Key words: ESP; architectural drawings; vocabulary.

ESP (English for specific purposes), называемый английским для особых целей, - это совершенно новый подход к преподаванию и изучению английского языка. Учебные материалы ESP специализированы для удовлетворения потребностей в знании английского языка и профессиях в определенных областях и исследованиях, например, английском для медицинской науки, машиностроения, экономики или других областей обучения. Поскольку преподавание ESP направлено на то, чтобы дать студентам возможность освоить английский язык в той области, которую они изучают, ожидается, что студенты архитектурного института будут знать английский в области архитектуры. Тем не менее, английский для архитектуры, кажется, наиболее игнорируемых областей в ESP. Это отмечается отсутствием чтения по английскому языку в ESP для архитектуры, который можно использовать в качестве справочного материала при обучении. Кроме того, опубликованные исследования по обучению ESP для архитектуры в национальных и международных журналах по-прежнему малы. На самом деле, как студенты, так и магистры в области архитектуры, которые впоследствии становятся архитекторами, требуют знания английского языка. Общение с клиентами, поставщиками, партнерами, коллегами, а также выступление требуют хороших речевых навыков. Чтение и написание правил и требований, электронных писем, предложений, отчетов и документов - это другие навыки, которые необходимо освоить. Учитывая важность ESP для архитектуры, подготовка материалов для учителей должна стать актуальной темой. Это должно быть интересно организовано и хорошо подготовлено. Например, Кейс (2013) в своей статье предполагает,

[1]Makhina FOZILOVA, teacher, Samarkand state architectural and construction institute, Uzbekistan.

что учитель, который учит говорить или читать, может выбрать интересные темы, связанные с предметом архитектуры, такие как; знаменитые архитекторы, самые красивые и уродливые здания в одном городе, положительные и отрицательные последствия защиты старых зданий и городов и другие интересные темы. Для общего преподавания лексики опытные дизайнеры и исследователи предложили несколько интересных вариантов учебных материалов. Например, Таслим (2014) демонстрирует несколько носителей, которые можно использовать для поддержки преподавания ESP, в том числе игры, карточки, истории с фотографиями и диски. Эти учебные материалы применяются по мере необходимости. Поскольку у студентов-архитекторов огромная потребность в рисунках, они, кажется, применимы к обучению ESP, особенно в совершенствовании словарного запаса. Элли и Герлак (2007) утверждают, что СМИ - это люди, материалы или что-то, что приводит к условиям, которые могут помочь студентам в приобретении знаний и навыков. Что касается преимуществ медиа изображений, Эрнестова (1981) упомянула, что использование изображений в преподавании иностранных языков варьируется в зависимости от привлечения студентов и повышения мотивации. Тот факт, что ESP для архитектуры является неотъемлемой частью знания английского языка студентами, а преимущества рисунков как средства обучения различны, поэтому цель этого исследования заключается в том, чтобы улучшить овладение словарным запасом студентов-архитекторов с помощью архитектурных чертежей. Цель этого исследования состояла в том, чтобы выяснить, улучшает ли использование архитектурного рисунка овладение лексикой учащихся, насколько эффективно использование архитектурных рисунков в совершенствовании словарного запаса учащихся и какие факторы вызывают у учащихся недостаток словарного запаса.

Вебстер (2017) определяет рисунки, так как Эрнестова (1981) делит типы рисунков на основе своих функций на изучение языка, включая рисование одного человека или одного объекта, изображения людей, вовлеченных в определенные виды деятельности, изображения окружающей среды (дороги, здания, фабрики). и т.д., а также серию рисунков, которые относятся к теме разговора (еда, работа и т.д.).

Изображения, являющиеся частью рисунка, могут быть использованы, чтобы дать студентам возможность практиковать язык в реальном контексте или в ситуации, когда они могут поделиться своими идеями (Ларсен, 2000). Кемп, адъюнкт-профессор образования и координатор по производству средств массовой информации, также подчеркивает некоторые функции рисования в обучении, а именно: улучшение темы предмета, повышение интереса к обучению, расширение памяти для информации и эффективное обучение навыкам (Кемп, 1994),

Для получения данных об использовании рисунка носителя в совершенствовании словарного запаса у студентов-архитекторов было

проведено экспериментальное исследование. Он использовал количественный метод, применяя тест (pre-test и post-test) и данные анкет. Была организована четырехнедельная процедура внедрения с 4 встречами в каждом контрольном классе и экспериментальном классе. Оба класса получили одинаковый тип теста до и после теста. Разница была в том, что учебные тесты проводились только в экспериментальном классе, а не в контрольном классе. Лечение проводилось в форме преподавания словарного запаса с использованием средств архитектурного рисования. Между тем в учебном процессе в контрольном классе использовалась общепринятая методика. Чтобы найти ответы на вопросы исследования о том, какие факторы вызывают у учащихся недостаток словарного запаса, было принято использование сборника вопросников по шкале Лайкерта.

Разнообразие приемов и подходов раскрывается в преподавании словарного запаса. В области ESP для архитектуры это исследование доказало, что один из них может быть выполнен с помощью архитектурных чертежей. В результате последовательного процесса предварительного тестирования, обучения обработке рисунков, применения, последующего тестирования, данные были получены и проанализированы. Результаты показывают, что студенты улучшают свои способности в освоении новых слов. Результаты анализа анкет также показывают, что эта практическая методика помогает студентам повысить свой интерес и мотивацию в изучении словарного запаса английского языка. Небольшой процент (33,3) ответов учащихся на их владение словарным запасом, связанным с архитектурой, также свидетельствует о том, что на этот фактор оказывает большое влияние ограниченное время повторения новых слов.

References:

[1] Albano, L. (2013). How English Language Teachers Can Use Pictures in Class. Retrieved from https://www.britishcouncil.org/voices-magazine/how-englishlanguage- teachers-use-pictures-class.
[2] Case, A. (2002). *How to teach English for Architects*. Retrieved from http://edition.tefl.net/articles/teacher/how-to-teach-english-for-architects/. Case, A (2013). *Teaching Technical English*. Retrieved from https://tefltastic.wordpress.com/worksheets/technical-english/.
[3] Council of Europe and European Commission (2000). Methodology in Language Teaching T-Kit. Strasbourg Codex: Council of Europe Publishing.

INCREASING THE MOTIVATION OF TEACHING STUDENTS THROUGH THE USE OF GAMING TECHNOLOGY IN THE RUSSIAN LANGUAGE CLASSES

M. Khafizova[1]

DOI: http://doi.org/10.15350/UK_6/8/57

Abstract
Addressing this topic is explained by the need to research and systematize the use of gaming technology in the Russian language classes.

Key words: game, motivation, learning, gaming technology, Russian language, lessons.

Игра - одно из замечательных явлений жизни, деятельность, как будто бесполезная и вместе с тем необходимая. Невольно чаруя и привлекая к себе как жизненное явление, игра оказалась весьма серьезной и трудной проблемой для научной мысли. В педагогике и психологии проблему игровой деятельности разрабатывали К.Д.Ушинский, Л.П.Блонский, С.Л.Рубинштейн, Д.Б.Эльконин. Различные исследователи и мыслители зарубежья нагромождают одну теорию игры на другую - К.Гросс, Ф.Шиллер, Г.Спенсер, К.Бюлер, З.Фрейд, Ж.Пиаже и др. Каждая из них как будто отражает одно из проявлений многогранного явления игры, и ни одно, по-видимому, не охватывает подлинной ее сущности. Особой известностью пользуется теория К.Гросса. Он усматривает сущность игры в том, что она служит подготовкой к серьезной дальнейшей деятельности; в игре человек, упражняясь, совершенствует свои способности. Основное достоинство этой теории, завоевавшей особую популярность, заключается в том, что она связывает игру с развитием и ищет смысл ее в той роли, которую она в развитии выполняет. Основной недостаток - эта теория указывает лишь «смысл» игры, а не ее источник, не вскрывает причин, вызывающих игру, мотивов, побуждающих играть. Объяснение игры, исходящее из результата, к которому она приводит, превращаемого в цель, на которую она направлена, принимает у Гросса сугубо телеологический характер, телеология в ней устраняет причинность. А поскольку Гросс пытается указать источники игры, он, объясняя игры человека так же, как игры животных, ошибочно сводит их целиком к биологическому фактору, к инстинкту. Раскрывая значение игры для развития, теория Гросса по существу своему антиисторична. В теории игры, сформулированной

[1]Mashkhura KHAFIZOVA, teacher, Samarkand state architectural and construction institute, Uzbekistan.

Г.Спенсером, который в свою очередь развил мысль Ф.Шиллера, источник игры усматривается в избытке сил: избыточные силы, не израсходованные в жизни, в труде, находят себе выход в игре. Но наличие запаса неизрасходованных сил не может объяснить направления, в котором они расходуются, от того, почему они выливаются именно в игру, а не в какую-нибудь другую деятельность; к тому же играет и утомленный человек, переходя к игре как к отдыху. Трактовка игры как расходования или реализации накопившихся сил, по мнению С.Л.Рубинштейна, является формалистской, поскольку берет динамической аспект игры в отрыве от ее содержания. Именно поэтому подобная теория не в состоянии объяснить игру.

Игровые технологии в воспитании и обучении, пожалуй, самые древние. Возможно, именно поэтому дидактическая игра остается очень действенным методом для повышения мотивации обучения студентов, для развития и совершенствования познавательных, умственных и творческих способностей студенте. Игра приоткрывает студенту незнакомые грани изучаемой науки, помогает по-новому взглянуть на привычный занятие, способствует возникновению у школьников интереса к учебному предмету, значит, процесс обучения становится более эффективным, все это способствует повышению мотивации обучения.

Целью обращения к игре на занятие является приобретение конкретных практических навыков, закрепление их на уровне моторики, перевод знаний в опыт. При использовании дидактических игр решаются и воспитательные задачи, например, воспитание терпения и терпимости, формирование аккуратности и умения доводить начатое дело до конца; в групповой работе развитие умения работать сообща, прислушиваясь к мнению других студентов, терпимо относясь к критике в свой адрес, деликатно отзываясь об ошибках своих товарищей; приобретаются навыки публичных выступлений, желание и умение добиваться поставленной цели. Игра на занятие может стать очень серьезным занятием. В этом случае за внешней кажущейся легкостью использования элементов игровых технологий на занятие стоит кропотливая подготовительная работа преподавателя.

Игровые формы отличаются тем, что процесс обучения максимально приближен к практической деятельности. Сообразуясь с характером и интересами своей роли студенты должны принимать практические решения. Чаще всего им приходится играть свою роль в конфликтной ситуации, заложенной в содержание игры. Решения во многих играх принимаются коллективно, что развивает мышление студентов, коммуникативные способности. В процессе игры возникает определенный эмоциональный настрой, активизирующий учебный процесс.

Учебные игры применяются для развития умений использовать полученные знания на практике. Это сложная форма учебной деятельности, требующая большой подготовки и немалых затрат времени. [7, с. 64]

Основные особенности учебных игр:

- моделирование определенных видов практической деятельности;
- моделирование условий, в которых протекает деятельность;
- наличие ролей, их распределение между участниками игры;
- различие ролевых целей участников игры;
- взаимодействие участников, исполняющих те или иные роли;
- наличие общей цели у всего игрового коллектива;
- групповое или индивидуальное оценивание деятельности участников игры.

Процесс игры позволяет формировать качества активного участника игрового процесса, учиться находить и принимать решения; развивать способности, которые могут быть обнаружены в других условиях и ситуациях; учиться состязательности, неординарности поведения, умению адаптироваться в изменяющихся условиях, заданных игрой; учиться умению общаться, установлению контактов; получать удовольствие от общения с партнерами, учиться создавать особую эмоциональную среду, привлекательную для студентов.

Несмотря на общее признание положительного влияния игр на развитие познавательной активности и повышение мотивации обучения студентов, они не нашли еще достаточно глубокого и основательного решения в методиках преподавания предметов.

Большинство преподавателей, методистов и дидактов игру, которая проводится в процессе обучения, называют дидактической. Анализ психолого-педагогической литературы по этому вопросу, наблюдение за игровыми действиями, вводимыми в учебный процесс, а так же осмысление накопленного опыта позволяют выделить следующие виды дидактических игр. [6, с. 238]

Игры-упражнения. Они занимают обычно 10 - 15 минут и направлены на совершенствование познавательных способностей студентов, являются хорошим средством для развития познавательных интересов, осмысления и закрепления учебного материала, применения его в новых ситуациях.

Это разнообразные викторины, кроссворды, ребусы, чайнворды, шарады, головоломки, объяснение пословиц и поговорок, загадки.

Игры-путешествия. Они служат, в основном, целям углубления, осмысления и закрепления учебного материала.

Активизация студентов в играх-путешествиях выражается в устных рассказах, вопросах, ответах, в их личных переживаниях и суждениях.

Сюжетная (ролевая) игра. Ролевая игра отличается от игр-упражнений и игр-путешествий тем, что инсценируются условия воображаемой ситуации, а студентов играют определенные роли.

Игра – соревнование. Игра-соревнование может включать в себя все вышеназванные виды дидактических игр или их отдельные элементы.

Для развития положительной и коррекции негативной мотивации следует использовать систему игровых технологий на занятиях русского языка. Предложенная система использования игровых технологий позволит преподавателю содержательно решить задачу повышения мотивации студентов на занятиях русского языка.

«Разнообразие – добрый знак хорошего преподавания», – утверждал Ф.И. Буслаев. Хочется надеяться, что идеи и методические решения, предложенные в игровых технологиях, помогут преподавателю сделать занятие русского языка интересными, направленными на повышение мотивации обучения студентов.

Таким образом, игра несет в себе огромный эмоциональный заряд, решает не только обще учебные и развивающие задачи, но и воспитывает качества творческой личности: инициативу, настойчивость, целеустремленность, умение находить решение в нестандартной ситуации и, конечно, позволяет студентам реализовать свой потенциал сполна.

References:

[1] Ахмедова Л.Т., Лагай Е.А. Современные технологии преподавания русского языка и литературы. – Т.: «Фан ва технология». 2016
[2] Пташкина, В.Н. Игровые технологии на уроках русского языка. 5-9 классы: игры со словами, разработки уроков / В.Н. Пташкина, К.Е.Виноградова, Т.М.Амбушева, О.В.Чурзина, В.П.Баскакова, О.А.Макарова, Л.И.Тареева, Е.Н. Попова. - Волгоград: Учитель, 2008. – 238с.
[3] Швайко, Г.С. Игры и игровые упражнения для развития речи: Кн. Для воспитателя дет.сада: Из опыта работы/Г.С. Швайко. - М.: Просвещение, 1988. – 64с.
[4] Максаков, А.И. Учите, игра: Игры и упражнения со звучащим словом/А.И. Максаков, Г.А.Тумакова. - М.: Просвещение, 1983. – 144с.

THE DIFFICULTIES OF LEARNING RUSSIAN IN NATIONAL GROUPS AND WAYS TO OVERCOME THEM

M. Khafizova[1]

DOI: http://doi.org/10.15350/UK_6/8/58

Abstract
The article discusses the difficulties of studying Russian in national groups and ways to overcome them with multiple examples.

Key words: Russian language, lesson, mistake, pause, pedagogical technology, sentence, educational process, teacher.

In recent years, in the Republic of Uzbekistan, students with poor knowledge of the Russian language have been enrolled in higher education institutions of the non-philological direction. The reason for the observed situation can be called several factors: a decrease in the number of hours on the subject, an outflow of the Russian-speaking population and a narrowing of the circle of communication in a given language, a reduction in the Russian-language media, etc. However, the interest of young people in learning Russian is high.

When teaching Russian to students of non-linguistic faculties of universities, the main task is to develop students' speech skills necessary for their future work in their specialty, and first of all, speaking, reading and listening skills. In the development of these skills and abilities, an important role is played by training in the correct intonation of the Russian language, because intonational errors distort the meaning of the utterance.

We conducted an experiment to identify intonational literacy of students. Analysis of reading aloud and retelling of learned texts allowed us to identify the following most typical intonational errors:

Unmotivated raising of the voice at the end of the Russian narrative sentence, which contradicts the sound norms of the Russian language. This error is especially noticeable when reproducing impersonal, denominative sentences.

1. For example: Тишина. Вечер. Светает. Холодно.

Raising the voice at the end of the narrative sentence distorts its intonation organization, gives it a hint of incompleteness, and violates the naturalness of the sound.

2. A pause in the part of the sentence where it should not be. For example: Болельщики оказывают... большую помощь любимой команде. Два мальчика прыгнули... в воду и старались обогнать друг друга.

[1]Mashkhura KHAFIZOVA, teacher, Samarkand state architectural and construction institute, Uzbekistan.

Such pauses violate the intonational structure, and in some cases, the semantic content of the sentence.

3. Violation of the intonation organization of the sentence as a result of the separate pronunciation of prepositions and nouns. For example, sentences like: Мы с трудом сели в автобус, some students said: Ми сы трудом сели в автобус. This error is explained by the interfering influence of the Uzbek language, in which there is no confluence of consonants.

4. The inability to put a logical stress.

5. Violation of interrogative intonation in sentences without an interrogative word, the absence of which determines the peculiar intonation of the interrogative sentence.

6. Incorrect intonation of exclamatory sentences, where instead of intonation joy, admiration, indignation, etc., the thought expressed, was only slightly louder than in narrative ones.

7. Deviation from the intonation patterns of the Russian language in the sentence with homogeneous members, more precisely, the absence of intonation of the enumeration, where each subsequent homogeneous member is pronounced with an increase in tone and a pause.

8. Non-compliance with intonation when handling. Particularly difficult is the widespread treatment at the beginning of a sentence. For example: Дорогие наши гости, мы очень рады вашему приезду.

9. Incorrect intonation of participial and adverbial revolutions as syntagmas that do not allow any division. For example: Спортсмены, хорошо отдохнув в санатории, снова приступили к тренировкам.

Students, allowing pauses inside the participial and verbal participle, do not distinguish them with appropriate intonation, which leads to a distortion of the meaning of the sentence: Спортсмены, хорошо отдохнув...в санатори, снова приступили к тренировкам.

10. Inappropriate pauses in complex sentences with subordinates within the main: В небольшом зале, в который... я вошёл, было много тренажеров.

11. Inability to separate by means of intonation direct speech from the words of the author.

Taking these errors into account will make it possible to develop special exercises aimed at preventing errors, at developing skills for the correct intonation of sentences in Russian, which is very important both for understanding perceptual speech and for correct expression of thought in Russian.

У the reader of the Russian language should bring up children's love and respect for the language of friendship and unity of the peoples of the world, the desire to master it in such a way that it becomes the second native language for everyone. Having created speech situations in class, teachers should involve such material so that students have a desire to talk about the language, about something important that excites them. Every lesson in school should be designed to educate students not only with the content of the educational material, but also with the environment itself. The student in all lessons must show the maximum psychological activity

in mastering the content of the material being studied. This is the true essence of independence.

The most important condition for improving the lesson, giving it a modern character is the comprehension of education and, in particular, knowledge. Such types of knowledge as facts, laws, and theories are important in teaching. The desire to equip students with applied knowledge, ie, knowledge of the practical knowledge of the student. Thereby, one of the forms of connection between learning and life is realized.

The lesson, like the whole educational process, not only teaches, but brings up all its components - content. Methods, learning tools, organization, level and nature of the classroom team.

Every lesson today should be at the same time teaching, educating and developing.

First, each lesson should be distinguished by a clear ideological orientation. The goal of the school is to prepare a competent graduate, to form a conscious citizen with strong moral qualities and convictions. All elements of the educational process should work for this.

Secondly, each lesson should be distinguished by a practical vocational orientation; schools should prepare an active participant in the labor and social life of the country, the future entrepreneur. An important factor is the formation of objective competences, instilling a love of work and respect for working people, economic education by means of the Russian language. This task is not one day, and only due to the lessons of work and work experience it cannot be solved. Such a task is feasible only for the whole educational process.

Thirdly, the lesson should have a research character, where the joint activities of students and teachers are aimed at acquiring vital skills.

That is why to submit an idea, to create a problem situation in a lesson, causes interest - the most important task of a teacher. That problem statement is the most effective means of disclosing the process of knowledge. To pose a problem, create a field around you, looking for thoughts, show a difficult but accessible way for students to solve this problem, this largely determines the creativity of the teacher.

The technology of developing critical thinking through reading and writing helps in deep study of language and language situations. The analysis of the text, the search for problems and ways to solve them, the definition of the author's ideas and the expression of his own, develop not only the students 'horizons, but also their speech, the ability to clearly and clearly express their positions.

In order to increase the pace of education reform, it is necessary to break the inertia of "traditional" teaching, to increase attention to the best practices, new educational technology.

Each teacher has his own teaching methods. "We must go on the principle, from the simpler to the more complex, from the particular to the general."

References:

[1] Беленький Г. И., Снежневская М. А. Изучение литературы в средней школе. Москва, 1993.
[2] Голубков В. В. Методика преподавания литературы. Москва, 1992
[3] Гуляев Н. А. Теория литературы. Москва,1997.
[4] Поспелов Г. Н. Теория литературы. Москва,1998.

LEARNING ENGLISH SPEAKING AT THE INITIAL STAGE

N. Shomurodova[1]

DOI: http://doi.org/10.15350/UK_6/8/59

Abstract
Every year in many parts of the world, a significant number of people are called to teach English to those whose native language is not English. Their students may be children or adults; and range from those who already have some knowledge of English verbally or in writing to those who do not know a single word. The article is written to show that at the initial stage there are many different ways of teaching the conversation of children and adults.

Key words: initial stage, conversational speech, teaching English, cognitive development, communicative approach.

The native language of those who are going to engage in such training is usually English, but for some of them English is a foreign language that they may or may not own. But in any case, they are at work unfamiliar to them. They rarely have special training for teaching English as a living language and as a means of direct communication.

If their students already know little English, the teacher most often resorts to reading books and forcing their students to read - with or without translation. Or, if the goal is to speak a spoken language, they are content to continue the "conversation" with their students. In the latter case, such teachers are confused. Various methods of teaching through conversation are usually unknown to them, and, like the veterans who have previously worked in this area, they use the technique of oral training through a process of trial and error. Learning can be a daunting prospect, especially when it's a monolingual group, and you don't know anything about their language, or it's a multilingual group, and the only common language is English that you have to teach them. However, not only can you teach beginners only through English, but it can also be one of the most useful levels of learning.

The Swiss psychologist Jean Piaget and his colleagues demonstrated that children in primary school are usually at a specific operational stage of cognitive development. This means that they learn through experience and through manipulations with objects in the environment. Children in elementary school usually learn in practice. If this principle were extended to the teaching of English, it would mean that children in language classes

[1]Naima SHOMURODOVA, teacher of English, Samarkand State Institute of Foreign Languages, Uzbekistan.

should be active, not passive; they must engage in activities of which language is a part; they must work on meaningful tasks and use the language to perform these tasks. Therefore, when a teacher wants to teach children to speak, he must not only show them how to do it, but also give them tasks and practical exercises.

This principle, which comes from the work of the Russian psychologist Lev Vygotsky, suggests that children need not only practical or direct experience, but also experience when they interact and learn from others, both adults and other children. In terms of language classes, it is understood that children should use the new language with each other and with the teacher. Another conclusion might be that a teacher, like someone who knows English more than children, should interact with children in English, using a language that is directly related to the activities that children do. Therefore, when a teacher wants his children to speak, he must use not only the method of asking questions, but also such methods of group work or work in pairs to teach them to speak with each other in informal situations.

Learning a language implies cognitive work on the creative construction of language rules. Therefore, the teacher should not be afraid of mistakes children when they speak and are experimenting with a new language, it is a natural and inevitable part of learning a language.

language acquisition occurs through social interaction, through the use of language with others in terms of authentic communication. Language evolves as saying try a language that they are in a situation with others, and how others respond to their efforts. The interlocutors work together to be understood and understand each other. Therefore, one method of teaching speaking - giving children tasks talk to each other more than a teacher.

These principles imply a communicative approach to language learning, which is focused on the involvement of couples and small groups studying in authentic communicative situations and in problem solving and information activities. They offer an approach in which the teacher uses English both to present and control activities, and to talk with children when they work together. Thus, these principles help a teacher who wants his children to speak English, focus on the communicative approach to learning.

The problem with most teachers is that when it is based on classroom activity, the emphasis is on production, not on the accuracy of grammar or pronunciation. We must remember the trainee's needs, starting with a linguistic emphasis on accuracy and ending with a communicative focus on interaction, meaning and fluency. This means that when performing an activity or game, make sure that you have a goal that focuses on giving children the opportunity to develop their speaking skills. Keep in mind, however, that each strategy or technique you use makes it meaningful to the child and useful for their development of fluency and accuracy.

Ultimately, it is well known that when two people who do not know each other's language find themselves in daily contact with the need to

communicate through speech, each of them soon becomes able to use the language of the other with sufficient skill. For this purpose, we believe that the topic of the article is one of the main topics of teaching English, because it is very important to teach oral English at the very beginning of the lessons in order to continue learning without complicated problems.

References:

[1] Isela Shipton, Alan S. Mackenzie and James Shipton, The child as a learner. British Council
[2] Vygotsky, L.S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press
[3] Lynch, Tony. Communication in the language classroom. XVI,fig. Oxford; New York, 2001

STYLISTIC USE OF "TASHBEH" IN THE POETRY OF ZAHIRIDDIN MUHAMMAD BABUR

D. Yunusova[1]

DOI: http://doi.org/10.15350/UK_6/8/60

Abstract
This article discusses the stylistic use of the "Tashbeh" genre in the works of Babur.

Key words: tashbeh, poetry, style, scientific and literary heritage of the Uzbek people.

In glorifying the rich scientific and literary heritage of the Uzbek people to the ownership status of the peoples of the world, along with dozens of such great scholars and thinkers as Al-Khorezmi, Al-Beruni, Al-Fargoni, Ibn Sino, Mirzo Ulugbek, Mavlono Lutfi, Alisher Navoi, the name Zahiriddin Muhammad Babur takes his rightful place. When the name of Zakhiriddin Muhammad Babur is named, a portrait of the great representative of Uzbek literature after Alisher Navoi looms before us. Because, in the words of the famous critic Mirzo Khaydar: "After Amir Alisher, no one wrote a Turkic verse at the level of Babur". [3, p. 3] By the way, Babur's work occupies a special stage in the classical art of the word after Navoi. He brings literature to life, literary language to the national language. Bright personal and creative activities of the poet, a huge authority in the state, socio-political life and to this day with great respect respected by subsequent generations.

Dear First President Islam Karimov said: "We are Babur Mirza endlessly valued not only as a major statesman, but also as a great scholar, a classic poet. Babur is a great son of the Uzbek people, a national pride." [1, p. 5] In the works of Babur one can observe such circles as the love of life, beloved person and native land, bitterness of separation, peace apostasy, good ethical behavior, propaganda of enlightenment.

In order to increase the power of influence of ideas and thoughts, the poet used poetic techniques in his poems to the point, including tashbeh techniques. "Tashbeh - is one of the widely used techniques in the Eastern literature, in the dictionary there is a comparison, a comparison. Tashbeh appears on the basis of similarity of direct or figurative meanings, material or spiritual similarity of two things or concepts. " [2, p. 255] Tashbeh is one of the widely used poetic techniques in literature. In Uzbek it can be called "uhshatish", i.e. comparison, comparison. In the case of the subject, the sign

[1]Dilorom YUNUSOVA, master degree student, Samarkand state institute of foreign languages, Uzbekistan.

and the action are transmitted differently, i.e., by comparison. This comparison makes it easier to understand and feel the described object or action.

When creating a task, four elements can be involved. This comparison, comparability, basis, means. In comparisons, where the tool is used tashbeh seen very clearly. In art, the words graduation -dek, -day, -cha, -simon, -vor, -saro, -oso, -vash, -iy, -oyin and other auxiliary words such as kabi, singari, misli, go'yo, yanglig ', xuddi, o'xshab, nechukki and others are the means.

Zahiriddin Muhammad Babur, skillfully using the tashbeh technique, created magnificent poems. In one of the gazelles, the poet's image compares the cypress tree with a pyramidal, beautiful face of a girl with a flower and, when describing high intentions on the way to achieving a loved one, compares her tears with lolagun, that is, with red:

Sarvdek qaddi firoqida fig'onimdur baland,
Gul kibi ruxsori hajrida yoshimdur lolagun. [3, c. 101]

The basis of Babur's poetics is the love theme. In yet another ghazal, Babur describes his beloved as the owner of a unique beauty, she is like a fairy of paradise, overshadowing the entire human race with her beauty:

Bu shakl-u shamoyil bilaxud hur-u parisen
Kim, jinsi basher ichra bu miqdor topilmas.

In the first line of this byte, you can watch tashbeh, and in the second line, the technique is exaggerated.

Most of the gazelles of Babur are written about longing for the motherland, how difficult it is to survive life far from the motherland. In particular, Babur, who conquered Andijan twice, Samarkand three times, then again lost control, burned from hopelessness and the inability to find ways to fight against the Shaybanids, and also lost the throne, the army, turns to his heart:

Zamona ahli ichra, ey ko'ngul, oyo, topilg'aymu
Seningdek dard paymoyo meningdek dard paymuda. [3, c. 8]

In this byte, he refers to the tashbeh when comparing his heart with a person who has experienced all the bitterness of loss. Babur's poetry draws the reader's attention to a wide range of topics. Rows from gazelle "Xazon yaprogi yanlig" (Like fallen leaves):

Xazon yaprog'i yanglig' gul yuzung hajrida sarg'ardim,
Ko'rub rahm aylagil, ey lolarux, bu chehra yizardim.
Sen, ey gul, qo'ymading sarkashligingni sarvdek hargiz,
Ayog'ingga tushib, bargi xazondek muncha yolbordim, [4, p. 167] are among the best examples of Babur's poetry. The art of living in it is presented in a beautiful and sensitive form. Beautiful and bright samples of tashbeh are collected in gazelles. The above autumn panorama reflects the peculiar features of the deep autumn. Fallen leaves are a kind of symbol of autumn. This is no accident. It is about separation. In classical poetry, joy, meeting, is usually described in connection with spring. Therefore, it is no coincidence that Babur's moments of separation are associated with autumn. That is why the lover says: "sarg'ardim" (yellow). Its yellowness is

compared with fallen leaves. In the autumn panorama there is another point, which is a separate emphasis. This moment is connected with the image of the beloved. In the guise of his beloved is absolutely no proximity with the fall. She is a "gulyuz" (she has a face comparable to a flower). This state of the beloved is once again separately stated. In the above bytes, in the words "Xazon yaprog'i yanglig', "sarvdek", "xazondek", tool-based tash-backs are used.

Not only in gazelles, but also in rubies Zahiriddin Muhammad Babur skillfully used tashbehs:

Sen gulsen-u men haqir bulbuldurmen,
Sen shu'lasen-u ul shu'lag'a men kuldurmen.
Nisbat yo'qtur deb ijtinob aylamakim,
Shahmen elga, va le sanga quldurmen [4, c. 176].

In this Rubai, the lyrical hero compares his beloved with a flower, with a spark. He compares himself with a nightingale, that is, with a bird that cannot exist without a flower, with ash that has appeared from a spark. And he also says: "ijtinob aylamakim" (so that she does not remove him from herself). The word "Ijtinob" in modern Uzbek language means "to step aside, step back, retreat, move away." From this it follows that he asks the beloved not to drift away from him. In the last line, where it is written that he is a shah for the people during the day, and at night her slave, Babur uses the tazod technique. We see that the ruby and tashbeh and tazod are used in parallel. And in the following lines of Kyta Zahiriddin Babur, we can meet tashbeh reception:

Otani chunki qibla deb turlar,
Qibla yanglig' anga nazar qilg'il.
Otani og'ritma, ey otam, zinhor,
Ota ozoridin hazar qilg'il. [3, c. 221]

In them, the image of the father is given a remarkable comparison. Poet image of the father compares with the south. (Muslims associate the south with Mecca). He argues that you should look at your father as if it were Mecca.

From the above gazelles it is clear that Babur tried a pen on a variety of topics, skillfully used tashbeh and created wonderful artistic moments, and this, in turn, serves as proof of his talent. Recognizing this talent of hiss, the English Orientalist Monstiurt Elfinston said: "His style is simple and bold, alive and imaginative. He, as if in a mirror, accurately reflects the images of his contemporaries, traditions and rituals, aspirations, their habits and habits ". [5, p. 7]

With the seeming simplicity in his poetry, a lot of meaning and meaning is hidden. From the given excerpts from all genres like ghazals, rubai, kyta, we can find out what various topics Zahiriddin Muhammad Babur worked on, as far as possible productively applying the tashbeh technique.

References:

[1] Шах и поэт Захириддин Мухаммад Бабур.– Ташкент: Шарк, 1996.

[2] Салаев Ф., Курбаниязов Г. А. Толковый словарь литературоведческих терминов. — Ташкент: Поколение нового века, 2010.
[3] Захриддин Мухаммад Бабур. «Sochingning savdosi tushti». — Ташент: Шарк,2007.
[4] Литература. 2-я книга для учащихся академических лицеев и колледжей. — Ташкент: Баёз, 2014.
[5] Тухлиев Б., Тухлиева Д. Жизнь и творчество Захириддина Мухаммада Бабура. — Ташкент: Издательство Узбекской Национальной библиотеки имени Алишера Навои. 2012.

FEATURES OF TEACHING SPECIAL TEXT TRANSLATION IN A NON-LANGUAGE HIGH SCHOOL

A. Yusupov[1]

DOI: http://doi.org/10.15350/UK_6/8/61

Abstract
Modern methods of teaching special text translation in a non- language high school requires a creative approach to teaching students. The main process in the method of teaching translation is the formation of translation competence, identification and activation of individual abilities of students.

Key words: technique of teaching translation, special texts, training specialized terminology translation, interpreter's competence, methodical task.

The growth of information in all areas of knowledge, production and research activities caused by the rapid pace of scientific and technological revolution. The number of special terms, of which there are millions in each highly developed language, is greatly increasing, surpassing the commonly understood vocabulary many times. Since language, as a living organism, is constantly changing, its social nature attracts the attention of philologists and specialists in various fields of activity.

You can notice the germination of special terminology in the literary language, as a result, professional terminology becomes the main source for replenishing the vocabulary of the general literary language, so it is not accidental that teachers have an interest in teaching methods for translating texts in their specialty and, accordingly, special terms.

Considering the method of teaching the translation of professional texts, we highlight the prevailing denotative dynamism of information transfer in the non-specific field of activity for the average person, unlike verbal communication in ordinary everyday situations. Therefore, there are quite high demands on the training of practical skills in translating texts in the specialty and special terminology. Preparing future specialists to work with such texts is of particular relevance in the framework of strengthening the economic integration of European countries and the world.

So, in technical universities, and they are called non-linguistic universities, they often offer students such optional subjects as “Foreign language in the professional sphere” or “Foreign language specialty”. This course is

[1]Asror YUSUPOV, master degree student, Samarkand state institute of foreign languages, Uzbekistan.

designed for one semester (1-2 credits, taking into account the independent work of the student). As a result of studying the discipline, the specialist must master the following professional competencies:

learn to master communication in oral and written forms in Russian and foreign languages to solve interpersonal and intercultural interaction, using basic common vocabulary and special terminology in a foreign language;

master the skills of abstracting a professionally-oriented text, prepare a presentation in a foreign language using special terminology, prepare a report in a foreign language in the specialty;

use foreign language skills in professional activities, translate special literature from a foreign language; read, understand, analyze both educational texts in the specialty and professional texts in the original.

The above subjects (courses) not only mean the modernization of language education in a non-linguistic university, but also actualizes a number of problems in the development of translational competence among technical school graduates, since it plays a role in the formation of qualification knowledge and skills of future specialists.

The goal of implementing a competent approach to the process of learning to translate texts in a specialty based on an understanding of the origin of terms is to create translation competence, including speech, socio-linguistic, pragmatic, cognitive, linguistic, sociocultural and informative competencies. We refer the etymological competence to the order of linguistic competence, since this is an important condition for teaching the translation of texts in a specialty that have a large number of special terms. Etymological competence is the ability of students and future specialists to translate, using the knowledge gained about the etymology of common terms and words, their initial meaning, origin and functional differences.

The following used method of teaching translation of texts in the specialty, using the component of the origin of special terms, i.e. their etymology is the problem-activity approach, which takes into account that the student does not receive information "on a silver platter" during the training sessions, but acquires knowledge himself, while the teacher plays the role of a mentor and assistant.

An important role is played by the analytical thinking of the future specialist, who has basic knowledge in the professional sphere and should be able to define the communicative and pragmatic tasks of the foreign source text. For a student it is necessary to be able to correctly and reliably decompose the translated fragment into its constituent elements; learn to summarize and analyze the information received; be able to identify fragments of translation and special terms that relate to different areas of science and are different in style. The student should also learn to argue the conclusions of the translation results and summarize the information after the analysis. [1]

The analysis of the available methods and developments for the translation of special texts gives the right to determine that these texts are universal, i.e. they do not always emphasize the originality of the source text.

The process of translation activity is decomposed by levels, depending on guesswork, intuition, a student's or a future specialist's outlook. The method of translation of specialized texts is used depending on the personality of the translator, on his individual capabilities, on his erudition and knowledge of his specialty.

In accordance with modern methods of teaching translation of texts in the specialty, we try to present the translation as a bilateral activity, in the form of a process of interaction between the text and the translator. When translating, not only two languages are matched, but also two cultures in the broad sense of the word. The lexical composition of scientific and technical texts is currently evolving very intensively. Therefore, when preparing students for the translation of specialty articles, one should first of all begin with the specifics of translating English and German terms related to the main specialty. The main feature of the vocabulary of any special texts is the use of a huge number of terms, which create difficulties in their translation. Students should be taught to find equivalent meanings of terms when working with special texts so that they can provide the recipient with additional explanations when there are intercultural inconsistencies.

In order to teach students how to translate texts in their specialty, we begin by familiarizing students with an introduction to a specialty, with comparative texts of the professional orientation of the two countries, with a system of professional terms. The described features of modern English and German texts in the specialty and the method of their translation into Russian will help the teacher in solving the main task in teaching professional translation: "to highlight the typical difficulties that the translator has to overcome in translating many other texts, demonstrate typical translation techniques point out the peculiarities of their use in various cases, show how the general principles of translation are implemented when translating this text "[3].

Further study of the features of scientific and technical texts will undoubtedly be useful for improving the training of professional-oriented translation, as well as in the practical work of professional translators with English and German texts in the specialty. In the process of learning, the teacher not only focuses students on the features of the professional text, but suggests how to analyze the lexical and grammatical aspects that are encountered in the texts in the specialty.

When teaching students of non-linguistic universities to work with texts in their specialty, it is necessary to use various situations that occur in the professional sphere. Students should be involved in solving a problem that a specialist may encounter in their future profession. We suggest using more often situations where students in groups will be able to discuss, arguing their decision. Arguing during the discussion, students will be able to use their knowledge in the field of special subjects and a foreign language. Upon completion of the group work, it is possible to suggest analyzing certain examples in the form of a written individual assignment that reflects the situation in the professional documentation.

Such methods make it possible to rationally use a limited study time intended for the study of a foreign language, transferring most of the work of students in fulfilling assignments to independent and extracurricular educational activities.

In this case, a foreign language is used as a means of obtaining new knowledge, and the activity of fulfilling creative tasks replenishes vocabulary, expands linguistic skills and their use in various fields, and it gives you the opportunity to solve all the tasks that are put in the program of teaching a professionally-oriented foreign language . Consequently, the study of modern features of scientific and technical texts and the improvement of translation teaching methodology are of particular relevance for a teacher of professionally-oriented translation.

References:

[1] Николаева О.С. Методика обучения переводу научных текстов на основе учета этимологических признаков слов: основные подходы и пути реализации // Вестник Тамбовского университета имени Г.Р. Державина. 2010. №8. С. 55-59.
[2] Комиссаров В.Н. Теоретические основы методики обучения переводу. М.: Рема, 1997. 111 с.
[3] Анисина Н.В. Методика обучения студентов негуманитарных вузов созданию научного текста: дис. … канд. пед. наук. СПб., 2002. 186 с.
[4] Базалина Е.Н. К вопросу о методике обучения переводу научного стиля в английском и русском стилях // Вектор науки Тольяттинского государственного университета. 2012. №3. С. 38-42.
[5] Попова Т.В. Методика обучения студентов неязыковых вузов письменному переводу научных текстов (на материале немецкого языка): дис. … канд. пед. наук. СПб., 2009. 252 с.

GAMES IN ENGLISH LESSONS

N. Khusanova[1]

DOI: http://doi.org/10.15350/UK_6/8/62

Abstract
This article is about using games in English lessons. In this article it is spoken about types of games and it's using at the English lessons.

Key words: grammar, lexical, phonetic, spelling, pronunciation, educational games.

Преподавание иностранных языков - это очень увлекательный и очень ответственный урок. Новое время требует от учителей нового подхода к этой проблеме. Значительная роль в обучении иностранным языкам, в частности английскому, принадлежит использованию обучающих игр или игровых упражнений. Игра обостряет умственную деятельность студентов; именно в игре дети изучают социальные функции и нормы поведения; всесторонне развиваться. Развивающая ценность игры заключается в самой ее природе, ведь игра - это всегда эмоции.

В соответствии с целью использования игры могут быть развлекательными, которые проводятся для снятия усталости; тренинги, проводимые с целью формирования, углубления и совершенствования практических навыков и умений по языку, их тестирования. Вы можете использовать различные диаграммы, рисунки, таблицы, слайды, лото. Игры могут быть организованы индивидуальные, парные и групповые. Сила игры заключается в ее универсальности, способности легко и плодотворно, свободно добиваться значительных результатов в формировании личностных качеств ребенка.

Младшие школьники с удовольствием изучают скороговорки, изобретают различные ситуации, используя диалогическую и монологическую речь, играют в такие игры, как: «Вы внимательны?», «Играете в мяч», «Найдите объект», «Угадайте имя», «История», «Кто больше?», «Кубики», «Картинка» и др.

Ученики пятого - шестого классов предпочитают игры - соревнования. Уроки повышают интерес к новому материалу, появляется стимул делать домашнее задание, потому что только глубокие знания дают ученикам возможность проявить себя, победить соперника.

Ученики старших классов с удовольствием участвуют в дискуссиях по предложенным темам, высказывают свое мнение о просмотренных фильмах и спектаклях, сочиняют и решают кроссворды.

[1]Nodirabegim KHUSANOVA, student of the faculty of Roman-German languages, Samarkand state institute of foreign languages, Uzbekistan.

Игры для изучения английского языка, используемые на уроке, можно разделить на следующие:

Грамматические;

Лексические;

Фонетические;

Орфографические.

Фонетические игры: Цели:

- обучать студентов произношению английских звуков;

- научить студентов читать стихи громко и четко;

- выучить стихи, чтобы сыграть их по ролям.

Орфографические игры: Цели:

- попрактикуйтесь в написании английских слов.

- некоторые игры предназначены для тренировки памяти, другие основаны на определенных закономерностях в написании английских слов, которые можно использовать при проверке домашних заданий.

Грамматические игры: Цели:

- научить студентов использовать речевые паттерны, которые содержат определенные грамматические трудности;

- создать естественную ситуацию для использования этого речевого образца;

- развивать речевую творческую активность студентов.

По сути, развивающие игры не являются чисто лексическими или грамматическими. Лексические игры могут стать грамматикой, правописанием и т.д. Независимо от направления игр, они отражают восприятие мира детьми: любопытство, любовь к животным, сказки и персонажи, конкурсы, загадки.

Речевые игры также важны в процессе изучения иностранных языков. Они позволяют организовать целенаправленную речевую практику студентов на иностранном языке, обучая и активизируя в ее рамках навыки и умения монолога и диалогической речи, различные виды взаимодействия партнеров по общению.

Задание 1. Лексические игры: 1) Сколько страниц?

У учителя всегда много красивых книг на столе. Однажды он спрашивает детей, показывая одну из книг: - Сколько страниц в этой книге?

Дети пытаются угадать: - Есть ...

Задание 2. Игра чемпионов

На уроке английского языка учителя смело используют как подготовительные, так и творческие игры, которые приводят к развитию речевых навыков и умений, позволяют проявить себя в решении определенных языковых проблем и ускоряют речевые навыки, которые так необходимы в устной речи.

Грамматические игры:

Упражнение 3) Прятки на картинке. Нужна большая фотография комнаты. Ведущий (один из учеников) «прячется» где-то на картине,

пишет на бумаге, где он спрятался, и отдает ее учителю. Дети, задавая водителю общие вопросы, «ищут» его на картинке.

Какие игры я могу использовать на уроках английского? В зависимости от темы, игры могут быть введены с самого начала изучения языка. Например, при изучении гласных звуков вы можете играть в игру «Я слышу - я не слышу». Учитель называет слова, содержащие длинные или короткие гласные звуки, и ученики поднимают руки во время игры (право длинный звук, левый короткий). Если вы заранее поделите студентов на команды, у вас будет дополнительный стимул для победы.

Таким образом, обучающая игра - это такая активность учащихся на уроке, во время которой учебные задания решаются в игровой форме. Игра пробуждает интерес и активность детей и дает им возможность выразить себя в увлекательных для них занятиях, способствует более быстрому и длительному запоминанию иностранных слов и предложений.

References:

[1] Hadfield, Jill (1990). Intermediate Communication Games. England: Longman.
[2] Rixon, Shelagh (1981). How to use Games in Language Teaching. London: The Macmillan Press Ltd.
[3] Steve Sugar (1998). Games That Teach. San Francisco: Jossey-Bass Pfeiffer.

LITERARY TEXTS IN FOREIGN LANGUAGE LESSONS

N. Khusanova[1]

DOI: http://doi.org/10.15350/UK_6/8/63

Abstract
This study focuses on the use of literary texts in the teaching of foreign languages. Also, this study examined the claim regarding prejudice that "verses are basically complex forms and are not suitable for teaching a foreign language." Since poems, unlike other literary genres, consist of a pair of literal poems, they should not be considered as complex forms. To confirm this argument and to show that poetry can be used in the teaching of foreign languages, a poem by Christian Morgenstern has been analyzed. In addition, it was found that because of the frequent language games, each person's poems are perceived and interpreted differently. Thus, poems can become material, especially for conversational classes, and serve to make the classes even more fascinating.

Key words: teaching foreign languages, German as a foreign language, poem, poems in a foreign language class, literary texts in a foreign language class.

Coppensteiner (2001: 14–16) provides numerous substantive, linguistic, and methodological and didactic arguments that justify the use of literary texts in language classes. Thus, the following reasons can be given:

The literature contains tremendous potential for interesting learning situations. A poem, a story, a novel can be read everywhere; the dialogues extracted from the textbook, on the contrary, are in reality not so easy to implement.

Working with literary texts creates genuine communication situations that allow real communication.

Koppensteiner notes that literature should be consciously used in teaching a foreign language, because it also relates to the culture of writing and thus simplifies the learning of this foreign language.

Von Bauer (2003: 284) understands the teaching of a foreign language as a lesson presentation, in which literature is not only perceived as an additional sentence, motivating help, recreation, play form or as relaxation for students, but also gives reason to say where your life experience.

Students are usually faced with the work of literary texts in the real world, having the opportunity to participate in the classroom, using their own life experience.

[1]Nodirabegim KHUSANOVA, student of the faculty of Roman-German languages, Samarkand state institute of foreign languages, Uzbekistan.

The "reception" of the text is not necessarily equivalent, but still the same rank and same value as the "intention" of its author. The question "what does the author want to say? so what does that tell you? How do you understand this? "Therefore, the statements of each reader are important. (Helmling / Wackwitz 1986: 12–13; Koppensteiner 2001: 33–35)

Thus, the student has no fear that what he says may be wrong, because the interpretation of the literary text is individual and, therefore, changeable. The student does not feel constrained and can freely express his opinion, thanks to which he also uses a foreign language.

According to Coppensteiner, in the classroom, the texts used must be at the intellectual level and age of the students. Therefore, when using literary texts, it is necessary to make sure that the texts used correspond to the age group and that the texts are also addressed to the students. For the texts, precisely thought out by the teacher and applied in accordance with the lesson, tempt the student to speak and, therefore, unconsciously use a foreign language.

Koppensteiner (2001: 18–19) confirms this conclusion as follows:

Literature occupied a special place in the lessons of a foreign language in general and in the lessons of DaF in particular. She was long considered the basis of humanistic education, and the teaching of foreign languages was subordinate to her. In other words, language teaching was mainly oriented towards the goal of literature. On the other hand, there is an opinion that the teaching of a foreign language and literature for various reasons do not fit well with each other, or that literature in the teaching of the German language has nothing to do with language teaching. There are many arguments against literature in the DaF class, but they can all be largely refuted. Today, among experts, there is agreement that, with proper preparation, literature will certainly find its place in language teaching from the very beginning.

According to Scheibler (2007: 183), learning, therefore, learning becomes more productive, efficient and motivated. According to him, in integrated education, imagination and creativity are stimulated, linguistic competence is enhanced, and motivation appears.

According to Weller (1989: 254) literary text:

"Teaching a foreign culture is an invaluable way to understanding other nations and cultures, as well as understanding your own culture. Reading literature means creating a deep world experience, instructive superiority of the literally presented model, that is, the experience of condensed reality. In literary texts, the student faces the same global problem, more impressive and motivating than in ordinary life. In the semantic structure of literary texts, reality is revealed in a special way for the young reader and through the forms of poetic meanings, his very understanding and understanding of the world. "

Weller's reasoning confirms our view that the use of literary texts in a foreign language lesson motivates students and at the same time gives students the opportunity to get to know other cultures.

Virlacher (1993: 112) reinforces this view as follows:

Literary texts have [as a result] a special ability to build bridges of cultural observation, through which interested readers can pass a preliminary study of the other shore in order to find themselves in a wide field of cultural change and thereby change their lives.

Literary texts appeal to the reader, they encourage the reader to link his life experience with the text. Literary texts make it possible to attract the reader, which is more difficult in poetic texts. You can help the student deal with a foreign language. And since these texts, as a rule, are real texts, their inclusion in the situation is simpler.

If you ask students what literary texts, lyrical, epic or dramatic, would they prefer? Undoubtedly, most would be against the lyrics. In general, it can be said that poetry is difficult to understand even in the native language, therefore this result also does not cause doubts in the teaching of foreign languages. But you must force the students not to consider all this as a poem, but to try to decompose the poem into separate parts.

Conclusion

As a result, we can say that the examination of literary texts leads pupils to communication. For example, a student reads a poem given above, and also comes from his own experience and tries to express himself in a foreign language. It is even possible that a student tries to express himself at a high linguistic level.

Thanks to these texts, the student gets to know a different culture and worldview, which is important for learning a foreign language.

References:

[1] А. Бауэр. Литература на уроках (DaF): превращение Франца Кафки и дидактическая подготовка для российских студентов. IN: Germanistisches Jahrbuch GUS „Das Wort" (с. 283–298). 2003
[2] Хелмлинг, Бриджит, Ваквиц, Густав. Литература на уроках немецкого языка на примере повествовательных текстов. Мюнхен: Издательство Hueber. 1986
[3] Юрген Коппенштайнер. Литература на уроках (DaF). Введение в продуктивно-творческие приемы. Вена: ÖBV & HPT. 2001
[4] Ольга Шайблер. Сказки на раннем уроке (DaF/DaZ)- целостный и ориентированный на действия. In: прогресс в раннем преподавании иностранного языка. На пути к многоязычию. Tübingen: Narr. 2007
[5] Франц-Рудольф Веллер. Книги Для Чтения, Чтения, Антологии, Текстовые Коллекции. В: Руководство Преподавания Иностранного Языка. Tübingen: Francke Verlag.1989
[6] Алос Вирлахер. Культурно-Научная Ксенология. Исходное положение, основные термины и проблемные поля. В: Тема Культуры Странность. Основные понятия и проблемы, связанные с культурологическими исследованиями. Мюнхен: Iudicium. 1993

NATIONAL STATEHOOD ISSUES

THE VALUE OF TOURISM IN THE GLOBAL ECONOMY

N. Rakhimova[1]

DOI: http://doi.org/10.15350/UK_6/8/64

Abstract
The article discusses the role and influence of tourism in the global economy.

Key words: value of tourism, global economy, international organizations, UNWTO.

Tourism entered the 21st century as the most stable developing sector of the economy, becoming one of the largest and most dynamic sectors of international trade in services. High rates of its development, large amounts of foreign exchange earnings actively affect various sectors of the economy, which contributes to the formation of its own tourist industry.

Between 2000 and 2010, international tourism revenues almost doubled, from $ 482 billion. Thus, the average growth rate of international tourist visits was 4.2% by 2010, and at least 4.5% is expected in the period from 2010 to 2020.

The periodization of the development of tourism in Western Europe is covered in great detail by VB Saprunova. It is based on the following criteria:

- technical and economic background;
- social prerequisites; Target functions of tourism at different stages of development.

According to this periodization, there are 4 stages in the history of tourism development:

1) before the beginning of the XIX century - the prehistory of tourism;

2) the beginning of the XIX century - the beginning of the XX century - elite tourism, the emergence of specialized enterprises for the production of tourist services;

3) the beginning of the XX century - before the Second World War - the beginning of the formation of social tourism;

4) after the Second World War - the current stage - mass tourism, the formation of the tourism industry as an inter-branch complex for the production of goods and services for tourism. It was during this period that

[1]Nigor RAKHIMOVA, teacher at the chair of Uzbek and foreign languages, Samarkand state architectural and construction institute, Uzbekistan.

tourism acquired a truly mass character: out of a luxury item, it becomes a necessity for the majority of the population in highly developed industrial countries. To a certain extent, this was facilitated by the reduction of working time, and, accordingly, the growth of free time. A powerful leisure industry is being formed with its own institutions, product, production cycle, methods of organizing and managing production [1].

At the fourth stage of development, there is a constant increase in its role in the global economic system.

In the global economy, an important and integral part is tourism. The share of tourism in global GDP is about 9% and about 30% in global, service exports 6% of world trade — these data are taken from the materials of the International Tourism Organization. More than 235 million people or every 12 employees work in the field of tourism. In 2013, about 983 million international tourists took advantage of the services of the tourism industry, in 2014 their number exceeded 1 billion people. The total turnover of world tourism in 2015 amounted to $ 1,200 billion (in 2014 - $ 1,030 billion) [2].

According to the estimates of the World Tourism and Travel Council, the indirect income of the tourism industry in 2014 amounted to 3 trillion. US dollars, and mediated income amounted to 22.8 billion US dollars. Revenues from the tourism industry in 2014 exceeded revenues from the automotive industry. The number of workers in the region exceeded 260 million people. [3].

Over the past 20 years, tourist flows in the world have grown almost 2.2 times, from 435 million people in 1990 to 675 million people in 2000 and 940 people in 2010. In 2014, according to UNWTO, more than a trillion people traveled around the world. All these factors have made the tourism industry one of the main industries, affecting the general state and trends of the global economy. Accordingly, increased attention to tourism by world organizations.

The leaders of the G20 countries, in a declaration following the annual meeting in 2014, recognized "the importance of the travel and tourism industry as a means of creating jobs, ensuring economic growth and development" and committed themselves to "develop initiatives to facilitate travel, which will help create jobs, ensuring decent work, reducing poverty and ensuring global economic growth "[4].

"In the current economic uncertainty, tourism is one of the few sectors of the economy in the world that is actively developing, stimulating economic progress in both developing and developed countries and, more importantly, creating much-needed jobs," said the UNWTO Secretary-General Taleb Rifai, opening the Global Tourism Economics Forum.

In 2007, the World Economic Forum introduced an analysis of the global tourism industry and the calculation of the index of the competitiveness of tourism and travel, allows us to assess the competitiveness of the tourism industry in individual countries of the world. Each year, the number of countries represented in the World Economic Forum's rating grows; in 2007, the tourism competitiveness of 124 countries was assessed, in

2013, 139 countries were already in the rating, which indicates the growing popularity and importance of this rating.

As a result, we can conclude that tourism is becoming one of the priority areas in the global economy, causing both the development of individual industries and the socio-economic development of entire countries. In some countries, the tourism industry forms a large part of the national wealth of the state.

In addition, international tourism has a significant impact on global GDP. Thus, according to estimates of the World Tourism and Travel Council (WTTC), tourism is in the first five positions of total exports of 80% of the countries of the world, especially Europe, the Middle East and the USA

In the classification of the World Tourism Organization, there are countries that are primarily countries-suppliers of tourists, and countries that are primarily host.

The countries - suppliers of tourists include: USA, Belgium, Denmark, Germany, Holland, New Zealand, Sweden, Canada, England. Host countries include: Australia, Italy, Switzerland, France, Cyprus, Greece, Mexico, Portugal, Spain, Turkey.

In terms of the number of arrivals and income from international tourism, the World Tourism Organization ranks the top ten countries annually.

The growing importance of tourism in the economic development of an increasing number of countries confirms the assumption that the share of revenues from international tourism in the coming decade will grow.

Forecasts show that in 2016 the number of people working in tourism will be 8.6% of the total employed population in the world. In the United States, according to national statistics, the tourist industry provides more than 16.7 million jobs, representing 11.9% of the total number of jobs in the whole country.

The socio-economic importance of this sector is underlined by the contribution of tourism to employment and the opening of new jobs.

The development of international and domestic tourism has a stimulating effect on such key economic sectors as transport, communications, trade, construction, agriculture, production of consumer goods and, taking into account the multiplier effect, is one of the most promising areas of economic restructuring.

The increase in capital investment in tourism also demonstrates the economic importance of this area at the global level.

In the total number of tourist trips in the world, 60% are travel due to rest, 30% are business trips.

According to the forecasts of the WTO, the development of international tourism will constantly increase.

References:

[1] Сапрунова В.Б. Туризм: эволюция, структура, маркетинг. М.: «Ось-89», 2014. 160 с.

[2] Travel and tourism is the second largest US services export "Travel Business Roundtable". www.tbr.org.
[3] Зеленая Л.Г. Кластеры как современный инструмент повышения конкурентоспособности региона // Валихановские чтения-10: Матер.междунар. науч.-практ. конф. Том 7. Кокшетау: КГУ им. Ш.Уалиханова, 2014. С. 3-6.
[4] Дюсенбеков З., Шнитковски А. Потенциал земельных ресурсов –основной элемент развития кластеров в разных отраслях экономики (Земельный кадастр) // Кластерно-индустриальное развитиеагропроизводства: основные проблемы и перспективные направления:Междунар.науч.-практ. конф. http://kef.kz.

FIVE DEVELOPMENT PRIORITIES OF THE REPUBLIC OF UZBEKISTAN

Z. Egamberganova[1]

DOI: http://doi.org/10.15350/UK_6/8/65

Abstract
This article highlights the five development priorities of the Republic of Uzbekistan.

Key words: government and society, state youth policy, democratically reformed, healthy lifestyle, education and science.

O`zbekistonni rivojlantirish bo`yicha harakatlar strategiyasini muhtaram yurtboshimiz Sh.M.Miromonovich tashabbusi bilan 2017.07.02.kuni tasdiqlandi. Aynan bu strategiya beshta ustuvor yo`nalishni o`z ichiga oladi. Ushbu beshta ustuvor yo`nalish yil nomlari bilan o`zaro bog`liqdir. Shu sababli hurmatli davlatimiz rahbari 2017-yilni "Xalq bilan muloqot va inson maanfaatlari" yili deb e`lon qildi.

Qo`shimcha qilib aytganda, bu beshta ustuvor yo`nalish xalqimiz tomonidan ham mamnuniyat va qo`l ochib kutib olindi. Shu sababli 2017-yildan boshlab O`zbekistonni rivojlantirishni beshta ustuvor yo`nalishi bo`yicha chora-tadbirlar olib borilmoqda.Va bu harakatlar strategiyasining maqsadi haqida so`z yuritadigan bo`lsak, davlat va jamiyat qurilishini yanada takomillashtirish, ustuvorligini ta`minlash va sud huquq tizimini isloh qilish, iqtisodiyotni rivojlantirish va liberallashtish, ijtimoiy sohaga e`tibor qaratish, insonlar orasida xavfsizlik va millatlararo totuvlik, diniy bag`rikenglik hissini oshirishga qaratilgan.

Hozirgi kunda O`zbekiston Respublikasi Prezidenti Sh.M.Miromonovich xorijiy mamlakatlar bilan o`zaro hamkorlik o`rnatish bilan birga ular bilan innovatsion loyihalar ustida ish olib bormoqdalar.

O`zbekiston Respublikasi besh yil muddat jarayonida rivojlangan mamlakatlar qatoriga kirishi va shu vaqt davomida yuksak natijalarga erishib, davlatimizning har bir sohaga qaratgan etibori bugungi kunning ayni masalalaridan biri hisoblanadi. Ushbu harakatlar strategiyasining yana bir maqsadlaridan biri shuki, ilm-fan, ta`lim sohasiga ham katta e`tibor qaratilmoqda.

Bugungi kunda yoshlarimizning bilim salohiyatini yanada oshirish uchun yurtimizda yangidan-yangi bog`cha, maktab, litsey, institut va universitetlar qayta rekonstruksiya qilinib, amalga tadbiq etilmoqda. Shu o`rinda O`zbekiston Respublikasining birinchi prezidenti I.A.Karimov bir fikrini aytib o`tish joizki, "Yoshlar kelajak poydevoridir".

[1]Zilola EGAMBERGANOVA, student, Samarkand state institute of foreign languages, Uzbekistan.

Ushbu fikrning mag`zini chaqadigan bo`lsak, kelajak biz yoshlarning qo`limizda ekanligi va biz davlatimiz bayrog`ini yuqori cho`qqilarga ko`tarishimiz va shu o`rinda yurtimizning taraqqiyotini yanada barqarorlashtirish uchun o` bilim salohiyatimiz bilan hissa qo`shishimiz lozimdir.

Biz yoshlar har jabhada bizga berilgan shart-sharoit va imkoniyatlardan oqilona foydalanib, O`zbekiston Respublikasini boshqa chet davlatlar o`rtasida mavqeyini bir pog`onaga ko`tarishga o`z hissamizni qo`shishimiz kerak. Bizga yurtboshimiz tomonidan shuncha ishonch bildirilmoqda va shu ishonchni oqlay olish darajasiga yetishimiz kerak.

Harakatlar strategiyasi bo`yicha davlat dasturi tasdiqlanishi uni hayotga tadbiq etish samaradorligini oshiradi. Shu jihatdan "Xalq bilan muloqot va inson manfaatlari" yilida amalga oshirilgan davlat dasturida davlat av jamiyat qurilishini takomillashtirishga alohida e`tibor qaratilgan. Buning tub mohiyatida xalqqa har tomonlama qulaylik yaratish mujassamlashgan. Bu faoliyat aholi bilan ishlash, uning manfaatlari, huquq va erkinliklarini ta`minlash bo`lgan tuzulmalarni yanada takomillashtirish qayd etilgan.

O`zbekiston Respublikasi Prezidenti Sh.M.Miromonovich tibbiyot sohasiga ham katta e`tibor qaratdi. Shu sababli 2017-yil 12-dekabr kuni tibbiyot sohasiga bag`ishlangan yig`ilish bo`lib o`tdi. Ushbu yig`ilishda insonlar sog`lig`iga daxldor bo`lgan barcha masalalar ko`rib chiqildi. Va shu o`rinda davlatimiz rahbari aholi salomatligini muhofaza qilish, xalqimizni tibbiyot faoliyatidan mamnun qilish hammamizning oliy darajadagi burchimiz ekanligini ilgari surdi.

Shu sababli ayni damda mamlakatimizning tibbiyot sohasiga yangi va katta o`zgarishlar kiritilib, amalga oshirish yo`lga qo`yilgan. Jumladan birlamchi tibbiyot xizmati, shoshilinch va tez tibbiy yordam,ixtisoslashtirilgan tibbiy xizmat hamda xususiy tibbiyot kabi yo`nalishlar ustuvor vazifa qilib belgilangan.

2017-yilda 2016-yilga qaraganda tibbiyot sohasi darajasi oshdi va buning yaqqol namunasi sifatida shuni aytish lozimki, oilaviy paliklinikalar 793 taga ko`paydi, ba`zi bir kasalliklarga chalinishga barham berildi, jumladan sil kasalligi.

Davlat tibbiyot tashkilotlarining dori ishlab chiqarish va tibbiyot buyumlarini sotib olish uchun ajratilgan mablag` miqdori 821 milliard so`mni ko`rsatdi va bu ko`rsatgich 2016-yilga qaraganda 3.5 ko`pni tashkil etdi. Yurtboshimiz tomonidan ixtisoslashtirilgan tibbiy yordam faoliyatini yanada takomillashtirish to`g`risida farmon va qarorlar qabul qildi. Shuning negizida aytib o`tish kerakki, Respublika ixtisoslashtirilgan pedeateriya, xirurgiya, uralogiya, ko`zmikroxirurgiyasi, kordiologiya, dermataveneralogiya, endikrinalogiya, neuroxirurgiya kabi ilmiy, amaliy tibbiyot markazlari faoliyati yo`lga qo`yildi.

Yoshlarga oid davlat siyosatini takomillashtirish haqida gapiradigan bo`lsak, yoshlar jismonan sog`lom, ruhiy va intelektual rivojlangan, mustaqil fikrlaydigan, qat`iy, hayotiy nuqtai nazarga ega bo`lishi

kerak.Vatanga sodiq yoshlarni tarbiyalashda demokratik islohatlarni chuqurlashtirish va fuqorolik jamiyatini rivojlantish jarayonida ularning ijtimoiy faolligini oshirish nazarda tutilgan.

Prezidentimiz rahnamoligida mamlakatimizning kelgusi besh yillik taraqqiyotini belgilab beruvchi ushbu muhim hujjatda yoshi ulug`larni qo`llab-quvvatlash, ijtimoiy nafaqalar berish tartibini takomillashtirish chra-tadbirlari ham qayd etilgan. Fuqorolarning o`zini o`zi boshqarish organlari faoliyati samaradorligini oshirish va ularning moddiy- texnik bazasini yanada mustahkamlash bo`yicha ustuvor vazifalar belgilangan.

Xulosa qilib aytganda, O`zbekiston Respublikasi Prezidenti Sh.M.Miromonovich tomonidan belgilangan harakatlar strategiyasi yurtimiz taraqqiyotini ta`minlash, shu besh yil ichida har bir faoliyat, sohaga qaratilgan barcha ustuvor vazifalar muvofaqiyatli ravishda amalga oshirilib, kelgusida yuqori natijalarga erishish ko`zda tutilgan.

References:

[1] Shavkat Mirziyoyev O‘zbekistonni rivojlantirish bo‘yicha harakatlar strategiyasini tasdiqladi // daryo.uz URL: https://daryo.uz/2017/02/07/ozbekiston-prezidenti-2017-2021-yillarga-moljallangan-harakat-strategiyasi-haqidagi-farmonni-imzoladi
[2] Prezident O‘zbekistonni rivojlantirish bo‘yicha harakatlar strategiyasini tasdiqladi // gazeta.uz URL: https://www.gazeta.uz/oz/2017/02/07/strategiya/

FIVE DOMINANT DIRECTION OF DEVELOPING THE REPUBLIC OF UZBEKISTAN

S. Usarova[1], A. Taxmatova[2], Z. Egamberganova[3]

DOI: http://doi.org/10.15350/UK_6/8/66

Abstract
Five dominant direction of developing the Republic of Uzbekistan, the young must rise to a high peak the flag of country and must contribute with their knowledge ability to stabilizing the evolution of homeland, The President of The Republic Uzbekistan – Shavkat Mirziyoyev Miromonovich paid great attention to the medical sphere, is reverberated in this article .

Key words: the government and society, the politics of government concerning to the young, democratic reforms, healthy principle of life, the field of education and science, supporting the old – aged, the organs of control inhabitants.

The strategy of actions about developing Uzbekistan was confirmed on February 2 in 2017. under the initiative of our respectable President - Shavkat Mirziyoyev Miromonovich. Exactly this strategy contains five dominant ditection is associated with the name of years mutually. So that 2017 was advertised under the name that was called "The meeting with people and interests of person "by our reputable leader.

Additionally, that five dominant direction was met with pleasure and joy by our nation . Therefore, the measures concerning five dominant direction of developing Uzbekistan are being accomplished for 2017. And we can say that the aim of strategy of actions is directed at perfecting again the conformation of state and society, providing domination and reforming the system of court law, developing and liberation economics, attending to social field, safety and interethnic peacefulness among people, increasing the sense of religious sincerity. Nowadays, the President of the Republic Uzbekistan - Shavkat Mirziyoyev Miromonovich is cooperating with foreign country and is working above innovative projects with them.

Entering to the line of prosperous countries of the Republic of Uzbekistan in five years, achieving to high results for that time and attention in every field of our country are one of exactly task of today. One

[1]Sayyora USAROVA, student, Samarkand state institute of foreign languages, Uzbekistan.
[2]Aziza TAXMATOVA, student, Samarkand state institute of foreign languages, Uzbekistan.
[3]Zilola EGAMBERGANOVA, student, Samarkand state institute of foreign languages, Uzbekistan.

of the aims of that strategy of actions is that, the specialty of education and science is to attend extensively.

At present, new private kindergartens, school, lyceum, institute and universities was rapaired anew to enhancing eminently knowledge ability of the young in our country and are being put into practice. At that point, I am going to mention that the first President of the Republic Uzbekistan - Islom Abduganiyevich Karimov said that "The young are the groundwork of the future".

If we realize the meaning of that idea, we perceive that, the future is in the hand of youth as us and we must rise to a high peak the flag of our country and must contribute with our knowledge ability to stabilizing the evolution of our homeland.

And we must try to heighten to higher level position among other foreign country the Republic of Uzbekistan, using cleverly from the opportunities given for us. Also our President enounced such confidence to the young that youth must warrant this belief .

The program of the state about the strategy of actions was endorsed and increased the efficacy of practising to the life. Including, the program of the state actualized in the year which was called "The meeting with people and interests of person", is special attended at to perfecting the structure of government and society. The main aim in this is making comfort widely to the people. In that action was mentioned working with people, implementation their interest, law and liberty, developing the system actualized.

The President of The Republic Uzbekistan - Shavkat Mirziyoyev Miromonovich paid great attention to the medical sphere. Therefore on December 12, 2017. A meeting on healthcare was hold. All the issues that have been discussed have been considered. And it is our high responsibility to protect the health of the head of our state and to satisfy our people's medical care.

Therefore, new and big changes have been made and implemented in the healthcare sector of our country at the moment. In particular, such priority areas as primary health care, urgent and emergency medical care, specialized medical care and private medicine have been identified.

In 2017, the level of medicine has increased in comparison with 2016, and as a clear example of this, family polyclinies have grown to 793, and some diseases have been prevented, including tuberculosis.

The amount of funds allocated by state – owned medical organizations for the procurement of medicines and medical supplies amounted to 821 billion soums, which is more than 35 times more than in 2016. The head of the state has envisaged further improvement of specialized medical care and the republican specialized scientific and practical medical centers such as pedeatrics, surgery, uralogy, eye microsurgery, cardiology, dermatovenereology, hallucinology, neurosurgery have been essablished.

Speaking about the improvement of the state youth policy, young people should be physically healthy, spiritually and intellectually developed, independed, thought – provoking, and sustainable. In the

upbringing of loyal young men and women, it is envisaged to intensefy their social activity in the process of deepening democratic reforms and building civil society.

This important document, which is being developed under the leadership of the President of the country for the next five years of development, envisages measures to support the elderly and improve the procedure for granting social benefits. Increasing the effectiveness of self - government bodies and their material – technical base of the project.

In summary, the goals set by the President of the Republic of the Uzbekistan - Shavkat Mirziyoyev Miromonovich provide for the development of country, all the priorities for each of these five years, and the achievement of high results in the future.

References:

[1] The President of the Republic of Uzbekistan Shavkat Mirziyoyev addressed the parliament of the country – the Oliy Majlis // www.uzbekembassy.in URL: http://www.uzbekembassy.in/the-president-of-the-republic-of-uzbekistan-shavkat-mirziyoyev-addressed-the-parliament-of-the-country-the-oliy-majlis/

[2] Address by the President of the Republic of Uzbekistan Shavkat Mirziyoyev to Oliy Majlis // www.un.int URL: https://www.un.int/uzbekistan/news/address-president-republic-uzbekistan-shavkat-mirziyoyev-oliy-majlis

For notes

Scope Academic House
UK, S YORKSHIRE, SHEFFIELD

B&M Publishing
USA, San Francisco, California

8th International Conference *«Science and practice: a new level of integration in the modern world»*. Conference Proceedings. Scope Academic House, May 01, 2019, Sheffield, UK. 262 pp.

PQN 200

978-1-941655-99-3

DOI: http://doi.org/10.15350/UK_6/8