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ПО НАПРАВЛЕНИЮ КИТАЯ СО СТРАНАМИ ЦЕНТРАЛЬНОЙ И
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ARCHITECTURE IN HISTORY

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Keywords: architecture, building, history, column

Architecture has been prevalent since the day man decided to create shelter. Whether you notice it or not, every space you live, work and play has been designed with a certain intention. Whether the design is good or bad is a discussion we will delve into on another day.

Eras of architecture have influenced one another throughout the ages. Universities have the tendency to focus on Western architecture, which refers to architecture in Europe and their impact in the Americas and other nations around the globe. Below is a series of major architectural periods with a visual representation of what buildings of that era look like [1].

1. Classical

ClassicalGlossary Term architecture began with the ancient Greeks, and was developed and elaborated by the Romans. In its purest and most familiar form, it is expressed by the temple, an oblong enclosure fronted or surrounded by columns.

Column

The formalized system of columns supporting an entablatureGlossary Term that was developed for these temples proved extraordinarily adaptable. For centuries, it was regarded as the key to beauty in building, and the best guide to true proportion. Just as the Greeks and

Romans were thought to have reached perfection in sculpture and art, so did their architecture haunt the imagination of the Western world. It was revived in the 16th and 17th centuries, and its use continued through the 19th century, alongside other revived styles such as the GothicGlossary Term. Even in the 20th century, when Modernist architecture spread all over the world, the stream of new classicalGlossary Term buildings never dried up entirely [2].

2. Gothic

The style represented giant steps away from the previous, relatively basic building systems that had prevailed. The Gothic grew out of the Romanesque architectural style, when both prosperity and relative peace allowed for several centuries of cultural development and great building schemes. From roughly 1000 to 1400, several significant cathedrals and churches were built, particularly in Britain and France, offering architects and masons a chance to work out ever more complex and daring designs.

The most fundamental element of the Gothic style of architecture is the pointed arch, which was likely borrowed from Islamic architecture that would have been seen in Spain at this time. The pointed

arch relieved some of the thrust, and therefore, the stress on other structural elements. It then became possible to reduce the size of the columns or piers that supported the arch.

So, rather than having massive, drum-like columns as in the Romanesque churches, the new columns could be more slender. This slimness was repeated in the upper levels of the nave, so that the gallery and clerestory would not seem to overpower the lower arcade. In fact, the column basically continued all the way to the roof, and became part of the vault [3].

3. Renaissance

The concept of the Renaissance, which aimed to achieve the rebirth or re-creation of ancient Classical culture, originated in Florence in the early 15th century and thence spread throughout most of the Italian peninsula; by the end of the 16th century the new style pervaded almost all of Europe, gradually replacing the Gothic style of the late Middle Ages. It encouraged a revival of naturalism, seen in Italian 15th-century painting and sculpture, and of Classical forms and ornament in architecture, such as the column and round arch, the tunnel vault, and the dome.

Knowledge of the Classical style in architecture was derived during the Renaissance from two sources: the ruins of ancient Classical buildings, particularly in Italy but also in France and Spain, and the treatise *De architectura* (c. 27 BC; “On Architecture”) by the Roman architect Vitruvius. For Classical antiquity and, therefore, for the Renaissance, the basic

element of architectural design was the order, which was a system of traditional architectural units. During the Renaissance five orders were used, the Tuscan, Doric, Ionic, Corinthian, and Composite, with various ones prevalent in different periods. For example, the ornate, decorative quality of the Corinthian order was embraced during the early Renaissance, while the masculine simplicity and strength of the Doric was preferred during the Italian High Renaissance. Following ancient Roman practice (e.g., the Colosseum or the Theatre of Marcellus), Renaissance architects often superimposed the order—that is, used a different order for each of the several stories of a building—commencing with the heavier, stronger Tuscan or Doric order below and then rising through the lighter, more decorative Ionic, Corinthian, and Composite [4].

4. Beaux Arts

The “Beaux Arts” style evolved from the French classicism of the Style Louis XIV, and then French neoclassicism beginning with Louis XV and Louis XVI. French architectural styles before the French Revolution were governed by Académie royale d’architecture (1671–1793), then, following the French Revolution, by the Architecture section of the Académie des Beaux-Arts. The Academy the competition for the “Grand Prix de Rome” in architecture, which offered prize winners a chance to study the classical architecture of antiquity in Rome,

The formal neoclassicism of the old regime was challenged by four teachers at

the Academy, Joseph-Louis Duc, Félix Duban, Henri Labrouste and Léon Vaudoyer, who had studied at the French Academy in Rome at the end of the 1820s, They wanted to break away from the strict formality of the old style, by introducing new models of architecture from the Middle Ages and the Renaissance. Their goal was to create an authentic French style based on French models. Their work was aided beginning in 1837 by the creation of the Commission of Historic Monuments, headed by the writer and historian Prosper Mérimée, and by the great interest in the Middle Ages caused by the publication in 1831 of *The Hunchback of Notre Dame* by Victor Hugo. Their declared intention was to “imprint upon our architecture a truly national character.”

The style referred to as Beaux-Arts in English reached the apex of its development during the Second Empire (1852–1870) and the Third Republic that followed. The style of instruction that produced Beaux-Arts architecture continued without major interruption until 1968 [5].

5. Modern

Modern architecture became a dominant architectural style after the Second World War, and remained at the top for several decades.

As with other modern movements in literature, art, and music, modern architecture is believed to come from the Enlightenment and new technological abilities developed out of the Industrial Revolution. Modernity is also read as a reaction to eclecticism and the lavish, detail-oriented styles of the Victorian era

and later Art Nouveau. Early examples of modern architecture, like Paxton's Crystal Palace in London and Frank Lloyd Wright's Unity Temple in Chicago make use of these new construction materials, respectively iron and concrete.

The Bauhaus School, founded by Walter Gropius in 1919, was a leading voice in early modern styles.

The Bauhaus distanced itself from ornamentation and earlier ideas of “beauty”, opting for rationalization.

Modern architecture is still very alive today, and has become a stronghold of American aesthetics and popular culture. While many buildings have succumbed to demolition in the 1970s, many more are being actively protected and revered for their historical impacts on art and society [6].

6. Postmodern

Postmodern architecture, also known as postmodernism (or ‘pomo’), is an architectural style that emerged in the late-1960s as a reaction against modernism.

Modernist architecture had faced increasing criticism for its rigid doctrines, uniformity and perceived lack of local and cultural context. There were also those who derided the modernism of Le Corbusier and Ludwig Mies van der Rohe for being too bleak, formal and austere.

The failure of building methods and materials, such as the collapse of Ronan Point in 1968, and the gradual deterioration of once-‘utopian’ housing estates, also contributed to the backlash against modernism.

Postmodernism flourished during the 1980s and 1990s, sub-dividing into other styles such as high-tech, deconstructivism, and neo-classicism. Leading architects of the movement included; Philip Johnson, Charles Moore, Frank Gehry, Michael Graves, Terry Farrell and James Stirling [7].

Architects and designers of today use the great eras of architecture as inspiration. These eras also challenge designers to continue to design efficient, safe and sustainable buildings for everyday use.

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HIGHER AGRICULTURAL EDUCATION AND RURAL DEVELOPMENT

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***Annotation:** Educational programmes must be considered as an integral part of all rural development activities. In many instances, the success of development efforts depends on availability of well-trained agriculture personnel. People who run the different rural development services such as agricultural extension, research, credit and co-operatives are those who were trained in agricultural school and colleges. The key role being played by these institutions by providing preserves training cannot be over emphasized.*

Key words and phrases: Educational programmes, agricultural schools and colleges, rural development.

Introduction. In recent years, much attention has been given to the importance of agricultural colleges and universities as national development agencies. Government leaders and policy maker shave begun to realize the multifarious roles of these institutions as agencies whose responsibility is not only to train needed man power for national development programmes but also to undertake research and extension to achieve self-sufficiency in food production. Financial support from national budgets and foreign loan sand grant shas provided for the developmentof the instructional, research and extension programmesof these collegesand universities. In fact, in some countries, such programmes have been integrated into the national agricultural development system.

Kognitivand discursive method. While the role of agricultural institutions

in promoting rural development has been explicitly identified there answers the question of whether these centers of learning have indeed oriented their programmes toward this identified role. There now exists a felt need to examine how colleges and universities of agriculture in the Asia-Pacific region have integrated rural development into the academic, research and extension programmes. In the same way, it has become necessary to identify and examine the capabilities and constraints faced by these institutions as they work toward rural development.

The general objective of the study is to examine academic, research and extension programmes of agricultural institutions of higher education in the Asia-Pacific region in order to determine the extent of their involvement and participation in promoting rural development. The specific objectives of the study are to:

1. Determine the perceived mission, goals and beliefs of selected agricultural institutions in the region based on their instruction, research and extension activities.
2. Determine the extent to which topics rural development community development and extension education have been integrated in the academic of selected agricultural institutions as well as the development of instructional materials for these areas.
3. Identify relevant researches and extension activities in rural development undertaken by the selected agricultural institutions.
4. Identify problems and constraints experienced by these institutions in performing their functions of instruction, research and extension.
5. Identify the institutions priority areas of concerns well as future programme areas which would allow for collaborative efforts in rural development among institutions.

Several institutions were concerned with producing responsible, productive and desirable citizens by developing intellectual and creative powers leadership potentials, skills and talents among students. Only one institution surveyed aimed to develop appropriate inter-institutional linkages, educational opportunities and service programmes to meet the institutional development needs of agricultural colleges and universities in the region.

Only one institution, the Seoul national university of Korea, expressed the belief

that the improvement of rural living should not be the of an agricultural college, university nor should it engage in research and extension as would sacrifice its instruction function. The Chung Nam National University, Korea, believed that it is too much to expect of an agricultural college /university to reorient its instructional research and extension objectives and goals towards the harnessing off its institutional capabilities to respond effectively to changing rural development needs.

Results. A study of the necessity of a thesis as a requirement at bachelor's degree level seems to be in order. Perhaps intensive field work coupled with production courses would be a better prescription than the thesis. However, the thesis as a requirement has a place at the graduate level (master's and doctoral programmes). It develops in civiveness, depth, objectivity, independence, and high level of personal discipline and commitment.

Graduate education in agriculture provides for specialization and a high level of professionalism. In most of the developing countries of the region, the graduates of advanced degree programmes generally occupy to leadership and key positions. The majority of these graduates join institutions of higher learning in agriculture

And area vailed of by government and the international community as consultants, advisers and experts.

Conclusion. In the Asia-Pacific region, as a whole, there is a need to establish more institutions that offer advance degree programmes. Graduate training in

these few institutions is more relevant, less expensive and as good if not better than any offered elsewhere. It may be said that graduate training in the region has, to a certain extent, assisted to arrest the so-called brain drain

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DIE GESETZLICHE GRUNDLAGE DER NICHTSTAATLICHEN UND NICHTKOMERZIELLEN ORGANIZATIONEN.

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***Аннотация.** В данной статье речь пойдет о роли и положении негосударственных и некоммерческих организациях, в жизни общества.*

***Abstract.** The given article outline the role and importance of noncommercial and nongovernmental organizations in life of a society.*

Im Leben der Gesellschaft unserer Republik Usbekistan nehmen heute nichtstaatliche und nichtkommerzielle Organisationen einen wichtigen Platz ein. In den Jahren der Unabhängigkeit wurde in der Republik auf Grundlage der bürgerlichen Gesellschaft der Rechtsstaat gegründet. In der Gründung des Rechtsstaats spielen die nichtstaatliche und nichtkommerzielle Organisationen eine große Rolle.

Laut des Artikels N 56 des Kapitels XIII der Verfassung der Republik Usbekistan steht: In der Republik Usbekistan werden die gesetzlich angemeldete Gewerkschaften, politische Parteien, die Verbände der Gelehrten, Frauen-, Senioren- und Jugendorganisationen, Forschungsvereine, Massenbewegungen und andere bürgerliche Organisationen anerkannt. (2,6). Die Voraussetzungen zur Gründung des souveränen, demokratischen Staaten dienen nichtstaatlichen und nichtkommerziellen Organisationen und ihre Unterstützung wird auch von unabhängigen Republik Usbekistan verbreitend benutzt. Und zwar, 1999 am 14-April wurde in der Vollversammlung des Parlaments Oliy Majlis der Republik Usbekistan ein Gesetz über die „nichtstaatli-

chen und nichtkommerziellen Organisationen“ aufgenommen (3.156). Nacher werden einige Veranstaltungen in der Republik durchgeführt. Im Juli 2008 wurde von dem Ober- und Unterhaus des Oliy Majlis der Republik Usbekistan den zusätzlichen Beschluss „über die Unterstützung und Verstärkung der Massnahmen der nichtstaatlichen und nichtkommerziellen Organisationen und andere Institutionen der bürgerlichen Gesellschaft“ aufgenommen. Dieser Beschluss war ein weiterer Schritt in der Entwicklung der nichtstaatlichen und nichtkommerziellen Organisationen und gewährt die bürgerliche Institutionen unabhängig zu entwickeln, verstärkt in der demokratischen Erneuerung ihre Rolle und ihre Bedeutung.

Laut des zusätzlichen Beschlusses wurde andere auf demokratischen Prinzipien gegründete nichtstaatliche und nichtkommerzielle Organisationen, sowie die Struktur der Finanzierungquelle der Tätigkeiten der anderen Institutionen gegründet. Auf Grundlage der Demokratisierungserneuerung und Modernisierungsmassnahmen sind heutzutage über 5 Tausend nichtstaatliche und nichtkommerzielle Organisationen tätig. Unter ihnen gibt es solche große

nichtstaatlichen und nichtkommerziellen Organisationen, gesellschaftliche Vereine wie: die jugendliche Massenbewegung „Komolot“, Frauenverbandskomitee, die Stiftungen „Mahalla“, „Nuroniy“, Forum der „Kultur und Kunst Usbekistan“, „Für gesunde Generation“.

Heute beschäftigen sie sich mit der Verteidigung der gesellschaftlich-wirtschaftlichen Rechte der Bürger über 40 Prozent der nichtstaatlichen und nichtkommerziellen Organisationen, mit der Erschließung der Frauenproblemen 14,2 Prozent, mit der Verwirklichung der Tätigkeiten des Gesundheitswesens, der Bildung, der Umweltfragen 13,6 Prozent, mit den anderen sozialbewertenden Tätigkeiten 12 Prozent. Die nichtstaatlichen und nichtkommerziellen Organisationen arbeiten in den Bereichen, wo man Bedarf an entsprechende Funktionen, Unterstützungen in den gesellschaftlichen Strukturen hat.

2005 wurde allgemeines bürgerliches Forum durchgeführt und es spielte eine wichtige Rolle in der Entwicklung der bürgerlichen gesellschaftlichen Institutionen. Auf Grundlage des Beschlusses des Forums entstand die nationale nichtstaatlichen und nichtkommerziellen Organisation der Republik Usbekistan gegründet. Heutzutage vereint die nationale Assoziation in seine Reihen über 300 nichtstaatlichen und nichtkommerziellen Organisationen, die von der Bevölkerung unterstützt werden.

Die Rolle der nationalen Assoziation ist in der Verteidigung der Rechte, der Freiheit, sowie gesetzliche Interesse der Bevölkerung ausserordentlich groß. Die Tätigkeit dieser Assoziation wurde auf

Anregung der Bürger gegründet und gezielte auf die Unterstützung und Verteidigung der aktiven und rechtlichen Tätigkeiten der nichtstaatlichen und nichtkommerziellen Organisationen. Die Tätigkeit solcher Organisationen werden in 5 Richtungen durchgeführt. Das sind solche Richtungen wie: Frauen, Jugendlichen, Rechtlichen, Ökologisch-wirtschaftlichen, Gesellschafts-humanitären.

In den Jahren der Unabhängigkeit entstand in unserer Republic die größte, sehr wichtige nichtstaatliche und nichtkommerzielle gesellschaftliche Bewegung „Komolot“, die in sich 4,6 Millionen jugendlichen vereinen. Diese Organisation hat auch Zweigstellen in allen Gebieten und Städten. Auf Grund der Massenbewegung der Jugendlichen „Komolot“ wurde republikanische schulische Kinderbewegung „Kamalak“ gegründet, die in ihre Reihe 4,2 Millionen Schüler vereinigen. Zugleich arbeitet auch gesellschaftlich-dienstliche Zentren. Diese Zentren leisten den Jugendlichen rechtliche, medizinische Hilfe, richten auch sie in den Beruf, berufsorientierenden Ausbildungen, helfen bei der Arbeitsstellen zu finden. Die Massenbewegung „Komolot“ unterstützt Kinder und Jugendlichen in der Körperkultur, fördert dreistufigen Struktur des Massensports, die in der Welt kein ähnliches gibt. Das sind „Umid nihollari“ (Pflanzen der Hoffnung) republikanische Wettbewerbe der Schüler, „Barkomol avlod“ (vollkommener Nachwuchs) für Studenten des Kollegs und der Lyzeen, „Universiada“ für Studenten der Universitäten und Hochschulen. Diese Massenbewegung unterstützt auch die Stiftung der

Verwirklichung des Kindersports in Usbekistan.

Am Schluss bestätigen wir, dass die nichtstaatliche und nichtkommerzielle Organisationen zur Freiheit des Gesellschaftsleben in der Republik fördert und vertärkt ihre Rolle von Jahr zu Jahr.

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ПІДБІР ДРІЖДЖІВ ДЛЯ ПРИГОТУВАННЯ БЕЗАЛКОГОЛЬНИХ НАПОЇВ БРОДІННЯ У ЗАКЛАДАХ ГОТЕЛЬНО-РЕСТОРАННОГО ГОСПОДАРСТВА

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Ключові слова: безалкогольний напій бродіння, дріжджі, бродильна активність дріжджів.

Анотація: в статті зроблена спроба підбору різних типів (пресованих і сухих) хлібопекарських дріжджів для виготовлення безалкогольних напоїв бродіння у закладах готельно-ресторанного господарства.

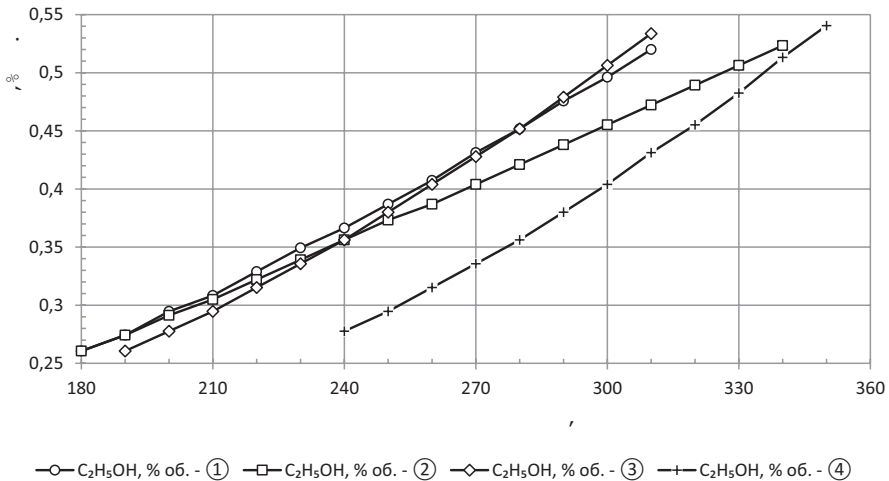
Актуальною задачею при збродженні сусла для безалкогольних напоїв бродіння у закладах готельно-ресторанного господарства є підбір дріжджів. Дріжджі повинні бути доступні, мати високу бродильну активність, бути невибагливими до азотного харчування та стійкими до автолізу. Безалкогольні напої бродіння виготовляються з сусла, яке містить у своєму складі підготовлену воду, екстрактивну частину (цукор і органічні кислоти) та ароматичну частину. В подальшому проводять ферментацію сусла культурами мікроорганізмів, з протіканням переважно спиртового або незавершених молочнокислого і супутнього йому спиртового бродіння, з накопиченням об'ємної частки етанолу в суслі не більше ніж 0,5 %. Дослідженнями зроблена спроба підбору дріжджів для виготовлення безалкогольних напоїв бродіння у закладах готельно-ресторанного господарства. Були досліджені: 1 – дріжджі пресовані хлібопекарські по ТУ У 15.8-

00383295-005:2005; 2 – дріжджі хлібопекарські пресовані по ТУ У 10.8-00383320-001; 3 – дріжджі хлібопекарські сухі швидкодіючі по ТУ У 10.8-30723648-007:2015; 4 – дріжджі хлібопекарські сухі швидкодіючі імпорتنі.

Для досліджень використовували воду питну за ДСанПіН 2.2.4-171-10 та ДСТУ 7525 попередньо прокип'ячену та охолоджену, цукор білий за ДСТУ 4623, дріжджі хлібопекарські пресовані та сухі різних виробників, пристрій для визначення бродильної активності дріжджів манометричним методом [1], неохмелене пивне сусло з світлого ячмінного солоду.

Дослідні зразки сусла готували змішуванням 10 % мас. пивного сусла та 10 % мас. розчину цукрози у співвідношенні 1:1.

В приготовлене таким чином сусло додавали дріжджі в кількості 0,05 % мас. по сухих речовинах. Сусло зброджували періодичним способом при температурі 30 °С.



Підбір дріжджів здійснювали по динаміці накопичення етанолу, як показнику їх бродильної активності. Концентрацію етанолу в суслі визначали за допомогою аналітичних рівнянь по тиску, що створює виділений вуглекислий газ в бродильних циліндрах [1].

Оскільки на практиці зброджування сусла проводиться протягом нетривалого часу, до накопичення в ньому етанолу не більше 0,5 % об., то немає сенсу враховувати вплив приросту кількості дріжджових клітин на збільшення їх сумарної бродильної активності.

На рисунку наведені результати зброджування сусла різними видами доступних дріжджів.

Як видно з результатів експериментів, накопичення етанолу в суслі у діапазоні 0,25÷0,5 % об. відбувалося в межах 180÷360 хвилин від початку внесення дріжджів у сусло. Причому,

дріжджі хлібопекарські сухі швидкодіючі по ТУ У 10.8-30723648-007:2015 зразок 3) і дріжджі пресовані хлібопекарські по ТУ У 15.8-00383295-005:2005 зразок 1) мають приблизно однакову динаміку бродіння і найменший час досягнення допустимої концентрації етанолу в суслі.

Дріжджі хлібопекарські пресовані по ТУ У 10.8-00383320-001 зразок 2) і дріжджі хлібопекарські сухі швидкодіючі імпорتنі (зразок 4) мають приблизно однаковий час досягнення допустимої концентрації етанолу в суслі, хоча динаміка бродіння останніх дріжджів вища.

Різниця в часі, для досягнення 0,5 % об. етанолу в суслі, між різними видами дріжджів становить не більше 30 хвилин, що не є критичним фактором при підборі дріжджів для зброджування сусла безалкогольних напоїв бродіння.

На підставі проведених експериментів встановлено, що найвищу бродильну активність мають дріжджі пресовані хлібопекарські по ТУ У 15.8-00383295-005:2005 і дріжджі хлібопекарські сухі швидкодійчі по ТУ У 10.8-30723648-007:2015, які можуть бути використані для приготування

безалкогольних напоїв бродіння у закладах готельно-ресторанного господарства.

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ВИКОРИСТАННЯ АДРЕСНИХ КОРМОВИХ ДОБАВОК В РАЦІОНАХ ВІДГОДІВЕЛЬНОГО МОЛОДНЯКУ СВИНЕЙ

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Розглянуто ефективність застосування адаптованих до умов конкретного господарства кормових добавок у складі раціонів відгодівельного молодняку свиней.

Ключевые слова: премікс, мінеральні речовини, вітаміни, адаптована кормова добавка, продуктивність.

Ключові слова: премікс, мінеральні речовини, вітаміни, адаптована кормова добавка, продуктивність.

Key words: premix, minerals, vitamins, targeted feed additive, productivity.

Збільшення виробництва та поліпшення якості свинини пов'язані з пошуком шляхів підвищення продуктивності тварин генетичними та паратиповими факторами. До останніх відносяться корми і годівля.

Однією з головних умов підвищення продуктивності свиней є забезпечення їх повноцінною годівлею [1].

Одним із шляхів підвищення використання поживних речовин кормів тваринами є збагачення раціонів кормовими добавками різної природи. При цьому все більше в якості кормових добавок використовують білково-вітамінні мінеральні добавки. Найбільшого поширення у тваринництві набули комплексні добавки нового покоління кількість яких постійно зростає, а їх дія на організм тварин невідомо-

ма. У зв'язку з цим виникає необхідність наукового обґрунтування використання у свинарстві нових кормових добавок [2,3,4].

Тому метою наших досліджень було вивчення ефективності використання адресних кормових добавок в раціонах молодняку свиней на відгодівлі адаптованих до умов конкретного господарства.

Наші дослідження проводились в умовах ПОП "Вікторія" Миколаївської області за схемою наведеної в табл. 1.

Для відгодівлі був використаний помісний молодняк від порід велика біла та ландрас. У складі раціонів свиней I контрольної групи не використовувалися вітамінно-мінеральні кормові добавки, у II дослідній групі у відповідності до умов годівлі в господарстві,

Таблиця 1
Схема досліджень

Група тварин	Умови годівлі
I Контрольна, n=15	Основний раціон (ОР) – збалансований за основними показниками поживності у відповідності до деталізованих норм годівлі
II Дослідна, n=15	ОР + 1% премікс “Текро”
III Дослідна, n=15	ОР + 1% адресна вітамінно-мінеральна добавка з лізином

Таблиця 2
Склад раціонів для відгодівельного молодняка свиней

Корми	Жива маса, кг		
	30...60	60...90	90...120
Кукурудзяна дерть	0,300	-	-
Ячмінна дерть	0,900	2,000	2,800
Пшенична дерть	0,550	0,430	0,500
Макуха соєва	-	0,100	0,100
Висівки пшеничні	0,280	0,450	0,500
Шрот соняшниковий	0,100	0,110	0,110
Сіль кухонна	0,011	0,015	0,019
Крейда кормова	0,024	0,040	0,050
Рибне борошно	0,050	-	-
Дріжджі кормові	0,050	0,025	-
Премікс «Текро» (II дослідна група) або адресна кормова добавка (III дослідна група)	0,023	0,032	0,041

був використаний премікс “Текро” у кількості 1% від маси концентрованих кормів. У раціонах тварин III дослідної групи була використана 1% адресна вітамінно-мінеральна добавка власної рецептури з додаванням препарату амінокислоти лізину. Фактичний склад раціонів для відгодівельного молодняка свиней живою масою 30-60 кг, 60-90 кг та 90-110 кг визначався на основі вивчення первинного зоотехнічного обліку, рецептури розроблених комбікормів і преміксів.

Поживність раціонів відгодівельного молодняка свиней розраховувалась

у відповідності з рецептурою комбікормів і преміксів для I і II та III періодів відгодівлі свиней. Балансування раціонів відгодівельного молодняка свиней проводилось на основі показників поживності раціонів для вагових груп від 30 до 60 кг, від 60 до 90 кг та від 90...110 кг, у відповідності до деталізованих норм.

Відповідно до схеми дослідіу нами було розраховано раціони на перший (жива маса 30-60 кг), другий (жива маса 60-90 кг) та третій (жива маса 90-110 кг) періоди відгодівлі свиней. Склад раціонів наведено у табл. 2.

Таблиця 3

Вміст поживних речовин у раціонах відгодівельного молодняка

Показники	Жива маса, кг		
	30...60	60...90	90...120
	Міститься в раціоні	Міститься в раціоні	Міститься в раціоні
Кормові одиниці,	2,56	3,47	4,48
Обмінна енергія, МДж	28,24	38,70	49,91
Суха речовина, кг	1,91	2,66	3,42
Сирий протеїн, г	344,73	451,51	547,39
Перетравний протеїн, г	271,96	351,47	421,26
Сира клітковина, г	103,99	166,20	210,94
Сіль кухонна, г	11,00	15,00	19,00
Кальцій, г	15,95	21,37	26,83
Фосфор, г	13,51	16,07	19,55

Аналіз раціонів для тварин піддо-слідних груп показав, що вони майже відповідають вимогам деталізованих норм годівлі за основними показниками поживності. Вміст поживних речовин у раціонах відгодівельного молодняка наведено в табл. 3.

У раціонах годівлі свиней живою масою 30-60 кг в 1 кг сухої речовини містилося 14,8 МДж обмінної енергії або 1,34 корм. од., на 1 корм. од. припадало 106 г перетравного протеїну, сирі клітковини у сухої речовині містилося 5,5%.

Концентрація лізину в перетравному протеїні становила 5,2% а співвідношення кальцію до фосфору було в межах 1:1,18.

При відгодівлі свиней живою масою 60-90 кг в 1 кг сухої речовини містилося 14,6 МДж обмінної енергії або 1,30 корм. од., на 1 корм. од. припадало 101 г перетравного протеїну, сирі клітковини у сухої речовині містилося 6,3%, лізину в перетравному

протеїні – 5,2% а співвідношення кальцію до фосфору було в межах 1:1,33.

У заключний період відгодівлі свиней живою масою 90-110 кг раціони мали наступний вміст основних поживних речовин: у 1 кг сухої речовини містилося також 14,6 МДж обмінної енергії або 1,30 корм. од., на 1 корм. од. припадало вже дещо менше перетравного протеїну – 101 г, сирі клітковини у сухої речовині містилося 6,1%, лізину в перетравному протеїні – 5,1% а співвідношення кальцію до фосфору було в межах 1:1,37, що відповідало вимогам деталізованих норм.

Хімічний склад адресних кормових добавок, що використовувався у раціонах відгодівельних свиней живою масою від 30 до 60 кг та від 60 кг до 110 кг наведений у табл. 4.

У складі преміксу міститься незамінна амінокислота лізин, яка відноситься до групи так званих “критичних” амінокислот, нестача яких часто спостерігається у раціонах свиней.

Таблиця 4

Склад 1% адресних кормових добавок для відгодівельних свиней

№ п/п	Компо- ненти	Одиниця виміру	«Текро»		Адресні кормові добавки	
			30-60 кг	60-110 кг	30-60 кг	60-110 кг
Амінокислоти:						
1	Лізін	г	160	182	56	41
Вітаміни:						
2	A	МО	700000	400000	251626	219334
3	D ₃	МО	87500	50000	25199	20608
4	E	мг	1960			
5	K ₃	мг	70			
6	B ₁	мг	70			
7	B ₂	мг	280	200		84
8	B ₃	мг	560			
9	B ₄	мг	20000			
10	B ₅	мг	1330			
11	B ₆	мг	196			
12	B ₁₂	мкг	1900	1000	1413	1897
Мікроелементи:						
13	Залізо	мг	12600	10400		
14	Мідь	мг	3000	2400	344	346
15	Цинк	мг	12900	10600	1042	818
16	Марганець	мг	3400	2800	572	567
17	Кобальт	мг	60	50	82	77

У преміксі наявні жиророзчинні вітаміни А, D, Е і К також наявні водорозчинні вітаміни групи В, що не можуть синтезуватися в організмі свиней і повинні обов'язково надходити разом з кормами. Для забезпечення тварин мікроелементами до преміксу введено залізо, мідь, цинк, марганець, кобальт та йод в кількості від 75 до 12900 мг.

Так, порівняно з преміксом «Текро» вміст лізину у адресній кормовій добавці менше на 141 г або у 4,4 рази, вітаміну А – на 180666 МО або у 1,8 рази, вітаміну D – на 29392 МО або у 2,4 рази, вітаміну В₂ – на 116 мг або

у 2,4 рази, а вітаміну В₁₂ навпаки введено більше на 897 мг або у 0,5 рази. Також до кормової добавки було введено менше міді на 2054 мг або у 6,9 рази, цинку – на 9782 мг або у 13,0 рази, марганцю – на 2233 мг або у 4,9 рази менше, але введено дещо більше кобальту на 27 мг або у 0,6 рази.

Згідно методики досліджень контролю за ростом і розвитком свиней здійснювали шляхом індивідуального зважування. Вікові зміни живої маси підсвинків характеризує динаміка живої маси піддослідного молодняка, яка представлена в табл. 5.

Таблиця 5

Динаміка живої маси піддослідних тварин (кг),

$$\bar{X} \pm S_x$$

Вік, міс	Піддослідні групи		
	I Контрольна	II Дослідна	III Дослідна
3	30,1±0,76	30,0±0,84	30,1±0,81
4	50,9±0,91	52,2±1,21	53,1±1,18
5	77,4±1,28	81,1±1,42*	82,8±1,12**
6	100,5±1,42	106,5±1,29**	109,4±1,35***

Примітки: * - $P \geq 0,95$, ** - $P \geq 0,99$, *** - $P \geq 0,999$, порівняно з контрольною групою

Таблиця 6

Динаміка абсолютних приростів молодняку свиней (кг),

$$\bar{X} \pm S_x$$

Вік, міс	Піддослідні групи		
	I Контрольна	II Дослідна	III Дослідна
3-4	20,8±0,43	22,2±0,51*	23,0±0,32**
4-5	26,5±0,64	28,9±0,72**	29,7±0,50**
5-6	23,1±0,79	25,4±0,82**	26,6±0,77***

Примітки: * - $P \geq 0,95$, ** - $P \geq 0,99$, *** - $P \geq 0,999$, порівняно з контрольною групою

За результатами досліджень встановлено, що тварини III дослідної групи відрізняються кращими показниками живої маси ніж тварини I контрольної та II дослідної групи.

При постановці на дослід у 3-місячному віці середня жива маса тварин у кожній піддослідній групі становила близько 30 кг.

У чотиримісячному віці вірогідної різниці між дослідними та контрольною групами тварин за живою масою не встановлено але найбільшу живу масу мав молодняк III дослідної групи – 53,1 кг. Вони переважали своїх аналогів у I контрольній групі на 4,3%, а у II дослідній на 1,7%.

У п'ятимісячному віці збереглася схожа тенденція. Найбільша жива маса була у тварин III дослідної групи – 82,8 кг, що більше ніж у контролі на 5,4 кг і у II дослідній – на 1,7 кг.

Тенденція більш інтенсивного росту підсвинків дослідних груп зберігається протягом подальшого періоду відгодівлі. Так, на момент завершення відгодівлі у 6-місячному віці тварини III дослідної групи мали найбільшу живу масу – 109,4 кг, що більше у порівнянні з тваринами I контрольної групи на 8,9%, а тварини II дослідної групи переважали аналогів контрольної групи на 6,0%.

Зміни за живою масою піддослідного молодняку свиней підтвердились в значеннях абсолютних, середньодобових приростів (табл. 6,7).

Аналізуючи дані досліджень (табл. 6), бачимо, що з віком спостерігається схожа тенденція динаміки абсолютних приростів живої маси тварин.

Молодняк II дослідної групи переважає тварин I контрольної групи за абсолютним приростом у період

Таблиця 7

Динаміка середньодобових приростів молодняку свиней (г),

$$\bar{X} \pm S_{\bar{x}}$$

Вік, міс	Піддослідні групи		
	I Контрольна	II Дослідна	III Дослідна
3-4	693±8,55	740±9,14*	767±9,01**
4-5	883±9,68	963±12,38**	990±11,83**
5-6	770±10,15	847±13,73**	887±13,79***

Примітки: * – $P \geq 0,95$, ** – $P \geq 0,99$, *** – $P \geq 0,999$, порівняно з контрольною групою

3...4 місяців на 6,7%. В цей же віковий період III дослідна група також переважає I контрольну на 10,6%. Різниця між дослідними групами тварин з контрольною за абсолютним приростом є статистично достовірною.

У період 4...5 місяців найкращі показники абсолютного приросту мають тварини III дослідної групи – 29,7 кг, що більше порівняно з I контрольною групою на 12,1% та на 3,0% порівняно з II дослідною групою.

У останній період відгодівлі найбільше значення абсолютного приросту спостерігалось також у молодняку III дослідної групи. Він становив 26,6 кг, що більше порівняно з тваринами I контрольної та II дослідної груп на 3,5 кг та 1,2 кг відповідно.

З даних отриманих в результаті аналізів середньодобових приростів (табл. 7) встановлено, що в період 3...4 місяців найкращі показники продуктивності спостерігалися у тварин дослідних груп, а найгірші у тварин контрольної групи. Так, у цей віковий період середньодобовий приріст тварин I контрольної групи був менше ніж у тварин II дослідної групи на 6,7% та на 10,6% меншим ніж у тварин III дослідної групи.

У період 4...5 місяців встановлене вірогідне збільшення рівня середньодобових приростів у тварин II та III дослідних груп порівняно з I контрольною групою. Так, у II дослідній групі середньодобовий приріст був більше за аналогів контрольної групи на 80,0 г, а у III дослідній групі на 106,7 г або на 9,1-12,1%.

У період 5...6 місяців середньодобовий приріст тварин дослідних груп також був більшим порівняно з I контрольною групою. У тварин II дослідної групи середньодобовий приріст був більше порівняно з тваринами I контрольної на 76,7 г, а у III дослідної групи на 116,7 г.

Отримані результати дають нам можливість стверджувати, що використання адресних кормових добавок в раціонах відгодівельних свиней має позитивний вплив на їх продуктивність за рахунок збільшення абсолютних та середньодобових приростів. Так, тварини дослідних груп відрізнялися кращими показниками живої маси у період відгодівлі, ніж контрольної групи. Жива маса на кінець періоду відгодівлі II і III дослідних груп була на 9,5 та 9,4 кг більша за показники контрольної групи. Свині дослідних груп

характеризувалися кращими показниками середньодобових приростів за весь період відгодівлі. У тварин II і III дослідних груп вони склали 850 г та 882 г, що більше за прирости аналогів контрольної групи на 8,5% і 12,5% відповідно.

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ABOUT ROSEHIP

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***Anotation:** Rosehip – a perennial, wild-growing plant of the family Pink. People call it a wild rose. Rosehip is not a tall bush from 1.5-2.5 m in height with arched like hanging branches covered with strong sickle-shaped spikes.*

Key words: rosehip fruits, red blood cells, trophic ulcers

Young shoots sleevecase chiropod-omys with thorns and bristles. The flowers are pink or white, with five free petals, Corolla diameter up to 5 cm rosehip Blooms in may and June. Fruits are berry-like (up to 20 mm long), red-orange, of different shapes, with many hairy seeds, ripen in September-October.

Collect rosehip fruits before freezing, because even weak freezing destroys their medicinal properties. At home, the fruit is dried in a dryer or oven at a temperature of 90-100°C, but make sure that they are not burnt. Properly dried raw materials are brownish-red or yellow. Store it in closed banks or bags for two years. Sometimes harvested rosehip flowers during flowering, dried them in the usual way. Infusion of petals tones and refreshes the skin.

Many scientists consider the mountain Rosehips of Iran and the Himalayas to be the birthplace of rosehip. Now the hips have spread practically all over the globe, except in areas of permafrost, tundra and deserts... Berries rose hips attract birds and animals, but mostly an admirer and collector of the gifts of the rose is, of course, people.

Mature rosehip fruits contain 100 g of 14-60 g of water, 1.6-4 g of protein,

24-60 g of carbohydrates, 4-10 g of dietary fiber, 2-5 g of free organic acids; as well as a large number of minerals (potassium, sodium, calcium, magnesium, phosphorus, iron, copper, manganese, chromium, molybdenum, cobalt) and vitamins (B1, B2, B6, K, E, PP, C) tannins, dyes, carotene, Riboflavin, citric and malic acids, sugars, phytoncides, essential oils.

Vitamin C in rosehip 5-10 times more than in black currant, 40 times more than in lemons. Wild rose clears the circulatory system, improves metabolism, rich in vitamins, used in anemia, scurvy, diseases of the kidneys and bladder, liver. Rosehip is used as a sheathing, tonic, weakening the development of atherosclerosis, increasing the body's resistance to infectious diseases and as a vitamin remedy: for this 2 tbsp. spoons of crushed dry fruits pour 1/2 liter of water, boil 15 minutes on low heat, insist, wrapped, night, strain. Take with honey during the day as tea and instead of water.

In the roots of rose hips a lot of tannins, so they are used as an astringent. From rosehip seeds, oil containing fatty acids and vitamins is obtained. It has anti-inflammatory and wound healing properties. Decoction of fruits and roots of rose

hips has many useful properties. It is a multivitamin, choleric, weak diuretic, lowering blood pressure, promotes the production of red blood cells, strengthens the vascular wall (used for nasal bleeding in children), improves appetite. Especially popular is the infusion of rose hips, which is prepared as follows: 2 tablespoons of dry berries grind, pour 2 cups of boiling water, insist in a thermos for 6-8 hours, be sure to strain through several layers of gauze. Drink children from 1/4 to 1/2 Cup, an adult three times a day before meals for three weeks.

Juice from rose hips is useful for normal activity of kidneys, a liver, a stomach and a gastrointestinal tract, removes slags, normalizes blood circulation, increases resistance of an organism at infectious diseases, promotes growth, raises immunity, activates metabolic processes in an organism, im-

proves memory, stimulates function of sexual glands, protects from cancer, cold and flu, removes a headache. It is a powerful antioxidant and has excellent taste.

Folk medicine has long paid attention to the useful properties of rose hips. Its fruits are used as a multivitamin agent for hypoavitaminosis, for the prevention of infectious diseases, as a diuretic, choleric, anti-inflammatory, wound healing agent. Infusion slows the development of atherosclerosis, stimulates the function of the gonads, weakens and ostanavalivaet bleeding, reduces the permeability and fragility of blood vessels, helps with burns and frostbite. Rosehip oil stimulates the regeneration of damaged skin tissues and mucous membranes. Therefore, it is used externally for shallow cracks, as well as for nipple abrasions in nursing mothers, trophic ulcers, dermatoses.

БИОЭКОЛОГИЧЕСКИЕ СВОЙСТВА ТЫСЯЧЕЛИСТНИКА ОБЫКНОВЕННОГО (*ACHILLEA MILLEFOLIUM L.*)

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***Аннотация.** В статье говорится о биоэкологических и лечебных свойствах Тысячелистника обыкновенного и её значение, применение в медицине.*

Ключевые слова: аллювиальные равнины, мезоксерофит, ювенильные особи, *Achillea millefolium L.*, сесквитерпеноиды, монотерпеноиды, алкалоид ахилеин, флавоноиды.

Тысячелистник обыкновенный (*Achillea millefolium L.*) – многолетнее травянистое растение семейства Астровые (*Asteraceae*). В диком виде тысячелистник обыкновенный произрастает в Европе и Азии (до Гималаев), как заносное растение-в Северной Америке, Новой Зеландии и Южной Австралии. В нашей стране распространён почти повсеместно. Встречается на лугах, в луговых степях и лесах. Культивируют его в Англии и Австралии.

Тысячелистник – многолетнее травянистое растение высотой до 20-80 см со своеобразным запахом, с ползучим разветвленным шнуровидным корневищем, с почти неветвистыми тонкими корнями и подземными побегами. Из корневища вырастает стебель, прямой или приподнимающийся, простой или немного ветвистый в верхней части, ребристый, с небольшими очередными сидячими листьями. Прикорне-

вые листья крупные черешковые с ланцетовидным контуром, опушенные, дважды-, трижды перисторассеченные. Нижние листья черешковые, длиной 10-15 см, стеблевые – более мелкие, сидячие. Соцветия мелкие многочисленные корзинки, собранные в щитки на верхушке стебля и его разветвлений. В корзинке краевые цветки язычковые пестичные, белые, реже розовые, их пять. Внутренние цветки трубчатые, обоеполые, желтые. Плод – семянка длиной 1,5-2 мм, продолговатая или обратнойцевидная, сплюснутая, голая, без хохолка, серебристо-серая. Масса 1000 семян 0,11-0,15г. Цветет с начала июля до поздней осени, плодоносит с августа.

Тысячелистник одним своим присутствием благотворно влияет на окружающие растения. Оказывается, тысячелистник обладает повышенной способностью извлекать из почвы серу и стимулировать ее поглощение сосе-

дями. Тысячелистники нетребовательны к почве, хотя лучше растут на питательных, слегка увлажненных, содержащих известь. Хорошо отзываются на питательные подкормки. В сухую погоду могут нуждаться в дополнительном поливе.

Имеет множество сортов. Чтобы высокие виды и сорта не нуждались в подвязке, лучше сажать на открытых солнечных местах. Недостатком этого растения можно считать склонность к агрессивному захвату территории и сорному самосеву. Чтобы не пришлось выпалывать сеянцы из самых неожиданных мест, лучше своевременно удалять увядшие соцветия.

Как правило тысячелистник размножают делением куста, которое требуется каждые 2-3 года. Делить кусты можно и весной, и осенью. Летом также можно размножать тысячелистник зелеными черенками. Семенное размножение применяется редко, поскольку сортовые растения при таком способе не сохраняют свои особенности.

Нетребователен к почве, хотя предпочитает питательные, хорошо дренированные и известкованные. В засушливую погоду может требовать полива. Хорошо отзывается на питательные подкормки.

В степной зонах Ферганы ведущий комплексный градиент объединяет экологические факторы, связанные с увлажнением почв. Нами показано, что основные морфологические параметры тысячелистника определяются в первую очередь количеством осадков.

Проведенные исследования показали, что ниша *A. millefolium* охватывает и бедные, и богатые почвы, а реализованная – только бедные, на которых они благодаря биологическим и экологическим особенностям оказываются сильными конкурентами. *A. millefolium* предпочитает сообщества лугов на аллювиальных равнинах с мезоксерофитной характеристикой по отношению к влажности почв взрослые особи легко могут переносить летние засухи. Проросткам и ювенильным особям *A. millefolium* опасны весенние засухи.

По системе Макклиода – Пианки, отражающей репродуктивное усилие вида, тысячелистник обыкновенный проявляет переходный тип стратегии (между R- и K-отборами), т.е. растение характеризуется достаточно высокой плодовитостью и умеренной долей органов вегетативного размножения – зимующих корневищ.

В траве тысячелистника содержится около 0,25–0,8% (иногда до 1,4%) эфирного масла. Его количество в значительной мере зависит от периода вегетации растения: в раннем периоде вегетации его содержание составляет 0,13%, во время цветения – 0,34%. В состав эфирного масла входят сесквитерпеноиды: ахиллин, ацетилбалхинолид, кариофиллен, проазулен; монотерпеноиды: камфора, туйол, цинеол, пинен, борнеол. Кроме того, в траве тысячелистника обнаружены алкалоид ахилеин, флавоноиды, в том числе флавоновые гликозиды апигенин и лютеолин; ду-

бильные вещества, горькое соединение ахилеин, витамины К, С, А; амины: холин, стахидрин; сложные эфиры, кариофиллен, муравьиная, уксусная и изовалериановая кислоты.

Тысячелистник усиливает сокращение маточной мускулатуры, что определяет его эффективность при маточных кровотечениях. Установлено, что 0,5 %-й настой тысячелистника увеличивает свертываемость крови.

Растение применяют в виде настоев, отваров, экстрактов при различных заболеваниях желудочно-кишечного тракта, язвенной болезни и гастрите. Тысячелистник входит в состав желудочных и аппетитных чаев. Препараты тысячелистника с крапивой применяют как кровоостанавливающее и успокаивающее средство при внутренних и наружных кровотечениях.

В Монголии надземную часть растения употребляют внутрь при опухолях. Настой листьев и соцветий – наружно при ушибах, ранах, ожогах. В тибетской медицине тысячелистник входит в состав сложных лекарственных смесей, применяемых при хронических заболеваниях печени и желудочно-кишечного тракта, а также при интоксикациях. В Болгарии отвар из листьев и цветков принимают при золотухе, ревматизме, заболеваниях печени, головных болях и как противоглистное средство.

В народной медицине настой тысячелистника, кроме того, употребляют внутрь при нарушении менструального цикла, для улучшения аппетита и пищеварения и увеличения количества молока у кормящих матерей. Свежевыжатый сок – при туберкулезе и малокровии.

THE ROLE OF INFORMATION MANAGEMENT IN THE ORGANIZATION

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Abstract. *The authors consider information management functions, their role in optimizing business process and improving organization performance. Formulated new requirements for information management.*

Keywords: information management, functions, business process, re-quirements.

The functions of managing the organization are related to the processing of the information received. Management has many functions, namely planning, accounting, analysis, control, regulation, forecasting, etc.

In modern organization, management is increasingly dependent on information support, which may be the main activity. Scientists, applying a systematic approach, namely, moving from the general to the particulars and vice versa, give different interpretations to the functions of the organization (Table 2.1).

At the beginning of the last century, an approach focused on the rationalization of information flows prevailed, in which the enterprise was viewed as a stable sys-

tem with clearly defined functions of individual divisions. It was assumed that the information flows in the enterprise are a reflection of the objective requirements arising in the management process. An analysis of the information needs of decision makers was a priority.

All functions in the organization are interrelated. A similar feature of the functions of information management. They are interrelated, based on management functions, but have their own specifics. Consider their examples (table. 2.2).

The content of the functions changes. Functions such as maintaining a business impulse aimed at managing the provision of services inform the business of the characteristics of all major business processes,

Tab. 2.1.

The main functions of management (according to scientists)

No.	Functions	Authors
	Planning, organization, management, control	F. Taylor [1]
	Foresight (prediction and planning), organization, management, coordination, control	A.Fayol [2]
	Planning, management, support, improvement	ISO 9000: 2005 Quality Management Standard [3]
	Planning, Management, Ensuring, Improvement, Quality Innovations	A.V. Glazunov [4]
	Planning, organization, motivation, control, coordination	E.A. Ivanov [5]

Tab. 2.2.

The main functions of information management (according to scientists)

No.	Functions	Authors
	Maintaining a business impulse (operational management), improving business results (tactical management), technological leadership (strategic management) in the information sphere	V.S. Kasyanov [6]
	Formation of the technological environment, planning, organization, motivation, cost management of the sphere of informatization, development of the information system and its maintenance, control of the use of computing tools, development of innovative programs	O.V. Vasyuhin, A.V. Varzunov [7] N.I. Shanchenko [8]
	Providing all officials with reliable information (basic), management of communications, management of information resources, management of information processing	Mv Larin [9]

the function of improving business results combines the material and information flows necessary to execute the business process and obtain the necessary result.

In modern conditions of digitalization of the economy, the functions of information management have begun to play an important role in the achievement of the strategic goals of the organization. There are new requirements for them. In our opinion, such a function as providing officials with reliable information is important, because:

- increased volumes of information garbage;
- the accuracy of the information will determine the competitive advantages of the organization;
- the demand was for the speed of receiving information.

The next function – the formation of the technological environment of the organization's informatization sphere is very relevant, since At present, there is a rapid change in computing, peripheral, communication equipment, software, and information tools due to its constant mod-

ernization. Decision makers must constantly be concerned with the formation of the modern sphere, ensuring its effective functioning. These features also explain the importance of the continuous improvement of information technologies and the relevance of the function of their development and maintenance [10, 11].

Modern information technologies have a significant feature. At first, when the information processing automation tool appeared, it was mainly applied to the already existing control procedures, then the situation has changed radically in recent times. Information technologies are becoming a kind of catalyst for the dissemination of advanced management experience and modern management technologies. At the same time, they optimize business processes in accordance with the latest achievements of management theory and practice

Conclusion

At present, the market for new IT-technologies is rapidly developing, which are used to manage enterprises of a wide

variety of profiles, with various organizational structures of management, with different numbers of employees.

New economy requires managers who feel confident with new information technologies and their components. Therefore, in order to properly assess the threats and opportunities in the environment of the company, they must complete the problem statement, establish feedback, change the conditions if necessary, obtain variants of solutions, make an assessment of the effectiveness of the solutions obtained, choose the optimal (or quasioptimal) variant and best implement your idea. Designers must determine the effectiveness of information technology, select the functions to be automated, and it is possible to delegate some of the functions by transferring them to outsourcing.

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ACCOUNTING OF LONG-TERM LOANS OF BANKS ОБЛІК ДОВГОСТРОКОВИХ ПОЗИК БАНКІВ

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Key words: *accounting, taxation, long-term loans, financing, credit*

Ключові слова: *облік, оподаткування, довгострокові позики, фінансування, кредит.*

Для ефективної фінансової діяльності підприємства на будь-якій стадії його розвитку необхідне залучення позикових коштів. Потенційний позичальник повинен чітко знати критерії, що застосовуються фінансовими установами при прийнятті рішення стосовно видачі кредитної позики. Також важливим є правильне оподаткування та відображення кредитних операцій в обліку для відображення коректних даних в податковій звітності підприємства.

Позичковий капітал підприємства – це кошти, які залучаються для фінансування господарської діяльності підприємства на принципах строковості, поверненості та платності.

Економічною наукою категорія кредиту переважно розглядається як довіра однієї особи до іншої, на підставі якої у позику надається певна вартість у грошовій або товарній формі на тимчасове користування за відповідну плату. Таке тлумачення поняття креди-

ту витікає з походження даного терміну від латинського «*creditum*», що в перекладі означає «вірю», «довіряю». При визначенні цієї економічної категорії необхідно акцентувати увагу на таких основних ознаках:

- кредит необхідно розглядати як специфічний тип економічних відносин, що ґрунтується на довірі;
- економічною основою кредиту є мобілізація й нагромадження тимчасово вільних коштів і формування з них позичкового капіталу;
- кредит є актом передачі кредитором певної суми капіталу у тимчасове користування позичальнику на умовах повернення та власності.

Відповідно до Закону України «Про фінансові послуги і державне регулювання ринків фінансових послуг» фінансовим кредитом є засоби, надані в позику юридичній чи фізичній особі на визначений строк та під відсотки. Надання кредитів згідно зі ст.4 вищезазначеного Закону є фінансовою по-

слугою, яку, в свою чергу, можуть надавати лише фінансові установи. В окремих, передбачених законодавством випадках, суб'єктом, що має право надавати фінансові кредити, може бути фізична особа – підприємець.

Фінансова установа – це юридична особа, яка відповідно до законодавства надає одну або декілька фінансових послуг і внесена у відповідний реєстр в порядку, встановленому законом. До складу фінансових установ відносять: банки, кредитні союзи, ломбарди, лізингові компанії, довірчі товариства, страхові компанії, установи накопичувального пенсійного забезпечення, інвестиційні фонди і компанії та інші юридичні особи, виключним видом діяльності яких є надання фінансових послуг. Національний банк України та Кабінет Міністрів України встановлює, регулює та контролює правила надання фінансових кредитів.

Порядок відображення кредитних операцій в бухгалтерському обліку регулюється П(С)БО 11 «Зобов'язання».

Відповідно до П(С)БО 11 зобов'язання поділяють на довгострокові, поточні, забезпечення, непередбачені зобов'язання та доходи майбутніх періодів. Оскільки даний матеріал присвячений питанню обліку довгострокових позик банків, розглянемо більш детально відображення саме довгострокових зобов'язань на рахунках бухгалтерського обліку.

Довгостроковий кредит банку є зобов'язанням, на яке нараховуються відсотки та яке підлягає погашенню

протягом дванадцяти місяців з дати балансу. Його треба розглядати як довгострокове зобов'язання, якщо первісний термін погашення був більшим, аніж дванадцять місяців та до затвердження фінансової звітності існує угода про переоформлення цього зобов'язання на довгострокове. Довгострокові зобов'язання, на які нараховуються відсотки, відображаються в балансі за їх теперішню вартість. Відповідно до П(С)БО 11 теперішню вартість є дисконтована сума майбутніх платежів (за вирахуванням суми очікуваного відшкодування), яка буде очікувано необхідна для погашення зобов'язання в процесі звичайної діяльності підприємства. Облік довгострокових кредитів позичальник здійснює із застосуванням рахунка 50 «Довгострокові позики».

Отже, в ході розкриття даного питання було проаналізовано сутність поняття кредиту, нормативно-правову базу, що регулює операції з кредитування; виділено основні ознаки та види кредиту, а це дозволяє зробити наступні висновки:

Фінансовим кредитом є засоби, надані фінансовою установою в позику юридичній чи фізичній особі на визначений строк та під відсотки.

Найпоширенішою формою кредиту є банківський кредит, але, крім того, розрізняють комерційний, споживчий, іпотечний, лізинговий, консорціумний, бланковий та інші види кредиту;

До моменту звернення до фінансової установи з метою отримання позики, раціональним є проведення під-

приємством аналізу власної привабливості в якості позичальника для банку. Основними показниками, які необхідно проаналізувати є коефіцієнти ліквідності (миттєвої, поточної, загальної), коефіцієнти стійкості, рентабельності (активів, продажу), аналіз грошових потоків. Після ретельного аналізу підприємство має змогу відне-

сти себе до однієї з груп за класифікацією НБУ та оцінити свої шанси щодо отримання кредиту.

Список використаних джерел:

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THE CONCEPT OF MONOPOLY AND ITS MAIN TYPES

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Monopoly is a company that is the only supplier of a product that does not have similar analogues. Moreover, it is the only one that delivers a product that has no analogues. The main consequence of the existence of a monopoly are market restrictions on entry into the market, which prevent other companies from conducting fair competition with the monopolist. Restrictions on market entry occur because of the following reasons:

- The main production resource is owned by only one enterprise or firm.
- The government provides exclusive rights to produce a specific product of one company.
- Production costs arise in such a way that the maximum production efficiency is carried out only when a certain manufacturer is on the market.

The main basis of monopoly is the dominant position of an economic entity in the market, which gives it the advantage to have a decisive influence on competition, raise prices and reduce production compared to the standard level, and also limit market access to other economic entities. Thus, it will allow monopolists to redistribute effective demand in their favor, to receive monopoly high profits.

Competitive markets generally work together and in good faith, that can't be

said about markets in which either buyers or sellers manipulate prices. In a market where one seller controls the offer: output will be limited, and the cost of manufactured products will be high. Monopoly is an extreme form of imperfect competition. The seller has monopoly power if he raises the price of his products by limiting his own production volume. There are monopolistic restrictions on entry into the market, where not every new entrepreneur or company can place their own products. Basically, the policy of price discrimination is carried out by firms with monopoly power, that is, the sale of the same product for different groups of consumers is carried out at different prices. However, this monopolist firm should safely distinguish between its market, focusing on the different elasticities of demand from different consumers, and feel the line between a "cheap" market and a "expensive" one. Types of monopolies are directly proportional to the market structure and competition. There are types of monopolies, which can be divided into three main ones: natural, economic and administrative. Natural monopoly arises due to objective reasons. This reflects the situation when the demand for this product is better suited to one or more companies. It is based on the capabilities of the production technology and customer ser-

vice. Here competition is impossible or undesirable. For example, electricity, telephone services, communications, etc. In these industries there is a limited number, if not the only national company, and therefore, naturally, they take a monopoly position in the market. Administrative monopoly arises from the actions of state bodies. On the one hand, this provides individual firms with the exclusive right to perform a certain type of activity. On the other hand, these are organizational structures for state-owned enterprises, when they unite and are subordinated to different central administrations, ministries, and associations. Here, as a rule, enterprises of the same industry are grouped. They act on the market as one economic entity and there is no competition between them. The economy of the former Soviet Union belonged to the most monopolized in the world. The administrative monopoly dominated there, primarily the monopoly of all-powerful ministries and departments. Moreover, there was an absolute monopoly of the state on the organization and management of the economy, which was based on the dominant state ownership of the means of production. Economic monopoly is the most common. Its appearance is due to economic reasons, it develops on the basis of the laws of economic development. We are talking about entrepreneurs who have managed to win a monopoly position in the market. Two paths lead to it. The first is the successful development of the enterprise, the constant increase in its scale through the concentration of capital. The second (faster) is based on

the processes of capital centralization, that is, on the voluntary merger or takeover by the winners of bankrupts. One way or another or with the help of both, the company reaches such proportions when it begins to dominate the market.

Modern theory identifies three types of monopolies:

- monopoly of a separate enterprise;
- monopoly as an agreement;
- monopoly, based on product differentiation.

To achieve the monopolistic position by the first way is not easy, as evidenced by the very fact of the exclusivity of these formations. In addition, this path to a monopoly can be considered “decent”, since it provides for a constant increase in the efficiency of activity and the achievement of an advantage over competitors.

More accessible and common is the path of agreement of several large firms. It provides an opportunity to quickly create a situation where sellers (manufacturers) appear on the market as “united front”, when competitive struggle is reduced to nothing, first of all price struggle, the buyer finds himself in no alternative conditions.

There are five main forms of monopolistic associations. Monopolies monopolize all spheres of social reproduction: directly production, exchange, distribution and consumption. On the basis of the monopolization of the sphere of circulation, the simplest forms of monopoly associations arose – cartels and syndicates.

A cartel is an association of several enterprises of the same sphere of production, whose members retain ownership of

the means of production and the product produced, production and commercial independence, and agree on the share of each in the total production, prices, and sales markets.

A syndicate is an association of a number of enterprises of the same industry, whose participants save funds for the means of production, but lose their ownership of the product, and therefore retain production, but lose their commercial independence. In syndicates, the sale of goods is carried out by the general sales office.

More complex forms of monopoly associations arise when the process of monopolization extends to the sphere of direct production. On this basis, a higher form of monopolistic associations, such as a trust, appears.

A trust is an association of a number of enterprises of one or several industries, whose participants lose ownership of the means of production and the product produced (production and commercial independence). That is, production, sales, finance, management are combined, and for the amount of invested capital, the owners of individual enterprises receive trust shares, which give them the right to take part in management and assign the appropriate part of the trust profits.

The diversified concern is the union of dozens and even hundreds of enterprises of various industries, transport, trade, whose members lose ownership of the means of production and the product, and the main firm exercises financial control over other members of the association.

What is the cause of the emergence and development of monopolistic trends? On this issue in the economic literature there are two points of view. According to the first, monopolism is treated as random, not peculiar to a market economy. As for the other point of view, monopolistic formations are defined as natural. One of those who prefer such views is the English economist A. Pigou.

He insists that "monopoly power does not arise by chance." It is a logical conclusion of the strategy of enterprises. To paraphrase a well-known expression, we can say that all roads lead to monopoly. The principle of economic benefits, further formulated by A. Smith, forces enterprises to constantly look for opportunities to increase their profits. One of them, the most attractive and reliable, is the creation or achievement of a monopoly position. Thus, we can conclude that monopolistic economic trends stem from the law of profit maximization. Another driving force behind the actions of entrepreneurs in this direction is the law of concentration of production and capital. As is known, the effect of this law is observed at all stages of development of market relations. It is driven by competition. To survive in such a struggle, to get big profits, entrepreneurs are forced to introduce new equipment, to increase the scale of production. At the same time, several larger ones are separated from the mass of medium and small enterprises. When this happens, the largest entrepreneurs have an alternative: either to continue between themselves unprofitable competition, or to come to an agreement on the scale of

production, prices, markets, etc. As a rule, they choose the second option, which leads to collusion between them, which is one of the main signs of monopolization of the economy.

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STAGES OF DEVELOPMENT OF INNOVATIVE CAPACITY IN THE REPUBLIC OF KOREA AND THE ROLE OF THE STATE

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***Abstract:** The article analyzed the stages of innovation development in the Republic of Korea, as well as the state's role in solving problems of economic reforms, discussed the factors that influence the conduct of scientific- technical and innovation policy.*

Key words: innovation, GDP, production, national production, science and technology.

One of the pressing tasks of modernization of the leading industries of the national economy, expansion of export-oriented production, diversification, development of integration between banking and financial system and industrial sectors, and provision of sustainable development of the economy of the country.

Therefore, the use of positive experience in the socio-economic development of a number of leading countries is important for the development of our republic.

The success of the innovation process in developed countries has been manifested in the model of interaction between the state and the business. At the outset, the government will appear as an innovative development entrepreneur, defines its strategies, priorities, forms of support, and financing start-up projects.

Specifically, in the early sixties of the last century, in the United States, in the early 1970s, it emerged as the initiator of state innovation development programs in Taiwan, Israel, South Korea, Singapore and Finland in the 1980s. The period of

«stagnation» has been 10 years in Singapore, 25 years in the United States and Taiwan [1].

The main idea of innovation development is that in the course of this development of the economy, the speed of renewal of knowledge is growing, and on the other hand, the technology and the complexity of products are involved in many activities. In such a situation, not only the use of specialized knowledge for the success of the individual or state, but also for the ability to refine and accelerate the learning.

According to world experience, innovative policies will be closely related to economic regulation. At the same time, it is not just a scientific or industrial policy, but also interrelated measures in all aspects of the economy. Therefore, the development of innovative policies can not be linked to one program or the quality of an institution can not serve, but also requires the consensus and coordination of not only the ministries but also the various partners in the economy and society [2].

For the first time in O. Thoffler's book "The Metamorphoses of the Government" clearly described the basis of power as a source of successful work in the modern world. In the 21st century only knowledge, intellect will become a source of power and a competitive force for the state. The key to success – the key to success and economic growth has been proven by the "economic miracle" that Japan, Taiwan, and Korea have the potential to increase.

At present, various sources have been given numerous definitions of the modern stage from the post-industrial society to the "digital economy". In 1996, according to the OESR definition, the "economy based on knowledge" is significantly higher than the "economy of knowledge", as described by B.A. Lundval [3].

Because, while developing in a number of developing countries, the innovative potential of the country is highly valued and the source of economic development is seen as an important part of national wealth. Therefore, innovative capacities and broader capacities are crucial for developing countries. Inefficient use of innovation capacities hinders the formation of a national innovation strategy, the development process of a competitive, socially oriented market economy [4].

In this regard, the Republic of Korea's innovative capacity building is an innovative policy that is characterized by the nature, scope, and resources of different sectors of the national economy and its main directions can be shown below: [5].

- development and improvement of normative-legal support of innovative activity and its incentive mechanisms;

- innovation, production development, scientific support for high product competitiveness and exports;

- development of infrastructure of innovative processes, including information support, expertise system, financial and economic system, certification system and scientific development;

- Improve the competitive selection of innovative projects and programs. Support for rapidly self-financing innovative projects with the participation of private investors in the sectors of the economy and the state support will enable to attract investment into promising production.

Here are some factors that led to the implementation of an effective scientific and technological policy [6]:

- Effective governance by the government;

- The existence of good regulatory and legal basis for the development of ISTI;

- Extensive opportunities for export development and investment attraction;

- Implementation of all measures to improve the social infrastructure.

The main objective of the State Innovation Policy of the Republic of Korea is as follows[7]:

- Creation of economic, legal and organizational conditions for innovative activity;

- Improving productivity and competitiveness of national producers on the basis of creation and dissemination of basic and optimistic innovations;

- Promoting market relations and entrepreneurship through innovation, and expanding government support for innovation activities;

– Increasing the efficiency of government resources use.

Most importantly, the government of the Republic of Korea has been able to make a significant contribution to the development of large-scale businesses in the field of innovative development. In spite of the fact that the country has been late for capitalist way to developed countries and has 100 years of history[8], national companies have been transnational in a relatively short period of time and have successfully solved the task of modernizing the national economy.

Thus, only innovative development ensures competitiveness of the country. At the present time, high levels of technical development do not come about by innovation itself, and it needs to be created by a certain base state to emerge. It is a prerequisite that innovation can be seen as an innovation potential for the country. Innovative potential should be based on scientific research, achievements in the production of scientific schools. Innovative potential creates highly qualified personnel for the coun-

try, current scientific concepts and developments.

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THE IMPACT OF UZBEKISTAN RECONSTRUCTION AND DEVELOPMENT FUND'S EXPENDITURE ON GDP GROWTH

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Abstract

In developed and developing countries the economic growth of the state depends on many factors. One of the institutions that have an impact on the economy is Sovereign wealth fund. These types of funds have different and at the same time similar objectives. This paper studies the activity of one of those Sovereign wealth fund i.e. the Uzbekistan Reconstruction and Development Fund, established in 2006. It analyzes the significance of the fund's expenditure in the economic growth of Uzbekistan. The study shows that fund's expenditure has positive correlation with GDP growth of the country. According to regression analysis, expenditure of the fund is significant variable for the GDP growth of Uzbekistan. Moreover it analyzes some Asian countries' experience and develops conclusions and proposals on the improvement of Uzbekistan Reconstruction and Development Fund.

Keywords: Sovereign wealth fund, Uzbekistan Reconstruction and Development Fund, GDP growth, expenditure, Uzbekistan

In most well-of and less well of countries the economic growth of the state depends on many factors. One of the institutions that has an impact on the economy is Sovereign wealth fund. One of those Sovereign wealth fund i.e. the Uzbekistan Reconstruction and Development Fund. The Uzbekistan Reconstruction and Development Fund, established in 2006 in accordance with the Decree of the President of the Republic of Uzbekistan on 05/11/2006, is a financial institution under the Cabinet of Ministers of the Republic of Uzbekistan designed to ensure the implementation of projects for the modernization and technical re-equipment of leading basic sectors of the economy, achieving a dynamic, sustainable and balanced socio-economic development of the country, as well as the im-

plementation of an effective structural and investment policy.

The Fund for Reconstruction and Development of the Republic of Uzbekistan also finances the implementation of national socially significant state programs and projects for the formation of production and non-production infrastructure, primarily in promising but insufficiently developed regions, modernization and development of transport and telecommunications infrastructure, creating the conditions for integration republic in the international network of communications, providing the shortest access to international transport corridors and the world stems markets. The Fund for Reconstruction and Development of the Republic of Uzbekistan can participate in organizing joint financing of projects

Figure 2.

The revenue and expenditure of the fund

Years	Fund revenue	Fund expenditure
2007	928.5	139.5
2008	1115.6	222.5
2009	762.9	354.2
2010	1529.7	1408
2011	1905.7	1368.3
2012	4747.6	1496.8
2013	2618.5	1545.1
2014	2335.9	1984.2
2015	2263.5	2454.5
2016	2936.5	2474
2017	2755.9	2309.1
2018	5463.5	8979
Mean	2446.983333	2061.266667
Median	2299.7	1520.95
SD	1441.325015	2330.191442
Correlation coefficient	0.782551959	

with international financial institutions, credit institutions of the republic and foreign countries.

The founder of the Foundation is the Government of the Republic of Uzbekistan represented by the Ministry of Finance. The supreme governing body of the Foundation is the Council for the Management of the Foundation, headed by the Prime Minister of the Republic of Uzbekistan. As mentioned above main objective of this sovereign fund is to finance mostly social programs, however investment rate of return is not main target of the fund that needs achieving. Although the managers of the fund use the part of the funds to bank deposits and some other types of investments, still rate of return is not significant. First of all we would like to check correlation coefficient and relationship between the expenditure and revenue of the fund.

Source: Fund for Reconstruction and Development of the Republic of Uzbekistan.

Correlation coefficient shows that there is a highly positive relationship between two indicators. In addition linear regression also proves that. However there is a big gap in 2018 among them. The fund has a great impact in the economy of Uzbekistan. We decided to determine the significance of the Fund for Reconstruction and Development of the Republic of Uzbekistan on the GDP growth of the country. After acquiring the results we are able to develop some conclusions on it. We have used the data of the World Bank and International Monetary fund and the data on the official website of the fund.

After determining and collecting all data we used logarithm to the column of expenditure of Fund for Reconstruc-

Figure 3.

Macroeconomic factors and expenditure of Fund for Reconstruction and Development of the Republic of Uzbekistan

T	Years	GDP growth	Population growth	Fund expenditure	FDI/GDP	Trade/GDP	Inflation
1	2007	9.9	1.4234749	8.32705227	3.16071691	74.41419298	12.2591944
2	2008	9	1.60532736	8.23638609	2.40715231	79.74799203	12.7145086
3	2009	8.1	1.68734097	8.73056427	2.49931553	68.6731422	14.1176471
4	2010	8.5	2.82284968	8.70907482	4.16052269	59.3062305	9.39963614
5	2011	8.3	2.68401551	8.84785634	3.56122877	63.48863951	12.804878
6	2012	8.2	1.47209999	8.87596944	1.08649822	59.81747444	12.1867322
7	2013	8	1.56190433	8.86531722	1.10018424	57.47960682	12.0017521
8	2014	7.8	1.68690036	8.74696874	1.2008776	54.57225204	11.0285491
9	2015	8	1.74425837	8.71505856	0.09938042	49.32409843	10.0035224
10	2016	7.8	1.73884926	8.97993515	0.19776841	51.15342106	13.896894
11	2017	5.3	1.67918372	9.28300481	0.19277725	68.51854233	14

Source: Author's compilation using the data of World Bank, IMF and Fund for Reconstruction and Development of the Republic of Uzbekistan

tion and Development of the Republic of Uzbekistan so the indicators become closer to each other. We would like to determine if the expenditure of the fund is significant to the GDP growth of the country.

From the above calculations, we can conclude that the factors analyzed for the growth of GDP growth are influenced by the flow of foreign direct investment, the degree of economic openness, and the level of savings expenditure change. That is, the increase in savings by 1% will increase the current rate of GDP growth by 3.2%. It means if the current GDP growth rate is 5 percent, an increase of fund expenditure by 1 percent will increase 5 percent GDP growth rate to 5.16(5x1.032) percent. At the same time, the statistical error rate was equal to $p < 0.05$, indicating

a higher level of significance of funds expenditure on GDP growth.

Conclusions

According to the analysis and calculations the following questions have been developed:

Fund for Reconstruction and Development of the Republic of Uzbekistan has a high influence in the economy of the country and this fund mostly invests in projects to improve the sustainability of the economy, however the fund's investment portfolio has been well diversified;

There is not clear information about the rate of returns of the projects of the fund, and it does not allow to assess if the fund's capital has been allocated well;

However, according to calculations we can conclude that expenditure of the fund

Figure 4.

Calculations using the data in figure 4

Variables	GDP growth
Population growth	0.899 (0.557)
FDI/GDP	0.604** (0.213)
Trade/GDP	0.080** (0.023)
Inflation rate	-0.167 (0.121)
Expenditure of Fund for Reconstruction and Development of the Republic of Uzbekistan	3.213** (0.798)
Constant	39.739*** (6.264)
Observations	11
R-squared	0.939
Standard errors in parentheses	

*** p<0.01, ** p<0.05, * p<0.1 *** p<0.01, ** p<0.05, * p<0.1

has a significance to the GDP growth of the country.

Fund for Reconstruction and Development of the Republic of Uzbekistan does not invest in financial assets i.e. it does buy stocks or bonds. From our

point of view it would increase the profit and significance of the fund in the economy;

In the following researches we would like to develop a model to optimize the capital allocation of the fund.

THE ROLE OF FOREIGN INVESTMENT IN THE ECONOMY OF UZBEKISTAN

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Abstract. *This article examines the role of foreign investment in Uzbekistan. In addition, this article includes the analysis of the significance of foreign investment liberalization in Uzbekistan.*

Keywords. Foreign investment, invest, export, import, foreign capital, business venture, taxes, overregulated banking sector.

By the end of 2016, The President of Uzbekistan Shavkat Mirziyoyev recognized the Uzbek economy needed new drivers, such as a more active private sector and increased foreign direct investment (FDI). He repeatedly prioritized improvement of Uzbekistan's economic situation and initiated a series of government reshuffles to remold the system of economic governance. The Government of Uzbekistan (GOU) adopted a Five-year Development Strategy in February 2017 as an official roadmap of the reforms, which includes liberalization measures and calls for the removal of "ineffective administrative barriers" that slow development of the private sector. In general, the GOU seeks to increase private investment in the economy through an improved business environment, changing Uzbekistan's international reputation as a difficult investment destination, and building confidence among domestic investors. The President has also challenged all regional governments to improve the attractiveness of their territories for foreign inves-

tors and provide progress reports in this area on a quarterly basis.

The President of Uzbekistan Shavkat Mirziyoyev also abolished some particularly egregious GOU practices, such as selectively awarding duty-free import privileges to well-connected individuals. Tax and customs systems reforms are expected to simplify and streamline export and import tax and customs procedures, improve the quality and efficiency of tax administration, and minimize tax payment/collection costs. To improve the business environment, the GOU in 2017 introduced a number of legislative changes, including the cancellation of unscheduled, and seemingly arbitrary or punitive, inspections of businesses as of January 1, 2017; elimination of the requirement to convert certain percentages of hard currency export earnings at the official (artificially low) exchange rate; simplification of business registration procedures; creation of a Business Ombudsman office; and a Law on Countering Corruption that attempts to increase transparency in GOU functions.

Table 1.

Foreign direct investment in Uzbekistan [3]

Foreign Direct Investment	2015	2016	2017
FDI Inward Flow (million USD)	66	133	96
FDI Stock (million USD)	9,023	9,156	9,252
Number of Greenfield Investments	18	23	10
FDI Inwards (in % of GFCF)	0.3	0.3	n/a
FDI Stock (in % of GDP)	13.6	13.5	n/a

Source: UNCTAD - Latest available data.

Despite this progress, the government has yet to address a number of fundamental problems plaguing businesses and investors. The cumulative inflow of FDI is still one of the lowest in the former Soviet Union due to factors such as the underdeveloped and overregulated banking sector, high taxes, trade restrictions, and a lack of transparency. According to official statistics, the share of companies with foreign capital is only 1.8 percent (5,517 firms) of the total number of registered enterprises operating in the country; of these firms, 2,438 operate in production industries, 1,055 in trade, 291 in construction, 220 in tourism and catering, and 126 in IT and communications. One bright spot is that Uzbekistan moved up 16 places in the World Bank's Ease of Doing Business 2018 rating (74th out of 190 countries). The World Bank named Uzbekistan one of the top 10 global improvers. [1]

According to the UNCTAD's 2018 World Investment Report, FDI inflows slightly decreased drastically in 2017 to USD 96 million. The World Bank also claims investment growth moderated from 9.5% in 2016 to 7.1% in 2017. This represents a 27.82% drop from 2016 levels (133 million), but strong investments in

renewable energy anticipate a much stronger FDI outlook going forward (444% FDI increase from 2017 to 2018) (FDI Intelligence). FDI traditionally arrives from Russia, South Korea, China and Germany, but Canada increased its financial presence in 2018. Investments focus on the energy sector, including alternative/renewable energy in recent years. Total FDI stock of FDI stood at USD 9.3 billion (13.5% of GDP) in 2017.

In accordance with the forecasts of the Ministry of Finance, in 2019, Uzbekistan will attract \$ 2.2 billion foreign direct investment. This figure is expected to be \$ 4.1 billion in 2021. [2]

Uzbekistan ranked 76th in the World Bank 2019 Doing Business, including a ranking as the 12th easiest country to start a business in. The country also ranks 158th out of 180 countries in Transparency International's Corruption Perceptions Index 2018. The Government's policy of establishing seven special economic zones with tax breaks for investors has made the country attractive to international capital. Uzbekistan sold up to USD 300 million in Eurobonds during 2018 to be used production and infrastructure projects (Bloomberg). Russia has approached Saudi Arabia and Uzbekistan to construct

Table 2.
Country comparison for the protection of investors

	Uzbekistan	Eastern Europe & Central Asia	United States	Germany
Index of Transaction Transparency	8.0	7.0	7.0	5.0
Index of Manager's Responsibility	3.0	5.0	9.0	5.0
Index of Shareholders' Power	6.0	6.0	4.0	8.0
Index of Investor Protection	5.7	6.4	6.5	6.0

Source: Doing Business - Latest available data.

a nuclear plant in these countries through Rosatom, Russia's nuclear corporation (TASS). USD 2.7 billion in money transfers from Russia to Uzbekistan was reported by the Russian central bank in 2017. (Reuters). Restructuring of large state enterprises and joining the WTO would bolster Uzbekistan's plea for FDI, but the country has been slow to advance on said fronts (Reuters).

In conclusion, foreign investment plays an important role in the financing of global economy, and the most common presenting the most important tool in financing the national econo-

mies of developing countries and countries in transition. Demand for foreign investment in the global market is large and therefore the states are directing significant activities in order to create a more favorable environment to attract investors.

References:

1. Doing Business in Uzbekistan: 2018 Country Commercial Guide for U.S. Companies.
2. <https://kun.uz/en/news/2018/12/11/uzbekistan-to-attract-22-billion-foreign-direct-investment-in-2019>
3. UNCTAD. World investment report 2018. Global investment trends and prospects.

IMPROVING THE SYSTEM OF FORECASTING STATE BUDGET REVENUES IN UZBEKISTAN

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Abstract

These days in developing countries such as Uzbekistan, forecasting the state budget revenues is getting more essential tool in implementing the fiscal policy of the country. The system of forecasting state budget revenues has changed and more modern forecasting mechanisms and methods have been introduced. In particular, the legislative base was adopted and approved, the widespread use of computer technologies, the introduction of individual econometrics methods started. However, due to some problems and ambiguities in the forecast system of state budget revenues, its current process requires further reform in this area

Key words: State budget, budget revenue, tariff policy, socio-economic development, state's treasury, medium-term forecast, the State Tax Committee

Forecasting the state budget revenues is one of the most important tools in implementing the fiscal policy of the country. With the help of forecasting state budget revenues, the following tasks are performed in the economy:

To determine the amount of funds that can be directed to national interests

To develop directions of tax and customs tariff policy of the country

To control the level of tax administration, etc.

Due to the fact that the state budget revenues are formed on the basis of different factors such as the volume of production in the real economy, the prices of goods, the situation in the domestic and foreign markets, determining the size in the future is expected to be more complicated, which requires serious attention from those who develop draft of state budget revenues. Especially, the ongoing

crisis in the world and the volatility of prices for exported goods require careful forecasting of state budget revenues, since a mistake in forecasting can lead to serious problems.

In particular, the experts of the International Monetary Fund Stephan Danninger, Marco Cangiano, and Annette Kyobe claim that a change in the forecast of budget revenues can lead to fiscal problems¹. In addition, S.G. Ayupova argues that the forecast of state budget revenues has a significant role in managing the economy².

¹ Stephan Danninger, Marco Cangiano, and Annette Kyobe. The Political Economy of Revenue-Forecasting Experience from Low-Income Countries. (IMF Working paper WP/05/2). Washington, DC, International Monetary Fund, 2005, 31p.

² Аюпова, С. Г. Методологические аспекты прогнозирования бюджетных доходов с учетом оценки степени риска поступлений. Экономика. Вып. 26. С. 81-85. (Вестник Челябинского государственного университета. 2010 №6 (187)), с. 4.

Table 1

Adjustment of the state budget revenue forecast

2007 year	2008 year	2009 year	2010 year	2011 year	2012 year	2013 year	2014 year	2015 year	2016 year
117,1%	120,4%	100,0%	100,8%	103,5%	102,3%	103,1%	104,1%	100,0%	100,0%

Source: Ministry of Finance of the Republic of Uzbekistan

With the development of market relations in Uzbekistan, the system of forecasting state budget revenues has changed and more modern forecasting mechanisms and methods have been introduced. In particular, the legislative base was adopted and approved, the widespread use of computer technologies, the introduction of individual econometrics methods, etc. started. However, due to some problems and ambiguities in the forecast system of state budget revenues, its current process requires further reform in this area.

As a rule, the presidential decree “On the forecast of macroeconomic indicators and the parameters of the State budget”, approved at the beginning of the year, the forecasts for the current year are specified. In order to analyze the trend of forecasting, we will consider adjustments for the forecast of the State budget revenues for 2007-2016.

As Table 1 shows, over the past 10 years, the approved parameters are adjusted upwards (the average increase is 5.1%). In 2009 and 2015-2016, the approved forecasts did not change. Moreover, it is observed that in recent years, the approved forecasts are adjusted on a smaller scale than in previous years. If we take into account that for these years the State budget of Uzbekistan has been in surplus, we can deduce that the State

budget revenues are adjusted taking into account the risk and at the end of the year they are refined.

In accordance with current legislation³, detailed forecasts of state budget revenues are established by the Ministry of Finance based on the pace of development of the socio-economic development of the republic, which allows managing risks in the process of implementation of the State budget.

Although in legislation and practice there is a certain mechanism for forecasting revenues of the State budget, this mechanism does not comply with modern requirements and fiscal policy priorities due to certain factors.

First, the fiscal policy of the state requires financial plans for the medium term, which allows the Government to develop a set of tools to achieve certain goals.

However, despite the existence of an appropriate legislative base, the forecasts of state budget revenues for the medium term are not approved.

Secondly, a more detailed mechanism for the development of the forecast of State budget revenues is not regulated at the level of the Government, but is only regulated by interdepartmental regulatory acts. Figure 1 illustrates the process of developing a forecast of state budget revenues.

³ Budget Code of the Republic of Uzbekistan

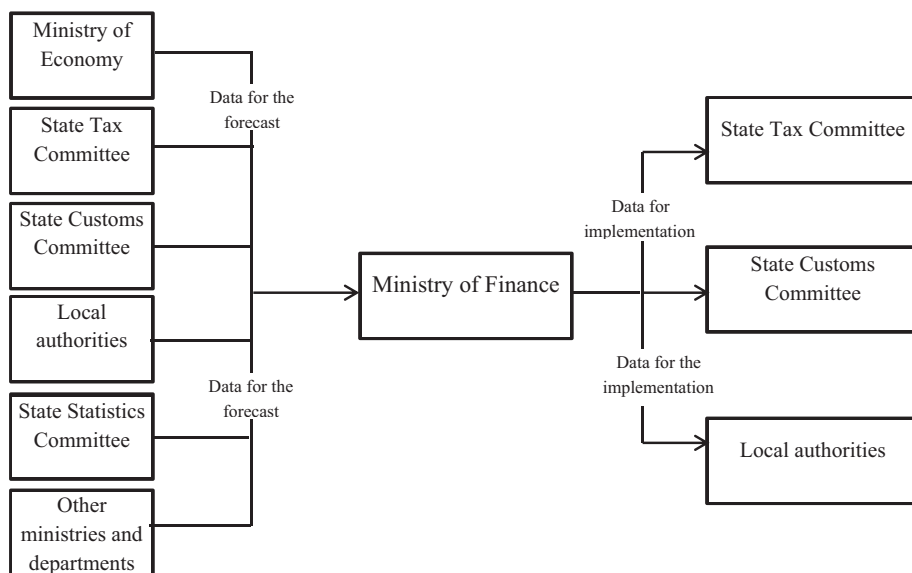


Figure 1

Process of development of the state budget revenue forecast*

*Prepared by the author

From figure 1 it is clear that the forecast of state budget revenues is developed by the Ministry of Finance of the Republic of Uzbekistan and carried out by tax and customs authorities, as well as local authorities. To develop a revenue forecast, the Ministry of Finance receives data from various ministries and departments. However, the State Tax Committee, the State Customs Committee and local authorities in the process of forecasting State Budget revenues are both the authorities providing the data and the authorities implementing the developed forecasts.

This mechanism does not allow for effective and objective development of forecasts, since tax, customs authorities and local authorities are aware that they will have to fulfill high forecasts, therefore

provide data for the forecast based on departmental goals. As a result, the forecast of the State budget revenues does not ensure the effective replenishment of the state's treasury.

Third, state budget revenue forecasts are developed using the Microsoft Excel software product without the use of deep econometric models.

Of course, this problem is peculiar to developing countries due to a number of issues related to the data collection mechanism, the decision mechanism in econometric models, etc. Annette Kyobe and Stephan Danninger⁴ examined the process of forecasting

⁴ Annette Kyobe and Stephan Danninger. Revenue Forecasting—How is it done? Results from a Survey of Low-Income Countries (IMF Working paper WP05/24). Washington, DC, International Monetary Fund, 2005, 23p.

budget revenues in 34 developing countries of the world and concluded that in 4 countries econometric methods are used, and in the other 29 countries the usage of simple extrapolation in developing a forecast of revenues of the State budget is common.

Not using econometric models in forecasting budget revenues does not fully assist in valuation the effects of factors in the economy on the revenues of the State budget. This, in turn, will lead to the approval of poor-quality revenue forecasts.

Based on the above, we offer the following suggestions for improving the forecast of the state budget revenues in the Republic of Uzbekistan.

1. Transition to the medium-term forecast of budget revenues on a multi-variant basis, depending on individual economic indicators (for example, the export price for cotton fiber).

This proposal allows the development of strategic measures for the economic growth of the country, and creates a prerequisite for the introduction of results-based budget. On the other hand, the experience of developed countries shows that the presence of medium-term forecasts of state budget revenues and tax policy guidelines attracts more investors, including foreign ones.

2. Develop another mechanism for collecting information to develop a forecast of budget revenues.

The new data collection mechanism should provide an objective approach for the use of exogenous data in forecasting budget revenues. The development of computer technologies and the gradual introduction of e-government in the Republic of Uzbekistan make it possible to quickly and easily implement this proposal.

3. Develop regulations governing the process of forecasting budget revenues.

As mentioned above, the absence of a legislative base for a detailed process of forecasting budget revenues creates certain difficulties in developing a forecast. For example, the authorities do not provide the data in time or are subjectively related to the data presented. The establishment of responsibility and timeliness for the preparation of data for forecasting budget revenues contributes to the improvement of the revenue forecasting system in the Republic of Uzbekistan.

4. Apply econometric models in forecasting state budget revenues.

Econometric forecasting methods allow quantitative evaluation of external factors on state budget. Their use contributes to managing the risks of revenue forecasts and the transition to the medium-term forecast of the state budget.

ДОСЛІДЖЕННЯ У ГАЛУЗІ ЕЛЕКТРОФІЗІОЛОГІЇ – ВАЖЛИВИЙ СКЛАДНИК РОЗВИТКУ НАУКИ В ПЕРШОМУ КИЇВСЬКОМУ МЕДИЧНОМУ ІНСТИТУТІ (1920–1930 РР.)

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Ключові слова: історія науки і техніки, електрофізіологія, нейрофізіологія, електронейроміографія, електрогастрографія, перший Київський медичний інститут.

Key words: history of science and technology, electrophysiology, neurophysiology, electroneuromyography, electrogastrography, first Kiev medical institute.

Вивчення історії становлення й розвитку електрофізіології в Україні у першій половині ХХ ст. вимагає проведення досліджень у царині історії започаткування та функціонування наукових установ України, що займалися розробками в різних галузях електрофізіології, та відображення наукових здобутків окремих вітчизняних учених-електрофізіологів. Вагома роль у становленні й розвитку електрофізіології належить вченим першого Київського медичного інституту.

У 1920 р. відбувалося досить складне реформування вищої школи. В Україні з'явилися інститути народної освіти, як вищі педагогічні навчальні заклади. У Києві було створено Вищий інститут народної освіти. Медичний факультет Київського університету імені святого Володимира було реорганізовано в перший Київський медичний інститут, а інші факультети об'єднано у факультет професійної освіти у складі Вищого інституту народної освіти.

У зв'язку з реорганізацією університету святого Володимира В.Ю. Чаговець перейшов до першого Київського медичного інституту. Упродовж 1921–1935 рр. В.Ю. Чаговець працював завідувачем кафедри нормальної фізіології вказаного навчального закладу [1, 83–84].

З ініціативи В.Ю. Чаговця при кафедрі почав працювати студентський гурток, так звані «семінари підвищеного типу», на яких професор викладав курс електрофізіології. Відмінною рисою лекцій професора в означений період було застосування епі- та діапроєкторів із відображенням на екрані електрограм м'язового й серцевого скорочення, біопотенціалів нервів, головного мозку тощо. Його учень М.К. Вітте зазначав, що «...всі слухачі пам'ятають, якими захоплюючими були його лекції про іннервацію різних процесів, як уміло й переконливо викладалася ідея рефлекторної відповіді на зовнішні подразнення і зміни внутрішнього середовища організму.

Як правило, завжди показувалося співвідношення функцій різних відділів центральної нервової системи і провідної ролі кори головного мозку. Матеріалістичне розуміння життєвих процесів, показ їх причинно-наслідкових взаємозв'язків – ось основна мета, основний напрям викладання фізіології, який проводив Василь Юрійович [8, 11]. Асистентами В.Ю. Чаговця з курсів «Фізіологія» і «Електрофізіологія» були С.Ю. Ярослав і Є.Є. Кістяківський, практичні заняття із студентами проводили Є.А. Столярська та Н.А. Шепелевський [3, 6].

Науково-дослідна діяльність лабораторії фізіології першого Київського медичного інституту під керівництвом В.Ю. Чаговця стосувалася переважно двох напрямів:

1) електронейроміографічні дослідження (вивчення біопотенціалів нервів і м'язів). Зокрема, Є.І. Левін досліджував подразнювальний вплив електричного струму на чутливі (аферентні) нерви шкіри людини; Н.А. Шепелевський вивчав особливості подразнення рухового (еферентного) нерва жаби короткими замиканнями гальванічного струму; О.І. Николаєва визначала опір сідничного нерва жаби при застосуванні подразнень індукційним і постійним електричним струмом; А.І. Венчиков досліджував біопотенціали конусоподібних м'язів; С.К. Капран з'ясувала кількісні взаємозв'язки між силою застосованого подразнення й реакцією-відповіддю нервів на неї; М.Я. Безбока вивчала вплив алкоголю на розвиток процесів

збудження і провідності в м'язах; А.А. Фрідман досліджував вплив симпатичної нервової системи на діяльність поперечно-посмугованих м'язів [4, 208];

2) електрогастрографічні дослідження (вивчення електричних потенціалів слизової оболонки шлунка). Окрім В.Ю. Чаговця, дослідженнями біопотенціалів шлунка ссавців займалися його учні А.І. Венчиков, Є.С. Стальненко, Л.Л. Гіждеу, Є.А. Столярська. Зокрема, А.І. Венчиков вивчав вплив секреторної діяльності шлунка на зміни його біоелектричного потенціалу, встановив величину біопотенціалів при введенні бульйону й сольових розчинів; Є.С. Стальненко і В.А. Дзиковський з'ясували взаємозв'язок між голодними скороченнями шлунка і величиною його біоелектричного потенціалу; Л.Л. Гіждеу досліджував біопотенціали шлунка під час травлення; Є.А. Столярська вивчала зміни електрогастрограми при введенні до шлунка молока й молочних продуктів. Завдяки працям В.Ю. Чаговця і його співробітників було накопичено значний фактичний матеріал із вивчення біоелектричних явищ, що відбуваються в шлунку при його діяльності. Усе це сприяло розробленню і впровадженню В.Ю. Чаговцем методу об'єктивної графічної реєстрації електрогастрограми людини, який згодом стали використовувати в лікарнях із діагностичною метою [9, 60].

30-і рр. XX ст. ознаменувалися якісними змінами в діяльності кафедр. На кафедрі розпочали працювати

Н.А. Юр'єва, М.К. Вітте, С.І. Страх та ін., до аспірантури були зараховані Д.О. Мірська, Є.М. Мазуровська, С.А. Трегубенко. Кафедра отримала додаткові приміщення для проведення лабораторних занять зі студентами. Усе це сприяло запровадженню практичних занять із фізіологічних дисциплін, що значно покращувало якість навчального процесу [11, 340].

У 1935 р. В.Ю. Чаговець відмовився від завідування кафедрою фізіології першого Київського медичного інституту, але залишався там на посаді професора. За пропозицією В.Ю. Чаговця завідувачем кафедри фізіології було обрано Д.С. Воронцова [1, 85].

Упродовж 1935–1939 рр. на кафедрі працювали: Д.С. Воронцов – завідувач кафедри, В.Ю. Чаговець – другий професор, П.М. Серков – доцент, асистенти: Є.А. Столярська, Н.А. Юр'єва, Є.С. Стальненко, С.І. Фудель-Осипова, М.К. Вітте, Г.М. Литвиненко, А.А. Кулинський, С.М. Плотнікова, М.М. Кулагін, аспіранти: Д.О. Мірська, Є.М. Мазуровська, Є.Ф. Леонова [5, 40].

Лекційний курс читався на 4–5 потоках: Д.С. Воронцов і П.М. Серков вели по два потоки, В.Ю. Чаговець – один. Асистентами лекційних занять були: на лекціях Д.С. Воронцова – П.М. Серков і С.І. Фудель-Осипова; на лекціях В.Ю. Чаговця та П.М. Серкова – Н.А. Юр'єва і Є.С. Стальненко. Проведення лекційних занять відповідало тогочасним традиціям, започаткованим І.П. Павловим, з обов'язковим супроводом і виконанням гострих та

хронічних експериментів (за термінологією І.П. Павлова) [11, 342].

Відомий лікар М.Б. Маньковський зазначає: «У мене до цих пір збереглися в пам'яті яскраві спогади про лекції з електрофізіології Д.С. Воронцова, учня відомих фізіологів М.Є. Введенського й О.О. Ухтомського. Це були не просто сухі лекції, а практичні експериментальні уроки, на яких проблеми висвітлювалися надзвичайно цікаво» [10, 114]. Таким чином, очоливши кафедру, Д.С. Воронцов продовжував розвивати започаткований В.Ю. Чаговцем напрям не лише в науково-дослідній, а і в педагогічній діяльності.

Під керівництвом Д.С. Воронцова експериментальні дослідження кафедри були присвячені різноманітним питанням. Зокрема, С.І. Фудель-Осипова досліджувала процеси переходу збудження з нерва на м'яз, рефрактерний період м'яза при прямому подразненні і при поєднанні прямого подразнення з непрямим; П.М. Серков вивчав збудження й гальмування у м'язах; Г.М. Литвиненко з'ясовував гуморальні механізми діяльності нервово-м'язового апарату; Є.С. Стальченко досліджував вплив деяких наркотичних речовин на рухові нервові закінчення скелетного м'яза, а Н.А. Юр'єва – процеси скорочення скелетних м'язів. Зазначені напрацювання детальніше проаналізовані нами в пункті 4.3. дисертаційного дослідження [6; 7].

У своїй науковій діяльності Д.С. Воронцов значну увагу зосереджував на технічному забезпеченні досліджень. Саме тому впродовж 1937–1939 рр.

учений активно займався оволодінням осцилографічною методикою. До цієї справи були залучені асистенти фізіологічної лабораторії і механік М.І. Алексеєнко. Власними силами вони сконструювали катодний осцилограф і підсилювач постійного струму до нього. Слід зазначити, що вчений першим у Радянському Союзі почав використовувати електронний осцилограф в електрофізіологічних дослідженнях. Електронно-променевою трубкою Д.С. Воронцов отримав від одного зі своїх колег із США. Можливості отримати консультації і допомогу від кваліфікованих інженерів у галузі електроніки в нього не було. Саме тому значну частину технічних питань учений вирішував самотужки. Необхідні для схеми конденсатори Д.С. Воронцов завдяки особистим зв'язкам замовив на заводі «Київкабель». Працівники заводу, не маючи чіткого уявлення про те для яких цілей призначені конденсатори, виготовили їх для напруги в десятки кіловольт, у масляному виконанні, відповідних розмірів, по декілька кілограмів кожний. У результаті цього схема осцилографа вийшла доволі великою за розміром і вагою, тому її довелося збирати окремо від трубки на міцному дубовому столі. Коли Д.С. Воронцов приступив до досліджень потенціалів дії скелетних м'язів жаби з використанням осцилографічної установки, розпочалася Друга світова війна. У 1941 р. Київ був окупований німцями, у цей час зазнала руйнування вся фізіологічна лабораторія, а разом із нею – й осцилографічна установка [2, 182].

Отже, розвиток електрофізіології в першому Київському медичному інституті у 20–30-х рр. ХХ ст. пов'язаний з науково-організаційною та педагогічною діяльністю таких визначних учених, як В.Ю. Чаговець і Д.С. Воронцов. На початку ХХ ст. завдяки науково-дослідній праці вчених створюються передумови для подальшої диференціації електрофізіологічної науки. Зокрема, вивчаючи біопотенціали шлунка при секреторній діяльності, В.Ю. Чаговець спільно з А.І. Венчиковим, Є.С. Стальненком, Є.А. Столярською і Л.Л. Гіждеу заснували новий перспективний розділ електрофізіології – електрогастрографію. Подальшого розвитку набули також дослідження біопотенціалів нервової і м'язових тканин (електронейроміографія), виконані під керівництвом В.Ю. Чаговця і Д.С. Воронцова. Значну увагу вчені приділяли вивченню впливу електричного струму на рефлекторну діяльність нервової системи, визначенню фізіологічних властивостей нервових закінчень у скелетних м'язах, дослідженню біопотенціалів ізольованого м'язового волокна.

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“THE END OF HISTORY” AS A PHILOSOPHICAL PROBLEM

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Annotation

This article discusses the problem of the end of history from a historical and philosophical point of view, analyzes some philosophical concepts about the end of history. The article also considers the processes of the development of civilizations and their death.

Keywords: the end of history, civilization, Hesiod, Saint Augustine, Jean-Jacques Rousseau, the decline of Europe, the decline of culture.

Questions about what is history, and what is its meaning at all times worried people. The term history refers to the process of development of society and nature. Understanding of historical time is characteristic of societies that appeared for the first time in about 4 millennium BC, since in archaic societies mythological consciousness prevails, that is, the establishment of imaginary connections between various phenomena. But already at that prehistoric time they tried to give explanations to the processes by which the world develops. So in the German-Scandinavian mythology, the model of world development is cyclical. All processes take place sequentially: the birth of the world, its development, the “golden age of the ages”, then its decline as a result of imperfection, and finally, Ragnarok – the last battle of the gods. As a result, the world is dying to be reborn.

The idea of a linear history for the first time takes shape in ancient culture. This presentation of the story was embodied in Hesiod's Theogony. It seems to him that the fate of people is a slow extinction, and hence its historical pessimism. The fourth period is the time of the heroes of the

Trojan campaign. “The terrible war destroyed them and a terrible battle”. And finally, the Iron Age came – the decline of humanity. The people are filled with greed and malice in an endless struggle between them. The poet complains that he is destined to be a witness to this dark era.

If I could not live with the generation of the fifth century!

Before he died, I would like or be born later.

The earth is now inhabited by iron people. Will not be

They have no respite either at night or during the day from work, and from grief,

And from misfortune. Cares heavy gods will give them.¹

But in front of Hesiod sees something even worse – the complete consolation of people; it seems to him that history is an inclined plane on which they slide into the abyss.

The essential difference between Christian ideas about time and mythological ideas was that time loses its spatial character, separating from eternity, is created, has a beginning and an end. History acquires

¹ Гесиод. Теогония. Режим доступа: <http://ancientrome.ru/antlitr/hesiod/theogonie.htm>

meaning, linear irreversible, not allowing the return of the past and implying the “end of time”. Unrecognizably distorting the present eternity, a man fell out in a time in which he manages, if not to thrive, then at least to live; and it is clear that he got used to it. This process of falling out and adjustment is called history.²

Being a world religion, addressed to “man in general”, laid the foundations for the interpretation of history as a single in its essence world-historical process. It was first described in the teachings of Augustine Aurelius as the struggle of the inhabitants of two Grads – the City of God, the heavenly, the eternal, and the Devil’s City, earthly, temporal.

“From this it turned out that, although so many such numerous peoples living on earth, each according to special charters and customs, differ from each other in the diversity of languages, weapons, utensils, clothes, nevertheless, there was always nothing more than two kinds of human communication which we, following our Scriptures, can be called two grads. One of them is made up of people who want to live in the world only in the flesh, the other from those who want to live also in spirit”³

The inhabitants of the earthly city are constantly in sin, while the inhabitants of the heavenly city strive to achieve the ideal of holiness. The community of the pious is much smaller than the community of the ungodly, but the future belongs

to the “children of God” Augustine writes: – “This heavenly city, while in earthly pilgrimage, calls on citizens from all nations and picks up a wandering society in all languages, not attaching importance to the fact that there are different rights, laws and institutions by which the earthly world is established or maintained; Nothing of the latter is abolishing or destroying, but on the contrary, preserving and observing everything that, although different nations have different, they are directed towards the same goal of the earthly world, unless they interfere with religion, which teaches the worship of the one highest and true God”⁴.

Thus, the sinner has the opportunity to direct his love for God and become a citizen of the City of God through repentance.

The highest divine meaning of history is that humanity, having passed through the thorns and sins caused by its material nature, will again be returned to God. Having perished materially, physically, mankind will be saved by God and rise again, revive spiritually, now forever. But not everyone is worthy of salvation, but only those who, even in mortality, have proved their sincerity in faith.

During geographical discoveries and colonization, indigenous peoples with their primitive way of life came into the view of European education. As a result, in modern European culture, historical consciousness was intensively developed in the late 18th and 19th centuries. Instead of a religious idea about the movement of history to a pre-established pur-

2 Чоран Э.М. Выпасть из времени. /Сборник работ западных философов XX – XXI веков Апокалипсис Смысла. М.: Алгоритм 2007. -Р. 129.

3 Августин Блаженный. О граде божьем. М.: АСТ, 2000. – Р.654.

4 Августин Блаженный. О граде божьем. М.: АСТ, 2000. -Р. – 101.

pose by God, many scholars of this era began to talk about the progressive development of society. According to the idea of the progressives, the development of history takes place in the direction of the continuous improvement of socio-historical systems, the growth of the productive power of labor and the development of the spiritual culture of society. One of the representatives of the idea of historical progress Janbattista Vico. He put forward the idea that every nation in its history goes through certain development cycles: the era of the gods – the childhood of humanity, the era of heroes – the youth of humanity and the era of people – the maturity of humanity.

“The First Nature, as a result of the strongest deception of fantasy, which is all the more powerful the weaker the reason, was poetic nature, that is, creative, let us say, divine: it attributed the being of Divine animate substances to the bodies, all pagan nations based on the belief that each of them has certain, their own Gods. By virtue of the same delusion of fantasy, people were horrified by their own invented Gods. Second Nature was Heroic. The heroes attributed divine origin to it, they considered themselves sons of Jupiter, for they were generated by his auspices; quite correctly in such a Heroic background, they saw the foundation of a natural nobility: after all, being apparently people, they were at the same time the Princes of the Human Family. They were proud of this natural nobility in front of those who, from the foul beastly Communion for the sake of salvation from the fights generated by this Communion, took refuge subsequently in their Refuges;

These Godless aliens were considered heroes to be cattle. The third was human nature, rational, and therefore moderate, supportive and rational; she recognizes conscience, reason, and duty as laws”⁵.

J.Rousseau is also a supporter of social progress, he believed that the natural state of a person is a state of happy childhood, that is, a “primitive state”, where everyone is equal and free. The emergence of crafts and agriculture lead to the emergence of private property. Private property is the basis of civil society, as well as the cause of social inequality, the division into rich and poor.

The main source of social evil Rousseau saw in social inequality. “The first one who attacked the idea, having fenced a plot of land, said: “This is mine”, and found people who are innocent enough to believe it, was the true founder of civil society. From how many crimes, wars and murders, how many disasters and horrors the human race would save someone who, pulling out the pins and falling asleep, would shout to his neighbors: “Do not listen better than this cheater, you died if you can forget that to everyone, and the earth to no one!” Property inequality, in turn, is fixed in political inequality, the most vivid expression of which is despotism. Rousseau concludes that the emergence of private property, and therefore social inequality, was the result of a higher level of economic development. Consequently, the more a society improves, the worse and worse it becomes.

The German philosopher, historian O. Shpengler, in his work “The Decline of Eu-

5 Вико Джамбаттиста. Становление новой науки о природе наций. Режим доступа: <http://bookluck.ru/booktkeao.html>

роpe”, considers world history as a series of independent from each other, closed cultures, each of which has its own pace of development and a life span allotted to it. During this period, each culture, like a living organism, goes through several stages: from birth through youth, maturity, old age to death. Proceeding from this, Spengler creates the concept of simultaneous phenomena in different cultures separated by gaps in the millennia. In each life there are two lines of development: ascending (culture in the proper sense) and descending (civilization). The first is characterized by the development of organic principles of culture, the second – by their ossification and transformation into mechanistic, expressed in the rapid development of technology; urban sprawl in megalopolises; in the emergence of a mass, technologically oriented culture; the transformation of regional forms in the world. The origin of cultures, he said, occurs at the moment when “a great soul awakens and emerges from the primitive-spiritual state of eternally childish humanity, a certain image from the ugly”⁶. “In the classical period of culture, their flowering begins, alternating with ossification in the era of decadence, and finally, culture comes to a new barbarism, when everything becomes a subject of trade”⁷.

The end or sunset of a culture means its transition to a phase of civilization.

Civilization will come to an end in the midst of the “most sophisticated century”. It is known that civilization has never

been to such an extent threatened and did not cause so much hatred, as in an era when it seemed especially vicious.⁸

This transition to the stage of civilization is characteristic, according to O. Spengler, for the European culture of the beginning of the 20th century.

The English historian A. Toynbee strongly rejects the idea of a single civilization. For him, civilization is a group of countries and peoples connected by a common destiny and world outlook. Civilization is opposed to primitive societies and is characterized by a hierarchical structure, a universal state and a universal religion. In its development, civilizations go through four stages: genesis, growth, breakdown and decay.

Civilization can occur either as a result of a mutation of a primitive society or on the ruins of a “maternal” civilization. The stage of genesis is followed by a stage of growth in which influences from nature or surrounding nations are capable of forcing society to develop. “Society in its life process faces a number of problems and each of them is a challenge”⁹. During growth, civilization is constantly at risk of passing to the stage of fracture, which is replaced by the stage of disintegration. Those societies that cannot give answers to the challenge are gradually moving towards their demise. Having broken up, civilization either disappears from the face of the Earth, or gives birth to new civilizations.

6 Шпенглер, О. Закат Европы. Режим доступа: http://www.gumer.info/bibliotek_Buks/History/Speng_2/index.php

7 Шпенглер, О. Закат Европы. Режим доступа: http://www.gumer.info/bibliotek_Buks/History/Speng_2/index.php

8 Чоран Э.М. Портрет цивилизованного человека./ Сборник работ западных философов XX – XXI веков Апокалипсис Смысла. М.: Алгоритм 2007. С.59.

9 Тойнби, А. Постигание истории. Режим доступа: http://www.gumer.info/bibliotek_Buks/History/Toynbee/_Index.php

NEW DISCOVERIES OF DALVARZINTEPA

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Abstract:

That article is about the archaeological researching of Dalvarzintepa expedition in 2016 – 2017 years. Among that period expedition researched the place which was named “DT-37” where is situated eastern of external city of Dalvarzintepa.

Key words: Dalvarzintepa, Kushan, Bactria, sealing, DT-37, sculpture, Soter Megas, the king of Rajati, Kausambi, shahristan, angab, Vima Kadfiz.

Аннотация

Статья посвящена археологическому исследованию экспедиции Дальвазинтепа в 2016-2017 годах. Экспедицией исследовано объект «ДТ-37» находившиеся на восточной части от внешнего города Далварцинтепа.

Ключевые слова: Дальвазинтепа, Кушан, Бактрия, археологическая экспедиция, скульптура, ДТ-37, Вима Кадфиз, Сотер Мегас, правител Ражата.

The Dalvarzintepa monument which is located in the Shurchi district of Surkhandarya region, originally appeared as a small village from the 2nd century BC and later developed during the Kushan Empire. The city consists of two parts: the ark – the ruler’s castle and the shahristan part. The total area is 47 hectares.

The monument was known for about 70 years, and by the time the famous archaeologist L.I. Albaum inspected the town hall of Dalvarzintepa in 1949, and later in 1960-1961 he made topographic excavations and partial excavations. In 1962, researchers B. Turgunov and D. Sidorova studied the ancient part of Dalvarzintepa with a stratigraphic trench in the external part (Kato, Turgunov, 2017, p 31-39).

In 2017 the expedition of the Institute of Art of the Academy of Sciences of the Republic of Uzbekistan has carried out

archaeological excavations in the city hall of Dalvarzintepa memorial.

The DT-37 (conditionally known) hill located in the eastern part of Dalvarzintepa has been explored by opening 5 rooms in the spring of 2016, by the famous Japanese archeologist Kato Kudzo and Bahodir Turgunov. The archaeological excavations consisted of amphora-shaped clay, vase, black clay, bowls, bowls and glasses, and most importantly, seals and coins with the image of Vima Kadfiz, the leader of the Kushan era. (Турғунов, Ўлмасов, 2017, 25-27 б; Kawasaki, 2017, p 20 – 24.)

The room 5 has been discovered in a room adjacent to the sealed image of Vima Kadfiz in 2016 Kato, Turgunov, 2017, pp. 31-39). The surrounding area is surrounded by a bricolored wall, was predicted. The 2017 expedition also attempted to drum this horizons deeper. There is no evidence that Ura was used as a prison.

A small number of pottery and a sculpture were found inside. Sculptures similar to those found in Bactria territory were found before the monuments. The head and four legs of the sculpture are broken (perhaps deliberately broken), the mark «X» stacked in the chest area and the bottom of the hole.

DT – 37 has opened 7 rooms for the 2016 – 2017 excavations, the most important finds of which are seals with the image of the Emperor of the Emperor of Kushan Empire Vima Kadfiz and these seals, which are the result of great scientific debate.

The identity of this seal is still puzzling. If seal is a seal of power, why is it stored in this part of the city? If the seal belonged to any officer, why not take a picture of the ruler? In our opinion, the seal does not belong to the ruler but belongs to an official in charge, and he is close to the ruler. There is no other finding that indicates that the man had lived outside this seal right now. If this seal is thoroughly sealed, the seal is actually made as a coin and then mounted on the handle. Perhaps this seal is likely to belong to an officer in charge of money circulation. Many coins were found at the seal.

Before that, the seal of Kushan was found in the Kausambi monument in Gang Valley, India. The seal found in the Gang valley differs from the seal found in Dalverzintepa, but its shape is the same as a piece of sculpture and consists of four

lines: «1) Maharajasia rajati, 2) Rajasya devaputrasya; 3) Kanishkasya prayo, 4), that is, Kanishka, the son of the god of Rajubi, uses it. « Famous researchers, G. Sharma and J. According to the Negus, this property can be printed officially as a sealing (Sharma, Negi 1975, p 15-42.)

According to data from DT – 37, in our opinion, it is safe to be located in the heart of the city of Dalvarzintepa (far from the city gate), the residence of an individual or official who played an important role in the management. The monuments found in the monumental era (Soter Megas, II century AD, Vima Kadfiz II half of the 1st century AD) and ceramics of black color can be called I – II centuries BC.

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.ЭТНИЧЕСКАЯ ИСТОРИЯ И СОСТАВ НАСЕЛЕНИЯ ХОРЕЗМСКОГО ОАЗИСА

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Ключевые слова: Хорезм, этногенез, этническая история, узбек, сарт, династия Шейбанидов, племя, кунгирот, кенагас, Урганч, Хива, государство Хорезмшахов, арабские племена

Key words: Khorezm, ethnologist, History of Ethnology, uzbek, sart, dynasty of Sheybaynikhan, tribe, clan, Kongirat, kenagas, Urgench, Khiva, tribe of Arabic, Khorezm state

Аннотация.

В этой статье говорится об этнических процессах, произошедших в Хорезме. Освещено этнический состав оазиса с древних времен до сегодняшнего дня. А также изложено этническая политика, формирование языка и переход населения на оседлый образ жизни

Annotation:

In this article, is spoken about the process of ethnic situations related to Khorezm valley. Also, in this article is illuminated ethnic component of valley's populations which above the mentioned from ancient to present. Also, is given an account of ethnic-policy, existence of language and becoming permanent living of population

Хорезмский оазис считается одним из регионов, где этнические процессы происходили в очень сложном виде. Расположение этого историко-этнографического региона на пути связывания Восточных стран и другие историко-экономические положения в оазисе стали причинами, с одной стороны смешения народов Средней Азии, Передней Азии, Закавказья и с другой стороны смешения и столкновения этнических групп Индии. С.П. Толстов в свое время назвал это место “Этногоническое поле Арала”).

Археологические исследования показывают, что на территории Хорезма

люди начали жить со времен древнекаменного периода. Из-за отсутствия письменных источников, их названия неизвестны. Но они в процессе длительного развития создали духовные и материальные ценности, которые в науке называются Калтаминар, Амирабад, Тозабогяп, Суверган, эти племена занимались охотой, скотоводством и рыболовством.¹

В Авесте, которое является самым древним письменным источником, пишется, что племена жившие на территориях древнего Хорезма занимались скотоводством и земледелием. Кроме того,

¹ Толстов С.П. Древний Хорезм. – М. 1948. 64-67-страницы.

здесь изображается не названия племен Хорезма, а “Ийрон Виж” (Хорезм и вместе с ним шестнадцать сарсаминов), его создание и божественные собрания.

Спустя некоторое время, в трудах греческих авторов, оставлен ряд информации о Хорезме и хорезмийцах. Как приводится в них происхождение хорезмийцев связано с происхождением массагетов. Такие взгляды ярко выражены, в походе Иранского шаха Кира 2 против массагетов и в героических событиях связанных с Томарисем. Группа знаменитых ученых С.П. Толстов, В.В. Струве, Т.Ходжайов) считают массагетов не племенами, а названием племенного союза. В греческих источниках несколько раз упоминается, что в их составе были апасии, дербики, пасианы, абии, аттасии, саки и хорезмийцы. Среди этих племен хорезмийцы, (относящиеся к группе северного Ирана) играли главную роль и это нашло свое выражение в событиях следующего периода. В то время они смешаясь с тюркским населением внесли вклад на формирование единого хорезмийского народа.

В источниках следующего периода Хорезм упоминается как государство, а население как хорезмийцы. Если в Бехистунской надписи Дария I Хорезм отмечается как одним из подчинённых из 23 сатрапов, то в надписях Накши Рустама отмечается как развивающиеся государство от его законов и среди государств платящих ему налоги. В надписях Сузы даны сведения, что для постройки дворца в Сузе из Хорезма привезены бирюзовые камни, а в стенах Персеполя хорезмийцы изображены в 17 ряду в

руках обоюдоострым кинжалом, военным топором, браслетом и хорезмийцы везущие рыжих лошадей².

Научные исследования с антропологической стороны показывают, что в VI веке до н.э среди регионов в Хорезме произошли очень сильные процессы миграции³. Историки, археологи и этнографы полагаясь на эти исследования утверждают что хорезмийский народ начал формироваться на основе смешений персидского и тюркоязычных этносов.

Хорезмийцы сыграли важную роль в составе Ахеменидской империи. Они участвовали в походе Ксеркса против Греции. Они даже вели деятельность в разных должностях южных территорий. Боевое и сильное население хорезмийцев пополняло военный отряд Ахеменидов.

Хорезм вел свою деятельность как самостоятельное государство в IV –III веках. Ведь, в источниках хорезмийцы не упоминаются среди воинов в войне между Александром и Дарием III. Наоборот, греческие историки Арриан и Курций написали в своих трудах о предложении союза правителя Хорезма Фарасмана Александру Македонскому против колхов и амазонков. В это время Хорезм сильно развивается и строятся более 100 крепостей. На основе арамейского алфавита, изобретается самостоятельная письменность Хорезма. В указанном периоде усиливается связь между хорезмийцами и населением Восточной Европы (хазары, аланы, печенеги).

² А.Аскарлов. Этническая история и этногенез узбекского народа. Тошкент. 2007. 130-134 страницы.

³ Ходжайов Т. Древние народы, жившие в южном острове. Тошкент, 1978, 3-4 страницы

В II-I веках до н.э с образованием государства Канг, наблюдается приток населения тюрко-этнических групп на Междуречье и Хорезм не останется на стороне этого процесса. (Про государство Канг и кангюйцев в науке много дискуссий). Во II веке до н.э и во II н.э усиливается миграция тюрко-этнических(хунны) групп. Приход населения да-юэчжи еще более осложняло здесь тюрко-этнический слой. Хотя эти племена обеспечивали превращение тюркского языка на живой и народный язык на среднем и нижнем бассейне Сырдарьи, в Хорезме они вкоренились в состав культурно развитого населения говорящем на иранском языке. Но, их приход стало причиной увеличения населения Хорезма. Археологические и полевые антропологические материалы подтверждают, что именно в этот период на левой стороне берега благоустроилась городская жизнь и оживленность перешла на правую сторону берега.

Из-за уничтожения арабами письменных источников, история Хорезма с I века н.э до VIII века абстрактна. Только в "Истории династии Тан" сохранены некоторые данные. Но, археологические и полевые антропологические предметы могут дополнить информации о Хорезме.

IV век н. э история Хорезма полна противоречиям. В этом периоде произошла миграционная система в северо-восточной части тюркских хионитов, кидаритов и эфталитов и этот процесс дезорганизовало культурный процесс в Хорезме. Некоторые источники показывают, что левый берег не входил в состав Хорезма. Хотя археологические матери-

алы указывали, что самые крупные города на правом берегу пришли в упадок, оросительные сооружения не развивались, но, на левом берегу в городах и кишлаках как, Ичан кала, Хазарасп, Ваянган, Замахшар, и Олма-отишган ожилилась жизнь⁴. Установление в VI веке Тюркского каганата ускорило процесс притока тюркского народа, в результате не осталось территорий Мавераннахра, не освоенные тюркским этносом. Но, и этот этнический слой тоже смешалось с местным населением Хорезма. Несмотря на это, число тюркского слоя среди населения значительно увеличилось. Но, надо отметить то, что Хорезм продолжал свои связи не только с тюркскими племенами но, и с иранскими. Это нашло свое отражение в государственном языке и письменности.

По сведениям Беруни, в VII-VIII веках н.э в Хорезме жили племена алан и ас. Но, с изменением русла Амударьи одна их часть переселилась на восточные берега Каспийского моря⁵. Некоторые части продолжали жить в нижнем течении Амударьи. Но, в продолжении IX-X веков на племена аланов тюрки оказали свое влияние. Одна часть говорила на языке Хорезма, а другая на языке печенегов. И поэтому Беруни написал, что сегодняшний язык аланов "основан на языках хорезмийцев и печенегов"⁶. Язык печенегов и кангаров (кангли) был тюркским. Язык определенной части хорезмийцев (население

4 А.Аскарлов. Этническая история и этногенез узбекского народа. Тошкент,2007, 50-51 ст.

5 Абу Райхон Беруний. Геодезия. Тошкент,Наука,1966.95-ст

6 Абу Райхон Беруний. Геодезия. Тошкент,Наука,1966.96-ст

города) принадлежал восточно-иранской системе языка. Этот язык в следующих предках аленов-осетинах, до сих пор сохранился⁷.

Надо особо отметить, что при завоевании арабами Средней Азии процесс притока тюрко-язычных этносов временно остановился. Они сами не смогли оказать влияние с генетической стороны на население Хорезма, но они обогатили этнический состав. Потому что, в это время связь хорезмийцев с соседними племенами угуз-сельджуками была прочной. Когда, Махмуд Газневи стал правителем Хорезма с тюркским званием Олтинтош Хорезмшах вместе с ним пришли тысячи тюрк-сельджуков. Период Саманидов тоже играет особую роль в оазисе.

X-XII века считаются самым сложным периодом этнических процессов Хорезма. В этом периоде Хорезм проявляется, с одной стороны опорным очагом кочевых племен Средней Азии, а также государством, выполняющим задачи цивилизации мусульман в угуз и дашти кипчаках. Потому что, Хорезм вел огромные торговые связи с ними. В произведениях Истахрия и в произведениях "Худуд-ул-олам", которое автор неизвестен, встречаются много сведений о том, что из Хорезма в страну угузов и хазаров регулярно шли караваны, а также о многочисленном населении и о богатстве городов Кос и Журжон⁸. Арабские авторы писали, что были многочис-

ленные колонии Хорезма в Хоросане, Хазаре и в Болгарии. Как пишет Ибн Хавкаль, хорезмийцы нападали на Болгарию и оттуда привезли рабов. Этот процесс стал причиной осложнения этнического состава населения Хорезма.

Обращаемся к сведениям Плано Карпино. В его произведениях пишется о связях Хорезма с Русью, Северным Кавказом и Поволжьем. Как он пишет Ургенч был многочисленным городом, здесь жили христиане, именно хазары, русские, аланы, а также сарранцины (мусульмане)⁹. Даже, хорезмийские воины сыграли основную роль при низвержении Хазарского каганата. По сведениям Ал-Мақдисия и ибн Хавкаля, эмир Хорезма Мамгун установив, свою власть над Хазарским каганатом переселил русских и хазаров в полуостров Мангышлак.

XII-XIII веках Хорезм во всех сферах достигла своего расцвета, в связи с этим в этот период происходило сложные этнические процессы на основе тюркизации. В период Атсыза Хорезмшаха даже кипчаки и туркмены переходят под его подчинение. Конечно, в период Атсыза Хорезмшаха кипчаки составляли главную военную силу его армии, а в период Текеша аристократы сельджукидов начали владеть крупными землями. В период его правления кипчаки начали вмешиваться в политические дела государства. Потому, что они были под защитой Туркан хотуна так как, по происхождению она было из рода киникли, являющийся родственниками кипчаков и была супругой Текеша. По сведениям

7 Миллер В.Ф. Осетинские этюды. СПб; 1889, Ч.3. с.100-101; Абаев В.И. Осетинский язык и фольклор. М., 1949. т.1. с.338-348.

8 С.П.Толстов. Древний Хорезм. Москва .1948 . 14-15 ст

9 С.П.Толстов. Древний Хорезм. Москва .1948 . 14-15 ст

Абулгазихана, Хорезмийцы установили с ними родственные отношения т.е. женились и отдавали в замуж.

“Такашхан взял дочь киникли падишаха Ургенча. Туркан всадник. Султон Мухаммад Хорезмшах родился от этой дочи, каждый был родственником ее по одному пришли на службу Султана... придя из киникли ставшие всадниками были 50 и 60 тыс.”¹⁰ – говоря автор дал информацию. Абулгазихан пишет, что даже Ургенч был отдан Хумортегину, брату Туркан хотун в качестве доруга.

В исторических источниках показано, что в XI веке персидские гулямы занимали главное место в войске Хорезмшаха, однако придя к XII-XIII векам основную военную силу составил контингент тюркских наемников. В этом деле достоин внимания информации Х. Вамберия про оборону Самарканда. Для обороны города Хорезмшах оставил 110 тысяч войск. Из них 60 тысяч были тюрки и 50 тысяч были таджиками. Войско состояло на половину из наемников, а другая из рабов, которые сыграли важную роль в процессе тюркизации вместе с кореным населением.

В период завоевания Монголов в Хорезме еще более увеличиваюся племена тюрков. Часть племен кипчаков, киникли, калачов, корликов, уйгуров, тикринов, ерманкитов, уйротов, найманов, кирайитов, киятов избежали от нападения Чингизхана, а другая часть в составе его войск вошли в оазис. Они уже X веке быстро слились с их родственниками,

расселяющее эту территорию. Такие люди могли участвовать в дворцовых празднованиях и церемониях, так как они были искусны в фехтовании, участвовали в разрушительных делах чигатайцев и брали в свои руки весь военное дело. Они применили тюркский язык в качестве дворцового языка и прямому общению народного языка. Принятие Ислама привело к переходу оседлой образа жизни тюрко-монгольских племен и стало еще одним толчком усиления слияния их с кореным населением. Усиление тюркских элементов в Хорезме еще можем увидеть в том, что уже XII век священные религиозные книги мусульман начались записываться на тюркском языке.

В период Тимуридов усиливается процесс тюркизации в Хорезме. Даже 1388 году Хорезм посещает арабский путешественник Ибн Батут и написал о том, что Хорезм большой, главный, красивый, великолепный город тюрков и что из-за большого населения оно похоже на море.¹¹ Начиная с этого времени термин “хорезмийцы” не встречаются в источниках. В будущем население этой территории будет вспоминаться названиями различных родов.

Таким образом, с течением времени этнический состав населения Хорезма обогатилось и совершенствовалось.

XV-XVI веках из Дашти-Кипчака в Хорезм пришла новая волна тюркских племен. В вопросе Хорезма иранские народы еще раз столкнулись с тюркскими этносами.

10 Абулгозий. Шажараий турк.-Т.: Чўлпон.1992.31-страница

11 Н.Иброхимов. Ибн Батута и его путешествие на Среднюю Азию.-Т.:1993.58-страница

Во II половине XVII века кочевые группы узбекских родов расположились на территории Хорезма и начали занимать государственные должности. Найманы, уйгуры, дурманы, бии и инаки, расположившиеся в Хорезме приняли активное участие при создании местной власти¹².

Абулгази превлек видных представителей узбеков и коренное население к государственным делам и провел реформу с целью стабилизации отношений между ними. Размещение узбеков в Хорезмском оазисе с целью укрепления государственной власти создало шанс перехода к оседлому образу жизни всего оазиса. Он объединил узбекских племен, кочующих вокруг оазиса на 4 большие группы и разместил их на территории от Даргонота до Аральского моря. На каждую группу объединялось два больших племен.

- 1-группа. Уйгур-найман.
- 3-группа. Нукус-мангит.
- 2-группа. Кунграт-кият.
- 4-группа. Кангли-кипчак¹³.

Так процесс перехода к оседлому образу жизни усилилось и продолжалось до начала XIX века.

До конца XIX века в результате перехода к оседлому образу жизни узбекских родов и племен в низовьях Амударьи были построены множество городов и кишлаков, которые именовались названиями оседлых родов и племен. Относятся к ним Кунграт, Мангит, Нукус,

Кангли, Кият, Найман, Уйгур и Кенагас. В это время население Хорезма именовалось названиями городов и кишлаков (Хивинцы, Нукусцы, Катлийцы, Гурленцы, Ургенчцы). Ранние представители Кунгратской династии при укреплении узбекского государства опирались на высшую знать узбекских родов-племен. В архивных документах¹⁵ ханского дворца написаны имена представителей узбекских родов, работавших на высших должностях.

Из среды инаков узбекских родов показаны имена инаков из киятов Килич, найманов Урозали, Мухаммад Рахим, Мухаммад Ризо, кипчаков Кутлуг Мухамма Якуб инак, мангытов Бобобек, Худжанияз, которые выполняли задачу инака.

По сведению полковника Г.И. Данилевского в 1842-1843-годах основная часть узбеков проживало на северных территориях Хивинского ханства – Гурлане, Мангите, Худжайли, Визире, Кипчаке, Куны Ургенче и Кунгирате. Из 26 городов, упомянутых Данилевским только в 7 жили узбеки, а 8 из них они проживали в смешанном виде с сартами. Территории, где располагались кочевые узбекские рода назывались кентом. По сведениям М.Юлдашева¹⁷ на одной широкой территории располагались различные рода. Сначала они располагались вокруг крепости, до XX века не только перешли к оседлому образу жизни, но смешались с коренным населением. Узбеки, перешедшие от скотоводства к земледелию по-тихоньку освоили обычаи, традиции, культуру и образ жизни коренного населения. Поэ-

12 Огахий .Риёзуд-давла. 5-том. Ташкент.1978.180 страница. Баёний .М.Ю. Шажарай Хорезмшахий. -Ташкент. Чулпан.1992.
13 Абдулгази Баходирхон. Шажарайи турк... 122-123-страница

тому И. Магадович в отношении коренного населения оазиса тоже применил термин узбек. Обратив свое внимание на оседлость узбекских родов, дает сведения о том, что в конце XIX – начале XX века основную часть населения составляли оседлые узбеки. До начала XX века Хивинское ханство делилась на 23 района, 20 из них управлял сам хан, а остальными управляли наибы, выбранные из представителей узбекских родов.

Таким образом, в конце XIX – начале XX века национальный состав населения составляли узбеки, туркмены, каракалпаки, казахи, персидцы и арабы.

Их основная часть 61,4% (на основе информации В. Лабочевского), т.е. 39.700 человек составляли узбеки и сарты (в основном узбеки проживали на северной части ханства, а сарты на южной части). По количеству туркмены стояли на втором месте и они составляли 28,5% населения т.е. 184.200 человек. Население ханства состояло из 34.200 человек, т.е. 5,3% каракалпаки, 2,3% (23000 человек) казахи. Эти цифры прийдя к 1926-году немного изменилось.

По показателю списка населения, проведенного нынешнем году на вилояте проживают 302.776 – узбеков, 1776 – туркмен, 1305 – каракалпаков, 3020 – казахов, 1135 – татаров, 851 – персов.

Туркмены, казахи и каракалпаки, живущие в Хивинском ханстве разделя-

лись на несколько родов. Кроме того, в ханстве в определенном количестве проживали курды, Иранские эмигранты (по происхождению ни узбек, ни сарт – П.П. Иванов), а также таджики, переселившиеся из территории Бухары и другие этнические группы (Хазоракского и Хонкийского района).¹⁸

После 1873-года этнический состав ханства еще больше усложнилось. На эту территорию переселились русские, украинцы, татары Поволжья, армяны и немцы.¹⁹

Из-за разнообразия этнического состава населения при управлении государством до начала XX века применялись родо-племенные отношения.

В конце XIX – начале XX века узбекское население, живущее в Хивинском ханстве стало состоять из 2 слоев. Из этих этнических групп по сравнению своего этногенеза самый интересный, по лингвистическим качествам тюркизированный, однако сохранившая древне Хорезмийский языковой тип, по антропологии различающаяся некоторыми индо-европейскими чертами и называющиеся друг по друга по кличке, а также является населением, считающий себя потомками древних Хорезмийцев.

По отношению субстратного населения, создавшего в данном оазисе Хорезмскую культуру в литературах, относящихся к XVIII-XIX широко применяется термин “сарт”.

КРИЗИС ГОСУДАРСТВА ТИМУРИДОВ И ПРИЧИНЫ ПРИХОДА К ВЛАСТИ ШЕЙБАНИДОВ В ЦЕНТРАЛЬНОЙ АЗИИ

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Резюме

Смысл статьи-развитие культурной и социально-политической жизни Бухарского ханства в XVI веке и причин прекращения государства Тимуридов и прихода к власти шейбанидов также написано о роли шайбанидов развития науки и культуры.

Ключевые слова

Мавераннахр, тимуридов, шайбанидов, социально-политической жизнь, наука, обучения, культура, источник.

После смерти Амира Темура (1336-1405), созданное им централизованное государство, доставшееся принцам-темуридам, в результате их политической и междоусобной борьбы, распалось на части. А к 20 годам XV века почти все наследие Амира Темура унаследовали Шохрух (1377-1447) и его потомки. Правивший Маверанахром Улугбек (1409-1449) все внимание уделил развитию общественно-политической жизни, науки и образования и культуры государства. Улугбек не владевший талантом полководца как дед Амир Темур, лишь в целях сохранения спокойствия внутри-политической жизни и границ своего государства, совершил отдельные военные походы. Он, являясь справедливым и мудрым правителем, стремился противостоять междоусобной борьбе, и все свои силы и способности направил на развитие науки и образования, сам всецело был занят изучением наук в резуль-

тате чего не смог предотвратить внутреннее противостояние, став его жертвой, где непосредственное участие принимал его родной сын Абдулатиф (1428 – 1450). В трагедии Улугбека серьезное значение имело развитие в Мавераннахре того периода идеи религиозного фанатизма. Вот как объясняет это ученый историк Б.Ахмедов: «религиозные фанатики вели против Мирзо Улугбека тайную борьбу, ибо его стремление раскрыть тайны небосвода было им не по нраву»[1] (перевод наш А.К.). и вместе с этим в этот период отвернулись от него войско и важные военачальники, для которых удачные военные походы приносили несметные богатства и их мог удовлетворить правитель ведущий постоянные войны. Улугбек же был ученым.

В Мавераннахре к тому времени усилилось политическое противостояние между принцами темуридами, которые

в каждом вилояте в каждом городе принадлежащем им стремились к независимости и старались установить свои порядки. И самое интересное, они в своих междоусобных войнах пользовались силами племени степных кыпчаков. В частности, если 1451 году они помогали Абу Саьиду (1451-1469) в установлении им своей власти, то спустя три года поддерживали власть Абулхайрхона Мухаммади Жукийя. Междоусобица ухудшило положение населения Мавераннахра, и привело обострению положения в стране[2] (перевод наш А.К.). В этот момент внук Абулхайрхана Мухаммад Шейбанихан (1451-1510), получивший образование при темуридах, укрепляет свою власть, объединяя разрозненные племена кыпчаков.

Государство, основанное Шейбаниханом в XVI веке, имело особенное значение в истории узбекской государственности. Хотя, в научных трудах многих ученых нашли свое отражение социально-экономический, культурно-политический вклад династии шейбанидов, ислам, занимавшее особое значение и деятельность шейхов в государстве Шейбанидов не должным образом изучено. Поэтому, в целях глубокого изучения этого вопроса целесообразно, прежде всего, проанализировать социально-политическое положение Мавераннахра конца XV – начала XVI веков.

Прежде всего, когда речь заходит об Узбекской государственности, необходимо отдельно упомянуть о том, что применительно к тюркским народам, населявшим нашу территорию и внесшим немалый вклад в развитие науки,

образования, культуры стал применяться термин «Узбек» пришедший вместе с кыпчакскими племенами, в частности с Шейбанидами. О происхождении данного термина историки различных времен выражают различные мнения, если обратиться к источникам часть кыпчакских племен в начале XV века (узбеки – узбакон) объединившись вокруг Шейбанихана, стали вести оседлый образ жизни в Средней Азии на территории современного Узбекистана. С этого времени термин «узбек» приобретает этнический смысл, и тюркское население территории стал называться «узбеками». Здесь необходимо упомянуть и то, что кочевники сохранили родоплеменное деление и названия своих племен вплоть до XX века. Но будет неверно говорить о том, что узбекский народ возник лишь в XVI веке, здесь речь лишь о том, когда термин «узбек» приобрел этнический смысл. Мысль, что с древних времен в Средней Азии проживали народы, говорившие на тюркском языке, кыпчакские кочевые узбеки, втершиеся в состав оседлого тюркского населения Мавераннахра, дали свое название «узбек» по праву «последних присоединившихся»[3] – можно воспринять как научно обоснованную.

Серьезным противником темуридов, которые правили Мавераннахром во второй половине XV века, были монголы, населявшие северные ее границы. Они много раз совершали набеги на Мавераннахр, грабили мирное население и угоняли скот. Исходя из этого, принцы темуриды заключают союз с Шейбаниханом, чтобы противопоста-

вить его монголам. Но Шейбанихан строго следуя своей политической тактике, выступает то на стороне темуридов, то на стороне монголов. В начале, он в целях обеспечения безопасности своей власти укрепляет свое положение на территории вокруг городов Самарканд, Бухара. Приступает к присоединению Хорасана и территорий левобережных областей Амударьи.

Умело, используя внутренние противоречия темуридов в своих целях Мухаммад Шейбанихан за короткое время, завладел принадлежавшими им городами Бухара, Самарканд, Мерв, Герат, Мешхед, Нишапуром и завоевал огромные территории от Сырдарьи до центрального Афганистана. Только Фергана, побережья Сырдарьи включили во владения хокимията Ташкента и включили в состав государства Шейбанихана. Возникшее в государстве темуридов политическое размежевание конца XV – начала XVI веков и стремление к независимости отдельных правителей стало причиной распада великого государства. В отличие от темуридов Шейбанихан пытался противостоять распаду и старался укрепить целостность и мощь государства. Также, необходимо упомянуть ужасное социально-экономическое положение страны, нищенское состояние трудового населения, перед завоеванием Шейбанихана, явившиеся еще одной из основных причин победы кочевых узбеков. Тяжелое экономическое положение стало причиной поддержки власти Шейбанихана духовенством и образованной частью населения являющееся основной опорой страны.

В целях сохранения власти темуридов в Мавераннахре, Мирза Бабур являвшийся серьезным соперником Шейбанихана, совершает несколько безуспешных военных походов, ибо противник оказался сильнее. Весной 1512 года войска Бабура объединившись с войсками Иранского шаха совершают свой последний поход на Бухару. Но войска узбеков под предводительством Убайдуллахана и Жанибека Султана 24 ноября 1512 года под Гиждуваном разгромили 60 тысячное войско, которыми командовал главнокомандующий Иранского шаха Нажми Соний[4]. Это событие явилось окончанием власти Бабура в Мавераннахре и установлением там власти Шейбанидов.

Мухаммад Шейбанихан был талантливым поэтом и образованным человеком своего времени. До прихода к власти он получил хорошее религиозное и светское образование в медресах Бухары. Необходимо отдельно упомянуть, что его наставниками были известный ученый богослов Мухаммад Хитоий, последователь учения шейха и ученого ходжи Мухаммад Порсо – Хафиз Хусейин Басурий (XV век) и его халиф Махмуд (XV – XVI). Шейбаниды в Мавераннахре не были чужими. Они в определенной степени находились в родственных связях с темуридами. В частности, Абулхайрхан в 1450 году в союзе с Султаном Абу Сайидом завоевал Самарканд и тогда же женился на Робия Султан бегим – дочери Мирзо Улугбека. В этом браке родились шейбаниды Кичкинчихон и Суюнчиходжахан, которые в определенные периоды были правите-

лями Мавераннахра[5]. Женитьба Мухаммада Шейбанихана на сестре Бабура упоминается во многих исторических источниках. При возможности их союза страна и народ не претерпели бы много лишений и невзгод. Но, к сожалению, весной 1512 года Шейбаниды вновь устремились завоевать Мавераннахр и окончательно выбить оттуда темуридов.

Шейбаниды, как и темуриды, уделяли особое внимание развитию науки, образования и культуры. Мухаммад Шейбанихан в юности, обучаясь в медресе Бухары богословию, одновременно занимался и стихотворчеством. Убайдуллахан же большое содействие оказывал развитию музыки, каллиграфии и развитию других искусств. О достижениях больших успехов одного из представителей этой династии Абдуллатифхана в изучении истории и астрологии упоминается во многих источниках[6]. Созданные Абдулазизханом и Абдуллаханом II библиотеки, являются крупнейшими книгохранилищами своего времени, где производились переписи рукописей, работы по реставрации, оформлению и украшению книг.

Наука и культура Мавераннахра при правлении шейбанидов, пусть и не как при темуридах упомянутые учеными всего мира как Культура восточного ренессанса, развивалась по своим специфическим, местническим направлениям. Научным и художественным произведениям этого времени прививались идеи религиозного мистицизма. Шейбаниды способствовали, наряду с развитием религиозных наук, развитию свет-

ских наук. Во многих исторических источниках отмечается, что образование в академии основанной Улутбеком продолжалось, где получили образование много преданных последователей его учения. В частности, Мухаммад Олим Шайх, живший на рубеже XVI – XVII веков, в своем труде «Ламахот» напоминает о работе ученых в академии основанной и Улутбеком[7]. К ним можно отнести Камолиддина Ибрагима, преподававшего в медресах Самарканда и Бухары, наставника Абдуллахана Ходжа Мухаммада, звездочета Киямиддина Шайдо, известного ученого математика и астронома мавляна (господина) Кавбакия. В отличие от Самарканда Бухара постепенно укрепляла свои позиции социального, экономического, политического и культурного центра.

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APPLICATION OF CASTOR, COCONUT AND SAFFLOWER OILS IN COSMETOLOGY

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Annotation

Enrichment of the soap base by using non-traditional vegetable oils and obtaining an individual cosmetic product for personal hygiene, which can be used daily for prevention.

Keywords: cosmetology, castor oil, coconut oil, safflower oil, soap base.

Currently, the fat-and-oil industry is number of fundamentally new problems, not solving simple quantitative increasing the volume of production, and requiring qualitatively new approaches and solutions.

One of the important tasks is the manufactured product for its intended purpose for a healthy diet, as well as therapeutic and prophylactic properties ensuring safety for human health.

Its specific use depends on which organic compounds and vitamins are included in the chemical composition of vegetable oil. Their total capacity for oxidation and removal of free radicals from the body toxin helps improve metabolism, strengthens and purifies vessels slows age changes, restores immunity.

External agents based on vegetable oils (and ointments, emulsions, suppositories, creams) are widely used in medicine and in cosmetics for body care and hair care.

With the development of technology and industry, we are witnessing the thoughtless consumption of mass food and self-care ceases to be safe. The manufacturer, in pursuit of an increase in

income and cheaper product, may include far from useful ingredients, which, however, allow them to keep products longer, and unfortunately, an improvement in quality often results in deterioration.

Beginning in the late 20th century, most people began to think seriously about their safety in products flooding the market conditions, abundant synthetic substances. The population began to give preference to all natural, eating as much as possible food without preservatives. Human nutrition is carried out through the skin, so modern manufacturers have come to the rescue by offering natural cosmetics, the percentage of which contains at least 80% natural ingredients.

The oils that make up the creams can have a direct effect on the skin, acting as an emollient, as well as promoting the penetration of biologically active substances into a deeper layer of the epidermis. Vegetable oils help the skin to compensate for the lack of lost epidermal lipids, especially ceramides, which restore its barrier function, activating lipid metabolism. Vegetable oils dissolve fat-soluble

Table 1.

Fatty acid composition of castor, coconut and safflower oils

Fatty acid name	The percentage of the amount of fatty acids		
	Castor oil	Coconut oil	Safflower oil
Stearic	0,3-2,4	2.0–4.0	1,9-2,9
Palmitic		7.5–10.2	5.3–8.0
Oleic	0.1-9.0	5.0–10.0	8.4–21.3
Linoleic	3.0-10.0	1.0–2.5	67,8-83,2
Ricinoleic	80,0-94,0	-	-
Lauric	-	45.1–53.2	-
Myristic	-	16.8–21.0	0.2
Dioxy stearic	0.7-1.1	-	-
Arachidinic	-	0.2	0.2–0.4

vitamins like A, E, D, K, otherwise they simply do not penetrate the skin. In addition, they are well combined with essential oils, phytoestrogens and other biologically active additives, which enhances the cosmetic effect.

To date, the list of cosmetic products is very extensive. Soap base is also a cosmetic product of chemistry, the same thing – it is almost finished flavorless soap, color and additives. The soap base is used mainly for soap boiling, due to its chemical composition it is easily absorbed with natural ingredients, dyes, essential oils and other components.

There are three types of soap base, it is:

- transparent soap base (solid or liquid);
- white soap base (it can be solid or creamy);
- natural (organic) soap base.

In this article, we looked at an organic soap base with a new, improved composition.

The newly developed recipe for natural soap base includes coconut, castor and safflower oil, which has unique functionalities.

Organic soap base, developed by the new recipe contains the following components, mass. % coconut oil, castor oil, safflower oil, glycerin, caustic soda, sorbitol and water.

The composition of ricinoleic acid is responsible for such important characteristics as softness and velvety skin: it protects the surface of the skin, restoring essential lipids in the epidermis and thus softens it. In addition, like other acids, has a mild antibacterial effect. The choice of castor oil as one of the main components of the new formulation in the soap base is the content of more than 80% ricinoleic acid in its composition.

Linoleic acid – which is a champion in the content of fatty acids in safflower oil, which is not produced by the body. It is an effective emollient, creating a thin film on the skin, preventing the evaporation of water. In addition to linoleic (79%), the oil contains oleic (20%), arachidic, stearic, palmitic and other fatty acids, as well as vitamin K and E, serotonin derivatives.

This component is perfectly absorbed by the skin, and dry, and oily, so it is

widely used in a variety of means. It retains moisture in the skin, softens, and is effective in rosacea.

Superfat are those oils that do not undergo reaction with an alkaline solution, i.e. not washed. And since they are not decomposed into salts of fatty acids and glycerin, they direct all their beneficial properties to care for our skin.

From ancient times, castor oil was very often used in cosmetology. Used as a skin care product, as a nourishing and softening facial skin. Thanks to this, it is possible to reduce such manifestations as peeling, roughness, roughness, dry skin and a decrease in its elasticity.

As stated by Professor Yuri Lozovsky, who in 1998 in one of his works, telling about the causes of premature aging of the human body, mentioned the negative effect of soap on the skin. Then his statement caused a lot of controversy, but now cosmetologists do not for a moment doubt and support the professor's opinion: "In Soviet times, young teachers, members of the Komsomol began to actively preach a healthy lifestyle, and immediately among the northern peoples a demographic catastrophe occurred. Among the Evenks, the Chukchi, the Nenets, who were forced to wash with soap and water, ended with a colossal death. Doctors shrugged their shoulders, but rather quickly found that soap destroyed that natural protective fatty layer that always protected the skin of the natives, and now it was defenseless against microorganisms".

Using castor, coconut and safflower oils as a superfat is able to smooth and rejuvenate the skin, eliminate shallow wrinkles. You can also get rid of pigmentation and clarification of freckles due to the whitening properties of castor oil.

The soap base is the easiest way to get your own soap. Handmade soaps almost always contain additional caring ingredients, such as vegetable and essential oils, plant extracts, flowers of plants, and sometimes crushed fruit bones. These substances, in turn, have a therapeutic effect on the skin. They moisturize and nourish it, saturate with vitamins, accelerate the healing process of cracks and wounds, suspend the aging process.

The unique fatty acid composition of the resulting mixture of castor coconut and safflower oil increases the caring properties and harmoniously complement each other.

The process of soap making with the soap base itself becomes safer, acquiring knowledge provides enhanced culture and personal hygiene.

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**SELECTION OF EFFECTIVE ALKALINE REAGENT
FOR THE NEUTRALIZATION OF SAFFLOWER OIL**

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Annotation: *A study of the replacement of traditional caustic soda in the process of neutralizing safflower oil with sodium silicate allows improving the quality of safflower oil during neutralization.*

Key word: safflower oil, free fatty acids, neutralization, sodium silicate.

The raw safflower oil, obtained as a pressing, and extraction methods contain a significant amount of free fatty acids and accompanying substances of acid nature [1].

Their neutralization with an alkaline reagent is a required process for the treatment of safflower oil, where the maximum value of the acid numbers of the latter does not exceed last 0.3 mg KOH/g [2].

Unlike traditional alkaline refining cotton oils using an active aqueous solution of NaOH, the neutralization process of safflower oils can be made less active aqueous solution of sodium silicate with an excess of 20-50% by oil mass. This significantly reduces the saponification of neutral triglycerides and safflower oil neutralized yield increases in consequence.

Nowadays, in the fat-and-oil plants of Uzbekistan due to the lack of experi-

ence, and sodium silicate to change it safflower oils neutralization is carried out with caustic soda (NaOH), which increases the waste oil in soap stock chain [3].

For the purpose of selecting the optimal technological regimes of the safflower oils neutralization using sodium silicate we conducted a series of experiments in a laboratory setup. The concentration of the aqueous sodium silicate solution was equal to 120g/l and an excess was 30%.

Table. 1 shows the results of an alkaline neutralization safflower oil using sodium silicate we performed a series of experiments in a laboratory setup. The concentration of the aqueous sodium silicate solution is 120g/l and its excess is 30%.

Table. 1 shows the results of an alkaline neutralization of safflower oil us-

Table 1

Comparative indices of the neutralization process of safflower oil using sodium silicate and caustic soda (control)

The name of indicators	Initial safflower oil	Oil, neutralized	
		aqueous solution of sodium silicate	aqueous caustic soda solution (control)
Acid number, mg KOH / g	1.65	0.15	0.28
Mass fraction of phospholipids%			
Chromaticity, J2 mg	0.34	0.03	0.09
Peroxide value, 1/2 Ommol / kg	60	20	thirty
Yield of neutralized safflower oil%	12.05	3.55	4.65
	–	98.22	95.73

ing sodium silicate and caustic soda (control).

Table. 1 shows that in comparison with the known aqueous solution of caustic soda (control) the application of an aqueous sodium silicate solution can reduce the acid number of safflower oil from 1.65 mg KOH / mg to 0.15 mg KOH / g and, the mass fraction of phospholipids from 0, 34% to 0.03%, chromaticity – 60 mg J2, peroxide number – from 12.05 1/2 Ommol / kg to 3.55 1/2 Ommol / kg. All the gained values of quality indicators of neutralized safflower oil meet the requirements of the standard [4].

The yield of safflower oil neutralized using an aqueous sodium silicate solution as compared with a known caustic soda (control) increases from 95.73% to 98.22% i.e. by 2.49%. This is achieved by improving the selectivity of the neutralization process of safflower oil with an aqueous solution of sodium silicate.

It is known that sodium silicate, as opposed to caustic soda in aqueous solution forms a siliceous gel, which to-

gether with the sodium salts of fatty acids and triglycerides accompanying substances proceeds in the soapstock, changing its traditional composition, rheological properties, etc. [5].

Given this, we analyzed compositions soapstock obtained by the known (control) and the proposed method.

Table. 2 shows that the total fat content in the soapstock obtained using an aqueous sodium silicate solution is less than in the case of a known caustic soda. The advantage of using sodium silicate is in the neutral oil content soapstock in soapstock obtained using an aqueous solution of sodium silicate less is known in the case of caustic soda. The advantage of using sodium silicate is in the neutral oil content soapstock (NO) lower (22.86%) compared to the soapstock obtained using caustic soda (28.48%). A similar pattern is observed when comparing the content of fatty acids (FA), where the proposed method is less (26.7%) of fatty acids in the soapstock than in conventional (28.36%).

Table 2

Comparative indicators of safflower soapstocks obtained using known caustic soda (control) and the proposed sodium silicate

Indices soapstock	safflower soapstock obtained by	
	a proposed method	conventional method (control)
Mass fraction of total fat,% including: – neutral oil (NO)	49.56	56.84
– fatty acids (FA)	22.86	28.48
ratio NO:FA	26.70	28.36
	0.86	1.01

Such result of analysis of soap stock obtained using an aqueous sodium silicate solution can be explained as follows: sodium silicate having a composition of $n \cdot Na_2O \cdot m \cdot SiO_2$ reacts with the free fatty acids according to the following chemical reaction [6]: $RCOO^- + Na^+ \rightarrow RCOONa$.

Thus free silicic acid is allocated as a byproduct which, due to the content of reactive strength of the full groups (SiOH), enter into a polycondensation to form a polysilicon structure with different acids in a colloid solution (gels). The use of sodium silicate as a neutralizing agent reduces the intensity of the emulsification safflower oil and avoids the formation of stable emulsions as compared to using NaOH. Effective bleaching of safflower oil (Table. 1) using sodium silicate can be justified by adsorption of coloring substances silicate gel to poly silicic acids. The formation of larger flocs soapstock using sodium silicate allows to intensify the separation process of soapstock from the neutralized safflower oil.

Thus, these studies suggest the following conclusions:- replacement of the

traditional caustic in the neutralization of sodium silicate safflower oil allows it to be more selective:

- the saponification of triglyceride of safflower oil is significantly reduced and the yield of the latter is increased; physical and chemical characteristics of the resulting neutralized safflower oil, which completely satisfy the requirements of the relevant standards, are greatly increased;

- the process of separation of soapstock neutralized safflower oil is intensified due to a significant enlargement of the first flocs;

- the content of neutral fat in safflower soap stock is significantly reduced by reducing emulsifying ability of phospholipids;

- the ratio of neutral oil to fatty acids contained in safflower soapstock is decreased.

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THE FUNCTIONING OF EUPHEMISMS IN ENGLISH POLITICAL DISCOURSE

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The article is dedicated to the euphemisms' use peculiarities which often occur in English political discourse. Examples of euphemistic nominations that are used to substitute words or phrases thought to be offensive, harsh or blunt are provided.

Key words: euphemism, political discourse, taboo words, politeness.

The English language is one of the most widespread languages on Earth. That is the reason why people often talk about English as a global language or lingua franca. At the same time, due to the long history of formation the English language has developed an extremely rich vocabulary that attracts a lot of linguists and scholars.

Politicians resort to euphemism as a safe way to deal with unpleasant subjects and criticize their opponents without giving a negative impression to their audiences. In this regard, it is important to pay attention to the notion of the euphemisms. First of all, we have to emphasize that euphemism is the generally innocuous word or expression used in place of one that may be found offensive or suggest something unpleasant. Some euphemisms are intended to amuse; while others use bland, inoffensive terms for things the user wishes to downplay. Euphemisms are used to refer to taboo topics (such as disability, sex, excretion, and death) in a polite way, or to mask profanity [1, p. 75].

Euphemism is often employed in an attempt to make polite reference to physical or psychological disability, though some people argue that while a trend toward ever more euphemistic language seems to accord people so labeled more respect, euphemism can also diminish the public perception of the seriousness of the condition [4, p. 65].

Nowadays euphemisms are also used as a linguistic means to conceal facts and manipulate the audience. It is necessary to understand the contemporary usage of euphemisms by two perspectives, i. e. as a neutral word or phrase that is used instead of a synonymous one which is impolite or politically incorrect; and also as an individual, occasional contextual substitutions aimed at misrepresenting or concealing facts, their real meaning, etc. [2, p. 55]

In the process of the investigation, we have also paid attention to the practical study of the euphemisms in the English language. The euphemism is a polite or mild word or expression used to refer to something embarrassing, taboo, or un-

pleasant. Euphemisms are especially common in reference to bodily functions and illegal behavior, and to substitute curse words [3, p. 41].

On the other hand, euphemisms are widely used in everyday speech by politicians. Now its usage is unconsciousness, due to the fact that people are polite and often prefer to soften their speech with a mixture of abstraction, metaphor, slang, and understatement that offers protection against the offensive, harsh or blunt. Euphemisms range promiscuously, from diplomacy (“*the minister is indisposed*” in the meaning he “*won’t be coming*”) to the relations (“*to cheat on somebody*”). But it is possible to attempt a euphemistic taxonomy. One way to categorize them is ethical. Some euphemisms do distort and mislead, but some are motivated by kindness [2, p. 54].

Euphemism boasts a long history. Everything began from taboo words and the way people tried to find other words to say things, which were forbidden to pronounce due to the principles of morality or some religious beliefs [2, p. 53].

Euphemisms may be used to amuse, downplay the severity of a situation, or conceal the speaker’s embarrassment about something. Euphemisms can develop over time to avoid having to say a particular word, though sometimes euphemisms themselves become taboo once they are closely associated enough with the offensive concept. For example, “*The Prime Minister went away last Tuesday. Everybody was shocked by this lost* [5].” In the process of the investigation, we have investigated the political discourse of the

English language and as a result, we have found a lot of vivid examples of the usage of euphemisms. For example, in the above-mentioned sentence, we have noticed that the euphemism “*passed away*” was used instead of “*died*”.

In the process of the study, we have analyzed the next sentence: “*Ethnic cleansing was on the territory of Ukraine by the USSR government* [5].” During the research, we have also taken into consideration the prior quotation that was taken from the political discourse. Here, we have seen that the euphemism “*ethnic cleansing*” is used instead of the word “*genocide*”.

As figurative language plays an essential role in political discourse. We want to pay your attention to the next sentence: “*A lot of young girls we caught because they turn a trick* [5].” During the investigation the euphemism “*to turn a trick*” is often used in the English media discourse. We have to admit that in this sentence the euphemism “*to turn a trick*” has the meaning “*to engage in prostitution*”.

What emerges from this piece of research is that politicians resort to euphemism in order not to give a bad impression to their audiences when approaching controversial or delicate topics. Euphemisms respond to an essential goal in political language: to safeguard the politicians’ image. However, we have to admit that euphemisms are everywhere and they often occur in the media discourse for different purposes. In addition, euphemism referring to such delicate topics as death and euthanasia seems to

show a true concern and consideration for the feelings of those involved.

In general, euphemism serves different purposes: avoidance of discrimination to disadvantaged groups, concern for people's sensitivity, polite criticism and mitigation.

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СИНОНІМІЧНИЙ ПОВТОР У РОМАНАХ ШАРЛОТТИ БІНГХЕМ

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Ключові слова: повтор, синонімічний повтор, роман.

Keywords: repetition, synonymic repetition, novel.

Повтор – це мовленнєва фігура, що полягає в повторенні звуків, слів, морфем, синонімів або синтаксичних конструкцій в умовах достатньої тісноти ряду, тобто розташованих достатньо близько один від одного, для того щоб їх можна було помітити [1, 200]. Синонімічний повтор – це повторення синонімічних лексичних засобів для вираження певної думки [4]. Його стилістична функція пов'язана з виділенням різних відтінків лексичного значення синонімічних слів.

Синонімічний повтор реалізується через використання двох різновидів семантичного слововживання: синонімів-замісників та синонімів-уточнювачів.

Синоніми-замісники – це варіативні найменування (включаючи перифрази та гіпероніми) одного й того ж предмета, явища, дії, що використовуються з метою уточнення, доповнення характеристик позначуваного у новому аспекті, а також підвищення виразності висловлювання [2, 145]. У романах Шарлотти Бінгхем синоніми-замісники передусім слугують засобом уникнення тавтології, зосереджують увагу на повторюваному члені висловлювання чи надфразної єдності та мо-

жуть виконувати функцію додаткової характеристики позначуваного, підвищуючи перлокутивний ефект через внесення нових емоційних, експресивних, оцінних, образних відтінків: *And like the Cowardly Lion and the Tin Man in The Wizard of Oz, the out of work actors and the resting thespians would now be hiding in terror at the mere mention of Elsie Lancaster until the Wicked Witch of the West retired once more to her kitchen [...]* (5, 383).

Синоніми-уточнювачі – це синоніми, кожен з яких, використовуючись у синтагматичному сполученні (зазвичай контактному) з іншими, виражає певний додатковий відтінок значення. Синоніми-уточнювачі реалізуються моделями „парні синоніми” та „синонімічні варіації”.

Парні синоніми – це подібні за значенням синдентично об'єднані лексичні одиниці, які, виражаючи одне поняття через два, так чи інакше розширюють, деталізують основний зміст висловлювання, зокрема позначуване [3, 47; 4].

Парні синоніми у романах Шарлотти Бінгхем є продуктивним засобом вичерпного опису позначуваних явищ,

дій та якостей: *Oliver was after all [...] pig-headed and stubborn, not to mention immensely conceited, and at the same time sensitive to a degree* (5, 447).

Модель „синонімічні варіації” реалізується через нанизування подібних найменувань із метою підвищення виразності мовлення, причому для досягнення максимального прагматичного ефекту відбираються мовні засоби, які з точки зору мовця є найбільш експресивними, що, зокрема, підтверджується романами Шарлотти Бінгхем, де цей різновид синонімічного повтору використовується в мовленні персонажів та різних композиційно-мовленневих формах: *‘Mr Arkwright is leaving now; he is coming straight out. He can’t wait.’* (7, 19).

У романах авторки синонімічний повтор виступає одним із найпродуктивніших засобів вираження емоційного стану персонажів, що передусім зумовлено широкою варіативністю лексичних засобів, які використовуються для рефренового вираження думки. Синонімія лексичних засобів може виявлятися у межах контексту шляхом логічного аналізу і образного співставлення явищ, а прагматичний ефект синонімічного повтору, що використовується у мовленні персонажів, реалізується переважно у великих за обсягом мовленневих відрізках. Синонімічний повтор такого типу є найбільш значущим засобом прагматичного впливу діалогічного мовлення персонажів і реалізується у різних ко-

мунікативно-прагматичних ситуаціях із позначкою „емоційна збудженість”, слугуючи засобом заперечення істини, вираження радості, сорому тощо: *‘Oh, George is quite the same, quite his old self. George is quite what he was.’* (6, 36).

Отже, синонімічний повтор у романах Шарлотти Бінгхем слугує ефективним засобом виділення різних відтінків лексичного значення синонімічних слів, використовується для надання додаткової характеристики позначуваного, вносить у висловлювання емоційні, експресивні, оцінні нюанси, підвищуючи афективність фрагменту тексту, до якого його включено.

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АНГЛІЙСЬКА ГРАФІКА: ЕТАПИ РОЗВИТКУ

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В сучасному мовознавстві під поняттям «графіка» розуміють частину науки про письмо, що вивчає накреслення літер та співвідношення між буквами і звуками [2, 241]. Основою будь-якої графіки є алфавіт. Алфавіт (також – азбука, абетка) – це система письмових знаків, які передають звукову форму слів мови символами, що зображують окремі звукові елементи [6, 40].

Розпізнають два різновиди письма – складове та буквене. Прикладами складового письма можуть служити китайська та японська абетки. Носії цих мов користуються ієрогліфами, які позначають як слова, так і склади.

Вчені вважають, що три основні європейські алфавіти – грецький, латинський та кириличний.

Крім грецького, латинського та кириличного письма давню історію мають арабська, єврейська, корейська, вірменська, грузинська графіки.

Найдавніші письмові пам'ятки староанглійської мови, як відомо, виконано рунами. Руни – алфавіт стародавніх германців. З розповсюдженням із 6 століття в Англії християнства ла-

тинська абетка швидко витісняє рунічний алфавіт. Найдавніші пам'ятки англійської культури, написані латинською абеткою, належать до 8 століття. Серед них – добре знані «Гімн» ченця Кедмона, «Передсмертна пісня» та «Церковна історія англів» історика Беди, переклад з латини Євангелія, Псалтиря та псалмів, церковні гімни, глоси, стародавні грамоти, «Англосаксонська хроніка» (7–9 ст.), переклад Альфреда Великого з латинської мови «Всесвітньої історії» іспанського монаха Оросія, доповнений оригінальними додатками про мандрі Охтхере та Вульфстана, переклад «Турбот пастиря» папи Григорія Першого зі вступом «Про стан освіти в Англії», написаним королем Альфредом, «Втіха філософії» Боеція, твори абата Ельфрика «Проповіді», «Життя святих» тощо [1, 31–35].

Окрім прозових праць, до наших днів дійшло і чимало поезії як, скажімо, епічна поема «Беовульф», поеми ченця Кюневульфа «Єлена», «Юліана» та ін. Крім власних латинських літер, типовими знаками цього періоду були æ, þ, ð, ȝ.

Класичним прикладом староанглійської графіки може бути перше речення із розповіді про мандри Охтхере та Вульфстана:

Ohthere sæde hish laforde, Ælfrede cyninze, þæt hee alra Norðmonna norþmest bude. (Othere said to his lord, Alfred the King, that he of all Northmen to the north had lived) [4, 74].

Сучасна англійська графіка сформувалась переважно в середній період після 12 століття. Зміни в системі фонем, вплив французької орфографії внаслідок Нормандського завоювання 1066 року, запровадження книгодрукування 1477 року призвели до зміни старого «острівного варіанту» латинської абетки, запозиченого в ірландців, на «континентальний варіант».

Як результат цієї зміни, з'явилися нові літери: (тут і далі у наведених прикладах перше слово – староанглійське, друге – середньоанглійське, третє – новоанглійське):

(а) букву *ȝ* було витіснено літерою *g*:

ȝān – goon – go

ȝrēāt – greet – great

ecȝ – edge – edge

(б) букву *c* перед голосними переднього ряду та приголосними було замінено літерою *k*:

cind – kind – kind

cyninȝ – kyng – king

spāwan – knowen – know

spniht – knight – knight

(в) з'являється літера *v* для позначення нової дзвінкої фонемі /v/:

lufian – loven – love

З'явилися також буквосполучення *ou, ow, ee, ea, oo* в системі вокалізму:

tūn – town – town

fēt – feet – feet

sā – sed – sed

tōb – tooth – tooth.

В системі консонантизму з'являються лігатури *sh, ch, th, gh, qu*:

sceal – shal – shall

sceap – child – child

cyrce–churche – church

þenkan – thenken – thank

þær – ther – there.

niht – nyght – night

dohtor – doghter – daughter

swēn – queen – queen.

Слід зауважити, що сучасна англійська орфографія є досить консервативною, напевно, як і сама англійська нація. Упродовж багатьох століть у фонетичній системі мови, незалежно від свідомості і волі її носіїв, відбулося чимало змін. Водночас орфографія залишалася середньовічною, ніби законсервованою. Яскравим прикладом розбіжності між написанням та вимовою англійського слова є іменник *daughter*, який містить 8 літер й удвічі менше звуків – /'dɔ:tə/.

Сучасне англійське слово є своєрідним ієрогліфом. Попри те, що в мові існують правила читання, винятків наводиться набагато більше. Тому кожне слово доводиться запам'ятовувати у трьох ракурсах – образ слова, його прочитання та його значення. Недарма в англійському жарті «Пишемо МАНЧЕСТЕР, а читаємо ЛІВЕРПУЛЬ», є значна частка істини. До того ж, на відміну від словників німецької, французької чи іспанської мов, що традиційно вивчаються в навчальних закла-

дах України, в англійських словниках транскрипція подається фактично до кожного слова.

Разом з тим, сучасна англійська графіка є досить привабливою в естетичному плані. На відміну від чеської, польської, німецької, французької чи латинської графік, де вживаються численні надрядкові знаки, в англійському письмі діакритичних знаків не існує взагалі.

Ще в середньоанглійську добу голосну літеру *u* було замінено буквою *o* перед приголосними *n, t, v, w*, схожими за накресленням, що теж зіграло не останню роль в естетичності англійської графіки:

cumen – comen – come

sunu – sone – son

lufu – love – love

Привабливий вигляд має вживання літери *u* багатьох словах власне англійського походження. Як правило, ця буква використовується або на початку (*yes, you, yard, yellow*), або в кінці слова (*lovely, brightly, mighty*). Виняток становлять лексеми грецького походження – *rhythm, synonum, physics, psychology* та багато інших.

Неповторність англійської графіки виявляється й у довжині слова. В лексиконі англійської мови функціонує величезна кількість односкладових

слів, що містять від однієї до п'яти літер – *a, A, B, C, D, I, O, x, y, z; he, do, go, no, my, it, be, at, in, me; she, sit, get, you, let, his, set, boy, rap, our, big; come, live, good, work, game, play, home, girl, grow, then; green, large, brown, where* тощо.

Британці досить чемна нація. В сучасній англійській мові вже не вживається займенник *thou* з його формами *thee, thy, thine*. Але займенник *I* завжди пишеться з великої літери. Навряд чи тут доцільно говорити про егоїзм англійця, швидше – про його самоповагу. Проте таке написання займенника першої особи однини є ще одним свідченням оригінальності і своєрідності англійської графіки.

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LEXICAL TRANSFORMATIONS

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They say that translation starts where dictionaries end. Though somewhat exaggerated, this saying truly reflects the nature of literary translation. Dictionaries list all regular correspondences between elements of lexical systems of languages. Translation deals not so much with the system of language but with speech (or to be more exact – with a text, which is a product of speech).

So, in the process of translation, one has to find it by himself which of the meanings of a polysemantic word is realized in a particular context, to see if under the influence of this context the word has acquired a slightly new shade of meaning and to decide how this new shade of meaning (not listed in any dictionary) can be rendered in TL.

E.g. no dictionary ever translates the verb “to be” as “лежать», nevertheless it is the best way to translate it in the sentence «She was in hospital» – “Она лежала в больнице». [1]

Moreover, it has already been said that every language has its specific way of expressing things, a way that may be quite alien to other languages. That is why a literal (word-for-word) translation of a foreign text may turn out clumsy (if not

ridiculous) in TL. To avoid it one has to resort to some special devices worked out by the theory of translation and known as lexical transformations (or contextual substitutions). There are several types of such transformations.

1. The first type of lexical transformations is used in translating words with wide and non-differentiated meaning. The essence of this transformation lies in translating such words of SL by words with specified concrete meaning in TL. When translating from English into Russian they use it especially often in the sphere of verbs. If English verbs mostly denote actions in rather a vague general way, Russian verbs are very concrete in denoting not only the action itself but also the manner of performing this action as well: “to go (on foot, by train, by plane, etc.)” – “идти пешком», «ехать поездом», «лететь самолетом», etc. The choice of a particular Russian verb depends on the context. It does not mean, of course, that the verb «to go» changes its meaning under the influence of the context. The meaning of «to go» is the same, it always approximately corresponds to the Russian «перемещаться», but the norms of the Russian language demand a

more specified nomination of the action. The same can be illustrated with the verb «to be»: «The clock is on the wall», «The apple is on the plate and the plate is on the table» – «Часы висят на стене», «яблоко лежит на тарелке, а тарелка стоит на столе», though in all those cases «to be» preserves its general meaning «находиться». The sentence «He's in Hollywood» in J.D. Salinger's «The Catcher in the Rye» should be translated as «Он работает в Голливуде», but if «Oxford» were substituted for «Hollywood» the translation would rather be «учится». This transformation is applicable not only to verbs but to all words of wide semantic volume, no matter to what part of speech they belong: adverbs, adjectives, nouns, etc.

The English pronoun «you» deserves special attention. It can be translated only with the help of differentiation, i.e. either «ТЫ» or «ВЫ». The choice depends on the character, age, the social position of the characters, their relations, and the situation in which they speak. One should remember that the wrong choice could ruin the whole atmosphere of the text.

2. The second type of transformation is quite opposite in its character and is usually called “generalization”. In many cases, the norms of TL make it unnecessary or even undesirable to translate all the particulars expressed in SL. Englishmen usually name the exact height of a person: “He is six foot three tall”. In Russian it would hardly seem natural to introduce a character saying “Он шести футов и трех дюймов росту»; substituting centimeters for feet and inches

wouldn't make it much better: «Он 190, 5 сантиметров росту». The best variant is to say: «Он очень большого роста».

Generalization is also used in those cases when a SL a word with differentiated meaning corresponds to a word with non-differentiated meaning in TL («a hand» – «рука», «an arm» -> «рука», etc.).

3. The third type of transformation is based upon logical connection between two phenomena (usually it is a cause-and-effect type of connection), one of which is named in the original text and the other used as its translated version. This transformation presupposes semantic and logical analysis of the situation described in the text and consists in semantic development of this situation. If the situation is developed correctly, that is if the original and translated utterances are semantically connected as cause and effect, the transformation helps to render the sense and to observe the norms of TL: “Mr. Kelada's brushes... would have been all the better for a scrub” (S. Maugham) – “Щетки мистера Келады ... не отличались чистотой». It may seem that the translation «не отличались чистотой» somewhat deviates from the original «would have been all the better for a scrub». However, the literal translation «были бы много лучше от чистки» is clumsy while «не отличались чистотой» is quite acceptable stylistically and renders the idea quite correctly: why would they have been all the better for a scrub? – because they не отличались чистотой. Another example: «When I went on board I found Mr. Kelada's luggage already below» (S. Maugham) «... я нашел багаж мистера

Келады уже внизу» is not Russian. The verb «нашел» or «обнаружил» do not render the situation adequately. It is much better to translate it as «... багаж мистера Келады был уже внизу», which describes the situation quite correctly: why did I find his luggage below? – because он был уже внизу. [5]

These two examples illustrate substitution of the cause for the effect: the English sentence names the effect while the Russian variant names its cause. There may occur the opposite situation – substitution of the effect for the cause: “I not only shared a cabin with him and ate three meals a day at the same table...” (S. Maugham) – “...три раза в день встречался с ним за одним столом»; «Three long years had passed... since I had tasted ale...» (Mark Twain) – “Целых три года я не брал в рот пива...” In these examples the English sentences name the cause while the Russian versions contain the effect (I ate three meals a day at the same table with him, so Я три раза в день встречался с ним за одним столом; three long years had passed since I tasted ale, so целых три года я не брал в рот пива). [6]

4. The fourth type of transformation is based on antonyms. It means that a certain word is translated not by the corresponding word of TL but by its antonym and at the same time negation is added (or, if there is negation in the original sentence, it is omitted in translation): “It wasn’t too far.” – “Это оказалось довольно близко» («far» is translated as «близко» and negation in the predicate is omitted). Not far = близко.

The necessity for this transformation arises due to several reasons: 1) peculiarities of the systems of SL and TL, 2) contextual requirements, 3) traditional norms of TL.

5. The fifth transformation is usually called “compensation”. To be exact, it is not so much a transformation but rather a general principle of rendering stylistic peculiarities of a literary text when there is no direct correspondence between stylistic means of SL and TL. This transformation is widely used to render speech peculiarities of characters, to translate puns, rhyming words, etc. The essence of it is as follows: it is not always possible to find stylistic equivalents to every stylistically marked word of the original text or to every phonetic and grammatical irregularity purposefully used by the author. That is why there should be kept a general stylistic balance based on compensating some inevitable stylistic losses by introducing stylistically similar elements in some other utterances or by employing different linguistic means playing a similar role in TL. Suppose a character uses the word “fool-proof” which is certainly a sign of the colloquial register. In Russian, there is no colloquial synonym of the word “надежный» or «безопасный». So, the colloquial «fool-proof» is translated by the neutral «абсолютно надежный» and the speech of the character loses its stylistic coloring. This loss is inevitable, but it is necessary to find a way of compensation. There is another variety of compensation, which consists in creating the same general effect in TL with the

help of means different from those used in SL. A combination of phonetic and grammatical mistakes is used by G.B. Shaw to show that his character is an uneducated person: «Old uns like me is up in the world now». It is impossible to make the same mistakes in the corresponding Russian sentence: «Такие старики, как я, сейчас высоко ценятся».[7] Nevertheless, speech characteristics are very important for creating the image of Beamish, so it is necessary to make him speak in an uneducated manner. With the help of these five types of transformations, one can overcome practically all lexical difficulties.

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НЕКОТОРЫЕ РАЗМЫШЛЕНИЯ ПРО АБДУРАХМАНА – ДЖЕВАЧИ

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Резюме

В этой статье идет речь о личности под именем Абдурахмана – джевачи его жизни и деятельности, а также весомый вклад героя в знаменитом Жиззакском восстании в 1916 года.

Ключевые слова: Свобода, белые мангыты, жёлтые мангыты, чёрный мангыты, горный орёл, джевачи.

Красивую страну в первую очередь украшают ее мудрые отцы и матери, ее дети, то есть юноши и девушки. Имеющие в себе такие качества как прекрасная душа, познание и заботливость с высокой духовностью, культурой и привлекательной внешностью. Отец Абдурахмана когда-то принес с горы Михин детеныша орла. Постепенно Абдурахман начал учить орла охотиться, пользуясь тем, что орленок чувствовал себя у них как у себе дома. Сперва орел охотился на воробьев, но однажды Абдурахман попробовал орла в пустыне Кызылкум на охоту волков. Орел одним ударом своим сломал спину волка, а после этого случая он стал членом семьи Абдурахмана. Теперь Абдурахман после охоты с орлами намеревался освободить борьбой свой народ от захватчиков. Абдурахман особо ухаживал над орлом оставшегося от отца своего. Иногда зарезав овца бросал его на орла для тренировки Орел держа добычу свою в когтях, поднимался на скалу рядом кишлака Кухнабазар и оставлял есть стервятникам остатки мяса оставшегося после

себя. Орел часто поднимая вверх добычу свою выбрасывал, а потом сразу же летел к ней как пуля достигая высокой скорости догоняя ее, перехватив снова и снова повторяя такую тренировку. Такими действиями орел обрадовал хозяина. Когда орел поднимался на небо стервятники и другие птицы разбегались на свои гнезда, следя за его полетом. Абдурахман был человеком стройным, среднего роста, желтого лица с широкими плечами, с острыми глазами и огромным кулаком. Такое телосложение он унаследовал от отца Абдурахман ходил на лошади умело и с острым глазом узнавал идущего всадника и пешего. Однажды он находился в Бухаре с торговыми делами в карвансарае и вдруг в его комнату взошел афганец, который без спроса хозяина начал ковырять вещи, выбирая для себя подходящих с целью грабежа и даже угрожая кинжалом, но Абдурахман одним пинком и крепкой схваткой победил разбойника. Это и было его первой борьбой за свободу. Думая что тот разбойник сможет привести своих товарищей он собрал

вещи и удалился от туда. Абдурахман всегда продумывал слова своего отца про независимость. Занимаясь торговыми делами он некогда и некого не обманывал, из-за этого у него было много друзей в Бухаре, Самарканде и в Жиззаке. Ранняя весна, вокруг все покрыто зеленым цветом, соловьи пели свои прекрасные песни. Именно в один из таких дней он собирался пойти на просмотр сада в кишлаке Михин. Перед уходом он приказал жене Рузи и сыновьям Исламу и Соробеку собирать дров и сен, Рустам и Норбек поехали с отцом в Михин. К вечеру Абдурахман вернулся с сыновьями из кишлака, весь день чистя канал идущего из Караташа и поправляя ветки винограда. Абдурахман был из рода мангит, а мангиты делились на три группы: ок мангит, сарик мангит и кара мангит. Мангиты в эти земли пришли в XIV-веке из Туркестана, одна часть из них проживала в сторону Карши, а другая часть в стороне Муйнака. Кличка джевачи произошло от конюшни хана и сопровождающего ханского коня. Аб-

дурахман-джевачи имеет особое место в кровавых битвах произошедших летом в 1916 году, вскоре получившее название Жиззакское восстание, он в этих битвах показал боевую смекалку против русских солдат, отдавая свою жизнь за Родину. На сегодняшний день горные орлы свободно пролетают над независимым небом Родины. В годы независимости потомки предков во главе Алимжаном принесли песок в Самарканд в кладбище Кухнабазар посыпали этим песком месту, там где похоронены деды, бесстрашного борца за свободу. Хотя эти события произошли 85 лет тому назад.

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PARASITIC DISEASES AND NEW APPROACHES TO COMBAT HELMINTHES

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Annotation. *The article analyzes parasitic diseases, as well as new approaches to the fight against helminthiasis.*

Keywords. Parasitic diseases, helminthiasis, prevention, diagnosis.

Relevance

According to current estimates of the World Health Organization, a quarter of the world's population (1.4 billion people) are infected with intestinal parasites, 50 million people dying every year in the world, more than 17 million people are caused by infectious and parasitic diseases. This class of disease remains the leading cause of death for mankind at the present time.

According to the number of patients in the world, intestinal infection. The World Health Organization assesses the situation with parasitic diseases as quite serious and in accordance with this plans to conduct large-scale research to combat the «forgotten» diseases of poor countries. Currently, about 300 human helminthiasis are known, but not all are widely distributed [1].

Based on the characteristics of biological development, parasitic worms are divided into three main groups: biohelminths, geohelminths and contact helminths [4,9].

Among children, the most affected are children under the age of 2 years, among them the highest incidence of geohelminthiasis was recorded.

The prevalence of children under 14 years old was 83.8%. And all of them belong to the group of organized children, that is, those attending kindergartens and schools. These children have great contact with invasive material and their hygienic skills are imperfect [1,11]. Enterobiosis (91%) and ascariasis (8%) occupy a leading place in the structure of helminthiasis.

Among all the children invaded, 92.3% of cases of enterobiosis, 71.1% of ascariasis, 61.5% of trichocephalosis and 66.2% of toxocarosis [1]. The incidence of enterobiosis and ascariasis in children in rural areas is much higher than in cities, which seems to be associated with different sanitary and hygienic conditions in children's institutions of the city and village, as well as with the degree of environmental contamination of helminth eggs [6].

The peculiarity of the majority of helminthiasis is the chronic course of the disease, associated with the long presence of the causative agent of the disease in the body and multiple re-infections. Helminthiasis in children is usually accompanied by a variety of nonspecific clinical manifestations: weakness, fatigue, irritability, sleep disorders, dyspeptic symptoms,

growth retardation and weight gain, a decrease in immune status.

The most important component of pathology in helminthiasis is the sensitizing effect of metabolic products and the excretion of helminths, leading to the development of allergic reactions in the form of atopic dermatitis, asthmatic bronchitis, rhinitis, blepharitis, etc. [2,3,5,7,10].

Findings

1. In order to study the true affection of helminthiasis in children under 14 years old, a large-scale examination of children for helminthiasis was conducted in the Bukhara region. Of the 13777 children examined, 6235 ($45.3 \pm 0.4\%$) of children with helminthia were found, and in some areas the percentage of helminth infections in children was $51.9 \pm 0.8\%$.

2. The most common type of helminthiasis is enterobiasis. Patients with enterobiasis 5162 ($37.5 \pm 0.4\%$), hymenolepiasis 978 ($7.1 \pm 0.2\%$), ascariasis 67 ($0.5 \pm 0.06\%$) and teniarinhoz 28 ($0.2 \pm 0.04\%$).

3. Helminthiasis occurs mainly in children of the preparatory group, (at 4-6 years of age). The affection of children of this age is $21.1 \pm 0.3\%$.

4. Invasion of boys and girls is about the same ($24.0 \pm 0.4\%$ and $21.3 \pm 0.3\%$, respectively).

5. The main distributors of the invasion are organized children. Prevention of helminth infections in organized children is 3.3 times higher than unorganized ($34.7 \pm 0.4\%$ and $10.5 \pm 0.3\%$, respectively).

6. The effectiveness of a single mass deworming of children under 14 years old with albendazole is $46.4 \pm 2.7\%$. The effectiveness of deworming from enterobiasis was $51.4 \pm 2.8\%$ and hymenolepiasis – $24.2 \pm 2.4\%$.

7. The effectiveness of double mass deworming of children under 14 years old with albendazole is $94.8 \pm 1.2\%$. The effectiveness of deworming from enterobiasis was $96.5 \pm 1.0\%$ and hymenolepiasis – $87.8 \pm 1.7\%$.

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THE IMPORTANCE OF THE METHOD OF REGISTRATION OF TRANSIENT EVOKED OTOACOURSTIC EMISSION IN THE DIAGNOSTICS OF ACUTE SENSORINEURAL HEARING LOSS AFTER ACOUSTIC INJURY

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The results of examination of 11 patients with acute sensorineural hearing loss aged 18 to 30 years are presented. The cause of acute sensorineural hearing loss was the irrational use of portable audio devices. All patients underwent a comprehensive clinical and audiological examination, including two types of transient evoked otoacoustic emissions.

Keywords: sensorineural hearing loss, portable audio devices, headphones, mobile phone.

Introduction. Otoacoustic emissions (OAEs) is the result of the biomechanical activity of the outer hair cells of the organ of Corti. For an objective assessment of the state of the auditory analyzer in the clinical practice, among the various classes of the OAEs, the most widely used is the registration of transient evoked OAEs (TEOAEs). An analysis of the literature shows that, despite a sufficiently detailed study of various aspects of TEOAEs, to date, a single position has not been determined regarding its diagnostic significance in acute sensorineural hearing loss (SNHL) after an acoustic trauma.

Purpose. To study the significance of the TEOAEs method, in assessing the condition of the auditory analyzer in patients with acute SNHL after acoustic trauma in a complex audiological examination.

Material and methods. The results of the examination of 11 patients with acute SNHL after acoustic trauma are presented. All patients indicated a sudden onset of hearing impairment with a sharp one-

time short-term increase in the volume of the sound in the headphones, as a result of incorrect handling by the function of controlling the sound volume of the mobile phone. The age of patients varied from 18 to 30 years, the average age was 20.2 ± 1.7 years. Males accounted for 54.5% and female 45.5%. The control group consisted of 11 healthy individuals.

TEOAEs registration was performed in the baseline (signal-to-noise ratio was 6.0 dB or more) and screening (signal-to-noise ratio was 4.0 dB and more) variants. The result was considered positive when registering TEOAEs at three or more frequencies.

Results. The screening type TEOAEs in was not registered in 9 (81.8%) patients with hearing loss I – IV degree. The registration of TEOAEs in this type was ascertained only in 2 (18.2%) cases. This was a patient whose hearing thresholds did not differ from control values according to pure tone audiometry, and the second there was an increase in thresholds only

in the high-frequency zone (4000–8000 Hz) and the average hearing loss did not reach the minimum value of hearing loss of the first degree. TEOAEs in the basic type were not registered in all examined patients. In the control group, in 100% of cases, both types of TEOAEs were registered.

There was a direct relationship between the indexes of TEOAEs and the increase in the degree of hearing impairment. Since the first degree of hearing loss, most of the indexes were significantly different from the control index numbers. With an increase in the degree of hearing impairment, there is a tendency to shift the maximum peak of the frequency range to the zone of lower fre-

quencies. This range in patients was in the range of 800 – 1200 Hz, and in healthy individuals – 1300-1550 Hz.

In patients with acute SNHL, 63.6% of TEOAEs in both types were recorded as single peaks, 27.3% of a wide spectrum, and 9.1% of their combinations. In the control group, this ratio was 9%, 45.5%, 45.5, respectively.

Summary. The method of registration TEOAEs allows for topical diagnosis of hearing impairment and differentiation between cochlear and retrocochlear hearing loss.

The registration of TEOAEs in the basic type is a method for the early diagnosis of hearing impairment caused by lesions of the organ of Corti.

STUDY OF THE POLYMORPHIC GENE ASSOCIATION MTHFR IN PATIENTS WITH RETINAL VEIN THROMBOSIS

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Abstract: *The frequency of polymorphism of genetic marker of methyltetrahydrofolate reductase (MTHFR) in patients with retinal vein thrombosis is studied. The predominance of the homozygous genotype “T677T of the MTHF gene” in the main group of patients and its higher frequency in men than in women was revealed.*

Keywords: genetic polymorphism, allele, genotype, retinal vein thrombosis.

Retinal vein thrombosis (RVT) is second only to diabetic retinopathy in terms of severity of retinal lesions and prognosis. [1,2, 3]. Worldwide, 16.4 million new cases are reported each year (Rogers S.L., 2010). Large-scale central studies have shown that RVT can be considered as a predictor of the risk of thromboembolic complications of various localizations [4,5, 6].

In recent years, an important place in the pathogenesis of venous thrombosis of any localization has been given to hereditary thrombophilia, which occurs as a result of molecular defects in the genes of the blood clotting inhibition system [7, 8, 9].

The aim of the study: To study the distribution of alleles and genotypes of the polymorphism of the methyltetrahydrofolate reductase (MTHFR) gene (C677T) among patients with retinal vein thrombosis.

Material and methods. The study included 152 patients (the main group) with retinal vein thrombosis and its branches, men - 83 (54.6%), women - 69 (45.4%) aged 35 to 80 years. The average age of

patients was 61,2 years \pm 2,4 years. The control group consisted of 156 healthy persons who did not have eye diseases with no history of thrombosis.

In addition to standard ophthalmologic methods, all patients with RVT were identified as genetic markers of thrombophilia in the MTHFR gene as C677T mutations. The method of polymerase chain reaction with restriction analysis of DNA amplified regions was used. The obtained results were processed using the STATISTICA for Windows statistical program (Version 10).

Results and discussion. Central retinal vein occlusion (CVRO) was detected in 74 (48.7%) and branch retinal vein occlusion (BVRO) in 78 (51.3%) patients.

In ophthalmologic study in patients with RVT: visual acuity varied from light sense to 0.6 with correction. Indicators of Doppler eye examination in patients with RVT showed a decrease in the linear blood flow rate in the CRA system ($V_{\text{ syst}} < 13.0 \text{ cm/s}$; $V_{\text{ diast}} < 5 \text{ cm/s}$), an increase in the resistance index ($RI > 0.6$), an increase in the pulsation index ($PI > 1.0$) and an increase in the maximum CVO rate (V

max >6.0 cm/s). According to the OCT data, the highest indicators of the thickness of the macular region of the retina in the area of 1 mm in diameter ranged from 403 to 890 microns.

The analysis of the disequilibrium between the studied polymorphism and the prevalence of the polymorphic variant in patients with RVT and healthy donors was carried out in the work.

Table 1. Distribution of alleles and genotypes of MTHF polymorphism in patients with TBC and control group.

Groups n Allely frequency distribution genotypes C/T C/C T/T % n % n % n %

As can be seen from Table 1, the MTHFR mutation (C677T) was the most frequently detected among both patients and healthy individuals. For example, among the 152 persons surveyed, 42 had a mutation of the MTHF gene C677T mutation. The distribution of 677C and 677T alleles in the control group (156 individuals) corresponded to 0.8 (79.6%) and 0.2 (20.4%), respectively.

The comparative analysis of genotype distribution (C/C, C/T and T/T) showed that the share of patients with homozygous mutant genotype «T677T» was almost 3.5 times higher than in the control group (6.6% vs. 1.9% in control, $p < 0.04$, OR=3.6).

In the main group, an increase in the carriers of the heterozygous genotype C677T was observed in comparison with the healthy population (27.6% vs. 18.6%). This may indicate that the heterozygous genotype of this mutation has some statistically significant association with the disease development.

A comparative analysis of the prevalence of allelic variants and genotypes depending on gender among patients with retinal vein thrombosis revealed significant differences in the distribution of MTHFR gene polymorphism C677T in men and women. When analyzing homozygous frequencies

Main group 152 79,6 20,4 100 65,8 42 27,6 10 6,6

Men 83 76,0 24,0 52 62,7 22 26,5 9 10,8

Women 69 84,1 15,9 48 69,6 20 29,0 1 1,4

Control 156 88,8 11,2 124 79,5 29 18,6 3 1,9

Men 79 86,7 13,3 59 74,7 19 24,0 1 1,3

Women 77 90,9 9,1 65 84,4 10 13,2 2,6

genotypes of polymorphism of C677T polymorphism of MTHFR gene in the group of patients it was noted that the frequency of mutant allele T/T among men is very high and amounted to 10.8%, which is 7.7 times higher than in women (1.4%) and more than 5.7 times in the control group (1.9%).

Among patients with retinal vein thrombosis, the predominance of «T677T» genotype carriers of the MTHFR gene in the male group ($\chi^2=6.4$; $P=0.02$; OR=8.3; 95% CI 1.021, 66.9) was statistically significant.

Conclusions: The predominance of the allele of the homozygous genotype «T677T of the MTHFR gene» was statistically significant, which is probably associated with an increased risk of retinal vein occlusion. The risk of the disease development in the presence of the unfavorable homozygous genotype «T677T of MTHF gene» is 3.5 times higher than in persons who do not have this genotype ($\chi^2=4.1$; $P = 0.04$; OR = 3.6; 95%CI 0.9689, 13.31).

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IMPROVING THE SURGICAL TREATMENT OF FRACTURES OF THE LOWER WALL OF THE ORBIT

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Summary

In the Department of adult maxillofacial surgery clinic of the Tashkent State dental Institute, for the period 2016-2018 years received 16 patients with this pathology. The age of patients ranged from 17 to 32 years. We carried out 16 operations according to the proposed method.

This method is characterized by ease of execution and technical characteristics justifies itself in the anatomical and functional restoration of damage to the upper facial area, providing good aesthetic results.

Keywords: cranio-cerebral injuries, blow-out, auto-cartilage, fractures of the lower wall.

Despite the significant success of maxillofacial surgery, rehabilitation of patients with fractures of the orbit bottom is one of the urgent problems of modern surgery and ophthalmology. In the structure of cranio-cerebral injuries, the fractures of the lower orbital wall are 7.9% [4].

One of the main problems of fractures of the lower walls of the orbit is the enophthalmus of the eyeball, accompanied by a sharp restriction of the movement of the eyeball. Usually the reason for the restriction of movement is the interposition of the ocular fiber and perforation in the maxillary sinus, followed by a partial or complete decrease in the function of the visual analyzer, leading to disability.

According to B. L. Polyaka (1972), trauma above the location of the damage of visual analyzer are found in 57% of cases.

The problem of surgical treatment of injuries of the lower wall of the orbit in detail began to be engaged a little more than 20 years ago in maxillofacial surgery,

although some works have been encountered before. Among the publications on this subject we can mention the research of M. Kraus (2001), A. Castellani (2002), C. W. Hughes (2003), M. Yilmaz (2007) [12, 14, 15]. In addition to this, very interesting information on the diagnosis and treatment of fractures of this locality is presented in the works of V.A. Belchenko (1988), V. A. Stuchilova (1988), Yu. A. Medvedeva (1984, 1992), and F. T. Temerxanova (2000) [1,5, 6, 10,11].

The main goal of surgical treatment of fractures of the lower wall of the orbit is the restoration of its anatomic integrity and functional excellence, which is achieved either by reduction and retention of fragments in the correct position, either by replacement of the bone defect with the use of grafts.

In a separate group, the so-called «blow-out» or the isolated fractures are isolated (J. M. Converse, B. Smith, 1956) [13], when the impact on the eyeball sharply increases the pressure inside the

orbit, which leads to damage to the thin lower wall. In this case, the eyeball may remain intact (S.N. Bessonov, 2001) [2].

Experimental studies have shown that fractures caused by wave-like deformation are limited to the front half of the inner part of the orbit bottom, do not extend to the medial wall, and are not accompanied by infringement of soft tissues.

The use of traditional x-ray examination does not provide information about the state of the deep parts of the orbit, the lower group of extraocular muscles, it is impossible to determine the dislocation of the eyeball. In this regard, computed tomography has become an integral part of the diagnostic study. The need for mandatory computed tomography in all patients with trauma of this localization was indicated by E. K. Kolesnikova (1995) [3]; S. H. Miller (1972) [167 N. A. Rabukhina (2006) [9].

Purpose of research: Improvement of surgical treatment of fractures of the bottom of the orbit with the use of auto-cartilage unit without destroying the integrity of the edges of the collagen membrane.

Material and methods:

In the Department of adult maxillofacial surgery clinic of the Tashkent State Dental Institute, for the period 2016-2018 years received 16 patients with this pathology. The age of patients ranged from 17 to 32 years. We conducted 16 operations according to the proposed method.

This method is characterized by ease of execution and technical characteristics justifies itself in anatomical and functional recovery damage upper face area, providing good aesthetic results:

In the postoperative period, we carried out antibacterial corticosteroid, hemolytic, nootropic, neuroprotective, antioxidant and microcirculation-improving drugs, vitamin therapy, physiotherapy (Bourgeon electrophoresis) from the 2nd week from the beginning of the disease. The main objectives of conservative treatment were the resorption of hemorrhages associated with orbital fractures in the acute period after injury, which is the prevention of scar formation and fibrous wrinkling of orbital fiber with the loss of its volume. In the treatment used proteolytic enzymes (Bob enzyme 2 tab 3 times a day). An important part of the treatment was active gymnastics for extraocular muscles and massage of eyelid scars. After 3 months, physical therapy including magnetic and laser therapy was recommended.

Clinical case:

Patient X was admitted to the clinic, TSDI in the Department of adult oral and maxillofacial surgery with a diagnosis "Closed cranio- brain trauma of easy degree. Concussion of the brain. Injury to the soft tissues of the periorbital area on the right. Middle-grade concussion of the right eyeball. Fracture of the orbit bottom".

Complaints at admission: swelling in the upper and lower eyelid of the right eye, restriction and pain in the movement of the right eyeball.

Anamnesis morbi: The patient was injured during a football match.

Status localis: External examination reveals swelling of the soft tissues of the upper and lower eyelids of the right eye. Eyelid skin is bluish in color. Palpation is

painless. The movement of the right eye is limited upwards and outwards. Nasal bone on palpation no abnormalities.

MSCT-diagnosis revealed a fracture of the lower wall of the right eye socket and pushing the fiber of the right eyeball into the maxillary sinus to a depth of 1.5-2cm.

On the basis of MSCT diagnosis and the General condition of the child, it was planned to perform the operation “ extraction of the right eye fiber from the maxillary sinus with the elimination of the defect of the lower wall of the right eye socket auto-cartilage and collagen membrane”, under General intubation anesthesia.

Method of operation:

Under intubation anesthesia carefully conduct antiseptic treatment of the surgical site.

Medical felt pen draw a line of incision under the ciliary edge and, consistently, IX-x rib area, infiltrate the soft tissues of the palate with anesthetics.

Under the ciliary region is cut from the skin and exfoliate 1.5-2.0 cm, further infraorbital muscle and the periosteum dissected and pick up the eyeball special farabef.

Produce a revision of the lower wall of the orbit, pulled interpositional and perforation of the eye tissue. If it is not possible to completely remove the fiber from the maxillary sinus, open the window from the mouth and helping on both sides, remove the eye tissue.

In the IX-X region of the rib area on the skin, we make an incision to the cartilaginous part of the rib. Without destroying the integrity of the ribs, take a block of

split cartilage thickness of 0.2-0.4 mm. Sew up the wound layer by layer.

The taken cartilage block from the rib is prepared and applied to close the defect of the lower wall of the orbit, from above the bone and cartilage part is closed with a collagen membrane, which prevents further relapses, perforations and interposition of the eye tissue in the maxillary sinus. It is sewn up in layers of fabric and put intradermal sutures.

Analysis of the results of the operations showed that after surgical treatment in patients with fractures of the lower wall of the orbit improved health, significantly reduced the intensity of pain in the movement of the eyeball, noted the formation of aesthetic scar under the ciliary edge of the century. Taking an auto-cartilaginous block without destroying the integrity of the rib enables rapid healing of the post-operative field. In addition, there is a complete closure of the collagen membrane of the bone and cartilage compound, which prevents further recurrence of perforations and interposition of the eye tissue in the maxillary sinus.

Thus, in order to achieve good anatomical, functional and aesthetic results, our experience of surgical treatment with fractures of the orbit bottom should be assessed as positive.

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STUDY OF THE LEVEL OF PRO- AND ANTI-INFLAMMATORY CYTOKINES IN LACRIMAL FLUID AND BLOOD OF DIABETIC PATIENTS

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Abstract: *Pathogenetic mechanisms of DR are diverse, and the development of inflammatory and destructive processes in the eyeball, which affects the activity of the body's immune response, is an essential factor.*

Keywords: diabetic retinopathy, pro-inflammatory and anti-inflammatory cytokines, lacrimal fluid, blood serum.

The aim is to study the content of interleukins IL-1, IL-4, IL-6 in tear fluid and blood of patients with nonproliferative diabetic retinopathy (NDR).

Progress of HR at early stages is accompanied by a reliable increase in the content of IL-1 and IL-6 in tear fluid and blood of patients with diabetes. The increase of IL-4 level is insignificant, which can be an evidence of pathogenetic significance of the disturbed balance of pro- and anti-inflammatory cytokines in the development of DR.

Material and methods: The study included 58 patients with type 2 diabetes mellitus who underwent ophthalmologic examination in RSNMCMG (25 men, 33 women, 48 to 70 years of age, mean age – 51 ± 2.92 years), as well as 15 practically healthy persons (mean age – 31.2 ± 0.5 years). All patients with type 2 diabetes were divided into 2 groups: Group 1 – 22 patients with type 2 diabetes without symptoms of DR (9 men and 13 women) at the age of 48 to 65 years (mean age – 55 ± 4.63 years); Group 2 – 36 patients with MDD (16 men and

20 women) at the age of 49 to 70 years (mean age – 57.56 ± 2.27 years).

The levels of cytokines IL-1, IL-4, IL-6 in blood serum and tear fluid (SL) in the laboratory of molecular genetics of the Research Institute of Hematology and Blood Transfusion were studied in all the subjects. The studies were conducted by ELISA method according to the instructions offered by manufacturers of test systems (Procon, St. Petersburg, Russia; Vector-Best, Russia; CYTELISA, USA). The results were taken into account with the use of photometer for microplates "Multiscan" at a wavelength of 450 nm. The results were expressed in pg/ml.

The obtained data were processed by the method of variation statistics with the help of Microsoft Excel 2003, STATISTICA 6.0 software packages with the determination of the reliability of differences at the achieved level of importance $p < 0.05$.

Results. The average duration of the diabetes flow in patients was 7.5 ± 1.8 years. When analyzing the clinical and functional parameters of patients with diabetes mellitus, it was revealed that 22 patients with

diabetes mellitus type 2 group 1) had no symptoms of diabetes mellitus. The studies showed that in patients with diabetes mellitus type 2 without symptoms of diabetes mellitus (22 patients), the concentration of IL-1 in the diabetes mellitus increased 1.6 times (34.63 ± 1.2 pg/ml), in blood it increased 2.8 times (30.2 ± 0.6 pg/ml) in comparison with the indices in healthy persons. In patients with ADD this indicator in SG has increased in 3,2 times ($67,93 \pm 5,14$ pg/ml), and in blood – in 3,5 times ($36,68 \pm 2,3$ pg/ml).

The IL-4 level in SL and blood of patients of the 1st group was not significantly higher than that of healthy individuals. In patients of the 2nd group the concentration of IL-4 increased slightly (1.02 times) in SG (12.9 ± 1.4 pg/ml) and 1.06 times in blood (12.08 ± 2.5 pg/ml) in comparison with corresponding indices in healthy persons.

The level of IL-6 in patients of the 1st group in SG was 1,3 times higher ($46,04 \pm 1,7$ pg/ml), and in blood – 1,4 times higher ($42,8 \pm 0,3$ pg/ml), than in healthy persons. In patients of the 2nd group IL-6 concentration in SG was $84,32 \pm 0,3$ pg/ml (2,5 times more than in healthy persons), and in serum – $62,3 \pm 2,8$ pg/ml that is 2,1 times more than in healthy persons.

Conclusions: The progress of diabetic retinopathy at early stages is accompanied by a reliable increase in the content of proinflammatory cytokines (IL-1, IL-6) in tears and blood in patients with diabetes mellitus and a significant increase in the level of anti-inflammatory cytokine (IL-4).

Summary: When studying the content of interleukins IL-1, IL-4, IL-6 in tear fluid and in blood of patients with non-proliferative diabetic retinopathy (NDR).

СОСТОЯНИЕ СЕРДЕЧНО-СОСУДИСТОЙ СИСТЕМЫ У ДЕТЕЙ С ГЛОМЕРУЛО НЕФРИТОМ

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***Аннотация.** Риск смерти больных с гломерулонефритом в десятки раз выше, чем в общей популяции. Летальные исходы этой группы пациентов обусловлены сердечно-сосудистыми осложнениями. Эти данные стали основанием для изучения «кардиоренального синдрома» у детей.*

Ключевые слова: мочевыделительная система, дети, сердечно-сосудистая система, гломерулонефрит.

Актуальность: В настоящее время, несмотря на современные достижения медицины, в том числе педиатрии, в частности детской нефрологии, распространенность болезней почек остается достаточно высокой. Выявление поражения почек еще на начальных стадиях болезни требует разработки мер по снижению риска развития сердечно-сосудистых осложнений у данной категории больных.

Цель исследования: оценить наличие и характер структурных изменений сердечно-сосудистой системы и степень их выраженности у больных детей с гломерулонефритом.

Материалы и методы. Всего обследовано 23 детей в возрасте от 5 года до 16 лет, из которых 10 мальчиков и 13 девочек.

Результаты и обсуждение. При изучении анамнеза установлено, что у всех детей имело место частые вирусные и бактериальные инфекции. Основными жалобами всех детей со стороны сердечно-сосудистой системы

были: сердцебиение (39,1%), кардиалгия (52,17%), общая слабость (91,3%). При объективном исследовании выявлялось приглушенность тонов (у 78,26% детей), систолический шум над верхушкой (65,21%), тахикардия – (56,52%). При электрокардиографическом исследовании определялось низко вольтажная ЭКГ – 49%, неполная блокада правой ножки пучка Гиса в 30% случаев, неполная блокада левой ножки пучка Гиса в 15% случаев, экстрасистолия желудочков у 6% детей. Проведением ультразвуковой диагностики выявились некоторые изменения в структуре сердца.

У больных с гломерулонефритом, уже на ранних ее стадиях, была характерна высокая частота ремоделирования ЛЖ (34,78% – 47,82%), выраженность и характер которого изменяется по мере снижения клубочковой фильтрации. Фиброз и кальциноз клапанов сердца выявляется в 39,13% детей. А также митральный клапан изменен у 21,73% больных, аортальный клапан – у

13,04%, что сопровождается клапанной дисфункцией в виде недостаточности у 35% пациентов.

Выводы: полученные данные свидетельствуют о том, что в клинической картине у больных с патологией

почек наблюдается поражение проводящей системы сердца с нарушением его ритмической деятельности и формированием блокад, а также структурно органические изменения сердца.

ПРОБЛЕМЫ МЕДИЦИНЫ В «АВЕСТЕ»

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Аннотация

«Авесту» с полным правом можно назвать достоверным письменным источником сведений об обычаях, культуре а также медицине народов древнего Хорезма и всех государств, в которых получил распространение зороастризм. На первый взгляд кажется, что «Авеста» представляет собой чисто религиозную книгу, однако это не так. В «Авесте» необходимо различать две стороны: религиозно-мифологическую и философскую; хоть и в религиозной, и в философской форме в «Авесте» получили свое отражение почти все стороны духовной жизни общества, в том числе особенности мировоззрения народов стран Средней Азии, Ближнего и Среднего Востока.

Ключевые слова: Авесто, жрецы, сосуд, зороастризм, душевные болезни, терапия, хирургия, Видевдат « обряды, оссурия, дахма

Annotation

Avesto can be considered as an authentic written source of information of zoroastrianism which contains, describes and explains customs, culture, traditions and medicine of ancient Khorezm as well as other countries, where this religion has been spread. this book is mistakenly reckoned to be about religion only, which is not true. for this reason, it is important to be able to distinguish two sides: religious – mythological and philosophical. despite that, almost all aspects of spiritual life of society have found its reflection in both philosophical and religious forms of avesto, including the particular features of worldview of residents of Middle Asia, Near and Middle East

Key words:

Введение: Авеста – является не только собранием религиозных книг зороастризма но это и ценнейший, уникальный историко-юридических памятник-творение народов Средней Азии, Ближнего и Среднего Востока. Авеста вошла в мировую историю как неисчерпаемый источник познания религиозных, политических, правовых, нравственных, социальных, экономических, медицинских, естественных и других мировоззренческих представлений.

В «Авесте» сохранились достаточно обширные сведения о медицинских познаниях людей. Причем, в ней рассказывается не только о многих медицинских теориях, но и содержатся рекомендации, основанные на практическом опыте. Судя по «Авесте», можно предположить, что медицину знали, в основном как искусство лечения или сохранения здоровья. Интересно то, что зороастрийцы в своих медицинских познаниях и в каких-то уже теори-

тических определениях, зная света для жизнедеятельности, разделяли его на два вида – видимый и невидимый. Видимый свет в природе – от солнца и огня. Он исходит от растений и животных и поглощается человеческим организмом. Таким образом, человек получает невидимый свет, который дает тепло организму. Считалось, что если организм обладает способностью получать достаточное количества такого света, в нем образуется тепло, и человек становится добрым, уравновешенным, здоровым. Если же человек поглощает мало света, он близок к злу и становится во всех отношениях нехорошим. В «Авесте» мы находим также сведения о различных причинах болезней человека. Основной причиной их считалось воздействие злого духа Анхра Манью. И далее такое утверждение – интенсивность болезни зависит от степени греховности и озлобление человека. С другой стороны, болезнь может быть ниспослана богом. Исходя из этих сведений, мы предполагаем, что зороастрийцы наблюдали, как начинаются болезни и как внедряются в организм человека вазные недуги. После длительного наблюдения за больными опытные жрецы-врачи пришли к выводу, что болезни происходят не только от злого духа, но и от простуды, физических и естественных причин – грязи, холода, жажды. Было замечано, что человек в преклонном возрасте, а также неокрепший организм детей чаще под-

даются болезни. По предписаниям «Авесты» врачи, прежде чем приступить к лечению больных, должны были сдавать экзамены. Особенно это относилось к хирургам. Кроме хирургов, были зубные, глазные врачи, венерологи и знающие способы лечения «душевных болезней». На первом месте среди лечебных методов значилась хирургия – лечение ножом. Второе место занимало лечение лекарственными травами. Лечебные травы были хорошо известны зороастрийцам.

Выводы. Анализ предписаний «Авесты» позволяет сделать вывод о том, что это уникальный историко – медицинский памятник. Значительную роль среди предупредительных и лечебных средств играло использование сил природы а также лекарственных средств растительного и минерального происхождения. Огромный опыт зороастрийцев, подчеркнем – древних хорезмийцев, в этой области был использован в дальнейшем в научной медицине. В целом зороастризм и его главная, священная книга «Авеста» сыграли первостепенную роль в духовном развитии человечества.

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ОСОБЕННОСТИ МИКРОБИОЦЕНОЗА КИШЕЧНИКА У ЧАСТО БОЛЕЮЩИХ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

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***Аннотация:** При изучении показателей микроэкологии толстой кишки выявлены дисбиотические нарушения различной степени тяжести у 82,1% детей. Преобладание аэробного звена микробиоценоза кишечника над анаэробным привело к развитию у большинства новорожденных(87,0%) клинических проявлений биоценоза кишечника: срыгивания, метеоризм, неустойчивый стул.*

Ключевые слово: дети, микробиоценоз, грудное вскармливание.

Актуальность. Микробиоценоз кишечника является одной из основных систем, обеспечивающих адаптацию ребенка к постнатальной жизни.

Цель исследования. Проанализировать и дать оценку фактору риска и состава микробного пейзажа кишечника у детей дошкольного возраста из группы часто болеющих.

Материалы и методы. Под наблюдением находилось 56 от 3 года до 6 лет, детей родившихся от матерей, беременность которых протекала с осложнениями.

Результаты и обсуждение. В нашем исследовании на грудном вскармливании находились дети до 2-х лет- 65 %, на смешанном вскармливании находилось 17%, и искусственное вскармливание получали 18 % детей. При анализе амбулаторных карт 35 детей (62,5%) в стационарном лечении в течении 1-го года находились от 4 до 6 раз. При изучении показателей микроэкологии толстой кишки выявлены дисбиотические нарушения различной степени тяжести у 46 детей(82,1%).

Преобладание аэробного звена микробиоценоза кишечника над анаэробным привело к развитию у большинства новорожденных(87,0%) клинических проявлений биоценоза кишечника: срыгивания, метеоризм, неустойчивый стул. В составе патогенной кишечной микрофлоры наблюдалось: кишечная палочка со сниженной ферментативной активностью, клостридии, энтеробактер, кандиды, условно-патогенные микроорганизмы семейства Enterobacteriaceae, среди которых чаще других высевались бактерии рода Clostridium (19,6%). Высокие титры грибов рода Candida обнаружены у 28,2% детей. С высокой частотой высевался S. aureus (21,7%).

Выводы. У большинства обследованных детей были обнаружены изменения в составе облигатной и факультативной условно-патогенной микрофлоры. Выявленные нарушения антагонистической активности кишечной микрофлоры у детей можно считать результатом воздействия на организм ребенка многих факторов.

ОСОБЛИВОСТІ ПАТРІОТИЧНОГО ВИХОВАННЯ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ

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Постановка проблеми. В нашій державі, що сповідує європейські цінності, патріотичне виховання має бути спрямоване на формування у підростаючого покоління національної свідомості, любові до України, турботи про благо свого народу, вміння цивілізованим шляхом відстоювати права й свободи, сприяти громадянському миру та злагоді в суспільстві [2, с. 233-242].

Головною метою патріотичного виховання на сучасному етапі є збереження багатств духовної культури народу, його соціальної ментальності, своєрідності світогляду. На цій основі формуються особистісні риси громадянина – патріота України, які включають у себе національну самосвідомість, розвинену духовність, моральну, художньо-естетичну, правову, трудову, фізичну, екологічну культуру, розвиток індивідуальних здібностей і таланту починаючи з дошкільного віку.

Виклад основного матеріалу. Для розкриття особливостей патріотичного виховання дітей дошкільного віку необхідним є з'ясування сутності ключових понять: «виховання», «патріотизм», «патріотичне виховання».

Виховання – планомірний і цілеспрямований вплив на свідомість та поведінку дитини з метою формуван-

ня в неї моральних понять і установок, принципів, ціннісних орієнтацій та навичок практичної поведінки, які створюють умови для її розвитку і готують до майбутньої громадської та трудової діяльності. У процесі виховання розвиваються вольові якості і риси характеру особистості, формуються її фізичні, розумові, світоглядні, моральні, естетичні та інші особливості.

Патріотизм – це одна з базових складових національної самосвідомості народу, що виражається в почуттях любові, гордості і відданості своїй батьківщині, його історії, культури, традицій та побуту, в почутті морального обов'язку його захисту, а також у визнанні самотності і самоцінності інших спільнот, в усвідомленні їх права на самотність і існування без конфронтації один з одним [3].

Патріотичне виховання – це сфера духовного життя, яке проникає в усе, що пізнає, узнає, робить, до чого прагне, що любить і ненавидить людина, яка формується. Патріотизм як діяльна спрямованість свідомості, волі, почуттів, як єдність думки і діла пов'язаний з освіченістю, етичною, естетичною, емоційною культурою, світоглядною стійкістю, творчою працею» [4, с. 72].

Реалізація патріотичного виховання здійснюється через ряд етапів. Дослідник О. Вишневський виділяв три етапи:

I етап. Формування раннього етнічного самоусвідомлення, яке розпочинається в родині шляхом передачі традицій та обрядів;

II етап. Національно-політичне самоусвідомлення, яке відбувається під впливом усвідомлення соціального життя, вивчення історії та культури. Молода людина починає замислюватися над долею своєї нації, у неї формується почуття поваги до рідної країни, почуття національної гідності;

III етап. Державно-політичного самоусвідомлення. Передумовою успішного становлення державного патріотизму є почуття причетності до своєї нації і розбудова власної державності. В умовах єдиної держави формується політична нація як єдність всіх громадян країни незалежно від їх етнічної приналежності. Тому патріотами стають не лише етнічні українці, а й представники інших етнічних груп, що проживають на теренах України і турбуються про її благо [1, с. 97].

Освітньо-виховне середовище закладу дошкільної освіти як засіб патріотичного виховання дітей – це цілісна інноваційна комунікативно-технологічна система, яка характеризується педагогічно доцільною цілеспрямованістю, ціннісною орієнтованістю [3].

Основним завданням у цьому напрямку повинно стати формування нового типу громадянина, який має бути гармонійно розвинутою особистістю, здатною самостійно та усвідомлено визначати власну соціальну долю.

Висновки. Нині патріотизм покликаний дати новий імпульс духовному оздоровленню народу, формуванню в Україні громадянського суспільства, яке передбачає трансформацію громадянської свідомості, моральної, правової культури особистості, розквіту національної самосвідомості і ґрунтується на визнанні пріоритету прав людини.

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АКТУАЛЬНІ ПРОБЛЕМИ КРОС-КУЛЬТУРНОЇ ПІДГОТОВКИ МАЙБУТНІХ ФАХІВЦІВ

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Ключові слова: кросс-культурна комунікація, кросс-культурної підготовка, полікультурний простір, діалог культур, метод культурного асимілятора.

Keywords: cross-cultural communication, cross-cultural education, multicultural space, dialogue of cultures, method of cultural assimilator.

Основним чинником, що робить можливим налагодження культурного діалогу є вивчення іноземних мов не лише майбутніми фахівцями з перекладу та лінгвістики, а й усіма студентами. При цьому великою проблемою постає те, що навіть володіючи необхідними знаннями людина відчуває невпевненість, сумніви та сором'язливість перед носіями іноземної мови, спричинені так званим «культурним шоком», що гальмує її комунікацію у полікультурному середовищі. Саме тому необхідно приділяти увагу теоретичному та практичному відпрацюванню навичків користування іноземною мовою відповідно до умов соціокультурного середовища носіїв цієї мови. Такий підхід до навчання поширюється і впроваджується згідно з мовною політикою Ради Європи, визначеною в Загальноєвропейських Рекомендаціях з мовної освіти, що наголошує наступне: «багатий спадок різних мов і культур Європи є цінним спільним джерелом для взаємного розвитку» [1, с. 18].

Культурологічне спрямування вивчення іноземної мови визначається як один із найбільш актуальних і необхідних в умовах сучасної тенденції до світової глобалізації Програмою з англійської мови для професійного спілкування (АМПС), призначеної для вищих навчальних закладів, де навчаються майбутні фахівці з різних спеціальностей. АМПС зорієнтована на «виховання інтересу до культур наших європейських сусідів, розвиток демократичного суспільства, формування відкритості, толерантності й поваги до «несхожості й відмінностей» [2, с. 19].

Згідно з дослідженнями Р. Тангалічевої, немає значення, до якої культурно-специфічної групи відносяться учасники кроскультурної комунікації, всі вони проходять через однакові етапи та досвід адаптації до іншого середовища. Згідно із цим, дослідниця цілеспрямовано використовує термін «метод загального культурного асимілятора», умовами для формування якого є:

– стан тривожності і стресової напруги учасників крос-культурного діалогу що до іншої можливості стати активним учасником комунікації в іншому культурному середовищі;

– перспектива зіткнутися з упереженнями з боку представників іншої культури [3, с. 234].

За визначенням М. Шиловської, метод культурного асимілятора – це метод когнітивного орієнтування, метою якого є підготовка студента у стислий термін до зустрічі із розбіжностями між двома культурами і навчити його мислити дуалістично, беручи до уваги свою та найбільш характерну для представника іншої культури точку зору. Тому культурний асимілятор часто називається технікою підвищення міжкультурної сензитивності (Intercultural sensitizer) [4, с.139-154].

Основою методологічного конструювання культурних асиміляторів є досвід американських дослідників Р. Брісліна і К. Кушнера. Вони виявили 18 найбільш характерних проблем, які зустрічають майбутні фахівці в період адаптації до професійної діяльності в іншокультурному середовищі [6, 7]. Згідно з дослідженнями, основні фактори, що спричиняють ці проблеми під час крос-культурної комунікації, можна поділити на три наступні групи:

– інтенсивні емоційні реакції, відчуття нестачі емоційної підтримки з боку представників іншої культури, перспектива зустрітися з упереженнями з їхнього боку;

– сумніви що до коректності та обсягів своїх знань, важливих для розуміння кроскультурних відмінностей;

– когнітивні психологічні процеси і явища, що формують основу відмінностей між культурами [8, с. 326].

Відповідно до проблем, що найчастіше виникають під час комунікації між представниками різних культур, основними завданнями крос-культурної підготовки майбутніх фахівців є:

– формування позитивного, толерантного та безупередженого ставлення до представників іншокультурного середовища;

– відпрацювання навичок виявлення, дослідження і практичного застосування способів інтерпретації поведінки людей, що представляють іншу культуру;

– корегування власних реакцій в умовах міжетнічної взаємодії відповідно до засад оточуючого культурного середовища [5, с. 309-313].

Теоретико-практичні методи використання культурного асимілятора відображено у працях таких учених, як Р. Алберта, Б. Брісліна, К. Кушнера, Н. Холдена, І. Іванюк, Р. Тангалічевої, Н. Шекихачевої та ін.

Отже, здобуття студентами знань і навичок ведення крос-культурного діалогу, їхнє розуміння та толерантне ставлення до представників інших культур є пріоритетною спрямованістю сучасної вищої освіти, покликаною допомогти їм в адаптації до іншого культурного середовища під час кроскультурній взаємодії, оскільки саме завдяки забезпеченню такої підготов-

ки українська система освіти зможе розвивати та покращувати свої зв'язки з іншими технічно та науково розвиненими країнами, готувати конкурентноспроможних і висококваліфікованих спеціалістів та гідно представляти себе в сучасному науково-дослідницькому просторі.

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САМОРОЗВИТОК ЯК СКЛАДОВА ОСОБИСТІСНОЇ МОБІЛЬНОСТІ СТУДЕНТІВ

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Ключові слова: саморозвиток, особистісна мобільність, університет.

Key words: self-development, personal mobility, university.

В сучасному високотехнологічному світі суттєві зміни відбуваються в багатьох галузях життя, змушуючи спеціалістів опановувати нові підходи, засвоювати нові методи та технології для вирішення задач. Тому вищі заклади освіти не тільки готують студентів до певної спеціальності, а й допомагають їм оволодіти універсальними навичками: пошук та аналіз інформації, критичне мислення, комунікативна гнучкість, робота в команді. Університет занурює студента в обрану ним галузь, надаючи йому можливість зробити вибір щодо вузької спеціалізації. Відомо, що отримані знання застарівають протягом п'яти років. Отже щоб бути конкурентоспроможною на ринку праці молода людина має постійно займатися саморозвитком, вміти адаптуватися до життєвих умов, що змінюються, самостійно та активно діяти, приймати рішення на основі креативного ставлення до ситуації, налагоджувати відносини з різними людьми, тобто бути особистісно мобільною.

За визначенням В. Михайличенка та М. Канівця саморозвиток – це цілеспрямована багатоаспектна само зміна особистості, яка має на меті її максимальне духовно-етичне та діяльнісно-практичне

самозбагачення і саморозкриття, це самостійне формування особистості, спрямоване на успішну самореалізацію в суспільстві [1]. На думку багатьох вчених, серед яких П. Сорокін, А. Маслоу, К. Абульханова-Славська, у людини існує початкова потенція та нагальна потреба до саморозвитку. А. Маслоу зауважує, що в основі саморозвитку лежать потреби. Саме вони є рушійною силою діяльності людини. Вчений підкреслює, що потреба в саморозвитку займає вищу позицію в ієрархії потреб. Вроджена потреба в розвитку, притаманна кожній людині призводить до того, що вона намагається застосувати і реалізувати свої успадковані потенційні можливості [2]. Таким чином, саморозвиток є основним шляхом руху людини до особистісної мобільності, її життєво необхідною діяльністю.

Аналізуючи особливості людської діяльності її природу та напрямки М.С. Каган виділяє три її види: перетворювальну, пізнавальну та ціннісно-орієнтаційну. З точки зору саморозвитку особистості це відповідно фізичне та духовне самовдосконалення, самопізнання та самооцінка[3, 53].

Незважаючи на природне походження феномену саморозвитку ця якість

може і має бути розвинена під час навчання в університеті. Студент перетворюється від людини яка сприймає, аналізує та осмислює інформацію на індивіда, здатного до самостійного опанування нової сфери діяльності. Завдяки сучасним технологіям інформація з будь-якого питання доступна для широкого загалу, треба тільки бути достатньо цілеспрямованим та наполегливим щодо її пошуку та сприйняття. Нове покоління формується і зростає в епоху «викликів»: воно з готовністю береться за вирішення найскладніших завдань; не зупиняється перед труднощами, а навпаки отримує насолоду та задоволення в боротьбі з ними; володіє розвиненим критичним мисленням. Наприклад, вивчаючи гуманітарні дисципліни (іноземна мова, історія, психологія, філософія і т. д.) студенти технічних університетів надають перевагу завданням, які не просто вимагають знання фактів та репродуктивної діяльності, а насамперед нестандартного творчого підходу, пошуку різних варіантів рішень. В цілому весь освітній процес спрямований на створення умов для розкриття потенціалу студентів та його розвитку.

Опитування серед китайських заможних людей, проведене в 2017 році пропонувало вісім способів особистісного розвитку. В результаті 56% респондентів на перше місце поставили читання, на другому місці з 41% – навчання на курсах за інтересами, відвідування виставок посіло третє місце – 39% і на четвертому місці – професійне навчання (34%)[4]. Отримані результати підкреслюють ефективність та доступність чи-

тання для саморозвитку, оскільки їм можна займатися будь-де та будь-коли, не залежно від інших, виділяючи для нього найзручніший час. Однак відомо, що не все можна опанувати просто читаючи, дуже часто студентам не вистачає керівника, помічника і саме курси можуть стати в нагоді.

Для саморозвитку студентів університет пропонує численні гуртки, семінари, олімпіади, тренінги, курси та конференції. У розпорядженні молоді є багато Інтернет ресурсів з матеріалами, деякі курси найкращих університетів світу наявні у вільному доступі, існують очні курси, семінари, тренінги які задовольняють допитливих студентів та сприятимуть їх поступовому саморозвитку.

Молоді люди активно приймають участь у тренінгах, семінарах, проектах, конкурсах, подають заявки на гранти, стажування. Кожна відвідана в університеті лекція, семінар, конференція розширює коло інтересів, ставлячи складні питання і відкриваючи нові горизонти, в досягненні яких вагому роль грає саморозвиток.

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ORGANIZATION OF INDEPENDENT WORK OF STUDENTS OF MEDICAL HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE

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For the preparing specialists in higher medical education, the increase of the efficiency and effectiveness of the educational process is of particular importance [1]. One of the ways of successful solving the tasks is to reorient the educational process with the tasks of showing knowledge and experience into tasks of teaching students the skills of their own acquisition and transformation. In the modern educational process, there should be the main principle: “to teach to learn, to instill the ability to replenish independently their knowledge, to orient in the flow of information that is rapidly changing” [4].

In solving this problem an important role is given to the organization of independent work of medical students (SRWS) in the process of their educational activities.

The purpose of the research is the problem of the organization of SRWS on the departments of microbiology, virology and immunology; anatomy of man; languages and humanitarian disciplines №1; Obstetrics and Gynecology; neurology; Surgery of medical faculties of Donetsk National Medical University.

Presentation of the main research material and methods of research. The subject of the study were teachers of the

Donetsk National Medical University. According to a specially designed questionnaire, 36 teachers who were responsible for teaching and methodical work at the departments were interviewed. It included the content and organizational aspects of the SRWS.

Today, the first priority is the search for ways to organize and improve the educational process in higher medical institutions of Ukraine. Knowledge to which the student has come himself becomes a truly solid achievement, that is why the higher school gradually moves from providing information in the finished form to the leadership of independent cognitive activity of students, forming the experience of independent learning and cognitive work in them [5].

In the interpretation of the concept of “independent work of the student” a single approach is still not developed. We share the opinion of M. Diankin that the independent work of students is a multifaceted activity in carrying out various tasks for the purpose of obtaining, assimilating and improving knowledge, forming skills and abilities, developing the necessary professional and personal qualities [2].

SRWS is one of the form of educational process that encompasses both auditorium and non-auditorium work of students and develops the autonomy of thinking, promotes the development of appropriate skills [7]. According to the Law of Ukraine "On Higher Education" (Article 16, Clause 2.5), students' independent work is a variety of types of individual and collective activities of students conducted under the guidance, but without the direct involvement of the teacher in a specially designated auditorium or non-teaching time for this purpose.. The purpose of the SRWS is aimed at the formation of cognitive activity, the mastering of basic skills and skills of work with educational materials, expansion and deepening of existing knowledge and increasing the level of organization of students. In the context of a modern educational system, independent work dominates among other types of educational activities of students after practical training (it may range from 15 to 55% of the study program material) and allows to consider accumulated knowledge as an object of the student's own activities.

The expansion of functions and the growth of the role of independent work of students leads not only to increase its volume, but also causes a change in the relationship between the teacher and the student as equal subjects of educational activity, it will accustom him to solve independently the questions of organization, planning, control over his educational activities, educating independence, as a personal feature of character [8].

The analysis of the results of our study

showed that only 60% of the teachers gave the definition of SRWS, and saw it only in reading by students the additional scientific literature in the specialty, which aims to write a lecture, report, history of the disease; others emphasized the importance of independent work with patients (19.2%), diagnostic and therapeutic procedures, use of educational computer programs (7.6%), solution of situational tasks and participation in business games (3.8%). Some of the respondents (15.4%) of the CRWS were reduced to a time that it is not their task, but intended for students to master the questions of the educational program.

In this case, 26.9% considered the presence and / or absence of a teacher to be important when performing the SRWS. 41.3% of teachers did not know about the types of SRWS in other departments and faculties of the university. Most of the units did not have enough special rooms for it.

More than half (61.8%) refer to methodological developments used by teachers and students when doing SRWS. However, our analysis of educational literature at the medical, dental and pharmaceutical departments showed that only about 39% of the works have some tasks for the SRWS.

According to the answers, the most common technical means of training (TMT) used for the SRWS is a computer (50.6%) with access to the Internet. Then in descending order tables and slides (43,4%), dummies, phantoms, various equipment (all by 11,5%) were followed. About 20% of departments do not have TMT adapted for SRWS.

The important means of the development of cognitive activity of students is a lecture. Its purpose is to give a motivation to the theme, to cause interest in it, to cause thoughts beyond its content, which has a philosophical, moral, aesthetic value. The organization of lectures involves the security of the course with the necessary number of textbooks and study guides allowed for use in higher education institutions of the relevant profile, as well as lecture notes, methodological guidelines for students studying the material of the lecture course, including recommendations on time expenditures for independent work, the list of the main and additional literature.

In practice, the share of SRWS increases. Practical lesson is a form of training, the purpose of which is to form skills for performing mental and manual actions. Depending on the content of the discipline, these skills may have different degrees of approximation to professional activity. In order to achieve the goals and content of each practical lesson, it is recommended to create workshops based on internal and interdisciplinary logical connections, observing continuity between practical and lecture classes [6].

At the seminar or colloquium, student autonomy is manifested in the fact that he is thinking of a question reflecting a problem, on his own initiative is included in the discussion, builds his speech, participates in the discussion. The effectiveness of the seminar is largely dependent on how students were able to prepare for it. The planning of the seminar involves careful development of the student's inde-

pendent training. The extent to which the teacher was able to identify correctly the purposes of seminar, to provide the necessary literature and other materials, was able to take into account the content of lectures and teaching aids, depends on the effectiveness of this training.

Educational research work of students (SRWS) refers to the form of the SRWS. It relies on work with literary sources, textbook and self-accumulation of facts through observations, experiments, survey of research work is included in the activity of teaching, has clearly set up didactic goals, is based on the initial level of knowledge, skills and skills of students, differentiated depending on the subject, to which it belongs to.

Research department is fully governed by the principles of SRWS. The general goals and objectives of the SRWS are to teach a young specialist to work independently, to accustom him permanent self-education: work with a book, bibliography, referencing scientific literature, acquiring research skills, preparing and conducting results and conclusions. It also promotes the preparation of students scientific reports and abstracts.

In medical institutions of higher education the protection of the disease history is widely applied. Justification of the diagnosis, the choice of the optimal treatment method, qualified conclusion on laboratory analyzes are the main parts of the research, as the performance of each of these phases of the doctor's work is inextricably linked to the study. At the same time there is a selection of the object of observation, namely observation, infor-

mation gathering, analysis, synthesis, generalization, etc.

Research work of students (SRWS) includes the work in extracurricular time in scientific groups of departments with the receiving of qualitatively new information, formed at students methods and methods of research work. SRWS is defined as a creative cognitive activity, the task and the result of fulfilling which is the development of new knowledge about the objects and processes in a particular field, which are obtained by new methods. The main difference between the research and development work of the NRDR is the nature of the management of these student activities.

In production practice, the head only determines the order, time, objects of work, provides counseling and control over the activities of the student as the performer of certain functions stipulated by the provisions, for example, the nurse. But learning process, the ability to apply theoretical principles to practical activity is carried out independently.

Conclusions. The purpose of independent work of medical students is to teach to learn or teach to solve problems in the field of educational activities, including the purpose of cognitive activity; choose the necessary sources of information; find the best ways to achieve the goal; evaluate the obtained results; organize their activities; collaborate with other students; to teach orientation in the world of spiritual values; teach to solve problems related to the implementation of certain social roles. The survey of teachers of Donetsk National Medical

University of Departments of Microbiology, Virology and Immunology; anatomy of man; languages and humanitarian disciplines №1; Obstetrics and Gynecology; neurology; Surgery of medical faculties has shown significant disadvantages in the organization and holding SRWS. In order to improve the organization of SRWS and in accordance with the modern tasks of increasing the level of training of specialists in higher medical qualification, we offer:

- to strengthen the logical and didactic unity of the educational process, to improve the methodological guidance of independent educational activities of students, to develop rational forms of their planning, organization and control;

- to develop a cross-cutting program of student's educational and industrial practice that reveals the goals, tasks, contents and methods of practical training of students, the sequence and appointment of its specific stages in their role and the formation of professional skills and skills of a specialist;

- to specify the amount of this work on each discipline (with its distribution in weeks), in the calendar graphs of non-audited SRWS in semesters as well as data on the timing and forms of controlling the progress of learning the educational and program material;

- the schedule of SRWS discipline must contain its volume in hours by weeks, terms and forms of control;

- To develop and issue methodological guidelines for the study of discipline, the fulfillment of laboratory works, control works, homework and other types of

educational work, including the fulfillment of course projects (works);

– to intensify cognitive activity of students, to develop their creative abilities, to strengthen the interrelationship of educational and research processes;

– to improve the course “Introduction to the specialty”, which must equip students with rational methods and techniques of independent work and self-education [2, 9-11].

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EDUCATION SYSTEM OF THE REPUBLIC OF UZBEKISTAN

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Annotation: *The article studies the education system of the Republic of Uzbekistan, types of education as well describes the activity of the state and non-governmental educational institutions in the country and includes scientific conclusions.*

Keywords: social sphere, education system, state and non-governmental educational institutions, preschool education, primary education higher education, Bachelor's Degree, Master's Degree, public organizations.

Аннотация: *В статье рассматриваются система образования Республики Узбекистан, виды образования, а также описывается деятельность государственных и негосударственных образовательных учреждений в стране и приводятся научные выводы.*

Ключевые слова: социальная сфера, система образования, государственные и негосударственные образовательные учреждения, дошкольное образование, начальное образование, высшее образование, бакалавриат, магистратура, государственные организации.

Education has and will continue to play a significant role in the development of the country. First, it increases an individual's internal potential, self-respect, and self-esteem. Second, it makes an individual a better prospect for employment. Third and most importantly, an educated individual gives more back to the society.

The basis of the system of continuous education of the personnel of the Republic of Uzbekistan is the priority sphere providing the social and economic development, meeting the needs of the individual, society and state, scientific and technical and cultural needs, the formation of a creative, socially active, creates the necessary conditions for the accelerated preparation of competent competitive staff.

Indeed, the continuous learning process is the most convenient time for a

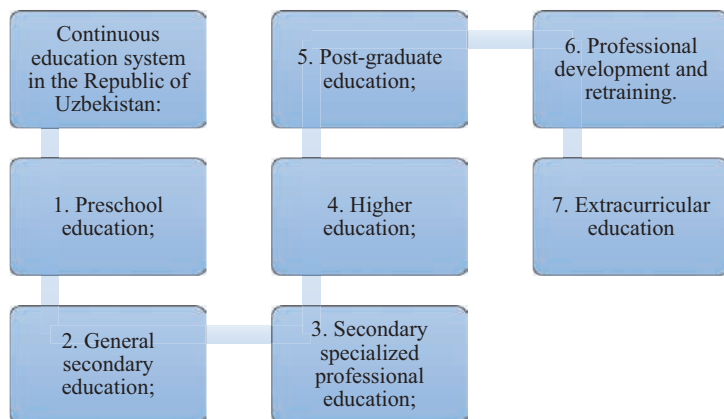
person to make a comprehensive decision. During this period, the person acquires knowledge of the basics of science and professional information, he / she grows up as a person with high spiritual and moral qualities and qualified personnel. It creates a certain worldview.

The education system of the Republic of Uzbekistan consists of:

- State and non-governmental educational institutions implementing educational programs in accordance with state educational standards;

- Scientific-pedagogical organizations carrying out necessary research works for functioning and development of the educational system;

- public administration bodies in the field of education, as well as enterprises, institutions and organizations under their control.



Picture 1. Continuous education system in the Republic of Uzbekistan*

*Formed by the author on the basis of scientific and educational literature.

In Uzbekistan two ministries that Ministry of Public Education and Ministry of Higher and Secondary Specialized Education accomplish the direct management of the educational system activities.

In the following picture there are described continuous education system in the Republic of Uzbekistan.

Pre-primary education is the starting point for continuous education. It prepares systematically to educate the child, to create a healthy and developed person, to motivate to read. Preschool education which continuous till the age of 6-7 years, is carried out in state and non-state children pre-school institutions and families.

The purpose of general secondary education is to provide participants with the systematic knowledge, skills and expertise of the science basics needed to operate in various fields of cultural, household and national economy, as well as special education (vocational, technical, medium, high). Primary education is aimed at forming the basics of knowledge and

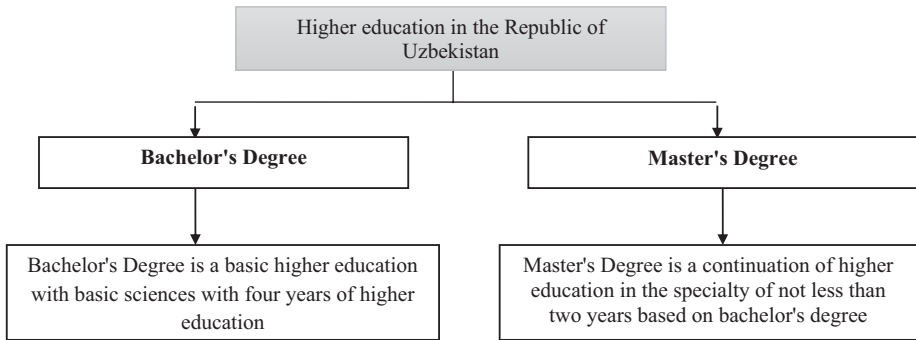
skills necessary for general secondary education. Children of the first grade are accepted from the 6-7 ages. All primary school pupils are provided with free textbooks and learning aids in Uzbekistan.

The compulsory secondary vocational and professional education, which includes three years of secondary school education, is an independent type of continuing education. The ways of secondary specialized or vocational education are voluntarily selected by academic lyceum or vocational college students.

The main purpose of higher education is to prepare personnel who is qualified, competitive, highly educated, high school educator, training highly talented professionals and makes great contributions in the development of scientific, cultural, economic and social spheres of the republic.

There are following forms of higher education institutions which have a legal status:

The university is focused on providing students with comprehensive education



Picture 2. Higher education in the Republic of Uzbekistan**

**Formed by the author on the basis of scientific and educational literature.

so that they can continue their studies in the field of higher education;

Academy – prepares a higher education program for a specific course, in addition to providing higher education for further study;

The institute, as well as all higher education institutions, has a higher education program and it provides information in one direction.

It is clear from the second picture that higher education consists of two stages: a bachelor’s degree and a magistracy. Bachelor’s Degree is a basic higher education with basic sciences with four years of higher education. Master’s Degree is a continuation of higher education in the specialty of not less than two years based on bachelor’s degree.

To sum up, since the early years of independence, a great deal of attention has been paid to the reform of the education system in the country, and a lot of achievements have been achieved in the field. In the system of continuous education, in particular, preschool education, general secondary education, secondary special, vocational edu-

cation, higher education, professional development and retraining, extracurricular education has changed dramatically. But in the era of globalization, science and technology are rapidly developing in the world. This, in its turn, puts new demands on education and science. Regular reform of the education system will continue to be an urgent requirement for today, improving the modern teaching methods and tools, enriching the content of education.

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SOCIAL MOTIVATIONAL PROCESSES AND INTERPERSONAL RELATIONSHIP: IMPLICATIONS FOR UNDERSTANDING MOTIVATION AT SCHOOL

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***Abstract.** Social-motivational processes and socialization experiences can play a critical role in students' academic success. However, the search for specific mechanisms and processes that explain these social influences on motivation is still in its inception. The purpose of this article was to begin to articulate some of these processes in the hope that more precise explanations of influence will emerge. The 1st section of the article focuses on ways in which social-motivational processes are relevant for understanding motivation to achieve academically, using goal pursuit as a case in point. Models describing complementary, developmental, and hierarchical relations among social and task-related goals and their implications for understanding student achievement are presented. Then, ways in which students' social encounters and experiences with parents, teachers, and peers might influence their adoption and internalization of socially valued goals are examined.*

Key words. Academic, socially, internalization, motivation, process.

Introduction. There is growing consensus that the nature and quality of children's relationships with their teachers play a critical and central role in motivating and engaging students to learn (Wentzel, 2009). Effective teachers are typically described as those who develop relationships with students that are emotionally close, safe, and trusting, who provide access to instrumental help, and who foster a more general ethos of community and caring in classrooms. These relationship qualities are believed to support the development of students' motivational orientations for social and academic outcomes, aspects of motivation related to emotional wellbeing and a positive sense of self, and levels of engagement in positive social and academic activities. They

also provide a context for communicating positive and high expectations for performance and for teaching students what they need to know to become knowledgeable and productive citizens. Despite this consensus, there is much yet to learn about the nature of teacher-student relationships and their significance for motivating students to excel academically and behave appropriately. At the most general level, the conceptual underpinnings of work in this area tend to suffer from lack of clarity and specificity. For example, it is not always clear what scholars mean when they talk about 'relationships' between teachers and students. Similarly, motivational constructs are often vague and ill-defined (see Murphy & Alexander, 2000). In addition, explanatory models that pro-

vide insights into the mechanisms whereby teacher-student relationships have a meaningful impact on student outcomes are rare. In light of these issues, this chapter highlights various perspectives on teacher-student relationships and motivation, including definitions of constructs and theoretical perspectives that guide current work in this area. A specific model of teacher-student relationships that focuses on relationship provisions in the form of emotional warmth and expectations for goal pursuit is presented, and suggestions for future directions for theory and research are offered.

Main part. Social psychology traditionally has been defined as the study of the ways in which people affect, and are affected by, others.¹ Communication is one of the primary means by which people affect one another, and, in light of this, one might expect the study of communication to be a core topic of social psychology, but historically that has not been the case. No doubt there are many reasons. Among them is the fact that communication is a complex and multidisciplinary concept, and, across the several disciplines that use the term, there is no consensus on exactly how it should be defined. It is an important theoretical construct in such otherwise dissimilar fields as cell biology, computer science, ethology, linguistics, electrical engineering, sociology, anthropology, genetics, philosophy, semiotics, and literary theory. And although there is a core of meaning common to the way the term is used in these disciplines, the particularities differ enormously. What cell biologists call commu-

nication bears little resemblance to what anthropologists study under the same rubric. A concept used in so many different ways runs the risk of becoming an amorphous catch-all term lacking precise meaning, and that already may have happened to communication. As the sociologist Thomas Luckmann has observed, "Communication has come to mean all things to all men" (Luckmann, 1993, p. 68). Despite this, for social psychologists communication (or some equivalent notion) remains an indispensable concept. It's difficult to imagine serious discussions of such topics as social influence, small group interaction, social perception, attitude change, or interpersonal relations that ignore the role communication plays. Yet such discussions typically pay little attention to the specific mechanisms by means of which the process works.

An instructive parallel can be drawn between the way contemporary social psychologists think about communication and the way an earlier generation of social psychologists thought about cognition. It was not unusual in the late 1970s, when social cognition was beginning to emerge as an important theoretical focus, for social psychologists of an earlier generation to observe that social psychology had always been cognitive in its orientation, so that a focus on social cognition was really nothing new. There was some truth to this claim. Even in the heyday of Behaviorism, social psychologists really never accepted the doctrine that all behavior, social and otherwise, could be explained without invoking what Behavior-

ists disparagingly termed “mentalistic” concepts (Deutsch & Krauss, 1965). Indeed, the concepts that defined the field (attitude, belief, expectation, value, impressions, etc.) were cognitive by their very nature. The point is well taken as far as it goes, but it fails to acknowledge the differences between the implicitly cognitive outlook of the earlier social psychology and the study of social cognition. In the former, it was assumed that cognition underpinned virtually all of the processes studied. The ability to think, perceive, remember, categorize and so forth were assumed to be capacities of the normal person, and little attention was paid to the specific details of how these mental operations were accomplished. In order for messages to change attitudes, people must be able to understand them, remember them, think about them, etc. It was assumed that people could and would do these things; exactly how was not thought to be of great consequence. In contrast, underlying the study of social cognition (as that term has come to be understood) is the assumption that the particular mechanisms by which cognition is accomplished are themselves important determinants of the outcome of the process. For example, particularities of the structure of human memory, and of the processes of encoding and retrieval, can affect what will or will not be recalled. One consequence of this difference in emphasis can be seen in an example. In the earlier social psychology, negative stereotypes of disadvantaged minorities were understood as instances of motivated perceptual distortion deriving from majority

group members’ needs, interests and goals (Allport, 1954). More recently, however, it has been shown that such stereotypes can arise simply from the way people Models of Interpersonal Communication page 4 process information about others, and that invidious motives or conflict are unnecessary for their development (Andersen, Klatsky, & Murray, 1990; Hamilton & Sherman, 1989). While motivation and conflict probably do often play a role in the development of pejorative group stereotypes, apparently it is not a necessary condition for their emergence. (For a historical review of research in this area, see Rothbart & Lewis, 1994.) In much the same way, contemporary social psychologists acknowledge that communication mediates much social behavior, but seem willing to assume that it gets accomplished, and display little interest in how it occurs. Their focus is on content, not process. As a result, they may fail to appreciate how the communication situation their experiment represents affects the behavior they observe. Recent work by Schwarz, Strack and their colleagues illustrates some consequences of this oversight (Bless, Strack, & Schwarz, 1993; Schwarz, Strack, Hilton, & Naderer, 1991b; Struck & Schwarz, 1993; Struck, Schwarz, & Waken, 1991). For example, Strack et al. (1991) elicited subjects’ responses to two similar items: (1) “How happy are you with your life as a whole?” and “How satisfied are you with your life as a whole?” For one group of subjects, the two questions were asked in different, unrelated questionnaires; for the other group, the questions were asked in the

same questionnaire, set off from the other items in a box labeled “Here are some questions about your life.” Other things being equal, one would expect responses to the two items to be highly correlated. Although happy and satisfied are not synonymous, they bear many similarities in meaning; certainly there are circumstances that can make one happy but not satisfied, and vice versa, but people who are happy with their lives tend also to be satisfied with their lives. When the two items were presented in separate questionnaires the correlation between responses to them was 0.96, which probably is close to the items’ test–retest reliability.

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ROMANTICISM

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Annotation: *Romanticism is an ideological and artistic trend that emerged in the European and American culture of the late 18th century – the first half of the 19th century, as a reaction to the aesthetics of classicism. Originally formed (1790s) in philosophy and poetry in Germany, and later (1820s) spread to England, France and other countries. He predetermined the last development of art, even those of his direction, which opposed him.*

Key words: Musical romanticism, personal tone, reality and dream

New criteria in art were freedom of expression, increased attention to individual, unique features of a person, naturalness, sincerity and looseness, which replaced the imitation of classical models of the 18th century. Romanticism rejected the rationalism and empiricism of the Enlightenment as mechanical, impersonal and artificial. Instead, they focused on emotionality of expression, inspiration.

Feeling free from the declining system of aristocratic rule, they sought to Express their new views, the truths they had discovered. Their place in society has changed. They found their reader among the growing middle class, ready to emotionally support and even worship the artist – genius and prophet. Restraint and humility, were rejected. They were replaced by strong emotions, often reaching extremes.

Romanticism was a peculiar reaction to Enlightenment with its cult of reason. Its occurrence was caused by different reasons. The most important of them is the disappointment in the results of the great French revolution, which did not meet the expectations placed on it.

For romantic worldview characterized by a sharp conflict between reality and

dream. Reality is low and soulless, it is permeated with the spirit of philistinism, philistinism and is only worthy of denial. A dream is something beautiful, perfect, but unattainable and incomprehensible to the mind.

Romanticism contrasted the prose of life with the beautiful Kingdom of the spirit, “the life of the heart.” Romantics believed that feelings were a deeper layer of the soul than the mind. According to Wagner, “the artist refers to the feeling, not to the mind.” And Schumann said, “the mind is wrong, the senses never.” It is no coincidence that the ideal form of art was declared music, which by virtue of its specificity most fully expresses the movements of the soul. It was music in the era of romanticism that took a leading place in the art system.

If in literature and painting romantic direction mainly completes its development by the middle of the XIX century, the life of musical romanticism in Europe is much longer. Musical romanticism as a direction developed in the early XIX century and developed in close connection with various trends in literature, painting and theater. The initial phase of musical

romanticism is represented by the works of F. Schubert, E. T. A. Hoffmann, K. M. Weber, N. Paganini, John. Rossini; the next stage (1830-50-ies.) – the work of Chopin, R. Schumann, F. Mendelssohn, G. Berlioz, F. Liszt, R. Wagner, J. Verdi. The late stage of romanticism extends to the end of the XIX century.

The main problem of romantic music is the problem of personality, and in the new light – in its conflict with the outside world. A romantic hero is always alone. The theme of loneliness – perhaps the most popular in all the romantic art. Very often it is associated with the idea of a creative person: a person is alone when he is an outstanding, gifted person. Artist,

poet, musician – favorite characters in the works of romantics (“Love of the poet” by Schumann, “Fantastic Symphony” by Berlioz with its subtitle– “an Episode from the life of the artist”, symphonic poem by Liszt “tasso”).

The deep interest in human personality inherent in romantic music was expressed in the predominance of personal tone in it. Disclosure of personal drama often acquired the romantics tint autobiographical, which made the music special sincerity. For example, many of Schumann’s piano works are connected with the story of his love for Clara wick. The autobiographical nature of his operas strongly emphasized Wagner.

PEDAGOGICAL DECISION MAKING THROUGH THE LENS OF TEACHER PREPARATION PROGRAM

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***Abstract.** Pedagogical decision making is very important for professional teachers, it concerns belief, self-efficacy, and actions that teachers expose to classroom. This paper employed theoretical lens and education policy in Thailand to examine the preservice teachers' views about pedagogical decision making. Discussion helps school mentors understand preservice teacher to pedagogical decisions during the teacher. The implications of study can be used for science teacher education to promote 21st century instruction.*

Key words. preservice teacher, teacher preparation, professional development, pedagogical decision making.

Introduction Teacher is key agent to transform students' learning to have knowledge, skills, and attributes which society needs. Based on the education reform and teacher education reform, the society need effectiveness and qualified teacher by different views. Science teacher is also to understand nature of education, create curriculum and instruction that meet the requirements of science education standards. They are now facing pedagogical knowledge and content knowledge in the rapid change era. The pedagogical decision making is very importance to their teaching which helps them to get success in science classroom. Thailand had a long time of history to transform learning and culture. Based on the ways of learning in harmony to survive adapt knowledge in ASEAN community and globalization movements. Making quality people with appropriate methods need children who born in different contexts, diversity of root of learning in the complexity that are now challenging the

21st century learning. As we known, world of changing is still running and directly affected to process of education. It is a successful key to promote children learn to live with others and employ knowledge-based scientism offering social movements. Education reform seems to do as key tools for describing what and how practicing in the quality of education. Knowledge, skills, and attributes play important roles that reformers should incorporate into education by appropriate process in both quantity and quality. Education Act B.E. 2542 and B.E. 2545 revision) of Thailand aims to promote Thai society to be knowledge society and also open the windows of opportunity in education for all. The life long learning is an ideal philosophy to develop quality of Thai, leads us to economy-based knowledge as well as cooperatively competitiveness (Office of the Education Council, 2005). Education needs integration between life and society adaptation as well as philosophy of sufficiency econ-

omy, was initiated by His Majesty, the King Bhumibol Adulyadej of Thailand (Nuangchalerm & Chansirisira, 2012). Children have to incubate of what Thai's do and Thai's don't, good citizens, smart skills, having necessary skills, and self-reliance. The concept of education reform will be practical, if we don't focus only knowledge and academic competition which is emphasize on subject matters. The policy maker, Ministry of Education and related education organizations try to generalize policy to practice by various kinds of methods. The most hidden agenda that we can drive quality of education in which we believed, we have to develop teacher competency in teaching profession. Its social impact will be great for making 21st century learners, knowledge-based society, and creative economybased society. All of these teachers can do and change by effective instruction and pedagogical decision making (PDM) driven.

Conclusion. This commitment includes situations such as the development of teachers themselves, sharing this new knowledge with their colleagues and professional culture. Pedagogical decision making is a very important in teacher preparation program. Preservice teachers must have ethical and pedagogical dimension to promote profession, teachers have responsibilities to children, colleagues and the job, family and the society. It is particularly emphasized that teachers have a social mission to inform the public and increase the popularity of their profession. Preservice teachers should have abilities to solve problem and decision making, learn to

be learning person, employ and imply ICT to classroom as well. The challenge for teacher preparation program is to help new teachers recognize and identify the place and function of the authority of experience. Decision making cannot be ignored in the program because they have to bring it to professional experiences and consider as well. In response to this challenge helping preservice teacher to understanding and offering the guidelines for teacher education by their university course work and practicum in school (Clift & Brady 2005; Grisham, Laguardia & Brink, 2000). The understanding in the authority of experience associated with professional decision making which transformative learning is recognized (Mezirow, 1991; 1993; 1997). The pedagogical decision making will be studied and discussed from theoretical study, involving classroom observations, and interviews preservice teachers. The theoretical lens and conceptual lens are used to examine the preservice teachers' views about pedagogical approaches and decision making strategies. Pedagogical decision making can make their paradigm of instruction as well as professional teachers. The significance of study will teacher educator understand preservice teacher to pedagogical decisions during the teacher preparation program.

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INNOVATION IN THE FIELD OF EDUCATION

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Аннотация: В статье рассматривается вопрос о важности и необходимости инноваций в процессе преподавания и обучения. Автор рассказывает о том, как эти инновации решают образовательные проблемы, подчеркивает их роль в управлении аудиторией и обсуждает вопрос о значении профессии учителя в современном информационном обществе.

Abstract

The article deals with the question of the importance and need for innovation in the teaching and learning process. The author states how these innovations solve educational problems, emphasizes their role in the classroom management and discusses the question of the significance of the teacher's profession in modern information society.

Key words: innovations, teacher, education, technologies, innovations.

Education is the process of facilitating learning, or the acquisition of the knowledge, skills, values and beliefs. Education is not an uncontested environment and as you progress through it you will encounter a range of perspectives. Education and innovation they are two inseparable aspects in the modern society.

”Innovation in education means doing what is the best for all students. Teachers, lessons, and curriculum have to be flexible. We have to get our students to think and ask questions. We need to pique their curiosity, and find ways to keep them interested. Innovation means change, so we have to learn that our students need more than the skills needed to pass the state assessments given every spring. We have to give them tools that will make them productive in their future careers.” – Kimberly. In the era of information development technologies, we have become more focused on all

sorts of innovations that are capable to facilitate and simplify, as well as improve our education system and live.

Now scientists and researchers are actively working to ensure that our lives to become simpler and better, so they did not avoid educational issues. For several years innovations have been introduced in order to improve the quality of learning. So we have long moved from paper to electronic documentation, which provides convenience for parents and students in the process of tracking performance and allows you to visually see the progress in learning thanks to the electronic journal and diary. Also, in addition to electronic innovations in our lives various learning methods, games and team projects to improve research results by students. The same projects that help to develop in students such qualities as search (to search for the necessary infor-

mation on the desired topic), implementation (to create and implement, for example, a project), and the quality of communication (for example, the project allows people to group and develop not only learning skills, but also communication skills).

There are people who are faithful to the traditions or do not want to change anything in their lives, considering that progress is disastrous. We do not support their position and consider it pernicious to believe that progress will not lead to anything, because we all know that without progress our society would be stuck in antediluvian times. We also believe that development and innovation are our future, we should strive for new and constantly improved. Information is what allows us to “own the world,” in other words, the one who has knowledge, rules the world. It’s not for nothing that we have been told since childhood about the importance of information, because the more a person knows, the wider his horizons, and the more he can achieve in one area or another.

Previously, access to information was limited, here is the absence of the Internet, and censorship, as well as ban on certain topics and issues in society. However, now the information is in the open access, which allows anyone to easily use it and apply it to their needs. That’s how we can freely operate with information, which helps to easily introduce innovations in the field education based on publicly available data.

So, the best and most effective ways to solve problems is informatization of edu-

cation. Improved communication leads to progress with sharing information. The emergence of new information technologies that associated with the progress of computer technology and telecommunications networks, also allowed to make quality information and educational environment as a basis for improvement, and also the development of a new education system.

It is worth noting that the current generation is easier given the assimilation of information also due to that it is more accessible and open, it is also very compressed and simplified, which helps to absorb its more efficient. Information in films and presentations, as many scientists believe, is better assimilated, in contrast to the huge text without graphics, pictures and any visual component.

The purpose of technology as a science is to define a code of laws for use on practice. The use of effective educational activities that require much less and time, and material components to achieve a certain result and outcome. What is innovation? Innovation is the introduction of something new. New forms, methods and skills in different areas, namely in the areas of vocational training or in fields of education and science. So, any social and economic implementations can be taken. for innovation, until then, until they got a mass character, that is, a sequence distribution. Education at the beginning of the present time has specific requirements for using different technologies, because the outcome is focused on real people. Note that the degree of algorithmization of the

technology of educational operations may never be comparable to industrial production. Based on this, it is worth noting that along with technolization of our activities in the field of education, as an inevitable process there is factor as humanization. The main goal of such education is to prepare people for the ever-changing life in modern world. The essence of this training is in the orientation of the educational process on the potential individual, as well as in its implementation. Any education in the modern world should develop mechanisms for innovation to find as many creative ways as possible to solve critical issues to help turn creativity into the main aspect human existence.

Frequent use of information and communication technology allows us to speed up the search and transfer information, the transformation of our brain activity, to automate the work of people. It is proved that the introduction of various information and communication technologies in production activities determines the success of absolutely any company, be it a manufacturing company, a university or even school.

With the availability and variety of technologies for learning: computer, modular, and others – the main task of teaching is still assigned in the old manner to the teacher. Teacher now and a teacher before is a completely different profession. Of course, there are similarities, but they remain very little. So, if earlier the teacher was a carrier of information and his direct source for the student, now between students and the teacher the

abyss of all kinds diverse resources, and the role of the teacher as such goes into the background. Need innovative pedagogical orientation in the modern realities of society, culture, education is determined by a number of circumstances. Consider them in more detail below to more understand this aspect in detail.

The first is to strengthen the humanization of educational content, the change in volume in educational materials, changes in academic disciplines, the introduction of new subjects. This situation significantly increases the importance and authority of the pedagogical knowledge of teachers.

The second is a change in the attitude of the teacher to the fact of the development and application of innovations in teaching. In other words, the teacher is limited not only in the self-selection of new programs, textbooks, but also in the use of new techniques and teaching methods. Were previously restrictions mainly to the use of recommended innovations, now everything is becoming selective and has an introductory nature. That is why an important focus in schools, educational bodies have become precisely the analysis and evaluation of pedagogical innovations of teachers, creation of conditions for their successful and fruitful development and application of innovations in curriculum.

The third and last is the emergence of secondary schools in a market economy, the creation of new types of educational institutions, including non-state ones and the creation of a real situation of their competitiveness.

Conclusion

It is important to point out that education itself should be a type of innovation. If the teacher will apply some innovations in the lesson, then discipline is transformed, it will be able to tighten and captivate the student. The teacher will do the process learning their students interesting, so saturated that the students will be happy and trembling wait for the next classes in this discipline. Especially productive we consider interference, that is, intersection, interlacing in the lesson of several disciplines. For example, when the teacher decides to combine ICT and literature, foreign language and biology. During the use of various means of technological process the teacher opens new opportunities and approaches in training. So, the use of computers, new software provision of various audio and video resources allows the student to form a holistic world view and global innovation. And, as a result, we see progress in learn-

ing. Kids are getting more developed, and their development is much faster, as innovation helps them save time on something unnecessary and to engage in purely development, which can not but rejoice and teacher, and parents, and even the students themselves. Therefore, we believe that innovation is the need of each school.

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DEVELOPING STUDENTS' DISCOURSE COMPETENCE IN ESP CLASSES

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Annotation: *The article deals with the issue of developing students' discourse competence and theoretical views related to this process. As it's known that, discourse competence is the ability of the student to understand and create logical and coherent speech statements, presented orally or in writing. It is as a rule, is not reproduced, but is created in speech.*

Key words: communication, competence, discourse, discourse competence, ability, cohesion, coherence, logic.

In methodology the term “competence” is used as characteristics of the achieved level of the language proficiency. This term was introduced by N. Chomsky¹ as defining an ability to fulfill some activity. D. Hymes introduced the concept of communicative competence as the ability to use the language they are learning appropriately in a given social encounter. This idea was taken by M. Canale and M. Swain, who develop and elaborate a model of communicative competence. Then Van Ek applied it to FL acquisition and turned it into a fundamental concept in the development of communicative language teaching. In other words, with regard to FLT the term “competence” was developed in the frame of the researches done by the Council of Europe to ascertainment of the level of language proficiency. It was defined as ability for fulfillment some activity with the help of acquired knowledge, skills and experience. In the CEFR we can see models and domains of general and communicative competences the learner must acquire.

The aim of communicative methodology is to acquire the necessary sub-skills and skills to communicate in socially and culturally appropriate ways, that demands to focus on functions, role playing and real situations and other aspects in the learning process. That's why a communicative competence breaks down into major components of knowledge: 1) knowledge of the language and 2) knowledge of how to use the language. To be able to communicate, people need communicative skills. But for this purpose a learner must acquire language sub-skills (vocabulary, pronunciation, grammar) which can be appropriately used during representation of language (communicative) skills in listening, speaking, reading and writing (see Figure 1). H.G. Widdowson states that “Someone knowing a language knows more than how to understand, speak, read and write sentences. He also knows how sentences are used to communicative effect” and “the learning of a language involves acquiring the ability to compose correct sentences”².

1 Chomsky N. Syntactic Structures. -Mouton: The Hague, 1957; Chomsky N. Aspects of Theory of Syntax. -Cambridge, MA: MIT Press, 1965.

2 Widdowson H.G. Teaching Language and Communication. -OUP, 2011.

Among them *discourse competence* is the ability to use appropriate strategies in the construction and interpretation of texts. It refers to selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message. This is where the top-down communicative intent and socio-cultural knowledge intersect with the lexical and grammatical resources to express messages and attitudes and to create coherent texts.

The term “discourse” is long and serious speech or piece of writing on a particular subject, also written or spoken language, especially when it is studied in order to understand how people use language.³ Discursive competence is studied by many researchers, such as M. Swain, M. Canale, S. Moirand, N. P. Golovina, I. F. Ukhvanova-Shmygova, L. P. Kaplich, and O. I. Kucherenko, quite widely.

Discursive competence is not only the creation of complete and coherent texts, but also knowledge of different types of discourse and their construction rules, the ability to interpret them in accordance with the communicative situation and produce these discourses taking into account the extra-linguistic features of the communication situation, the roles of the communication participants and the ways of communication of communicants within a single procession.⁴

The development of discursive competence is of particular importance in the modern process of learning a foreign language, which is characterized by a transition to the personal paradigm as a higher degree of integrity in the design of educational processes.

In connection with the above, the following skills can be formed in the composition of discursive competence:

- the ability to use the lexical resources of a foreign language to create text and use them to interpret the text;
- the ability to describe and explain the facts using a foreign language;
- the ability to logically build statements in a foreign language;
- the ability to identify the topic and problem in the text;

Based on these it may be noted that the discursive aspect of communicative competence means quality using language skills in speech activity, correctness and accuracy in speaking and writing in a foreign language, logic and the information richness of expression, which also means respect for and understanding of another culture. Educational opportunities for the development of discursive competence in forming students' professional skills is determined by its universal character of discursive skills are applicable to all fields of human activity.

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³ CD-ROM © Macmillan Publishers Limited 2007. Text © A&C Black Publishers Ltd 2007.

⁴ Shadursky V. G., Intercultural communication and professionally oriented teaching of foreign languages. – Minsk, 2009. P 252

ПРОФЕССИОНАЛЬНОЕ ВЫГОРАНИЕ В ПЕДАГОГИЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

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Summary. The article discusses approaches to the problem of professional burnout in pedagogical activity. Analyzing the scientific literature, the author describes the point of view of various authors on the problem of burnout in teachers of secondary schools, who tried to explain the phenomenon of burnout in teachers from the positions of age, pedagogical, social and medical psychology.

Key words: pedagogical activity, professional burnout, crisis, students, mental health.

Педагогический труд является одним из наиболее энергоёмких профессий. Для его реализации необходимы огромные интеллектуальные, эмоциональные и психические затраты. Многочисленные исследования показывают, что педагогическая профессия является одной из наиболее подверженных влиянию профессионального выгорания.

В современных школах главной и серьёзной проблемой является эмоциональное выгорание у педагогов. В основном в литературе указано, что чаще всего подвержены люди старше 35-40 лет [5 с.419]. К этому времени постепенно снижается энтузиазм в деятельности, начинает пропадать «блеск» в глазах, возможен негативизм и усталость. Многие талантливые педагоги становятся профессионально непригодными.

Г.Шихи описывает данный кризис, как наиболее тяжёлый, рубежный кризис. Часто происходит «утрата чувства молодости, угасания физических сил, изменение привычных ролей» [31, с.74]. Из этого следует, что возрастные

периоды могут быть причинами эмоционального выгорания в профессиональной деятельности. Также длительность в одной профессиональной деятельности может быть главной причиной эмоционального выгорания, в независимости от возраста работника.

Кроме протекающих тяжёлых кризисов необходимо подчеркнуть специфические отличия педагогического труда и тем самым рассмотреть профессию с разных сторон. Профессия педагога относится к профессиям наиболее подверженного профессиональным деформациям, чем представители других типов профессий. Объект педагогического труда – ученик (учащиеся) – представляет собой один из самых сложных объектов профессиональной деятельности. Для продуктивного осуществления профессиональной деятельности учителю необходимо быть чутким и проникновенным в сущность тех жизненных процессов, которые происходят у учащихся, также проживание части своей жизни в логике жизни других [2, с.64-65]. Такова специфика педагогического воздействия, в котором объект

обладает ещё несформированной психикой и сознанием.

Следует отметить, на сегодняшний день категория трудных учащихся достаточно обширна: неуспевающие учащиеся, учащиеся, демонстрирующие свою неординарность, учащиеся с девиантным, отклоняющимся асоциальным поведением и другие. Работа с таким контингентом требует от педагога повышенной мобильности, самосознания, самоконтроля, постоянной и глубокой рефлексии профессиональной деятельности. А также наличия и активизации определенной (толерантной) установки на работу с разными детьми.

И.А. Зимняя рассматривает педагогическое общение «как форму учебного сотрудничества, условие оптимизации обучения и развития личности самих учащихся» [9, с. 435].

А.А. Реан цитировал знаменитого американского психолога К. Роджерса, который является одним из основателей гуманистической психологии, анализируя деятельность учителя, спрашивает себя: «Умею ли я входить во внутренний мир человека, который учится и взрослеет? Смог ли бы я отнестись к этому миру без предрассудков, без предвзятых оценок, смог ли бы я лично, эмоционально откликнуться на этот мир?» [9, с. 121]. Однако такой процесс вхождения в роль другого не проходит бесследно для самого субъекта деятельности. Он неизбежно оказывает влияние на личность педагога, оставляя следы в индивидуальном развитии личности [3, с. 81].

Профессия педагога требует постоянного самоанализа на содержание предмета своего труда. Во многих источниках указаны личностные качества, которыми должен обладать профессионал в педагогической сфере. Более полно рассматривает личностные качества Л.Д. Столяренко [10, с.122], где указывает на коммуникативные качества, способность эмоциональной эмпатии, к спонтанности, педагогической импровизации, гибкое и творческое мышление, умение контролировать себя, прогнозировать педагогические ситуации, хорошие вербальные способности. Данный автор, по нашему мнению, раскрыл самые важные качества, которыми должен обладать педагог. Ведь каждая профессия требовательна к личности трудящегося человека. Обладая и развивая нужные личностные качества, возможно, снижают риск профессионального выгорания.

Таким образом, профессия педагога отличается от других профессий своим сложным объектом труда, требованием к личностным качествам, организационными факторами, влияющими на педагога. Тем самым, чтобы преодолеть трудность в профессиональном труде надо рассмотреть психическое и физическое состояние педагога.

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К ВОПРОСУ О НЕОБХОДИМОСТИ КОММУНИКАТИВНОЙ ТОЛЕРАНТНОСТИ СТУДЕНТАМ ВУЗОВ

ABOUT COMMUNICATIVE TOLERANCE OF STUDENTS

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***Аннотация.** В данной статье обсуждается вопрос о необходимости формирования у будущих специалистов коммуникативной толерантности, а также рассматривается понятие «толерантность» и «коммуникативная толерантность».*

Ключевые слова: толерантность, международные акты, коммуникативная толерантность, умения, навыки.

***Annotation.** This article discusses the need to form communicative tolerance in future specialists, and also discusses the concept of tolerance and communicative tolerance.*

Key words: tolerance, international acts, communicative tolerance, skills.

XXI век стал временем больших перемен не только для Узбекистана, но и всего мира в сферах политической, социальной и культурной жизни людей. Это время развития прогрессивного развития науки и техники. Интолерантность, фанатизм, экстремистский национализм являются причинами конфликтов, разрушительных войн, которые стирают все границы на своем пути.

Понятие толерантности формировалось на протяжении веков и отражено во многих международных актах: Всеобщая декларация прав человека (1948 г.), Европейская конвенция о защите прав человека и основных свобод (1950 г.), Конвенция о политических правах женщин (1953 г.), Декларация о правах детей (1959 г.), Конвенция и Рекомендация ЮНЕСКО о борьбе с дискриминацией в области образования (1960 г.), Декларация об упразднении

дискриминации женщин (1967 г.), Декларация о ликвидации всех форм интолерантности и дискриминации на основе религии или убеждений (1981г.), Декларация о правах лиц, принадлежащих к национальным или этническим, религиозным и языковым меньшинствам (1992 г.), Декларация о мерах по ликвидации международного терроризма (1994 г.),¹ Декларация принципов терпимости (1995), Конвенцию и Рекомендацию ЮНЕСКО о борьбе с дискриминацией в области образования (1960). В Узбекистане на данную проблему также уделяют очень много внимания. Президента Республики Узбекистан Шавката Мирзиёева на 72-й сессии Генеральной Ассамблеи ООН в сентябре 2017 года в г.Нью-Йорке предложил принять резолюцию

¹ Николаева Л.А. Формирование коммуникативной толерантности студентов - будущих юристов: кандидат педагогических наук. Кемерово, 2007.

«Просвещение и религиозная толерантность», в которой основной целью предложенной Узбекистаном резолюции является «обеспечение всеобщего доступа к образованию, ликвидации безграмотности и невежества». Документ призван «содействовать утверждению толерантности и взаимного уважения, обеспечению религиозной свободы, защите прав верующих, недопущению их дискриминации».²

Понятие «толерантность» изучается в культурологии, психологии, социологии, конфликтологии, религиоведении, теориях права, теории литературы, педагогика и т.д. Этим понятием пользуются и представители таких наук, как социобиология, эволюционная этика, биоэтика, биомедицинская этика, генетика, биология. Весьма широко толерантность исследуется в философском знании: истории философии, онтологии, гносеологии, аксиологии, социальной философии, этике, философии культуры, философии религии и философской антропологии. Это понятие также широко применяется в средствах массовой информации. Вследствие этого, данное понятие является предметом изучения разных областей знания.

В отечественной и зарубежной литературе коммуникативная толерантность стала востребованным личностным и профессионально важным качеством, в связи с этим, её формирование является общегосударственной проблемой. Исследование педагогических аспектов проблемы толерантно-

сти и её формирования, ставшей общегосударственной задачей, занимает значительное место среди теоретических трудов в различных областях наук.

Толерантность – это явление нравственного порядка, суть которого заключается в способности человека преодолевать негативное отношение к другим людям и преобразовывать его в позитивное действие.³

С педагогической точки зрения коммуникативная толерантность может рассматриваться не только как цель обучения и воспитания, но и как средство достижения определенных педагогических результатов.

«Коммуникативная толерантность означает наличие у молодежи знаний о ценностях толерантного общения, сформированность умений и навыков толерантного взаимодействия с окружающими, эмоционально-волевою готовность к диалогу, положительную коммуникативную установку, которая в ходе процесса воспитания и самовоспитания будет способствовать превращению коммуникативной толерантности в личностное качество, включению коммуникативной толерантности в личную систему ценностей».⁴ В период обучения учащийся ищет свою дорогу в жизни, вырабатывает своё мировоззрение и жизненную позицию, готовится стать специалистом в определенной области. Во многом для данно-

³ <http://www.dissercat.com/content/formirovanie-kommunikativnoi-tolerantnosti-u-studentov-gumanitarnykh-spetsialnostei-v-vuze#ixzz5hfbTS82t>

⁴ Там же

² <https://www.gazeta.uz/ru/2018/12/13/un/>

го периода обучения характерны противоречия между потребностью в общении и недостаточно развитыми навыками к толерантному взаимодействию, которые препятствуют в достижении взаимопонимания.

В процессе обучения у него формируются и развиваются умения и навыки в коммуникативной сфере, являющиеся компонентами его будущей профессии: проявление терпимости к собеседнику; умение и желание выслушать своего оппонента; проявление доброжелательности; умение взглянуть на положение вещей глазами своего коллеги, товарища, правильно определить стиль своего поведения в конкретных ситуациях и во взаимоотношениях. Успешно развитые умения, являющиеся по своей сути основными проявлениями коммуникативной толерантности, будут определять дальнейшее профессиональное становление будущего специалиста. Высокий уровень развития коммуникативной

толерантности у студентов как будущих специалистов является важным средством создания комфортности их вхождения в новую для себя среду.

Возникает потребность студентов в освоении знаний и навыков толерантного общения, взаимодействия, которые в дальнейшей системе обучения превращаются в личностное качество.

Основную роль в формировании коммуникативной толерантности играет коллективный педагогический состав вуза. Толерантного студента может воспитать только толерантный преподаватель. Это обеспечит формирование у них установки на коммуникативную толерантность, разработку педагогической программы совместных действий по её формированию у студентов, достижение согласованности всей совокупности этих действий, развитое толерантное сотрудничество педагогов вуза, достижение социально-значимых результатов в развитии коммуникативной толерантности у студентов.

ПРИРОДА И ЧЕЛОВЕЧЕСКИЕ ОТНОШЕНИЯ В ЭКОЛОГИЧЕСКОМ ОБРАЗОВАНИИ ДЛЯ МОЛОДОГО ПОКОЛЕНИЯ

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Annotation

It was revealed that ecological education of pupils is a new form of the theory of education, knowledge of ecological problems in scientific, economic, technical directions.

Key words

Ecological, system, educational, pedagogical, excursion, subject, motor, method.

Аннотация

Выявлено, что у учеников появилась новая форма экологического воспитания, значимость экологических проблем в научной, экономической и технической областях.

Ключевые слова

Экология, система, образование, педагогическая экскурсия, предмет, мотор, метод.

Чем выше уровень экономического развития общества, тем больше степень его воздействия на природу. Поэтому что экологические проблемы являются результатом человеческой деятельности.

Экологическое воспитание и обучение в педагогическом направлении – научить подрастающее поколение взаимодействовать с окружающей средой.

Педагогическое образование понимается как система знаний, представляющих отношения между природой и человеком, которая должна передаваться студентам.

Эко-образование – это обучение людей окружающей среде.

Экологическое образование – это новая форма и компонент общего образования, которое предполагается внедрить в школе. Основной целью

экологического образования является формирование осознанного отношения к молодому поколению и окружающей среде.

В процессе экологического образования молодые люди обучаются спасению и защите богатств нашей естественной среды обитания.

В экологическом образовании важно вовлекать школьников в их собственную школу: среда обитания – городские и сельские улицы, посадка фруктовых и декоративных деревьев, поддержание здоровья в переулках и водоемах,

Экологическая грамотность и культура сначала начинаются с семьи. Основа формирования экологической точки зрения напрямую связана с семейным воспитанием. Если этот вопрос не будет решен в семье, будет трудно принимать решения в школах,

на более поздних этапах обучения и в рабочих процессах.

Наши предки уделили особое внимание проблеме воспитания детей и создали примеры этого. У них есть чувство любви, уважения к окружающей среде, уважения, процветания и приветствия в семейном кругу, который разрывается от настойчивости: «не портите его водой, не загрязняйте его, потому что все животные пьют его» и «не ломайте дерево фруктового дерева, ты ешь это сам». « Не режьте ненасыщенную желчь, если вы не большой грех. Потому что в этом есть доля верующих », – посоветовал он.

Система экологического образования и обучения будет продолжена в детских садах, научных школах, на этапах дополнительного образования и на автостоянках.

Создание законов и принципов современной экологии, экологических знаний и культуры в трех направлениях во время занятий, внеклассных мероприятий и экскурсий.

Содержание подготовки к экологическому образованию включает в себя следующее:

- Окружающая среда и ее духовное влияние на город;
- Партнерство школы и семьи в развитии любви к обществу.
- Паттерны родителей в защите окружающей среды.

Раскройте мировоззрение студентов в процессе осознанного отношения к предмету.

- укрепление национальных традиций и обычаев в воспитании молодежи.

Внеклассные занятия имеют большое значение при внедрении экологического образования. Экскурсии на природе, экологические туры и празднование этой природы проводятся в память студентов. Содержание туристов в основном ориентировано на окрестности. Во время поездок студенты видят, как люди используют природу, и видят отношение взрослых к природе.

Нахождение в открытом пространстве создает эстетические чувства для студентов. Когда ученики слышали, как птицы разговаривают, они наслаждались жизнью растений. В этом случае они также развивают эстетическое и экологическое воспитание.

В кругах окружающей среды детей учат не вредить природе, наслаждаться красотой природы и любить окружающую среду. Такие предметы, как «Уважение к природе», «Природа и человек», «Экология и человечество», «Остров просит безумия» и «Птицы – наш друг», будут популярны в природе.

Эффективное использование национальной педагогической подготовки нашей нации в обеспечении экологического образования и воспитания детей является хорошим результатом. В нашем национальном образовании четыре вещи – земля, вода, почва и воздух – священны. Народ Узбекистана давно гордится водой, говоря, что «вода – это источник жизни, источник жизни».

Воспитание ученики, читатели, издатели, средства массовой информации, интернет-материалы и их ученики

являются важными средствами культивирования экологической культуры.

Формальный диалог, круглые столы, экскурсии, творческие конкурсы, встречи, общественно полезная работа (суббота, озеленение), такая как организация, продвижение и наказание практических действий в семье и обществе. Методология предусматривает развитие экологической культуры среди учащихся.

Также важно показывать короткие фильмы об охране природы в школах. Художественные и косметические произведения природы и прекрасные картины, стихи и рассказы являются источником добра для детей на природе.

В процессе экологического образования студенты должны знать:

- понятие природной среды, природных факторов и связь между ними
- Сохранение и сохранение богатства ресурсов

– защита окружающей среды от загрязнения

– Стремление сохранить природу будущего для поколений.

Исходя из вышеперечисленных факторов, экологическое образование представляет особый интерес для учащихся, регулярно наблюдающих за природой, борющихся за сохранение природы и сохранение ее красоты. Воспитание природы и чувство осторожности способствует развитию нравственных качеств человека.

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ФУНКЦИИ СОВРЕМЕННОЙ СЕМЬИ В РАЗВИТИИ ЧЕЛОВЕКА

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СамДУ преподаватель кафедры педагогики

Annotation: In this newspaper article loving

Key words: Nation dution pereuts primore education independeut games euviroument udepeudeut thaegd

Аннотация: В этой статье обсуждается сотрудничество между семьей и школьным образованием.

Ключевой словы: Нация, обязонности родителей, окружающие среда, самостоятельные мысли.

Сегодня мы часто слышим слова современной семьи и образованного человека. А что мы понимаем под современной семьей?

Указ Президента Республики Узбекистан от 2 февраля 2018 года «О мерах по кардинальному совершенствованию деятельности по поддержке женщин и укреплению института семьи» способствует развитию современных семейных, семейных отношений в семье, базовые практические и инновационные исследования по проблемам морских и традиционных семейных ценностей, укрепление института семьи на их основе, разработка и реализация предложений по подготовке молодежи к семейной жизни и предотвращению семейных ценностей, а также реализации общечеловеческих и национальных семейных ценностей определение критериев для современной семьи на основе анализа отношений между родителями и детьми их родителями, а также развитие сложной семьи современных семей.

Человечество определяется по степени человечности, поэтому человеческие качества измеряются его человеческим измерением, и тогда он становится хорошим экспертом, хорошим профессионалом.

Первое мировоззрение человека формируется в семье. Если все члены семьи не выполняют свой долг, без взаимного уважения и строгости, как основы семьи, хороших и достойных Семья построена на принципах жизни и совести. Семьи имеют свою многовековую сильную моральную поддержку, основанную на демократических основах семьи, потребностях и нуждах людей.

Семья – самое важное учебное заведение. Школа, улица, пресса и телевидение более эффективны, более продуктивны и эффективны. Ребенок в основном сталкивается и воссоединяется с членами семьи.

Самая маленькая и самая трудная задача воспитания детей – дать им хорошую подготовку. Признательность, знания и обучение являются

первым выражением зрелости родителей в будущем.

Семья является основной формой общности людей, и это семья, которая объединяет семейные отношения.

Сегодня люди мало говорят об «ответственности» при создании семьи, все они сосредотачиваются на «правах» и пытаются их заполучить.

Однако, когда они приходят, чтобы выполнить свои обязанности, они не делают то же самое.

Столкнувшись с ошибкой человека, важно подумать о том, что не так и что делать, чтобы сохранить условия жизни. Новые недоразумения можно оправдать, только столкнувшись с противоположным.

Воспитание – это самое важное, священное и пожизненное искусство воспитания детей, однако многие родители разочаровываются, даже если у них есть знания об этом искусстве. Вы должны быть терпеливыми и заслуживающими доверия.

В воспитании ребенка это решающий фактор настойчивости, выносливости и знаний. Знаний недостаточно, их необходимо применять. Необходимо войти в мир с миром своим. нам нужно выбрать правильный путь. Мы можем своевременно рассказать о своей любви, чтобы ободрить и ободрить нас, найти ответы вместе, найти ответы вместе, «Мы должны идти». Самая маленькая и самая трудная задача воспитания детей – дать им хорошую подготовку. Признательность, знания и обучение являются первым выражением зрелости родителей в будущем.

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Мы знаем, что быть родителем – это благословение. Вы ответственные за это? Кто следит за поведением и поведением ребенка? Кто будет его вести? Каков результат отношения человека к педагогике? Всех называют одиноким ребенком, откуда берутся не-

женатые дети? Чтобы ответить на ряд похожих вопросов, мы провели несколько исследований и изучали деятельность родителей в семье, а также изучали детей.

Как мы уже говорили, в каждой семье есть особые методы обучения. Определенная система управления должна быть создана для определения уровня воспитания детей в семье.

Самое сложное и деликатное воспитание детей должно быть таким же мягким и всеобъемлющим, как терпение, терпение и доброта. Малейшие ошибки также могут привести к большим бедствиям. Поэтому не каждый, у кого есть ребенок, может быть достойным родителем. Быть товарищем – значит воспитать драгоценного, бесценного, но неискушенного вора на плече.

Вода, которая заставляет его пить, стоит воды. Любовь к ребенку также ценна, когда он этого хочет.

Чем меньше времени вы проводите, тем важнее ваша работа и чем больше вы делаете, тем ближе вы подходите к ребенку и любите его!

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ДИФФЕРЕНЦИРОВАННЫЕ ЗАДАЧИ В НАЧЕРТАТЕЛЬНОЙ ГЕОМЕТРИИ

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Аннотация

В статье описывается дифференциальный подход к обучению начертательной геометрии на практических занятиях, применение задач с разными уровнями сложности для первоначального разгруппирования студентов по их уровням знаний. На примере построения проекций точки, мы показали, что задавая одинаковые задачи, но разными дополнительными условиями можно получить задачи с разными уровнями трудности выполнения. В результате, мы сможем в последующих занятиях больше уделять внимания студентам с низким уровнем знаний, тем самым приблизить их к студентам с высоким уровнем.

Abstract

In article is described the differential approach of learning the descriptive geometry on the practical occupations, using the problems with different level to difficulties for initial regrouping of students upon their levels of the knowledges. On example of the projection points, we have shown that to set of alike problems, but with different additional condition possible to get the problems with other levels of difficulties of the execution. As a result we shall be able in the following occupation more pay attention to students with low level of the knowledges, thereby raise their levels.

Ключевые слова: дифференциальный подход, задачи, уровень знаний, уровень сложности задач.

Keywords: differential approach, problems, level of the knowledges, level of difficulties of the problems.

На лекционных и практических занятиях уровень усвоения знаний студентами зависит от их мотивации, интереса, т.е. учебной цели, потенциала, способности, интеллектуально развитости, внимательности и т.д. На основе этого выделяются три уровня усвоения знаний.

Если подходить ко всем одинаково, у некоторых студентов рано или поздно

но снизится мотивация к обучению. Так как, те которые не усвоили основные понятия, алгоритмы решений задач, тему, им все труднее будет изучать предмет дальше и дальше.

В этом случае подойдет дифференцированный подход к обучению.

Уже в 19 веке проблемой дифференцированного обучения заинтересовался педагог Иозеф Зиккенгер [1].

Таблица 1

Обозначение символикой	Название элементов
$H \perp V \perp W$ (ХОУ [^] ХОЗ [^] ЛОУ [^] ЛОЗ)	
$H(ХОУ)$	
$V(ХОЗ)$	
$W(ЛОУ)$	
$H \cap V \cap W = O$	
OX, OY, OZ или X, Y, Z	
$A(X, Y, Z)$	
XA, YA, ZA	
A', A'', A'''	
$AA' \parallel Z$ и $\wedge H$	
$AA'' \parallel Y$ и $\wedge V$	
$AA''' \parallel X$ и $\wedge W$	
$A'A'' \perp OX, A''A''' \parallel OX$	

Проблемы дифференцированного обучения нашли отражение и в работах И.П. Подласого, Г.К. Селевко, В.А. Крутецкого, В.В. Гузеева, З.Абасова.

Учащиеся одной и той же группы обладают различным уровнем усвоения знаний, различным уровнем работоспособности.

В начертательной геометрии все начинается с построения проекции точки.

Г.Монж писал, ... если молодежь усвоит правильное нахождение проекции точки, то сможет построить и остальные геометрические фигуры любой сложности...

Многие лекторы на лекциях показывают построение проекций точки только в пространстве I октанта. А освоение материала, знаний, умений и навыков остается на практические занятия.

Мы задались вопросом «Как же определить уровень усвоения знаний студентов на эту тему?». И в результате наших исследований разработали систему задач по уровню сложности.

Задачи на повторение это – задачи на память, то есть на вспоминание теоретического материала, пройденного на лекциях.

Задачи первого уровня сложности – это репродуктивные задачи, которые ранее рассматривались на занятиях.

Задачам второго уровня сложности – это продуктивные задачи, которые решаются по тем же алгоритмам, что и задачи первого уровня, но в измененной ситуации.

Задачи третьего уровня сложности – это задачи, которые решаются применением всех своих знаний, логического мышления и творческого подхода, сделав анализ, и правильные выводы.

На примере темы «Точка», задачи по уровню сложности выглядят примерно вот так:

Задача на повторение. Дан комплексный чертеж пространственной точки A [2]. Определите названия элементов на чертежах и заполните таблицу.

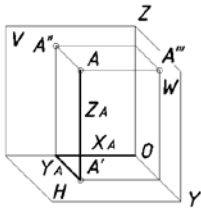


Рис.1.

В пространстве на эпюре

Для решения этой задачи необходимо знать, и вспомнить теоретические материалы, с которыми ознакомились на лекциях.

Задачи 1.1 (1-го уровня сложности). Построить проекции точки В, заданную в I октанте, если дана координата $Z_B=40$ рис. 2). Начать построение с нахождения горизонтальной проекции В'.

Чтобы решить задачу, необходимо знать последовательность построения, алгоритм: $B'(X,Y); B \gg (X,Z); B \gg (Y,Z)$

Для инвариантности можно задать координаты расстояния точки до фронтальной или профильной плоскости проекций, Y или X соответственно.

Задачи 1.2 (2-го уровня сложности). Построить проекции точки С, если ордината $Y=0$ рис.3). Определить недостающие координаты точки.

Указания к выполнению задачи. Начать построение с нахождения фронтальной проекции С».

На лекциях часто в пример берут точки без нулевых координат, впоследствии чего многие студенты затрудняются найти соответствующие проекции. Чтобы решить задачу необходимо знать последовательность построения, алгоритм, а также пространственное

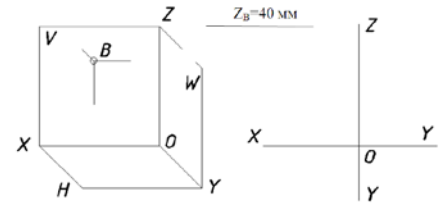
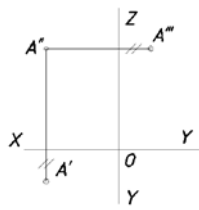


Рис.2.

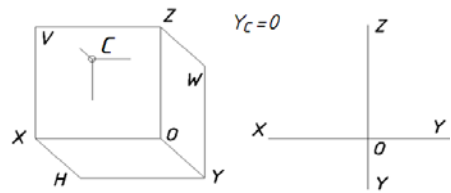


Рис.3.

представление о том, где же находится сама точка, и где могут быть его проекции.

Задача 1.3 (3-уровня сложности). Построить проекции точки D, если ордината Y отрицательна (рис.4). Определить недостающие координаты точки. Начать построение с нахождения фронтальной проекции D».

Задача решается по первому алгоритму, исходя из того что $A(A'(X_A, Y_A), A \gg (X_A, Z_A), A \gg (Y_A, Z_A))$. Для решения этих задач требуется знание определения проекции точки находящейся в пространстве, как в наглядном чертеже, так и на эпюре. А также студенты делают сравнительный анализ наглядного изображения и эпюра, получают навыки чтения чертежа пространственной точки [3].

Если рассмотреть задачи, то главная задача одна, то есть необходимо построить проекции точки, но внеся дополнительные условия, мы имеем разные сложности решения задачи.

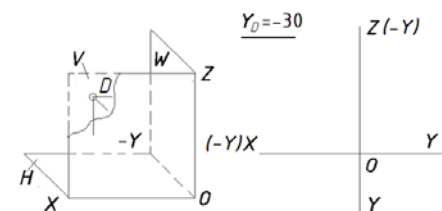


Рис. 4

Задавая задачи разного уровня сложности, начиная с самого легкого, по мере решения их студентами, мы предварительно разгруппировали студентов на группы по уровню усвоения знаний [4] на следующие группы:

1. Первоначальный уровень – студенты, которые понимают суть условия задачи и правильно перечерчивающие его.

2. Репродуктивный уровень – студенты, понимают, умеют выполнять задания по образцу, решают задачи по алгоритму, которые ранее не раз были рассмотрены на уроках.

3. Продуктивный уровень – студенты, решающие задачи не по готовому образцу, а умеющие самостоятельно размышлять, применять знания в измененной ситуации на основе логического мышления и представления, делать анализ, т.е. выявлять при-

чинно-следственные связи при решении задачи.

4. Творческий (креативный) уровень – студенты, решающие задачи, которые ранее не рассматривались на занятиях, креативно мыслящие, самостоятельно изучающие и делающие выводы.

Таким образом, разгруппировав студентов на группы, мы заранее уже сможем запланировать свои действия, подходы по отношению к этим студентам, то есть в последующих занятиях больше уделять внимания студентам из первой и второй группы, тем самым повысить и сравнить с уровнем остальных студентов.

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ПРОБЛЕМЫ ВОСПИТАНИЯ И ОБУЧЕНИЯ В «АВЕСТЕ»

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Аннотация

В процессе становления и развития общества человек совершенствуется в биологическом и социальном отношении. Возникновение зороастрийской религии и духовных норм явилось также стимулом для совершенствования человека. Дальний процесс длившийся тысячелетиями оказал непосредственное влияние на выработку правил поведения и требований к жизни, являющихся основой становления человека как социальной категории. «Авесто» убеждает, что в тот период придавалось большое значение вопросам воспитания физическое, нравственное, религиозное обучения детей. Воспитание считалось самой важной опорой жизни. Первые ростки человеческой мечты, желаний, чувств наших самых древних предков нашли свое отражение в «Авесто». В ней дана определенная система способов воспитания и обучения

Annotation

In the process of the formation and development of society, a person improves biologically and socially. The emergence of Zoroastrian religion and spiritual norms was also a stimulus for human perfection. «Avesto» convinces that during this period great importance was attached to the issues of education physical, moral, religious education children Education was considered the most important pillar of life. The first shoots of the human dream, desires, feelings of our most ancient ancestors were reflected in Avesto. It contains a certain system of methods of education and training.

Ключевые слова: Авесто, физическое воспитание, религиозное воспитание, нравственное воспитание, зороастризм, добрые помысли, семейный долг

Key words: Avesto, religious education, physical education, zoroastrizm, good ideas, family duties.

Введение: Известно, что в процессе становления и развития общества человек совершенствовался и в биологическом, и в социальном отношении. Возникновение зороастрийской религии и духовных норм тоже являлось стимулом для совершенствования человека. Этот процесс, длившийся тысячелетиями, оказал непосредственное влияние на выработку правил по-

ведения и требований к жизни, являющихся основой становления человека как социальной категории.

Первые ростки человеческой мечты, желаний, чувств наших самых древних предков нашли свое отражение в «Авесто». В ней дана определенная система способов воспитания и обучения.

«Авесто» убеждает, что в тот период придавалось большое значение

вопросам воспитания и обучения детей: «Необходимо, чтобы воспитание считалось самой важной опорой в жизни. Каждого молодого человека нужно воспитывать так, чтобы он, научившись сначала читать, а затем писать, поднялся на самый высокий уровень.

В зороастрийской религии уделяется большое внимание силе науки и просвещения. Для того, чтобы молодежь могла глубоко овладеть основами знаний и наставлений Ахура Мазды, в «Авесто» в своеобразной форме разъясняются двадцать лучших качеств нравственности, и они предлагаются как совершенные нормы поведения, которые должны быть сформированы у молодежи. К подобным лучшим достоинствам относятся, к примеру, обретение человеком святости с помощью знаний и мудрости, его беспрестанные поиски во имя познания окружающего мира, создание им определенного учения, умение быть учителем и стать учеником высокообразованного человека, поддержка им справедливости.

Физическое воспитание преследовало цель готовить молодежь здоровую, выносливую, с сильной волей, с готовностью овладеть военным делом. В обучении были обязательными верховая езда, охота, владение мячом, плавание, бег, метание копья и т.д.

Классовый характер воспитания выражался в том, что если религиозно-нравственное и военно-физическое воспитание получали все, то обучение чтению, письму и счету было достоя-

нием лишь привилегированных классов. Для детей из этих слоев населения существовали дворцовые школы, где военному искусству их обучали знаменитые полководцы.

В школах в процессе изучения «Авесты» разрабатывались и определенные методы обучения.

В школах в процессе изучения «Авесты» разрабатывались и определенные методы обучения. Использовались наглядные пособия, практиковалось повторение учениками пройденной темы, беседы с вопросами-ответами, была своя форма и у оценки знаний. Особое внимание обращалось на заучивание наиболее важных для обучения текстов. С учетом особенностей возраста и воспитания молодежи, уровня её запоминания тексты делились на отдельные части, при изучении которых материала соблюдался принцип последовательности.

В зороастрийском религиозно-нравственном воспитании вера и честность основываются, образно говоря, на трех китах: 1) «Эзгу фикрат» (Мысли о добродетели), а именно: чистота мыслей; 2) «Эзгу калом» («Добродетельные слова»), а именно: чистота слов, речи; 3) «Эзгу амал» («Добродетельные» поступки»), а именно: гуманные поступки. Значит, иными словами, высокая нравственность и лучшие человеческие достоинства должны были формироваться у молодежи по трем нравственным критериям зороастризма, именуемым -: добрые помысли;, добрые слова;, доброе дело;.

Выводы При преподавании в высших и средних учебных заведениях истории, литературы, педагогики, этики, истории Узбекистана, прививая студентам и учащимся высокую духовность, важно опять-таки знать и помнить о воспитательном значении «Авесты», которая учит гуманизму, честности, высокой нравственности, любви к наукам и

просвещению, трудолюбию и патриотизму.

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DISCOURSE MARKERS AND CONJUNCTIONS IN ENGLISH

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***Annotation:** The article is about an attempt to explore the usage of discourse markers and conjunctions in English. The aim of the object is clarifying the functions of discourse markers.*

Key words: Discourse marker, fillers, expletives, stick together, expressions, sentence elements, relationship, utterance, cohesion.

Discourse markers are expressions that are used to show how discourse is constructed. They can show the connection between what a speaker is saying and what has already been said or what is going to be said. Also they can help to make clear structure of what is being said, they can indicate what speakers think about what they are saying or what others have said.

Discourse markers are used to combine clauses or to connect sentence elements. Each discourse marker points out a particular meaning relationship between two or more clauses.

Discourse markers and conjunctions are the ways of creating cohesion. Discourse markers are linguistic elements used by the speaker or writer to ease the interpretation of the text, frequently by signaling a relationship between segments of discourse, which is the specific function of conjunctions. They are not a way of simply joining sentences.[1.84-85]. Their role in the text is wider that, because they provide the listener or reader with information for the interpretation of the utterance. That is why some linguists prefer to describe them as discourse markers.

In linguistics, a discourse marker is a word or phrase that is relatively syntax-independent and does not change the meaning of the sentence, and has a somewhat empty meaning. Examples of discourse markers include the particles 'oh', 'well', 'now', 'then', 'you know', and 'I mean'. Some of words or phrases that were considered discourse markers were treated as 'fillers' or 'expletives': words or phrases that had no function at all.

Discourse markers (words like 'however', 'although' and 'nevertheless') are referred to more commonly as 'linking words' and 'linking phrases' or 'sentence connectors'. They may be described as the 'glue' that binds together a piece of writing, making the different parts of the text 'stick together'. They are used less frequently in speech, unless the speech is very formal.[2.69].

There are dozens of discourse markers in the English language, but here are 10 of the most common with definitions and examples:

1. Actually

Use 'actually' to make a correction or to state a fact or reality:

–'Do you need to learn Spanish for your trip to Brazil?'

–‘**Actually**, they speak Portuguese in Brazil’

–‘Oh, I didn’t know that’

2.Apparently

Apparently is used to say something seems true or is true:

–:How come Maria left work early?’

–‘**Apparently** her son is sick. I heard her calling the pharmacy to ask if his medicine is ready.’

3.As for

‘As for’ is the same as regarding. It is used to focus attention on the topic you are going to talk about:

–‘Before you leave the office, please make 5 copies of the sales report and leave them on my desk for the meeting tomorrow morning’

–‘Sure, no problem.’

–‘**As for** the new advertising campaign, we need to get approval from the finance department – so that’ll have to wait until the end of the month’

5.As I was saying

We use ‘As I was saying’ to get back to the main topic of conversation:

–‘I heard you’re going away this weekend – where to?’

–‘Well, after English class on Thursday night, we’re going to catch a late flight to California.’

–‘We have English class on Thursday?!’

–‘Yes, remember the teacher changed it from Friday to Thursday?’

–‘Oh, right.’

–‘**As I was saying**, we’re going to spend a few days in San Francisco...’

6.Basically

We may say ‘**basically**’ when you are going to say something simple about a complex situation:

–‘Are you still going out with Melissa?’

–‘No – we broke up a few months ago.’

–‘Oh, sorry to hear that. What happened?’

–‘Well, it’s a long story, but **basically**, our personalities were just too different.’

7.By the way

Say ‘By the way’ to introduce new information or a related topic of conversation:

–‘So how do you like living in New York City?’

–‘I love it! There are a lot of interesting things to do. It’s a little hard to make friends, though – there are just so many people.’

–‘Don’t worry, I’m sure you’ll settle in and form friendship with time. **By the way**, my sister and I are going to meet some friends at the free concert in the park tonight – want to go with us?’

English has specific expressions that will help you interpret what the other person is saying. Identified correctly, they will ensure that users perform their half of the conversation well. These expressions have so little meaning that they are not usually thought of as belonging to the language, though there is no logical reason not to treat them as a special kind of word. They include words such as **oh, well, like, mm, er** and **OK**. [3.25].

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TEACHING LANGUAGES FOR INTER CULTURAL COMMUNICATION

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Abstract. *Viewing culture as a dynamic set of practices rather than as a body of shared information engages the idea of individual identity as a more central concept in understanding culture. Culture is a framework in which the individual achieves his/her identity using a cultural group's understandings of choices made by members as a resource for the presentation of the self. This reflects Sacks' (1984) notion of 'doing being ordinary': who we are is an internationally accomplished product not an inherent quality and the culture provides a reference point for this interactional accomplishment. Such a view encourages us to think of the individual as a semiotic system, that is, as a set of meaningful choices about the presentation of self. Culture provides a context in which this semiotic is to be read and choices will be understood differently in different cultural contexts. This means that for the second language user doing being ordinary involves presenting the self within a different framework of conventions for reading the individual. Language learning provides a challenge for identity in two key ways. First it raises the question "who am I when I speak this language?" and secondly "How am I me when I speak this language?"*

Key words. Language, product, dynamic, body.

Introduction

Learning a foreign language is more than a simple task of assembling lexical items in grammatically accurate sentences. It involves fundamentally learning to communicate with others in that language and such communication involves an engagement with culture. In this paper, I want to present one particular approach to teaching language and culture in an integrated way with the aim of developing in language learners the ability to understand, reflect on and mediate cultures as a part of their language learning experience. In beginning this task, it is important to clarify a number of assumptions about language learning,

communication and culture which underlie the thinking in this paper. Communication is an act of sociality: that is it is not simply the case that information is transferred from one participant to another, but rather language is used to create and maintain social relationships. This means that we cannot view language in terms of a contrast between interactional (social) and transactional (information-exchange) discourse, but rather as a pervading social act in which information exchange may be one of the relevant activities going on. Language is a marker of identity and to use a language is an act of social identity in that it encodes how the speaker is presenting

him/herself in a particular interaction. Language use involves the expression of self not just the expression of ideas and intentions. Language learners are also language users and it is inappropriate to see a dichotomy between these two characterisations. Language learners use language to express ideas and the present the own identities regardless of proficiency.

Main part. Second language communication is intercultural communication. This may seem obvious, but it is always important to remember that when a person uses their second language they are encoding ideas in a linguistic system which is located within a cultural context and which will be interpreted as being located within that context. Language learners have to engage with culture as they communicate. Second language communication is bilingual. This means that the communicative resources available to second language users are different from those available to monolingual speakers of the language. Bilinguals need to be able to mediate linguistic codes and cultural contexts as a regular part of their interaction.

When culture is viewed as dynamic practice it gives a way of dealing with culture as variable. We move away from the idea of the national culture and the idea of a monolithic 'French culture' or 'Japanese culture' and recognize that culture varies with time, place and social category and for age, gender, religion, ethnicity and sexuality. Different people participate in different groups and have multiple memberships of within their cultural group

each of which can and does affect the presentation of the self within the cultural context. The variability is not limited however to membership of sub-cultures but also to the ways in which the individual participates within his/her cultures. People can resist, subvert or challenge the cultural practices to which they are exposed in both their first culture and in additional cultures they acquire.

A view of culture as practices indicates that culture is complex and that individual's relationships with culture are complex. Adding an additional language and culture to an individual's repertoire expands the complexity, generates new possibilities and creates a need for mediation between languages and cultures and the identities which they frame. This means that language learning involves the development of an intercultural competence which facilitates such mediation. Intercultural competence involves at least the following:

- Accepting that one's own and others' behavior is culturally determined.
- Accepting that there is no one right way to do things.
- Valuing one's own culture and other cultures.
- Using language to explore culture.
- Finding personal solutions in intercultural interaction.
- Using L1 culture as a resource to learn about L2 culture.
- Finding an intercultural style and identity.

Intercultural competence means centrally being aware that cultures are relative. That is, being aware that there is no

one “normal” way of doing things, but rather that all behaviours are culturally variable. Applied to a particular language it also involves knowing some of the common cultural conventions which are used by speakers of the language. The emphasis here is on some. Given the volume, variability and potential for change of the cultural conventions, it is impossible to learn them all and certainly well beyond the scope of any classroom acquisition. Because a learner can only ever acquire some of the cultural conventions, an important part of intercultural competence is having strategies for learning more about culture as they interact.

Conclusion. The discussion so far provides an argument for teaching culture in a particular way. What I want to do in the remainder of the paper is present an approach to teaching language and culture together in the framework of ILT. This approach has, in particular been developed with my colleague Chantal Crozet in a number of recent papers (Crozet, 1996; Crozet and Liddicoat, 1999; Liddicoat, 2000; Liddicoat, 2002; Liddicoat and Crozet, 2001). The approach involves opportunities to reflect on one’s own culture, to experiment with the new culture and to decide how one wishes to respond to cultural differences.

DIFERENCIATED INSTRUCTION IN THE ENGLISH LANGUAGE CLASSROOM AND INTEGRATING PERSONALITY FACTORS

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ABSTRACT

This article is a review of the literature on classroom formative assessment. Several studies show firm evidence that innovations designed to strengthen the frequent feedback that students receive about their learning yield substantial learning gains. The perceptions of students and their role in self-assessment are considered alongside analysis of the strategies used by teachers and the formative strategies incorporated in such systemic approaches as mastery learning. There follows a more detailed and theoretical analysis of the nature of feedback, which provides a basis for a discussion of the development of theoretical models for formative assessment and of the prospects for the improvement of practice.

Introduction One of the outstanding features of studies of assessment in recent years has been the shift in the focus of attention, towards greater interest in the interactions between assessment and classroom learning and away from concentration on the properties of restricted forms of test which are only weakly linked to the learning experiences of students. This shift has been coupled with many expressions of hope that improvement in classroom assessment will make a strong contribution to the improvement of learning. So one main purpose of this review is to survey the evidence which might show whether or not such hope is justified. A second purpose is to see whether the theoretical and practical issues associated with assessment for learning can be illuminated by a synthesis of the insights arising amongst the diverse studies that have been reported.

Main part. The purpose of this Introduction is to clarify some of the key terminology that we use, to discuss some earlier reviews which define the baseline from which our study set out, to discuss some aspects of the methods used in our work, and finally to introduce the structure and rationale for the subsequent sections. Our primary focus is the evidence about formative assessment by teachers in their school or college classrooms. As will be explained below, the boundary for the research reports and reviews that have been included has been loosely rather than tightly drawn. The principal reason for this is that the term formative assessment does not have a tightly defined and widely accepted meaning. In this review, it is to be interpreted as encompassing all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to

modify the teaching and learning activities in which they are engaged.

Two substantial review articles, one by Natriello (1987) and the other by Crooks (1988) in this same field serve as baselines for this review. Therefore, with a few exceptions, all of the articles covered here were published during or after 1988. The literature search was conducted by several means. One was through a citation search on the articles by Natriello and Crooks, followed by a similar search on later and relevant reviews of component issues published by one of us (Black, 1993b), and by Bangert-Drowns and the Kuliks (Kulik et al., 1990; Bangert-Drowns et al., 1991a,b). A second approach was to search by key-words in the ERIC database; this was an inefficient approach because of a lack of terms used in a uniform way which define our field of interest. The third approach was the 'snowball' approach of following up the reference lists of articles found. Finally, for 76 of the most likely journals, the contents of all issues were scanned, from 1988 to the present in some cases, from 1992 for others because the work had already been done for the 1993 review by Black (see Appendix for a list of the journals scanned). Natriello's review covered a broader field than our own. The paper spanned a full range of assessment purposes, which he categorized as certification, selection, direction and motivation. Only the last two of these are covered here. Crooks used the term 'classroom evaluation' with the same meaning as we propose for 'formative assessment'. These two articles gave reference lists containing

91 and 241 items respectively, but only 9 items appear in both lists. This illustrates the twin and related difficulties of defining the field and of searching the literature. The problems of composing a framework for a review are also illustrated by the differences between the Natriello and the Crooks articles. Natriello reviews the issues within a framework provided by a model of the assessment cycle, which starts from purposes, then moves to the setting of tasks, criteria and standards, then through to appraising performance and providing feedback and outcomes. He then discusses research on the impact of these evaluation processes on students. Perhaps his most significant point, however, is that in his view, the vast majority of the research into the effects of evaluation processes is irrelevant because key distinctions are conflated (for example by not controlling for the quality as well as the quantity of feedback). He concludes by suggesting how the weaknesses in the existing research-base might be addressed in future research. Crooks' paper has a narrower focus—the impact of evaluation practices on students—and divides the field into three main areas—the impact of normal classroom testing practices, the impact of a range of other instructional practices which bear on evaluation, and finally the motivational aspects which relate to classroom evaluation. He concludes that the summative function of evaluation—grading—has been too dominant and that more emphasis should be given to the potential of classroom assessments to assist learning. Feedback to students should focus on the task, should be

given regularly and while still relevant, and should be specific to the task. However, in Crooks' view the 'most vital of all the messages emerging from this review' (p. 470) is that the assessments must emphasise the skills, knowledge and attitudes perceived to be most important, however difficult the technical problems that this may cause.

Like Natriello's review, the research cited by Crooks covers a range of styles and contexts, from curriculum-related studies involving work in normal classrooms by the students' own teachers, to experiments in laboratory settings by researchers. The relevance of work that is not carried out in normal classrooms by teachers can be called in question (Lundberg & Fox, 1991), but if all such work were excluded, not only would the field be rather sparsely populated, but one would also be overlooking many important clues and pointers towards the difficult goal of reaching an adequately complex and complete understanding of formative assessment. Thus this review, like that of Natriello and more particularly that of Crooks, is eclectic. In consequence, decisions about what to include have been somewhat arbitrary, so that we now have some sympathetic understanding of the lack of overlap between the literature sources used in the two earlier reviews. The processes described above produced a total of 681 publications which appeared relevant, at first sight, to the review. The bibliographic details for those identified by electronic means were imported (in most cases, including abstracts) into a bibliographic database, and the others were en-

tered manually. An initial review, in some cases based on the abstract alone, and in some cases involving reading the full publication, identified an initial total of about 250 of these publications as being sufficiently important to require reading in full. Each of these publications was then coded with labels relating to its focus—a total of 47 different labels being used, with an average of 2.4 labels per reference. For each of the labelled publications, existing abstracts were reviewed and, in some cases modified to highlight aspects of the publication relevant to the present review, and abstracts written where none existed in the database. Based on a preliminary reading of the relevant papers, a structure of seven main sections was adopted. The writing for each section was undertaken by first allocating each label to a section. All but one of the labels was allocated to a unique section (one was allocated to two sections). Abstracts of publications relevant to each section were then printed out together and each section was allocated to one of the authors so that initial drafts could be prepared, which were then revised jointly. The seven sections which emerged from this process may be briefly described as follows.

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E-LANGUAGE PORTFOLIO AS A TOOL FOR AUTONOMOUS LEARNING ATADJANOVA SURAYYO, ANVAROVA SABOHAT

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Annotation: *This article deals with using European language portfolio in the development of students' autonomous language learning and stages of becoming from teacher dependent learner to independent student.*

Key words: E-language portfolio, autonomy, language classroom, independent learner, Common European Framework Reference, teacher, skills.

Nowadays, English has already become a global language that is the language of science, information technology and medicine. Teaching English to students as a second language has its own criteria and they are coming across difficulties to develop autonomous learning skill in language classroom. In this case European language portfolio has become as a supportive tool for students whose mother tongue is not English.

What is learner autonomy? In basic terms autonomy is defined as one's taking the responsibility for learning. However, this is not as simple as it may look. At this point it is necessary to state that Benson claims that it is important to describe autonomy for the following two reasons: firstly, construct validity is an important precondition for research. In order for a construct such as autonomy to be able to be researchable it needs to be describable in terms of observable

behaviors. Secondly, it is quite likely that programs or innovations aiming to foster autonomy could be more effective if

they are based on clear understandings of the behavioral changes which they aim to foster. However, autonomy is not strictly defined and it may be recognized in a variety of forms. Therefore it is important that we should identify the form in which we choose to recognize it in the contexts of our own research and practice. As language teachers, it is our duty to be aware of the factors which are conducive to learner autonomy because autonomy is the key to lifelong learning.

How to develop learner autonomy? In several theoretical papers about the definitions of learner autonomy, probably the most frequently cited one is Henri Holec's definition. Holec defines autonomy as 'the ability to take charge of one's learning'. He explained that autonomous learners have the ability to make all the decisions related to their learning: from determining objectives and defining the content to selecting methods, monitoring and extends Holec's definition by adding a psychological dimension, and he argues that autonomy is not exclusively or even primarily a matter

of how learning is organized. According to the researcher, autonomy is a capacity for detachment, critical reflection, decision-making and independent action, but it also entails that the learner will develop a particular kind of psychological relation to the process and content of his learning. Holec's definition in that it describes autonomy as control over the cognitive processes involved autonomy is not synonymous with self-instruction and self-direction. To him, self-instruction refers to situations in which learners are working without the direct control of the teacher; and self-direction refers to situations in which learners accept responsibility for all the decisions concerned with learning but not necessarily for the implementation of those decisions.

Degrees of Autonomy. Nunan contends that autonomy is not an all-or-nothing concept, that all learners could be trained to develop a degree of autonomy. He summarizes five levels of autonomy as follows:

Level 1: awareness – learners are made aware of the pedagogical goals and content of the program and encouraged to identify the learning strategies implicit in the tasks making up the methodological component of the curriculum.

Level 2: involvement – learners become involved in modifying materials. Learners will be involved in making choices from a range of goals, a selection of content and a variety of tasks.

Level 3: intervention – learners are involved in modifying and adapting goals, content and learning tasks.

Level 4: creation – learners create their own goals, content and learning tasks.

Level 5: transcendence – learners transcend the classroom, making links between the content of the classroom and the world beyond the classroom. At this level, learners begin to become truly autonomous by utilizing in everyday life what they have learned in formal learning contexts. To recover the difficulties of autonomous learning there is inserted E-language portfolio for L2 speakers.

Learner autonomy is currently one of the most widely discussed concepts in second language pedagogy and a common goal of second language curricula. It also underlies the *Common European Framework of Reference for Languages*, whose scales of communicative proficiency define the autonomous second language learner-user. And its development is one of the key purposes of the

European Language Portfolio, which the Council of Europe presents as “a tool to promote learner autonomy”. It is generally accepted that reflection is a key constituent of learner autonomy: autonomous learners are characterized by their active involvement in the planning, monitoring and evaluation of their learning.

Indeed, it is in precisely these terms that the Council of Europe explains what it means by the phrase “a tool to promote learner autonomy”. It is much less generally accepted, however, that these reflective processes should be conducted as far as possible in the target language.

This European Language Portfolio is intended for pupils from first class upwards as it involves the use of basic literacy skills. Using this ELP with pupils in primary education provides a positive and

fun-based means of ensuring that the child learns the language that is critical for integration into the mainstream classroom. At the same time, use of the ELP promotes the growth of self-confidence and self-esteem as the child's active participation in learning provides constant confirmation of the realities of success. Every European Language Portfolio has three parts:

- A Language Passport
- A Language Biography
- A Dossier

In addition, it must contain the reference levels and descriptors of the Common European Framework of Reference for languages.

The Language Passport: is where the child expresses his or her linguistic identity. This process is most important for the children using this particular ELP.

The Language Biography is the focus for all the learning that takes place in language support classes. Much of this section contains themed checklists. Each statement suggests a task or activity that the child should carry out so that he or she, with the support of the teacher that this has been achieved. This helps the child take responsibility for his or her learning and record progress.

The Dossier is an unrestricted part of the ELP in which children can file and keep their work. The main contents of the Dossier are developed throughout language support so that each child has a substantial file of his or her work.

The purpose of this European Language Portfolio is to support children whose mother tongue is not English as they meet the challenge of learning English in order to participate fully in mainstream education. The ELP demonstrates and highlights individual achievement and success and, as a result, helps promote self-confident and self-directed learners.

As a conclusion, using language portfolio in English language classroom gives learners the responsibility of their own language development. This language tool makes learners to become autonomous and it is expected from students to be able to maintain some of their own learning strategies and weaknesses so they will be able to direct the processes of language development completely independent..

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ANALYSIS OF GAMIFICATION APPS FOR ENHANCING AND MOTIVATING FOREIGN LANGUAGE LEARNING

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Abstract: *According to this article, there are analyzed how to organize teaching for foreign language in Target Audience. There have written some types of gamification, which are used in teaching foreign language, and their specific features. There are given 3 types of gamification, how they are used, what are main results of usage of them.*

Key words: gamification, duolingo, class dojo, edmodo

Each game element used in Gamification enhances automatically the teaching and learning process of FL. Most of the games the public knows have these elements nowadays, but all of them follow a systematic plan. Every game integrates three basic elements: meta-centered activities, rewards, and progression¹.

This follows what is expressed by Smith-Robbins, who mentions that “all game activities are meta-centered and have activities of this kind because they are oriented towards a specific objective which ultimately focuses on winning by defeating obstacles and other conditions, in order to achieve or complete a quest. In addition, and depending on the context, each game employs a mechanism for the player to receive rewards or reward system. There are three principal categories, which include: leaders, prizes or awards, and achievements². The leaders are the users classified based on their game suc-

cess. The same concept is used in sports and most of the time incorporates a leader board, which could serve as a strong motivator. This category is typically used in competitive activities, but is often employed by the business world to motivate teamwork. Another reward system includes prizes or awards. This type of reward occurs in games where the player is able to unblock additional activities or levels after successfully accomplishing the previous ones. Prizes/awards promote an additional commitment and engagement by the player and that is one aspect which is persisted in FL learning. Finally, achievements are publicly shown icons, or the so-called badges, in the player's online profile. They are perceived as the integration or combination of the previously mentioned reward categories. The integration and use of badges, each with a different meaning, has grown tremendously in part to the development of game consoles and online gaming. For the FL learner motivation arrives in the way of acceptance or blending in. If they receive the recognition they will be motivated to move to another level or reach an additional reward. The final basic element implemented in games is

1 Dickey, M. D. Engaging by design: how engagement strategies in popular computer and video games can inform instructional design. *Education Training Research and Development*, 53 (2), 2005, 67-83.

2 Smith-Robbins, S. “This Game Sucks”: How to Improve the Gamification of Education. *Educause Review*, 46 (1), 2011., 58-59.

progression. According to Dickey, progression is a very important element for games. Most of all for the level of engagement and motivation it gives to the player. Its main objective is to maintain the player informed on how much progress he or she has in the level³. In addition it gives the player the necessary information about the goals that were completed and the necessary tasks to complete de level. It also represents the player's journey, which could be part of a series of small challenges embedded into a larger challenge (Werbach and Hunter (2012). In the FL classroom the educator implements progression by systematically promoting healthy competition and showing the progress to the class. The FL learner is able then to see his or her progress and becomes a risk taker while he is motivated to move on or continue. Another component in the definition of Gamification mentioned by Werbach and Hunter is game design⁴. Basically, games are not only elements; games are design systemically and artistically for the purpose of fun but they need to be creative and focused. They need to provide originality and not merely be clones of others. Also, originality and character is necessary to provide depth and richness to the player's experience. Good game design is balanced and leaves the player with a feeling on how was the game experience overall. For example: Was it challenging? Was it hard? Was it easy? In addition,

game design has an experiential aspect that involves the integration of current and novel approaches based on exploration and discovery that could be applied to Gamification and motivate the player.

Educational gamification five step model. For applying Gamification, regardless of the course, to the teaching and learning process a series of steps needs to be followed. These will guide the instructor to plan accordingly the Gamification aspect. In order to gamify instruction, the educators follow a five-step model.

In order to deal with step one, Understanding the Target Audience and the Context, the instructor needs to know who his or her students are. A combination of the target audience is necessary along with analysing the context to understand several key factors like group size, environment, skills sequence, and length. Is in this step that the "pain points" appear. Those pain points are several factors that prevent the learner advancement of the program. There are some common pain points in education: focus, motivation, skills, pride, learning environment and nature of the course, and physical, mental and emotional factors. By understanding these points the educator will be ready to determine the Gamification elements to implement.

Defining the Learning Objectives, step two, is always necessary for a successful teaching and learning experience. These objectives need to have general instructional goals, specific learning goals, and behavioral goals. In order to have a successful learning experience thru Gamification the instructor needs to have the ability of combining and implementing the learning ob-

3 Dickey, M. D. Engaging by design: how engagement strategies in popular computer and video games can inform instructional design. *Education Training Research and Development*, 53 (2), 2005., 67-83.

4 Werbach, K and Hunter, D. *For the Win: How Game Thinking Can Revolutionize Your Business*. Philadelphia, PA: Wharton Digital Press. 2012., 321

jectives. Step three on the five-step model, Structuring the Experience, looks to break down the program and identify the main points. In these stage the instructor prepares the sequence and quantify what the student needs to learn and achieve by the end of each stage. If students are staying behind, the instructor needs to re-think and provide a push for motivation in order for the student to complete the stage. The educator needs to move his educational program from simple to complex by starting with easier milestones so that the student stays engaged and motivated.

Identifying Resources is step four of this model. At the moment the stages have been identified, the teacher will have complete assurance of which stage can or can't be gamified. The instructor needs to reflect in regards to several aspects that need to be considered. These are: tracking mechanisms, currency, levels, rules, and feedback. The image below presents these aspects along with definitions.

The last step of Huang and Soma model is Applying Gamification Elements. In this step the educator decides which Gamification elements should be applied. The elements are divided in self and social. Self-elements most of the time uses badges, levels and time restrictions. They focus on making students compete with themselves and recognize self-achievement. Meanwhile, interactive competitions along with cooperation are seen as social- elements. Is with this type of element that students' achievements are made public and the students become part of a community. By following the previous steps, educators will have the opportunity for strategic planning in what could become

a heaven of educational creativity towards the teaching and learning process. There are plenty of activities that educators could implement thru Educational Gamification. These activities could be transferred toward FL instruction. Some might include the use of online educational games, best guess, rewards system, badges, use of Nintendo Wii or Xbox and the Internet for plenty of educational digital game based activities, and combining social platforms and social education platforms where badges and progression could be located and seen. All of the previous are focus on engaging the learner in healthy competition. Nowadays, one key essential need for the learners is to be motivated and that is the core that moves Gamification. Through the use of game elements like avatars, badges, leaderboards, progress charts, among other, learners will receive an extra input, similar to the one they have in console games that will motivate them to achieve another educational task or even learn a foreign language.

Gamification Apps for Enhancing and Motivating Foreign language Learning.

The use of Gamification in FL learning has brought the use of many tools to enhance the language learning process and motivate the learners. It's very important to remember that in a gamified classroom setting the tool will serve a purpose and it shouldn't substitute the target goal of the unit or module. This is also essential in FL learning. With many tools to choose from in educational technology, the FL educator needs to use them accordingly to the target audience and combine it with the appropriate language learning approach or strategy. These Gamification tools are frequently

used in FL learning: Duolingo, Class Dojo, Edmodo, Zondle, Socrative, and Brainscape.

Duolingo

Class Dojo

Edmodo

Duolingo is a Gamification language learning translation platform where users progress through several levels. It works for iPhone, iPod Touch, iPad, and Android. It covers the areas of speaking, listening, grammar and vocabulary necessary for FL learning and content is always presented in whole sentences. The user can select between six languages including English, Spanish, Portuguese, Italian, German, and French. The feedback is immediate and the learner can easily track progress. Educators can use it as part of daily homework. It motivates student-driven work along with communication and collaboration.

Class Dojo is second example for that. Previously in this scientific research, this application was presented as a pure example of Gamification. This main purpose of Class Dojo is to provide the instructor with a platform for student behavior management. It also helps in motivating FL elementary school learners thru strategies that combine avatars, points, and leaderboards. Parents can be involved and connect with the educator. It track, shares, and evaluate student participation along with immediate feedback. It lets FL learners adjust to a new language by easing the transition in a flexible way. It can be accessed via the Web interface or an Android or iOS app.

Edmodo is a safe social networking platform for education with Gamification

elements like badges and quests. It can be used as an extension of the classroom for all educational levels. In addition, it has an interface very similar to Facebook. Students can comment on posts, submit assignments, and track their progress. Educators can post polls, open discussion boards, design quizzes, and post assignment. It's a great motivating tool for FL instruction because it promotes collaborative learning, teamwork, and parents have an account where they can receive feedback from the instructor. In addition the FL learner can practice spelling and grammar through conversational postings and could create differentiated instruction through small groups and shared folders. Edmodo works with any Web browser, iPad, iPhone, iPod Touch, Android, Windows Phone.

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FAMILY PROBLEMS OF DEVELOPMENT AND DEVELOPMENT OF NATIONAL DANCE INDUSTRY

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Annotation

This article explores the role of folk dance in the work of dancers and choreographers in our country, explores in detail the characteristics of the country's choreographic art, eternal values, traditions and artistic trends.

Keywords: *art, dance, ballet master, ensemble, dance school, method, tone.*

Introduction. In Uzbekistan, the formation of new spiritual-ideological directions has had an impact on all spheres of contemporary art, expanding the scope of creative researches and accelerating the development of artistic thought. The idea of re-understanding the wider layers of historical, cultural and spiritual-moral values, the principles of renewal are clearly manifested in architecture, visual and applied arts, music, cinema, television and choreography.

Main part. Ancient Bukhara's "Zangulla", the "Valley of the Andijan" of the beautiful valley, and the "Lazgi" dance of ancient Khorezm should not have been fascinate. Uzbek folk dances are stunning around the world by the adras-atlas, the king of the unshaked, the forty-year-old daughters of the daggers. Dancing in the dance "Tanovar", "Fergana tong", "Pomir dance", "Doira", as well as dances of Tamara Khanum, Mukarrama Turgunbaeva, Vilayat Okilova, Malika Akhmedova, Dilafruz Jabborova, Ma'mura Ergasheva, Rushana Sultonova, Feruza Solihova as if it were more attractive. It is important to emphasize the work of our artists who express their unique feelings of the soul of the Uzbek woman by presenting

the national heritage left by the teachers to the world community.

Yusufjon Qiziq Shakarjonov, Usta Olim Komilov, Tamarahonim, Mukarrama Turgunbaev, Gavhar Rakhimova, Roziya Karimova, Qunduz Mirkarimova, Iskhar Oqilov, Gulnora Mavaeva, Viloyat Akilova, Kadir Muminov, Kizlarhan Dosmukhamedova, Dilafruz Jabborova, Ma'mura Ergasheva, Feruza Solihova and others.

The main aim of the dance art, which is a symbol of beauty and elegance, is to give people good and pleasure. It is necessary to highlight the names of the dancers and ballet-masters in the scientific researches and their names. To learn precise rules of dance art, first of all, it is necessary to have a stingy spirit, intelligence, health and natural abilities. Thus, by bringing up these qualities of our dancers today, we can leave our original national dance art samples for the future. Everyone who wants to study at the choreographic school should find these things in themselves. Otherwise it is difficult to be a talented dancer. There is a bigger demand to be a solo dancer.

Dancer or dancer must work with experienced ballet-masters. After a sleepless

night, exercise is normally a dance sample. "Dancing is not just a life's interpretation or an abstract, but life itself," popular artist of Uzbekistan Mokramama Turgunbayeva said. Indeed, dance is reflected in the mirror of life. Your dreams, your dreams, your goals, and all the speeches about you are reflected in dance. Every act of dancer on the stage, the heart of the heart, reach the audience, understand it, and get something from it for its dance. Our artistic people also believe that the daughters of the nation, depending on their identity, are increasingly committed to morals. In that sense, it would be appropriate to think seriously about the dresses, knitting jewelry, steps taken by our beautiful dancers, and then to come to the public. But today, due to the massive influence of the mass culture, various movements and threats threaten our dance art. They undermine the original beauty of the Uzbek national dance art. Dancers have a direct bearing on the dress code. This is especially noticeable in dancers' dresses and eyebrows. Nationalism, loyalty to values, shielding shields are replaced by open-towel, semi-bare clothes and glossy fabrics. On the tele-tape, the early and late video clips show beautiful dance performances. Due to the influence of "mass culture", we are experiencing the loss of our changing national dance art.

Uzbek national costumes are created on the basis of people's mentality and are closely linked to the culture and history of today. Each region has a living-friendly environment, a combination of origin and climate. Accordingly, the dancer chooses a particular dress based on the dance school he is playing. Today, the importance of stage

dresses is very important. Recently, in the world of the Uzbek national dance art, there are many critical views on the culture of dressing dancers. Some of our dancers have lost their national identity in the pursuit of blind fashion. Our dancers mix various regional dresses at different solo performances at solo concerts or in today's bridal housewives, with another, that is, a region that is totally unacceptable. At the temptation of dancers, the ghosts of the dance, the place of the dance are fast, and the hardness of their eyes. Atlas, adras and silk fabrics decorated with Uzbek dancers for centuries, the national images selected by them have proven eastern shyness, vigilance and sophistication. The school, which is a model for today's artists, has a great role to play in the development of dance arts such as M. Turgunbayeva, Tamarahonim, M. Oqilova, V. Oqilova, M. Ergasheva. In the hustle and bustle of the "mass culture", dancers are attracted to their beauty, glamor, open-tow-eled dresses, exquisite and glossy fabrics. Young people are studying not only the Uzbek national dance, but also the diverse dance of different foreign countries. It is important to educate young people in the spirit of devotion to national values, traditions and traditions. It is important to preserve the identity of the Uzbek national dance schools. Every act that the artist performs at the site causes the audience to be amazed. Thus, the artist should not forget that the act will directly influence the aesthetic taste and upbringing of the people.

As we know, the essence and meaning of every act expressed in dance is that it is capable of feeding the heart of an art connoisseur. Only then can a new piece of art be

upgraded to the status of art. Each masterpiece created by Master Olim Kamilov, Tamarahonim, Mukaramma Turgunbaeva, Isochor Akylov, was performed with such artistic dance and knowledge. Today, there are many talented dancers and dancers who have been trained by young talents as a worthy student. But they need the help of self-sacrificing teachers who guide them on the right path. The works of such well-known masters such as Qudduz Mirkarimova, Kadyr Muminov, Vilayat Okilova, Mamura Ergasheva, Karima Uzoqova and Gulmira Madrahimov are highly estimated in all the countries of the world.

Taking into account the many theoretical events taking place in our country, theatrical public appearances in different national and international contests, the artistic community, dance ensembles, and choreographic art of ballet masters are worthy of note. From this point of view, there is a significant increase in the area. However, the traditions of dance, solo dance, dance, trio, quartets remain in their shade.

As long as there is a tradition of master-pupil in dance arts, it is evolving from generation to generation. Otherwise, our unique works, such as "Tanovar", "Munojot" and "Pilla", would not have come to this day. The artistic method, rhythm and composition of the Uzbek national dance art is being brought up by a group of artists to the future generations. We hope that this continuation will be continuous.

The creative work of the master-pupil tradition, which is being continued by the ballet masters, is internationally recognized. Of course, all of this is a product of the hard work of the hardworking teachers who

teach at the Tashkent State Dancing and Choreography School. Kadyrov Muminov, the best teacher of the teacher Isochor Aki-lov, later trained his performers, People's Artist of Uzbekistan Saida Mansurkhojaeva, Honored Artists of Uzbekistan Gulmira Shirinova, Feruza Ozodova, Gulshoda Abdieva, Dildora Yakubova and Nigorhan Nazarova.

Conclusion. back to the developments in the field of culture and art, we believe that it will free up the art of free dance. We are committed to implementing the ideas of the head of our state in the development of the sphere of culture and art, as well as presenting his ideas at the meeting with leading artists of our country. Updates in the industry are showing in sequence. We also have a good start to the good things that we have been able to do, with the goal of the teacher's lessons.

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ECOTOURISM, THE POTENTIAL OF THE ANDIJAN REGION AND WAYS TO IMPROVE THEM

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This article is devoted to ecotourism, which describes the potential, resources and opportunities for ecotourism of the Republic of Uzbekistan. In particular, ecotourism services of Andijan region and ways to improve them are described in detail.

Данная статья посвящена экотуризму, в котором описываются потенциал, ресурсы и возможности экотуризма Республики Узбекистан. В частности, подробно описаны услуги экотуризма Андижанской области и пути их улучшения.

Key words: Ecotourism, the difference between ecotourism and traditional tourism, the resources and possibilities of ecotourism in Uzbekistan, ecotourism services in Andijan.

Ключевые слова: Экотуризм, отличие экотуризма от традиционного туризма, ресурсы и возможности экотуризма в Узбекистане, услуги экотуризма в Андижане.

Of course, those who are tired of the problems and problems of big cities, sometimes in the wild, want to be calm. In the open nature, listen to the sounds of birds and be clear in nature, just travel in nature to breathe in the forest. This type of travel is widely available around the world and is called ecotourism.

The scientific experience and conclusions of many experts and researchers show that, despite the fact that ecotourism is a new and younger destination for tourism, popularization is 2-3 times higher than in other tourist destinations.

The International Union for Conservation of Nature calls ecotourism «a responsible traveler who promotes nature conservation, the study of nature and the cultural landscape, and sustainable use.» Ecotourism provides the socio-economic well-being of the local population and its benefits.

Ecotourism differs from traditional tourism in that:

- priority of natural tourist sites;
- sustainable environmental management;
- reduce the consumption of resources and energy;
- direct participation in the socio-economic development of regions;
- Improving the environmental education of tourists.

Uzbekistan is a country rich in ecotourism and opportunities. Speleotourism (cave tourism), which is rich in its unique beauty and unique landscapes, has great potential. Currently in Uzbekistan there are more than 500 caves, and, according to information, the tourist infrastructure is not enough, so none of them are built by eco-tours.

In the steppes and deserts of Uzbekistan, there is great potential for riding camels.

In particular, we will move to the Andijan region with a high level of tourism, modern infrastructure.

In the region there are 14 districts and 11 cities with a total area of 4.2 thousand km. sq. The weather is hot in summer and cold in winter. This is an opportunity to offer travel services throughout the year, to explore new trends in the industry.

There are more than 370 cultural heritage sites in the region. The “Jom” and “Ahmedbek Khodzhi”, “Qutaiba bin Muslim”, “Shirmonbulok “ and “Imam Ota mosques” are the focus of Andijan’s history, as well as the “Mingtepa”, and “Fazilman ota” monuments.

The masters of the ancient city of Andijan are busy day and night. Artisans live here and enjoy the profession of their father. This will allow tourists to get closer to the process of creating folk crafts and become part of it.

The widespread attraction of tourists, regular events such as the Sails» Palov, as well as modern infrastructure and tea houses are used to familiarize them with our national traditions and customs. For example, the commissioning of a tea room for 1000 places near the sanctuary of “Merpostin Ota” serves to increase the tourist potential of the region.

One of the attractions that attracts foreign tourists is the archaeological site of “Mingtepa” in the Marhamat area. It has a history of two and a half thousand years and is included in the UNESCO list.

According to sources, it was the capital of the state Mingtepa Dawan (Fergana). For five years, the Academy of Sciences of

China and the Academy of Sciences of Uzbekistan discovered the ruins of a large city with a diameter of up to 2-2.5 meters. Various artifacts on the defensive walls, internal and external roads, fortresses and people’s lifestyles are described in the unspoken story.

Another noteworthy aspect of the mask is the existence of the parent Fazmilan. His vision is over 600 years old. It has long been the main source of water for the population in the area. Recommended for the treatment of more than a dozen diseases. 56 tulips around the plain caress the century and dazzle the sky.

Khanabad is the most prominent place in the valley. Five rivers and canals flowing from the city, and the size of the third largest reservoir in the country cover the climate of the Andijan reservoir.

In accordance with the resolution of the Cabinet of Ministers of July 28, 2017 “On the integrated development of the city of Anabad in the Andijan region for 2017–2019”, 432 million 600 million Soums will be spent on the development and construction of infrastructure.

With regard to the prospects for ecotourism, it is worth noting that the first projects were implemented around reservoirs in Pakhtaabad and Ulugnor districts. Gastronomic tourism is spreading rapidly in the Balikchinsky and Khodjaabad districts.

There are places where foreign tourists can not only watch the process of cooking national dishes, but also have the opportunity to take a direct part. Naturally, the process of cooking our pilaf, which is royal food, is of great interest to all.

The development of the tourism sector in the region itself spontaneously forms hotels. Andijan State University and 1 service college of the city of Andijan are prepared by the hotel staff. In the field of ecotourism, it is allowed to train bachelors who are well aware of nature, the geosystem and are able to manage a group in extreme environmental conditions and are able to provide first aid when it is proud. The reason is that eco-tours are mainly performed in nature and geosystems, and most eco-tours are characterized by extreme susceptibility.

In recent years, a number of scientific studies were conducted in Uzbekistan in order to identify the scientific and methodological foundations of ecotourism, defended candidate and master's theses, published scientific and educational literature. The theoretical aspects of ecotourism and local history were studied in the traditional teacher-student system.

At the same time, for the further development of ecotourism in the Andijan region, it is necessary to publish a catalog

of diamonds, various roulettes and brief information about tourists.

Motels (manor houses) should be organized in hilly, mountain slopes or in fruit villages. This, in turn, allows tourists to live indoors and observe the traditions of our people, to observe the preparation of national food for home use.

In small regions it is necessary to build an eco-city, that is, not only horses, bicycles and vehicles.

There is an equestrian school in the village of Khortum of the Andijan region. There are many horses there, and there are specialists who professionally teach equestrian sports. Improving conditions there and attracting tourists visiting our region will also help increase the volume of ecotourism in Andijan.

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THE MEANING OF AFFECTION, RESPECT AND PRAISE IN THE ENGLISH LANGUAGE

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Key words: affection, respect, praise, linguistics

The article is devoted to reveal a problem of linguistics and to define the difference of the terms "affection", "respect" and "praise" in the English language.

В статье автор рассматривает проблему посвященный к дефинициям терминов "ласка", "уважение" и хвала" в английском языке.

Nowadays there are so many linguistic problems in English and one of them is affectionate form. Many scientists worked out the topic "affection", but they have never come closer depicting the difference of affection, respect and praise.

The aim of this article is to show the differential meanings of the terms "affection", "respect" and "praise" in the English language from linguistic point of view. As we know different sources give various definitions to the term "affection".

According to the Webster's Dictionary the term "affection" is – 1) a: moderate feeling or emotion, tender attachment, fondness b: the action of affecting(1, 21).

Oxford Dictionary defines the term "affection" as a kindly feeling and love(2, 15).

But the Wikipedia, the free encyclopedia gives the following definition to this term: *affection* is a word or phrase used to address and/or describe a person or animal for which the speaker feels love or affection....it is used for a variety of reasons, such as parents addressing their children and lovers addressing to each other(10).

According to Khazakov's point of view If affection does not exist in the world there wouldn't be smile on people's face(5, 57).

Kursovski in his research classified an addressing form into the several groups and one of them is addressing to a person affectionately. The words *baby, boy, dear, angel, dearest, dear boy, dear girl, friend, honey kid, love, lovely, sweet, sweetheart, sweets, my precious, my dear son, my dear daughter, my dear sweet, sweetheart* are widely used in expressing affection(9).

There are lots of affection words in Tajik language, for example: *дажонакам, сафед роям, бачекам* and so on.

But we think that *affection* is an expression of personal feeling of love or caress to people, animals, thing that you love and respect. Affection may be expressed with words, phrases, facial expressions, with a help of touching on one's head, patting him or her with love and care. The main thing in affection is the strong feeling of love. We think one can not use the affection to somebody or something if he or she does not love him or her. In

affection the words *sweetheart, darling, sweet, honey, lamb, love* and other words are used in written and colloquial English. Here some more examples for affection:

Oh, my love, do not you know there is not anything in the world I would not do for you(6, 472).

Mother: "Good morning, dear! Wake up! Breakfast is ready. Get up! Let's have tea!" But Jimmy the Carrot is too lazy to move. He shuts his eyes again and says: "I won't!" Then mother comes up to his bed and softly touches his head: "Are you well, darling?" She asks. "I am." Jimmy says. "Don't worry, my dear!" Mr. Dale says. "Your boy is never ill." "I'm glad to hear that," Mrs. Dale says. She touches a cup of milk from the table and says: "Jimmy, My Little Carrot, will you have a cup of milk?"(7, 207)

In these examples we can see that the words and phrases *my love, dear, darling, my little Carrot* show that the speaker addresses to the listener with care and love.

But sometimes English language learners confuse the meaning of *affection* and *respect*. The term "respect" is also expressed in various ways. The information taken from Internet web sites says:

Respect is...

Respect is...listening with out interrupting

Respect is...taking your partner's feelings into consideration

Respect is...keeping an open mind

Respect is...agreeing to disagree

Respect is...trying to understand your partner's viewpoint

Respect is...loving yourself

Respect is...trust and honesty

Respect is...giving each other space

Respect is...nonviolence

Respect is...direct communication

Respect is...building a person up instead of tearing them down

Respect is...friendship

Respect is...not pressuring the other person(11).

In Oxford Dictionary one can see the following definition: *respect* – 1. honour; high opinion or regard; esteem for a person or quality. 2. Consideration; attention. 3. Reference; relation. 4. Regards, polite greetings(2, 720).

But according to Webster's Dictionary *respect* is a relation on reference to a particular thing or situation and it is an act of giving particular attention. And as well as it is high and special regard(1, 1061).

Kurkowski says that in English exist the following phrases exist in addressing to a person respectfully: *Mr., Mrs., or Miss* (to a single girl) + the addressee's name or surname: \” *Mr. Jones* \», *I'd like to talk to you.*” They use the word **Madam** to women respectfully: *Can I help you, madam?* To men they apply with the word *Sir*. This word is not followed by full name. But applying to the group of people they use the phrase

ladies and gentlemen. To the king and queen – *Your majesty, Your Royal Highness* and others are appropriate way to apply with respect. The phrase *Your Grace* is used to dukes(9).

In Erich Fromm's opinion to respect a person is not possible without knowing him; care and responsibility would be blind if they were not guided by knowledge(10).

But we think *respect* is showing one's positive attitude to a person or thing. To know the value of somebody or something that is dear to you. To address to smb. with respect and politeness. Here some examples:

"Let me see," he said, stepping ahead of them and opening the door, "you may bring them back Monday." "Yes, sir," said Mrs. Gerhardt. "Thank you."(4, 30)

Attired in handsome smoking-coat, he looked younger than at their first meeting. "Well, madam," he said, recognizing the couple, and particularly the daughter, "what can I do for you?"(4, 28)

The last term "*praise*" also has various definitions. According to the Russian dictionaries the praise is showing only positive sides of somebody or something(8, 1138).

Oxford Dictionary gives the followings about this term: *praise*- 1. Speaking with approval of; saying that one admires. 2. Giving honor and glory to(2, 653). But in Webster's Dictionary it is an expression of approval(1, 975).

In our opinion, *praise* is the expressing one's point of view stressing at the positive sides of something or showing the good features of an action done by somebody. Here some examples for praising:

Capulet:

God's bread! It makes me mad:

Day, night, hour, tide, time, work, play,

Alone, in company, still my care hath been

To have her match'd: and having now provided

A gentleman of noble parentage,

Of fair demesnes, youthful, and nobly train'd,

Stuff'd, as they say, with honorable parts,

Proportion'd as one's thought would wish a man;

And then to have a wretched puling fool(13).

In this example Capulet praises gentlemen to his daughter showing his positive sides using the following phrases: *noble parentage, youthful, and nobly train'd Stuff'd, as they say, with honorable parts.* So the praise is speaking only good or positive sides of smb. or smth.

One more example: *She is not educated in the sense in which we understand that word but she has natural refinement and tact. She is a good housekeeper. She is an ideal mother. She is the most affectionate creature under the sun*(4,274).

The example shows that the speaker praises the woman using only her positive sides.

Here below we would give the table with examples that shows the real difference among the words and phrases used in affection, respect and praise.

Affection	Respect	Praise
<p><i>Baby, dear, angel, dearest, dear boy, dear girl, friend, honey kid, love, lovely, sweet, sweetheart, sweets, my precious, my dear son, my dear daughter, my dear sweet, sweetheart</i> and others. Ex: "Are you well, darling?" She asks. "I am " Jimmy says. "Don't worry, my dear!"</p>	<p><i>Mr., Mrs., Miss, madam, sir, dear ladies and gentlemen, Your majesty, Your Royal Highness, Your Grace</i> and others. Ex: "Well, madam," he said, recognizing the couple, and particularly the daughter,</p>	<p><i>What a good girl or boy, Ideal person, honorable, clever, bright, the most affectionate creature, excellent</i> and others. Ex: <i>She is a good housekeeper. She is an ideal mother. She is the most affectionate creature under the sun.</i></p>

The table shows that in expressing affection we use the words that show our endearment to another person. When we respect someone we use the words that show our respect and our serious attitude towards the speaker. But in praising we try to stress on person's positive sides using only praising words and phrases.

So, in conclusion we can say that in expressing one's affection, respect and praise to somebody or something we use different words and phrases. And these three terms should be clearly differed in learning English. Here we would give the followings short definition to these three terms:

Affection expressing and showing love and affection.

Respect showing serious attitude, to apply politely.

Praise speaking only about positive sides.

Thus analysis show that differing the terms in linguistics will help the learners and researchers to choose the right way to continue their education as a researcher and learning these kind of problems of linguistics will help us to understand more the national and cultural peculiarities of the English language.

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AN ANCIENT SETTLEMENT THAT COMBINES GREEK AND EAST CULTURES

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Key words: Aykhanum, Hellenistic city, Bactria, Artefact, Oxus, Seleucids, Greek-Bactria, Fortress, numismatics

Annotation

Ushbu maqolada qadimiy Baqtriyaning ellenistik shaharlaridan biri boʻlgan Oyxonum yodgorligi yozma manbalar asosida yoritib beriladi. Ellenistik davrni oʻrganishda juda muhim bolgan bu yodgorlik qadimgi davrni yoritishda juda muhim oʻrin tutadi. Yodgorlik oʻzida sharq va gʻarb madaniyatlarini mujassamlashtirgani bilan ham ahamiyatlidir.

Tarix zarvaraqlariga nazar tashlar ekanmiz, qadimgi yaʼni antik davr barchani birdek qiziqtirishiga guvoh boʻlamiz. Make-doniyalik Aleksandr haqida maʼlumot beruvchi tarixchilar uning har bir bosib olgan hududida mudofaa qalʼalari qurdirgani haqida yozib qoldirganlar. Shunday qalʼalardan biri shubhasiz Baqtriya hududidagi qadimgi Oyxonum yodgorligidir.

Oyxonim – qadimiy shahar xarobasi (miloddan avvalgi IV asr oxiri – II asrning 2-yarmi) – Afgʻonistonning shimoliy-sharqida, Amudaryoning soʻl qirgʻogʻida, Koʻkcha daryosi quyilish yerida joylashgan. Yunon-Baqtriya podsholigi davrida obod boʻlgan; Aleksandriya Oksiana (P. Bernar) yoki Yevkratidiya deb atalgan. Oyxonumdagi arxeologik tadqiqotlar Afgʻonistondagi fransuz arxeologik missiyasi (D. Shlyumberje, soʻngra Paul Bernar rahbarligida) tomonidan (1964–1978) olib borilgan.

Arxeologik tadqiqotlar yunonlar bilan aloqada boʻlgan koʻplab yunon shaharlarini tadqiq etgan holda bu manzilgohlarning yunonlar bilan uzviy ravishda aloqada boʻlgan degan xulosaga kelingan¹.

Baqtriya shaharlaridan biri boʻlgan Oyxonum ellinizm davrida, yunon kolonistlari tomonidan yunon shaharsozligi tamoyillariga asoslanib qurilgan. Oyxonum yuqori (qalʼa) va quyi (shahar), shuningdek, uning shimoliy-sharqiy tomonida joylashgan shahar atrofidan iborat. Oyxonumning dastlabki 2 qismi qalin mudofaa devorlari bilan oʻrab olingan. Quyi shahar qismida saroy, ibodatxona, yoshlar taʼlim-tarbiya oladigan gimnaziya yoki palestra xarobalari ochilgan; undan Germey va Gerakl shaʼniga bitilgan yunoncha maʼrifiy yozuvlar topilgan. Shahar markazida geroyon – shaharga asos solgan kishi yoki uning faxriy fuqarosi-ning maqbarasi joylashgan. Qalʼa yaqinidan teatr, shaharning asosiy koʻchasi, uy xarobasi topilgan. Shahar atrofidan esa maqbara, ibodatxona va turar joy qoldiqlari chiqqan.

Oyxonumdan moddiy va badiiy madaniyatning turli xildagi koʻplab obidalari, tangalar, yunon epigrafikasi yodgorliklari, Geraklning bronza haykali, oʻsmir haykali, ibodatxonaga oʻrnatilgan ulkan marmar

Greek occupation of Bactria, see also Ball 1982; Košelenko 1985, 204–350; Cohen 2013.

¹ Leriche 2007, 130–134, for an account of the

haykalning 5 panjali oyoq qismi, ibodatxonadan salavkiylar, yunon-baqtriya, hind-yunon va hind mis va oltin tangalari, temir buyumlar, qimmatbaho toshlar xazinasi topilgan. Markaziy Osiyo Aleksandr Makedonskiy tomonidan bosib olingan hududlardan biri bo'lib, Yunonlarning bu hududga ko'plab ko'chib kelishiga olib keladi. Uning o'limidan so'ng, Salavkiylar davlati, keyinchalik mustaqil sulolalar paydo bo'lishiga olib kelgan, bu yunon madaniyatiga da'vo qilgan ko'plab yodgorliklarda namoyon bo'ladi.² Adabiy manbalar va numizmatika haqida juda ko'p ma'lumotlarga ega bo'lsakda uning tarixi, biroq ularni qayta tiklash uchun etarli darajada ko'p yoki to'liq ma'lumotlar mavjud emas.³ Miloddan avvalgi III asrda qadimgi Baqtriyada asos solingan, uni egallaganlar ko'proq g'arbiy hududlardan kelgan ko'chmanchilardir. Taxminan yuzlab yillar davomida ularning avlodlari yunon madaniyatiga qattiq ta'sir ko'rsatgan an'analarga rioya qildilar, miloddan avvalgi 145-yillarda ko'chmanchilar va mahalliy xalqlarning bosim ostida va Hindu Kushining janubidagi hududlargacha cho'zilgan. Oyxonum ham qirollik qarorgohi edi. Shu sababli, uning tarixi, xususan, yunon madaniyati bilan bog'liq uchta sulolaga mansub bo'lgan yunon hukmronligini yoritib beradi.

Dastlab Aleksandr Makedonskiy Baqtriya va So'g'diyonaga mil.avv 329-bahordan 327-yilgacha bosqinlar uyushtirgan bo'lib, keyinchalik bu erga yunonlarning qolgan

askarlari yetib kelgan. Bu davrda Markaziy Osiyo butunlay yunon tiliga kirdi.

Keyin, mil. avv 323-yil iyun oyida Iskandarning vafotidan so'ng, hamma narsa qayta tiklanishi kerak edi, ammo Salavkiylar podshohlari tomonidan mil.avv 305-yildan boshlab yangi boshqaruv amalga oshirildi⁴.

Afg'oniston hukmdori Oyxonumni 1961-yilgi ov paytida kashf qilgani va 1964 yilda boshlangan qazishmalarning natijalari shunisi bilan e'tiborli ediki ba'zan shahar shaharning o'zida yashagan hududga qurilgani unutiladi, bir necha ming yillar davomida shahar tarixini tiklashni kutib yotgandek tuyuladi⁵. Joyni tanlash tasodifiy emas edi. Ko'pincha shaharning boshqa shaharlarni boshqaradigan bir nechta strategik marshrutlarni nazorat qilgan. U tepalikning janubi-g'arbiy qismida serhosil tekislikda joylashgan.

Rus-afg'on urushi, so'ngra fuqarolar urushi va toliblarning bosib olinishi qazishni to'xtatishga majbur qildi, hatto 2006 yildan boshlab fransuz arxeologlari ehtiyotkorlik bilan harakat qilishlariga to'g'ri keldi. Oyxonum Tolibon va Ma'sud kuchlari o'rtasida talonchilar va janglar bilan jiddiy zarar ko'rdi⁶. Shaharni Aleksandr yoki Perditsa generallaridan biri qurgan bo'lishi mumkin⁷. Oyxonum o'zidan topilgan arxitektura namunalari, haykaltaroshlik, qadimiy yozuvlar, noyob artifaktlar bilan qadimiy Baqtriyaning noyob yodgorligi hisoblanadi.

4 AI-KHANOUM AND GREEK DOMINATION IN CENTRAL ASIA, Laurianne Martinez-Sève, page 19

5 Gardin/Gentelle 1976, 63–65; Gentelle 1978.

6 Holt 1999, 29–37; Houghton/Lorber 2002, 99–103, no. 257–303 for Bactria alone, but see pp. 88–304

for the whole of Central Asia.

7 Bernard 1985, 38–39; Holt 1999, 21–29; Capdetrey 2007, 79–81; Martinez-Sève 2012a, 375–376.

2 Coloru 2009 and Widemann 2009, recently published, provide a historical study of Greek ruling dynasties in Bactria.

3 See in particular Coloru 2009, 25–102; Martinez-Sève 2012a, 367–370.

JOURNALISM IN DEVELOPED COUNTRIES AND BASIC PRINCIPLES OF THEIR DEVELOPMENT

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***Annotation:** Significant development of information technology in modern international journalism.*

Keywords: International journalism, globalization, radio and television, periodical press, public communication, news.

In the conditions of globalization of the information space, apart from integration processes, which is strikingly noticeable, it's continuously going, on the one hand, appearance of national identity of the country and, on the other hand, desire to preserve certain national characteristics as a result of reciprocal reactions to the principles of globalization in the Mass Media.

In fact, European countries and America are very different from each other, despite the fact that they have the same, that is, so-called "Western" origin.

The main group of countries in which the field of journalism is changing at a high rate, and in which the media are experiencing complex processes, are post-socialist states, as well as states created in the post-Soviet space. Socio-political and economic changes in society determined the direction of practical activities of press, radio and television, which led to serious changes in this sphere.

When analyzing the World journalism, it is rather impossible to cover all the processes occurring in it, however, the definition of some effective principles that will be needed in the process of con-

sidering the preserved national identity and striving for the information society is the most important task for modern national journalism.

Before interpretation of the term "international journalism", which has now managed to become a kind of social and political activity in the society, it is necessary to show a number of factors that gave impetus to the accelerated development of this field. These factors include the following:

Economic factor. Globalization of economic processes, covering the newly emerging states and regions in the world economic space.

Technological factor. Wide application of communications carried out through information technologies and modern computers in industry, science, culture and services, at the same time, globalization of communication technologies, increase in the number of open societies, etc.

Natural and ecologic factor. Development of new programs and projects involving the unification of different peoples and states under one way and jointly acting on the path to rational use of natu-

ral resources and internal reserves, which are diminishing day by day in the World.

Human factor. Increasing the general educational level throughout the World, humanizing the units of society, science and education, awareness of the need to provide everyone with equal opportunities and freedoms, guaranteeing equal rights of all humanity. Formation and wide dissemination of humanism and equality ideas, international relations based on mutual respect, which will serve to bring people together.

All of the above factors show how important the field of international journalism is, which takes responsibility for actively observing and commenting on social events around the World.

International journalism at the present stage on the basis of transnational technological system and free market economy is every day involved more in interstate and interregional processes that typify and standardize the life activities of the people of the state and society.

The terms “Foreign journalism”, “International journalism” and “World journalism”, at the same time, have peculiar assessment, semantic coloring and directions, but in general they mean the same meaning. On this basis, foreign journalism includes regional journalism (for example, Kyrgyzstan, Kazakhstan), journalism from CIS countries (for example, the Ukraine, Azerbaijan, Russia), as well as journalism from Europe and America.

The World journalism, like terms of “World Literature”, “World Art”, first of all, embodies the journalism of economically and technologically developed coun-

tries that have a rich tradition and experience of journalistic activity.

International journalism, in close connection with diplomacy, focuses its attention on the wide use of legal and political norms of joint cooperation between nations. However, in practice one can pay attention or not pay attention at all to this difference in the sense of concepts, since, in general, all these terms are widely used among journalists in the sense of foreign media. At this place, you should also pay attention to the fact that in most Western countries phrases like “mass media”, “mass communications”, “communication facilities” are widely used with the word “journalism” and they, first of all, provide for computerized and electronic information system, which is divided into several branches.

We know the basic principles of analyzing the level of development of journalism in a country, which consist of paying attention to economic, political and cultural aspects.

The level of development of the state in the field of economics, technology, manufacture and economic management opens the way for political freedom, ramification in social life, multiparty system, in turn, presence of diversity and different characters of press information and broadcast services, which is closely related to the technical and printing bases of communication.

National-cultural features, mentality and moral-educational norms, traditions, for example, all of them connected with Eastern culture, show features of journalism, nature of their works.

Historical development of modern journalism is associated with the historical development of technology and economy of European countries. In the middle of the 15th century (1445), the first publications appeared in Germany as a result of the invention of typewriter by Johannes Gensfleisch Gutenberg of Mainz.

On this basis, in Europe it had appeared a new type of creative activity, i.e. journalism. Initially, the collection and dissemination of information was carried out mainly for commercial and political purposes, but later people began to be interested in such features of printed letters as education, enlightenment, notification of political news and social events in life. As a result, publishing has turned into a useful and effective type of activity that actively embraced social and political life of many states.

In the first stage of development, that is 15-16th centuries in European countries, journalism had chronicling (historical and eventual) and informational nature. It gave customers information about new prices, products, advertised opening of new stores, organizations and types of services, also provided information about theaters and other events taking place in towns.

In the next stage that is 17-18th centuries, journalism became the most important instrument in the political and ideological struggle of government, social organizations and political parties. In England, the United States and France, transformation of functions of journalistic from creative activity into political instrument is especially evident in the free-

dom actions of the bourgeois revolution and uprisings, rebellions of people to reform the Roman Catholic Church and to stop the oppression of Christian priests and the Inquisition. As an example we can state journalism of pamphlets of 17th-century-England (1640-1663) or "Friendship of the People" newspaper by Jean-Paul Marat, published during the French Revolution, as well as many other works.

Supporters of enlightenment, such as Diderot, Voltaire, Rousseau, actively acted on the path to the victory of reason, justice, truth and equality. They raised new issues were about modern European world outlook, protection of human and society, humanism and rationalism, protection of science and manufacture.

19-20th centuries became a new stage of perfection. In this period in Europe, industrial and technical development expanded the sphere of influence and the field of journalism. This period is the third stage of development and technology of journalism. Publishing equipment, printing works, and the telegraph notification bureau were introduced to other continents and countries of the world. Also in Asian, African and Latin American countries, various publications began to be printed, first in the language of the colonialists (imperialists), and later in the local language.

In the 20th century, international journalism basically served as distinctive weapon between the Two Poles. The ideological, one-sided and actively political nature of journalism persisted until the 90s of the twentieth century. The collapse of the USSR and end of the Cold War rela-

tions completely changed the essence of international journalism.

Today, the sudden development in the world of information technologies of the beginning of the 20th century leads the entire planet to unified information society.

If to look at the global scale, Europe is the most developed continent in the field of journalism.

In Europe, even if some countries are lagging behind other countries of this continent, they still differ from countries of other continents and have a number of advantages. For example, in relation to African countries.

At present, when assessing the general form of the journalism system in the developed countries of the world and the principles of development relating to all of them, we turn and take as some standard European countries, and sometimes the United States journalism system. In general, today we can classify the principles of development of journalism in developed countries of the world as follows:

Basic (organizational) principles.

1. Continuous increase in number of TV-radio stations, newspapers and magazines, their variety, circulation and devel-

opment in the field of reaching to the audience.

2. Presence of regular competition between print and audiovisual media.

3. Increasing media concentration. Consideration of the issues of their association in large national and transnational corporations in all countries in different forms.

4. Assistance in the development of media in countries of other continents.

In general, in modern international journalism there are various trends as a result of the awesome development of information technologies, the acceleration of globalization, as well as integration processes. It puts requirement before the journalism of developed countries to conduct activities in terms of overall integration and not the loss of their national identity.

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**VOCABULARY PRACTICING ACTIVITIES:
REVISING, PRESENTING AND TESTING**

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***Annotation:** this article discusses the analysis of the methods of teaching and testing students' vocabulary. Also are given several activities which can be useful during the lessons.*

Key words: teaching, vocabulary, activities, useful, methods, lesson.

In this article we would like to share with you some of the methods of teaching and testing students' vocabulary. We will write the procedure of the effective ways of teaching which I use with my students and which work really well. The general aim is to involve the students in learning more vocabulary, rather than simply having been selected and presented by the teacher or syllabus.

One of the activities which students enjoy is the game "Stop the bus" It is a good game to revise vocabulary and it can be used with any age group and any level by changing the category headings. It really makes students focus and work on the task as a team and can be a savior to fill the last ten minutes on a class when you have run out of ideas.

How to play game?

Students are put into teams of three or four. The teacher draws on the board a table like the one below and gets each team to copy it on to a piece of paper or they might give handouts. Then one of the students chooses a card where letters are written. Students simply have to think of one item to go into each category beginning with the set letter. The teacher gives an example line of answers for the first time to demonstrate how to play the game with the group. The first team to finish shouts "Stop the Bus!" then the teacher checks their answers and writes them on the board and if they are all right, that team wins a point. If there are any mistakes in their words, the teacher lets the game continue for another few minutes. If it gets too difficult with certain letters she/he reduces the amount of words they have to get or she/he has to work on the words first and write only these letters on the cards beforehand. If you are revising vocabulary on the topic of

"Shopping" you might use the following topic:

something at the bakery	something at the diary	something at the butcher's	something at the men's wear	something at the jewelers	something at the women's wear
bread	butter	bacon	belt	Brooch	bag

While teaching vocabulary, presenting plays the most important role. There are some ways of presenting vocabulary.

1. Illustration

This is very useful for more concrete words (dog, rain, tall) and for visual learners. It has its limits through, not all items can be drawn.

2. Mime

This lends itself particularly well to action verbs and can be fun and memorable.

3. Synonyms/Antonyms/ Gradable items

Using the words students already know what can be effective for getting meaning across.

4. Definitions

The teacher should make sure that it is clear (may be check in a learner Dictionary before the lesson. One remembers to ask questions to check that they have understood properly.

5. Translation

If you know the students' LI, then it is fast and efficient. One should remember that not every word has a direct translation.

6. Context

One should think of a clear context when the word is used and either describe it to the students or give them examples of sentences to clarify the meaning further.

It will depend on the teacher and the students' level which items to choose. Some are more suitable for particular words. Often a combination of techniques can be both helpful and memorable. Besides these are some other alternative ways of teaching vocabulary, which is also used frequently.

1. The teacher gives the students a few items of vocabulary and tells them to find the meaning, pronunciation and write an example sentenced with the word in. they can then teach each other in groups.

2. The teacher prepares worksheets and asks students to match words to definitions.

3. The teacher asks students to classify a group of words into different categories. For example, a list of transport words into air/sea/land.

4. The teacher asks students to find new vocabulary from reading homework and teach the other students in the class.

Lastly, I would like to share one of the lively and distinctive activities to practice and check students' vocabulary. It is called "Apple Tree". For this we need an apple tree made of the poster with cards. The cards should be like apple. The teacher should have written the words on the cards without the article beforehand. she/he divides the class into two teams. One student from each team comes to the "Apple Tree" stands facing the class. The teacher reads definitions to the words, and the students have to turn around and pick up the apple the teacher has already said. The first one to pick the card gets a point for their team. There is also variation of this game using the fly swatter.

The teacher writes words on the board and the students are to swat (or just only touch with their hands) are very word the teacher has read. For the first round, I tell the class we've going to start with something easy. I say the word in English and the two at the front have to find it. The one who touches it first with the fly swatter gets the point. I do this until every person on each team has been at the board once.

In conclusion, while teaching, the more interesting activities are used the more effectively our students learn. We should motivate them to learn more and more.

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ROLE AND PURPOSE OF INNOVATIVE IDEAS IN TEACHING FOREIGN LANGUAGES IN THE WORLD

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Abstract

Uzbekistan's educational system is undergoing seismic change as we move from years of tried and tested rote learning strategies and venture towards advocating creative thinking skills. In keeping with the demands of globalization, there is deliberate effort to depart from an examination oriented system, often deemed Uzbek society, to one of creative learning. In order to encourage students to concentrate and participate in the class, teacher need to be creative and innovative. A wide variety of materials and methods of teaching should be explored as students come in different packages with different learning styles and capabilities. But perennial problems plague both both the novice and the experienced teacher. The innovative teacher can extract information from texts, audio and visual sources of informations for teaching purposes. This paper seeks to inform, to motivate and to explore the many possibilities of making out-of-the-box teaching reality. Based on classroom and journalistic research across schools and universities, this paper deals with the challenges that teachers face and provides practical classroom ideas on how wear Edward De Bono's thinking hats in the classroom.

This paper will focus on the following issues:

1. How to generate interest among students
2. How to make use of everyday objects to bring fun into the classroom
3. Task-based teaching/ Activity centered teaching
4. Problems that teachers and students face (ESL context)
5. Thematic teaching methods – across the 4 skills

INTRODUCTION

Uzbekistan educational system undergoing seismic change as we move from years of tried and tasted rote learning strategies and venture towards advocating creative thinking skills. In keeping with the demands of globalization, there is deliberate effort to depart from an examination oriented system, often deemed Uz-

bek society, to one of creative learning. In order to encourage students to concentrate and participate in the class, teachers need to be creative and innonative. A wide variety of materials and methods of the teaching should be explored as students come in different packages with different learning styles and capabilities. But perennial problems plague both the

novice and the experienced teacher. The innovative teacher can extract information from texts, audio and visual sources of information for teaching purposes.

Key point In schools and institutes of learning, there are set curriculum guidelines to follow in the teaching of English as a foreign language. Usually, emphasis is placed on the teaching of the four skills i.e. reading, writing, listening and speaking. English language teaching is made difficult by the increasing large classes that we face.

How can I generate interest among student?

What is interest? According to the Longman Dictionary of Contemporary English, interest is a sense of curiosity or concern about something. Ask any students to define interest and they will normally associate it with the things that he likes to do; never with learning English. Given that most students will only actually use the English language within the four walls of the classroom, it is of utmost significance that teachers imbue that sense of interest for learning English within the hearts of their charges. The power of stimulating such a sense lies predominantly in the hands of the teacher. Many pupils are afraid to communicate in English for fear of being laughed at by their peers. We teach English because we want to pass on the joy of knowing, understanding and objective question. Therefore, a student getting a distinction for English in a public exam does not mean that he has caught the passion for learning English. How then can we as teachers inculcate an interest for learning English?

Just these words: *understanding and encouragement*.

How can I make use of everyday objects to bring fun into the classroom?

Surrounding us is a wealth of information that can be used and reused in the everyday English language classroom. Trying to make our classes interesting can be one uphill battle. As language teachers we are always foraging for ideas to keep the class 'afloat' in the sea of indifference, passivity and nonchalance. How can we challenge our students to speak and to participate? How can we motivate students who are not able to visualise the importance of the English language in the everyday world and subsequently do not see the need to master it well? Every teacher and student is creative if he is given the opportunity, time and support to express that creativity. Activities for language teaching can be based on everyday materials. We should not be afraid to try out unconventional tools based on personal experience in the classroom. Both students and lecturers have creative potential. Lecturers can incorporate their creative skills into teaching of oral skills. Students when allowed to explore their creative skills find speaking in the English language interesting, relevant and productive. Some people may have creative potential, but it remains latent unless they manifest it in some observable form, by using the creative resources available to them. Creative and imaginative activities help alleviate problems that hinder language learning. (Di Pietro, 1987)

Task-based teaching/ Activity-centered teaching

Students need opportunities to be active participants in tasks that require them to negotiate meaning and practice language in communication with their teacher, their peers, and others. Using projects and everyday materials to teach English is like an adventure. It basically consist of hands-on learning and relational. It involves shared experiences in a particular situation. Through active discussion, students discover language principles at work in the situation. Through debriefing, students are able to sort and order the information gathered and relate it to the lesson. The teacher guides the students who actually discover for themselves what is being taught.

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RESEARCH OF THE PERIOD AND HUMAN RELATIONS IN THE DRAMA "WHERE IS PARADISE"

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It is known from the history of mankind that the character of the period, in the most turbulent moments of life, manifests itself with all its dependence, complexity, conflicts in the human psyche often come true dramatic situations. The plot of my free member in the works "Where is paradise", "Debtor", "Shajara" is significant with the fact that it covers such cases, raising the problems of the period and Human Relations.

Changing time and time in a human society is a natural and legal process as a change of seasons. Individuals who have matched their personality, who have come to terms with their own identity, that is, the steadfast character, remain loyal to the background of these changes.

In the drama "Where Is Paradise", Jurakul teacher served the science of the period, saturated with the ideas of saving the core throughout his entire conscious life. Teacher is a man who does not return, though he is a former scientist who claims to be an academic. The author observes his mood, his attitude to the surrounding world, his approach to life, his worldview with cynical sincerity. Throughout his life, he understands that savings serve ideas, it's late to start life again, but he does not suffer about it.

Teacher is a complex picture. It can also be called a typical image. Like many intellectuals, she likes to name her chil-

dren by name: her husband Roza, her son Melis, his daughter Klara. His name will have some impact on a person's destiny, but his son and daughter will not follow the great heroes as he wanted.

According to Lev Tolstoy, the drama tells us that instead of telling the story of a person all his life, it is necessary to put this person in such a situation that in the neighborhood where this situation will be solved, the person will come true as a whole. Teacher in the work "Where is paradise" also gets into such a situation that this situation coincides with the stormy and turbulent times of the flow of life.

The new era forced Teacher to complete the investigation of the past and find out where he had made mistakes. Realizing that he has lost all his life, he wants to dedicate something to it, and he wants to get rid of bad ideas. Impeccability and defeat make him stubborn, lose his confidence, and failures lead him to hesitation, and he adds to the temptations of the lady, that is, his wife. He joins the union and realizes that it does not cure the painful illness, and he realizes that he has reached the end of his life.

The literary skills of Erkin Azam can be seen in that he has managed to show the impact of the historical period on social life only on the background of the family environment. He has emphasized

the diversity of the language's attractiveness, sophistication, the character of the character, the outlook and the vital aspirations. The lady is fluent in Uzbek and Russian, her mother tongue is Afghan, Oriental Klara is Persian, and Louise is a foreign-language phrase that shows the individuality of each character in proportion to its composition.

"The period of transition from one system to another is accompanied by a change in the nature, vision, Destiny, psyche of contemporaries, with the contradictions of the Society of evolutions, with the positive and negative sides, with fillings and pain in front of your eyes," Umarali Normatov wrote. The literary critic gives such a general assessment to all the works that have entered the collection "Where Is Paradise". Another story and film that really takes place in the set seems to be a logical continuation of the work "Where Is Paradise". All the works collected in the book argue about our days, about the fate of the people of this day – contemporaries, about the world of troubles, about the life that afflicts them, about the problems of life.

Academician Naim Karimov draws attention to the scenario of the film, titled "Where Is Paradise" and draws attention to the heroic language of the heroes: "Here one thing should be emphasized. This Erkin Azam's work is not only based on concrete heroes, concrete conflicts, and concrete human relationships, but every reputation of the hero is reflected in the Uzbek language and compact language"

The same characteristic is that the monologue and dialogues of the heroes of

the work first reveal the lines of a certain period, if they give information about the environment in which they grew up.

From the point of view of the methodology of the representatives of the mythological school, an unusual landscape is formed, if we consider the work "Where Is Paradise". In any plot in accordance with this methodology, one can see traces of memory associated with mythology.

1) Adam in Paradise (humanity's childhood);

2) To allow sin to be extinguished (self-control, defiance, mistake);

3) Persecution (from one place to another, from paradise to earth);

4) Return to work (repentance, obedience, return to or die);

1. Jiydali heavenly land for Jurakul.

2. When he graduates from school and becomes an adult, Jiydali environment becomes a narrow circle for his vision and outlook.

3. Abandoning the national ground, served to trust and transitional ideas. She has made mistakes in her family's upbringing.

4. He was tired of inferiority and sought refuge in heaven (he thought that Paradise was the homeland of America), and realized that the country where the innocent childhood had passed was a real paradise on earth. He died in a genuine sense, and in a real sense he died.

As you know, small epic works – in a story, novel, in the story – a heroic character. Because the compactness of the work does not necessarily reflect the hero's life in the process of formation. The Roman genre is another issue. In the dramatic stories

of the film, we see the characters as well as their shapes. As the writer points out in many literary conversations, these works are, first of all, a model of prose rather than cinema or theater. As in most of Erkin Azam's works, heroes live in two periods, two in the "Where Paradise" work.

In a literary conversation, the writer replied: "Let's say, what kind of differences will you find between the man of the 80s and 90s of the last century?"

"I guess the people of yesterday's society were simpler and more humble. But both in spirit and in practical terms, there are some things to do. There was no incentive or opportunity for activation. If

you work, you will not be charged if you do not work.

Periodic change affects the inner self of a person, but does not completely change its essence. Housewife, for example, has gone a long way in her life, but has kept her honor.

In Nasri's play, the image is a manifestation of a person, not a mere copy of the human being, but the artistic reflection of the writer's perception of a person living in a certain period and circumstances. The analysis of the above-mentioned works confirms that it possesses the most important and characteristic features of a particular period and the environment.

MEETING THE LITERACY DEVELOPMENT NEEDS OF ADOLESCENT ENGLISH LANGUAGE LEARNERS THROUGH CONTENT AREA LEARNING

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ABSTRACT. *This paper highlights the substantial overlap in recommended practices from two emerging areas of educational research: research on the academic literacy development of adolescents and research on English language learners (ELLs) in secondary schools. Specifically, this paper examines instructional principles related to the connection between students' motivation and engagement and their literacy development as supported by both bodies of literature. These principles include making connections to students' lives, creating responsive classrooms, and having students interact with each other and with text. This paper is the first of two papers based on the same reviews of the adolescent literacy and adolescent ELL literatures. The focus of the second paper is on content-area teaching and learning strategies that support literacy development (Meltzer & Hamann, under development). With increasing numbers of ELLs attending secondary schools across the country, more content-area teachers are responsible for teaching them, whether or not these teachers have been trained in best practices with ELLs. Our survey of the literature concludes that teacher professional development that focuses on promising practices for engaging adolescents with academic literacy tasks will provide some of the training that content-area secondary school teachers need in order to productively support the academic literacy development of their ELL students. Therefore, if secondary school content-area teachers implemented the promising practices suggested by the Adolescent Literacy Support Framework (Meltzer, 2001) with regard to motivation and engagement in ways supported by the literature on effective instructional practices for ELLs, teachers would be more effective in supporting the academic literacy development of all students.*

INTRODUCTION. Education researchers have recognized a growing need to investigate the links among literacy, academic success, and postsecondary education and employment options. The literacy demands of the twenty-first century will far exceed what has been needed in the past (Moore, et al., 1999; Partnership for 21st Century Skills). Yet according to multiple indicators—ranging from first NAEP scores

(Campbell, Hombro, & Mazzeo, 2000; Grigg, Daane, Jin, & Campbell, 2003) to persistently high dropout rates (Steinberg & Almeida, 2004) to complaints of employers (Business Roundtable, 2004; Public Agenda, 2002)—schools are not yet adequately responding to the challenge of adolescent literacy support and development. Adolescent literacy is defined here in this way: “Adolescents who are literate can use

reading, writing, speaking, listening, and thinking to learn what they want/need to learn AND can communicate/demonstrate that learning to others who need/want to know” (Meltzer, 2002). This definition clarifies that adolescent literacy is more than a focus on reading comprehension and certainly more than decoding (Martin, 2003); it acknowledges that the literature on academic literacy development stresses the interdependence and synergy of reading, writing, speaking, listening, and thinking in the construction of knowledge. Nonetheless, in traditional definitions of literacy, reading and writing habits and skills are privileged; therefore, they are given greater weight here as well. Our definition of adolescent literacy does incorporate other academic literacies defined in the literature—such as information literacy, technological literacy, mathematical literacy, scientific literacy, and so forth—but these each suggest more specificity than our more encompassing idea of adolescent literacy. Our investigation is based on the following premises: (1) the ability to effectively use reading and writing to learn is essential to academic, workplace, and lifelong success; (2) speaking, listening, and thinking are intimately linked with reading and writing; and (3) students who are motivated and engaged with reading, discussing, and/or producing text are developing essential academic literacy skills. There is also increased awareness that secondary school is not a welcoming or successful environment for many adolescents.

Methodology. This paper is the product of two overlapping research reviews: one on the research on academic literacy

development of adolescents and one on the educational experiences and learning needs of adolescent ELLs. Both of these areas of inquiry are relatively new and to some extent underdeveloped, with longitudinal studies, studies using experimental designs, and research reviews particularly scarce (Alvermann, 2001; Curtis, 2002; Kamil, 2003; Northwest Regional Educational Laboratory, 2004). When available, we have been careful to look at such studies (e.g., Fitzgerald, 1995; Henderson & Landesman, 1992; Thomas & Collier, 2002). We have also read broadly across both academic content areas and disciplines of educational research, making for substantially triangulated reviews. The adolescent literacy review was initially carried out in 2001. Because the intent was to look at literacy within the context of schooling, and because literacy is larger than just reading, the review included literature from the fields of reading, writing, motivation, cognition, English language arts, secondary school content-area instruction, and secondary school reform. The review included several types of research: case studies of teacher action research, meta-analyses of many studies relative to a particular strategy, theoretical frameworks based on a body of research, review of research, sets of strategies and approaches along with the research upon which they are based, and single large-scale research studies. That review paid some attention to the extant research related to second language acquisition and instruction of secondary school ELLs as well. The purpose of the review was to ascertain what we know about how to effectively support academic literacy develop-

ment for adolescents. It was designed to generate research-grounded recommendations for secondary school educators related to content-area literacy development within the context of standards-based educational reform. The literature review was instrumental in the development of a four-component Adolescent Literacy Support Framework (Meltzer, 2001) in which student motivation and student engagement with reading and writing were together identified as the first component. The literacy review did not include the literature related to reading and learning disabilities and special education. Therefore, the adolescent literacy support strategies advocated within four key components are strategies that the research suggests would apply to the general population of adolescent students and their teachers with regard to academic literacy development, not recommendations for those requiring intensive intervention or remediation. Since 2001 the original review of approximately 250 literature citations has been summarized (Meltzer, 2002) and updated. The recommended research-grounded practices of each component have been re-examined and ultimately reinforced. For example, recent reviews of the literature by others (e.g., Kamil, 2003; Reed, Schallert, Beth, & Woodruff, 2004) have reiterated the claims regarding the centrality of student literacy motivation and engagement for academic literacy development that were depicted in the 2001 framework. This first literature review examined school and classroom contexts that supported and promoted the academic literacy development of adolescents at the secondary school level. As part of this

review, motivation and engagement emerged as a key foundational component for promoting adolescents' literacy skill improvement. Therefore, one dimension of that review—the one focused on here—describes the classroom contexts, instructional principles, and instructional practices that promoted student engagement and motivation with academic literacy tasks. Because the adolescent literacy literature rather than other educational research literatures were the core of this review, this first review did not lend itself to a thorough explication of the various types of motivation, all of the relevant subconstructs of motivation (attribution theory, self-efficacy, attitudes toward reading, literacy identity, intrinsic vs. extrinsic, self-regulation, variability, etc.), or an in-depth explanation of how motivation explicitly relates to learning, literacy, or reading development (brain-based learning theory). The best coverage of topics in motivation theory occurs in sources not reviewed here, although some of the sources referenced in this paper go into substantive detail about some of these concepts (see, for example, Dörnyei, 2001a; 2001b; McKenna, 2001; Van den Broek & Kremer, 2000; Verhoeven & Snow, 2001). However, based upon our limited familiarity with these literatures, we conclude that nothing we identify in this paper as a promising practice is in substantive contradiction with these subfields of motivation theory. One of the challenges of exploring the constructs of motivation and engagement as related to academic literacy development is the complexity and synergy of the models proposed to explain this critical aspect of literacy. These models en-

compass both affective and cognitive aspects (see, for example, Dörnyei, 2001a, 2001b; Guthrie, 2001; Guthrie & Knowles, 2001; McKenna, 2001; Ruddell & Unrau, 1996) and are based directly upon empirical work and/or substantive reviews of constructs known to be associated with literacy development and motivation and engagement issues within classroom and literacy contexts. Upon reviewing these models and the associated literature reviews, we saw repeating patterns in the researchers' lists of critical factors and associated instructional recommendations related to the goal of understanding and promoting engaged literacy acts that lead to academic literacy development.

CONCLUSIONS. Our reviews of the literature confirm that research-grounded recommendations related to the academic literacy development of adolescents and effective instruction for secondary-level ELLs substantively overlap in the area of student motivation and engagement. This means that motivation and engagement for literacy growth are domains in which adolescent ELLs are like other learners, at least at the level of principles (Jimenez & Gerstein, 1999) of best practice (e.g., that students need safe spaces and that they will be more responsive if curriculum and pedagogy are inclusive of their social realities). There is no one best model for the education of ELLs because of both the heterogeneity of the ELL population and the diversity of contexts in which they attend school (Hawkins, 2004; Montero-Sieburth & Batt, 2001). Nonetheless, we feel confident that the overlap in the two literatures produces guidelines for instruc-

tional design and facilitation of learning that will support the academic literacy development of adolescents, be they ELLs or not. Moreover, the overlap between the two literatures strengthens the argument against isolating adolescent ELLs and limiting their access to classes that require engaging higher order skills; the literature is replete with examples of simplifying the curriculum for nonmainstream students to the academic detriment of those students (e.g., Harklau 1994a; 1994b; Greenleaf, Schoenbach, Cziko, & Mueller, 2001). When informed by the secondary school ELL literature, a blueprint can be put into place that points the way toward development of classroom contexts in which ELLs will be motivated and engaged to read and write across the content areas, and where reading and writing will contribute to their broader academic achievement. We concur with LaCelle-Peterson and Rivera (1994) that it is generally not safe to presume that what works for monolingual mainstream students will also work well for ELLs. However, our findings suggest that teachers' capacities to foster contexts that promote student motivation and engagement with text are fundamental elements for guided adolescent literacy learning for both ELLs and other students. Therefore, teachers who have learned how to be effective promoters of adolescents' literacy development possess an important part of the toolkit they need to work effectively with ELLs. Training all secondary-school teachers to promote content-area literacy development can be part of the strategy for improving schools' capacity to respond to secondary-level ELLs.

These findings also imply that training content-area teachers for effective literacy work with ELLs involves challenges similar to those of other attempts at implementing schoolwide adolescent literacy initiatives. Both the adolescent literacy literature and the research on schooling ELLs emphasize that all teachers need to share in the educational task, whether it be promoting literacy across the content areas (e.g., Moore, Alvermann, & Hinchman, 2000; Schoenbach et al., 1999) or the general assurance that ELLs are academically well attended to (e.g., Miramontes et al., 1997). Enactment of either or both of these standards requires departure from business as usual in secondary schools, where the assumption has been that supporting literacy development, whether for Meeting the Literacy Development Needs of Adolescent English Language Learners Through Content Area Learning THE EDUCATION ALLIANCE at Brown University 38 ELLs or their monolingual peers, is some other teacher's responsibility (e.g., the English teacher, the remedial reading teacher, or the ESL teacher). Focusing upon these strategies to improve student motivation and engagement with literacy within preservice and inservice training for secondary school teachers is doubly important because it responds to two related contemporary needs. Teachers who learn to be effective promoters of adolescents' literacy development through attention to motivation and engagement possess an important part of the toolkit they need to work effectively with ELLs. Therefore, we contend that once teachers have begun to effectively facilitate a rec-

ommended promising practice—e.g., creating safe and responsive classrooms—teachers are better positioned to recognize and attend to issues that are particular to second language learners within the context of creating a risk-free environment to develop strong literacy habits and skills. For example, safe and responsive classrooms that support the active participation and involvement of all students in developing their academic literacy habits and skills would mean that teachers would not denigrate or dismiss a student's first language, would know how and when native language use is a productive scaffold to academic literacy development in English, and would be patient with less than perfect English while providing helpful, just-in-time feedback.

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THE CROSS LINGUAL DIMENSIONS OF LANGUAGE PROFICIENCY

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ABSTRACT. *Bilingual education and second language immersion programs have operated on the premise that the bilingual student's two languages should be kept rigidly separate. Although it is appropriate to maintain a separate space for each language, it is also important to teach for transfer across languages. In other words, it is useful to explore bilingual instructional strategies for teaching bilingual students rather than assuming that monolingual instructional strategies are inherently superior. The paper explores the interplay between bilingual and monolingual instructional strategies within dual language programs and suggests concrete strategies for optimizing students' bilingual development.*

KEY WORDS. Education, development, program.

INTRODUCTION. Although bilingual education programs of various kinds have been in existence since ancient times, evaluative research on their consequences for children's literacy and academic development is relatively recent. Malherbe's (1946) study of Africaans-English bilingual education in South Africa pioneered research in this area, and it was followed 20 years later by Macnamara's (1966) study of Irish-English bilingual programs in Ireland. Since that time, however, research on bilingual and trilingual education has increased dramatically with major evaluations of programs conducted in Canada (e.g., Lambert & Tucker, 1972); the United States (e.g., Oller & Eilers, 2002; Thomas & Collier, 2002); the Basque Country, Catalonia, and other parts of Spain (Cenoz & Valencia, 1994; Hugueta, Vila, & Llorca, 2000; Lasagabaster, 2003; Sierra & Olaziregi, 1991); Africa (Williams, 1996); and elsewhere around

the world. Initially parents and policy makers were concerned that spending instructional time through a minority or foreign language would result in lower achievement in the majority language. The majority or dominant language is usually the language associated with power and status in the society, and thus it is not surprising that children's achievement in that language should be of concern to parents and policy makers. Although politically motivated opposition to bilingual education still persists in some contexts (e.g., the United States), the initial concerns that less time through the majority language would result in lower achievement in that language have been largely resolved by the consistently positive findings of bilingual programs. The present paper focuses on two questions:

- How can we explain the fact that in well-implemented bilingual programs the foreign or minority language (e.g., Eng-

lish in Turkey) can be used as a medium of instruction at minimal or no cost to students' proficiency in the majority language (e.g., Turkish)?

- What forms of program organization and instructional strategies are most effective in promoting students' proficiency in both languages (first [L1] and second [L2])?.

MAIN PART.

Although context variables are the primary determinants of what forms of bilingual program may be implemented, we can address the issue of instructional strategies somewhat independently of context. Certainly, pronouncements about appropriate "methods" or instructional strategies are commonplace both within foreign or second language teaching in general and bilingual programs in particular. Prominent among the assumptions underlying these pronouncements are the direct method assumption that promotes instruction exclusively through the target language, and the two-solitudes assumption that argues for a rigid separation of languages within bilingual or immersion programs. These assumptions represent part of a broader monolingual instructional orientation that is promoted within the fields of foreign/second language teaching and bilingual/immersion education. I argue that this monolingual instructional orientation is counterproductive and inconsistent with the reality of interdependence across languages. If crosslingual transfer is occurring anyway and, in fact, is a necessary condition for successful bilingual development, surely we should attempt to encourage and fa-

ilitate this transfer rather than impede it? In short, the paper argues that while monolingual instructional strategies (e.g., use of the target language for large blocks of time) play an important role within both foreign/second language teaching and bilingual/immersion education, they should be complemented by bilingual instructional strategies that focus on teaching directly for two-way transfer across languages.

The interdependence hypothesis implies that we should actively teach for transfer across languages in bilingual/immersion programs. This also applies to L2 programs in general and in teaching the school language(s) to immigrant students. Lambert and Tucker (1972) noted that some students in the French immersion program they evaluated engaged in a form of contrastive linguistics in which they compared aspects of French and English despite the fact that in this program (and in virtually all Canadian French immersion programs) the two languages were kept rigidly separate. If students in bilingual/immersion programs spontaneously focus on similarities and differences in their two or three languages, then they are likely to benefit from systematic encouragement by the teacher to focus on language and develop their language awareness. The major reason this practice has not been applied in many bilingual/immersion programs is that it is seen as axiomatic that each language be kept rigidly separate from the other(s). Similarly, many teachers of L2s (e.g., French in the Canadian context) believe that instruction should be deliv-

ered exclusively through the target language. They interpret communicative language teaching as a form of the direct method that mandates exclusive instructional use of the target language and discourages students from any use of their L1. Any use of the L1 by teachers or students is viewed as a regression to the grammar-translation method that has fallen into disrepute. Teaching for Cross-Language Transfer in Dual Language Education: Possibilities and Pitfalls – 7 The dominant monolingual instructional orientation is evident in the following three inter-related sets of assumptions, none of which is empirically supported:

- Instruction should be carried out exclusively in the target language without recourse to students' L1. Bilingual dictionary use is discouraged (= direct method assumption);

- Translation between L1 and L2 has no place in the teaching of language or literacy. Encouragement of translation in L2 teaching is viewed as a regression to the discredited grammar/translation method; or in bilingual/immersion programs, use of translation is equated with the discredited concurrent translation method in which teachers switch constantly between languages translating all relevant instructional content;

- Within immersion and bilingual programs, the two languages should be kept rigidly separate (= two-solitudes assumption). When we free ourselves from these monolingual instructional assumptions, a wide variety of instructional opportunities arise for teaching students by means of bilingual instructional strategies that

encourage cross-language transfer and the development of language awareness. Among the bilingual strategies that can be employed to promote literacy engagement in both L1 and L2 are the following:

- creation of dual language multimedia books: Students write creatively in L1 and L2 and amplify these identity texts through technology (see, for example, The Dual Language Showcase, <http://thornwood.peelschools.org/Dual/>; and the The Multiliteracies Project, <http://www.multiliteracies.ca/>).

- sister-class exchanges: Students engage in technology-mediated sister-class exchanges using L1 and L2 to create literature and art and to explore issues of social relevance to them and their communities (e.g., Social History of Our Community, Voices of Our Elders). Students can also create movies, audio CDs, and multilingual Web pages in collaboration with their sister classes. In the context of a Turkish-English bilingual program in Turkey, students might connect with a school in the United Kingdom that has a large number of Turkish-background students. For these minority students, the communication in both Turkish and English would serve to reinforce their L1 Turkish); for the students in Turkey, the connection represents an opportunity to use the target language (English) in authentic exchanges and projects (Brown, Cummins, & Sayers, in press). In a situation where the sister class is only English speaking (e.g., in an Englishspeaking country), students in the bilingual program might discuss their projects or research in Turkish (their stronger lan-

guage) within class, draft ideas initially in Turkish, and then, when they and their teachers are satisfied with the results, translate their writing into English for exchange with the English-speaking sister-class students.

CONCLUSION. If bilingual and immersion programs are to reach their full potential, I believe we must question the monolingual instructional orientation that dominates the implementation of many of these programs and in some cases has assumed the status of dogma. There is simply no research basis for either the direct method or the two-solitudes assumption. Similarly, there is no research evidence that translation, used appropriately, is in any way an impediment to effective language learning. On the contrary, there is empirical evidence that translation can serve useful pedagogical purposes. Orleanna, Reynolds, Dorner, and Meza (2003), for example, highlight the relevance of Latino/Latina students' translation practices and abilities for in-school literacy instruction. Although extensive use of the target language within foreign/second language and bilingual/immersion programs is clearly a useful and important instructional strategy, it should not be implemented in a rigid or exclusionary manner. As the examples in this paper illustrate, students' L1 is a powerful resource for learning and bilingual instructional strategies can usefully complement monolingual strategies to promote more cogni-

tively engaged learning. Teaching for Cross-Language Transfer in Dual Language Education: Possibilities and Pitfalls – 14

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CORRECTIVE FEEDBACK AND LEARNER UPTAKE IN COMMUNICATIVE CLASSROOMS ACROSS INSTRUCTIONAL SETTINGS

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ABSTRACT: *This paper reports similarities and differences in teachers' corrective feedback and learners' uptake across instructional settings. Four communicative classroom settings – French Immersion, Canada ESL, New Zealand ESL and Korean EFL – were examined using Lyster and Ranta's taxonomy of teachers' corrective feedback moves and learner uptake. The results indicate that recasts were the most frequent feedback type in all four contexts but were much more frequent in the Korean EFL and New Zealand ESL classrooms (83% and 68%, respectively) than in the Canadian Immersion and ESL classrooms (55% for both). Also, the rates for both uptake and repair following recasts were greater in the New Zealand and Korean settings than in the Canadian contexts. The findings of this study suggest that the extent to which recasts lead to learner uptake and repair may be greater in contexts where the focus of the recasts is more salient, as with reduced/partial recasts, and where students are oriented to attending to linguistic form rather than meaning. The study underscores the importance of considering the influence of context on corrective feedback and learner uptake. Currently, there has been growing interest in recast research. Why have recasts received intensive attention from SLA researchers? In this paper, first recast defined from different point of views then the theories of which like negative evidence or positive evidence, implicit feedback or explicit feedback, noticing hypothesis, and focus on form presented. Moreover, the conditions, the benefits, and the shortcomings of recasts as well as the difficulties in recasts research discussed after that some recasts researches which have been done in recent years were concerned. Finally, recast researches were evaluated by considering Geoff Jordan's guidelines.*

Key words: Recast, feedback, Geoff Jordan's Guidelines, and SLA.

INTRODUCTION. The purpose of the study is to examine corrective feedback and learner uptake in focus-on-form instruction contexts in primary school EFL classrooms. This introductory chapter provides background information and the rationale for the study, and sets out its overall objectives, scope, design, and ap-

proaches to the inquiry. The organization of the dissertation is provided at the end of this chapter.

MAIN PART.

The study was motivated by the assumption that focus-on-form instruction plays a facilitative part in L2 teaming (Schmidt 1990; Long 1996). I have found

that many focus-on-form studies demonstrate focus-on-form instruction that provides corrective feedback with opportunities for learners to modify their output plays a facilitative role in L2 teaming. However, relatively few studies that examine the role of focus-on-form have been done in instructional settings, with the majority being undertaken in experimental settings. Haneda (2005: 314) remarks that whole-class interaction is “a major site for second language teaming and teaching in the everyday reality of classrooms”. Thus, I am undertaking a classroom-based observational study in which corrective feedback and learner uptake are examined. Also there has been sufficient knowledge to use the effects of age of learner (child vs. adult), interactional context (dyadic or teacher-fronted setting), or interlocutor types (native speaker or non-native speaker) on the provision and the use of corrective feedback (e. g., Oliver 2000; Mackey et al. 2003). However, there remains a dearth of studies that compare the provision and the use of corrective feedback in EFL classrooms of young learners taught by different teachers. I was, therefore, motivated to conduct a study to examine the similarities and differences in the practice of focus-on-form between two EFL classrooms in a primary school. While this study aims to make contribution to larger research agenda examining focus-on-form instruction in Chinese EFL classrooms, it is also my personal hope that this study may provide a framework for teacher professional development. In China, English has been introduced as a

compulsory school subject to Grade 3 primary school learners since 2001, lowering the age of compulsory instruction of English from Grade 5 to Grade 3. China has encountered a considerable number of problems since the implementation of this new education policy, such as lack of competent teachers, quality teaching materials, a sound syllabus design, as well as a proper transition from primary school English instruction to secondary school level. Thus, there is much room for empirical studies to be undertaken in China to solve these problems. It is of my personal interest to gain some special insights into focus-on-form instruction and make contributions to China EFL instructional practices at the primary school level. To understand the practice of focus-on-form in L2 learning, I look into the I provision and the use of corrective feedback in primary school EFL classrooms in China. One main objective of this study is to understand corrective feedback that EFL teachers use to attend to learner errors in EFL classes as well as learner’s responses to it. Furthermore, this research aims to find any relationship between learner errors, corrective feedback and learner uptake in this particular setting. Specifically, I undertook an observational study of two classrooms to compare the similarities and differences of the provision and the use of corrective feedback in their lessons. Four major aspects were taken into consideration: i) learners’ errors; ii) teachers’ corrective feedback; iii) opportunities for learner uptake; iv) learners’ uptake. In addition to the comparison, I also exam-

ine to what extent learner errors, corrective feedback are related to learner uptake in the child EFL context. As Table 1.1 indicates, this study comprises two case studies in which two English teachers and their students in a China primary school were observed and then interviewed about the practice of focus-on-form in EFL classes. This occurred over 10-week period for each of the two classes and involved approximately 15.2 hours of classroom observation and approximately eight hours of individual face-to-face interviews with both teachers and 16 pupils. For both data sets (i. e. the two classes) audio -recordings were made during normal class times and under normal class conditions. Each class was audio-taped and transcribed for analysis.

Conclusion. This introductory chapter has discussed why I have chosen this topic and explained my motivation of carrying out this research. It has also de-

scribed the overall objectives of this study and given an overview of this study and overall data collection strategy. Finally, it has presented how this dissertation is structured.

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IMPACT OF EXTENSIVE READING TO DEVELOP SPEAKING SKILLS

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***Abstract.** This article focuses on how vocabulary wealth relate to spoken words and finally how reading contributes to speech. The importance of vocabulary, which facilitates speaking skills, has been a major resource in the development of reading skills. Therefore providing improvement in word knowledge through wide reading has the potential for providing improvement in speaking skills.*

Key words: extensive reading, vocabulary, speaking skills, communicative skills, target language

English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool furthering their studies. In the process of teaching and learning the four language skills (listening, speaking, reading and writing) are performed.

Most of the learners possess inability in communicating appropriately and correctly. In foreign language teaching and learning ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill.

There are several effective ways of developing speaking skills. According to many teaching theorists speaking skill can be developed, though communicative activities which include an information gap filling, jigsaw puzzle games, problem solving and role-play activities. Another effective way of improving communicative skills in target language is reading skill.

There is increasingly high relationship between reading and speaking skills.

There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. One important notion of developing reading and speaking skills is to use the language for learning as well as communication. Reading can play a big part in improving our speaking. Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Learners through reading develop in both fluency and accuracy of expression in their speaking.

In this article we tried to connect reading with one of the fundamental language skills: speaking. Learners write, read, listen to stories and then they may have ability to tell the stories. It seems clear that the more stories we read, the more discussion ideas, opinions and vocabulary we will have.

Although at times the four main language skills (speaking, writing, reading and listening) are worked on separately. They are widely accepted as being inter-

dependent progress in one helping progress in other three.

To release reactions like “I do not have any ideas”, “I do not know what to say”, and “This speaking task is too hard” in your life, reading helps. This problems happens for many reasons like lack of vocabulary, lack of grammar confidence, lack of self-confidence, lack of ideas, lack of factual resources, insecurity because of pronunciation. There are also a lot of students who are confident speakers but the moment teachers start talking about diverse topics they seem to feel blocked and unable to talk with ease. If they have never been exposed to texts on that topic or they have not had the chance to discuss them, they consequently will not have much to say about them.

Course books can only provide only one solution. However, in the language classroom we usually focus on task-based reading rather than discourse-based reading sessions. Course book texts often focus on reading strategies for scanning, skimming, T/F, multiple choice, and there is hardly any time in a 45-minute session to have longer discussions.

A comprehensive and motivating approach is using extensive reading to develop speaking skills.

Learners may find graded readers in various topics, various genres, and all stories have a special subject-focus. They will serve as great discussion materials and the language they provide will be at hand for your students to recycle and use in oral communication.

Reading outside the classroom is the most significant influence on oral com-

munication ability. Students who read a lot are more likely to speak well. Students through reading develop in both fluency and accuracy of expression in their speaking. Davies and Pearse (2000) stresses the importance of communication as: “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom.”¹

Speaking is being capable of speech, expressing or exchanging thoughts through using language. “Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003, p.48).” (Harmer, 2001) notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’. Bygate (1991, p.3), also emphasizes knowledge of the language, and skill in using this knowledge for an effective communication. Language knowledge and skill in using it, are considered two fundamental elements of an effective communication.

Among the elements necessary for spoken production, There are some elements needed for speaking in the following (Harmer, 2001, p.269).

Connected Speech: learners not only should produce the sentences accurately

1 Davies, P, Pearse, E. (2002). *Success in English Teaching*. Shanghai: Shanghai Foreign Language Education Press

but also the speech of them must be fluent enough. In connected speech sounds are modified, omitted, added or weakened.²

Expressive Devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

Lexis and Grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.

Negotiation and language: effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

This study highlights vocabulary and grammar knowledge among these elements. Reading will enable learners to develop their vocabulary and grammar knowledge which will effectively contribute to their speaking skills.

Vocabulary and grammar knowledge will enable learners to understand so reading will increase learners' understanding capability which they need for a better communication.

Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter R. Hill (1979, p.4) briefly defines reading as what the reader does to get the meaning he needs from contextual resources. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal

of reading is comprehension (Nunan, 2003, p.68). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has (Grabe, Stoller, 2001, p.187). Alderson J.C. (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell (1989, p.131) point out that reading enables learners to comprehend better which is an important factor that can develop language competence.

In a reading process six component skills, automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/word background knowledge, synthesis and evaluation skills/strategies, and metacognitive knowledge and skills monitoring have been suggested. Among these knowledge fields vocabulary and structural knowledge which are acquired through reading, influence learner's speaking achievement. (Grabe, 1991, p.379). Anne Lazaraton (2001, p.104) suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation ...); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies).

For spoken English the best reading materials are dramas, plays and dialogues. Learners have the opportunity to find

² www.ccsenet.org/ijel International Journal of English Linguistics Vol. 2, No. 6; 2012/ page 92

sentences and phrases used in our daily conversation in dramas, plays and dialogues because they are all based on one person talking to another. Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative competence (Peacock, 1997). "A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader. As such, an authentic text is one that possesses an intrinsically communicative quality" (Lee, 1995). It is real language created by native speakers of the target language in pursuit of communicative outcomes (Little, Devitt, & Singleton, 1989).

Conclusion

Integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem with understanding a text, and, most importantly, it is the chance to acquire the information they have read into authentic speaking practice that improves their fluency. Communication without vocabulary is nothing. One of the most useful ways to improve students' communication skills is extensive reading. Extensive reading helps learners to develop your ability to express ideas, whilst also enlarging the size of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking. Reading introduces learners to a wider

body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills.

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DEVELOPING SPEAKING SKILLS OF ESP LEARNERS WITH COMMUNICATIVE ACTIVITIES

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Annotation: *this article deals with the issue of teaching speaking with communicative activities based on developing students' speaking skills. As the teachers' of future specialists we should work on our students' problem and help them to overcome that barrier which stands on their future success and we ought to encourage this process with different kinds of meaningful activities.*

Key words: speaking; speech activity; non-philological institutions; specialist; oral communication; expressing idea; a means of communication; motivation;

Practical use of English in forthcoming professional activity is the main purpose of teaching English in non-linguistic faculties. The lack of motivation is one of the main difficulties in speaking in such classes. Moreover, students are also too shy to speak with the friends. Good oral communication is essential to every aspect of life and work. Many surveys have identified it as one of the skills most highly valued by employers.

Students with good communication skills:

- can relate well to colleagues and customers
- are able to get information they need from organizations and individuals
- can explain things clearly and contribute to meetings and discussions
- are more successful in their careers
- have more positive and productive relationships with others.

That's why, their interest, teaching material and techniques also determine the success or failure of skill development.

According to their profession, students should participate in scientific conferences

and they should read and understand the professional text, they should get information in FL about their specialty. In professional oriented process:

The first of all, there should be integration between FL and subjects of specialty;

Secondly, before FL teacher stays such task by integrating subjects teacher should form in the student professional knowledge, skills and professional habits;

The main purpose of teaching foreign language in different non-philological institutions: each specialist shouldn't learn some language but, she or he should have free communication and should develop his/her profession in the field of learning it.

Teaching speaking and its strategies in the situations of professionally-oriented communication as well as improvement of monologue and dialogue communication skills are investigated in the doctoral theses by E.N. Pshenichnova¹ P.A. Sidorenko, O.V. Chuksina and others. Research con-

¹ Pshenichnova, E.N. Teaching foreign students to Russian professionally-oriented business communication. PhD thesis (Education), Moscow. 2007

ducted by means of ‘interdisciplinary’ approach is always of great interest.

For example, implementation of an integrated approach to teaching reading and speaking based on the text types for specific purposes can be observed in the papers by N.V. Gagarina, Hampden-Turner, Hulstijn and others.. Role playing is still of great interest for educators. Various issues applying business role plays in teaching professionally-oriented foreign language communication are studied by Shaturnaya.²

According to ideas of some foreign language psychologists speaking is not either a communication process or utterance but it is a means of statement or expression of the idea.

In this age of progress the teacher has to come down from his sit at the front of the room to interact with the individuals in the class. Today, the new generation does not want to follow orders and just do as they are told. They will obviously want to participate in the process life and social change in a constructive way. So, we teachers should guess our learners needs and design our lessons, tasks according to their needs. So, what they want from us? They want to:

- Think independently
- Be creative
- Follow their inspiration and interest
- Learn what they want to know
- Learn how to find information
- Learn to do own research
- Learn to report their findings
- Learn to present their ideas to others

- Learn to communicate conclusions and so on.

Nowadays, students play more interactive role unlike the usual uncommunicative role from traditional approach. Teachers play a role as a facilitator in learner-centered activities such as “*problem-solving, discussion, role-plays and debates*”, etc. to provide opportunities for all students to participate actively. In that case, we should use tasks based on activities that encourage independent development.

As our students are future specialists in various fields and want to be good communicator following activities can develop our learners’ speaking skills.

Student Debate

Asking the Friends for Advice.

Problem-Solving

In conclusion, I would like to add three final points. One is that, far from becoming a silent partner, the teacher should always be speaking to someone, with others listening, and it is of the utmost importance that the students have a role model to follow to help them speak and pronounce words, phrases and sentences in English. The first place to start learning a language is to hear it spoken, preferably in an up-close context by a proficient speaker.

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MASTERS OF LANGUAGE

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Abstract: *This article is dedicated to those outstanding people who are sacrificed time and effort to the art of language learning. More importantly, it also dares to destroy the dogma which learners desperately believe in.*

Аннотация: *Эта статья посвящается выдающимся личностям, которые проводят много времени на изучение разных языков. К тому же они опровергают мнение людей, которые верят в гипотезу, что человек может изучать только один язык.*

Key words: polyglots, hyperpolyglots, bilinguals, learning languages, plasticity of brain, Broca's area.

Do you know someone who can speak more languages than they have fingers? You, probably, are in doubt thinking "Is that even possible? If you are answering with this doubtful question to my question, then let me respond your question first.

History of human language has seen so many wonders: bilinguals (people who can speak two languages), multilinguals (speaks more than two languages), polyglots (speaks, studies large numbers of languages), hyperpolyglots (In 2008, linguist Richard Hudson suggested the term "hyperpolyglot" to individual who speaks dozens of languages [1]).

One of the most eminent ancestors of Uzbek nation was Al-Farabi who is known as "The Second Teacher", after Aristotle being known in the East as "The First Teacher". [2] Al-Farabi, according to the historical sources, acquired more than 70 languages during his whole lifetime. Follow-

ing the Golden Words, which are written in the "Hadis" sacred book after "Kuran": "Seek for knowledge from cradle to grave", he studied, translated and wrote commentaries, treatises and books on variety of subjects, such as philosophy, law, logic, music, ethics, science, theology, mysticism, epistemology and etc.

Another of these wonders was L.L. Zamenhof who was medical doctor and remarkable linguist. He had Yiddish, Russian, Polish, German, French, Latin, Greek, Hebrew, Aramaic and Volapük in his repertoire. Zamenhof is also well-known as the creator of Esperanto, the most successfully constructed language in the world.

Friedrich Engels, the German philosopher, businessman and famous linguist, wonderfully mastered languages like: Russian, Italian, Portuguese, Irish Gaelic, Spanish, Polish, French, English, Milanese dialect, Gothic, Old Nordic and Old Saxon.

Later in life, Engels added to his list Arabic and Persian which he learned in 3 weeks. His friends joked that he stammered in 20 languages. However, he took inspiration from that joke not deterrence.

One of the first simultaneous interpreters in the world was Kato Lomb who lived her life as a pioneer of languages. She was able to speak in 16 languages besides her native. In her book, "This is how I learn languages", she narrates that walking straight into an advanced level of Polish class she tells the teacher that she had no knowledge of the language but was eager to learn it. Being very impressed by Lomb the teacher let her join the class.[3]

These motivating examples are just shiny drops of endless ocean. The list of wonderful masters of languages can go ahead and reach thousand or more.

Language is unique system of knowledge with the help of which you express and share ideas, feelings etc. Otto Jespersen, eminent Danish linguist, put it in this way: "Language is activity, purposeful activity, and we should never lose sight of the speaking individuals and of their purpose in acting in this particular way." [4] Everything; condition, phenomenon, conception, emotion are explained using this unique system of knowledge. But one can say: "I can not explain my happiness with words" or "There is no word that can define my state". However, at least, you explain that you can not explain. Language, being historically unique, is also surprisingly complicated system. Mastering it is a laborious process which begins with memorizing the alphabet of the language and seems it has no end.

As our nature, children acquire the language which they are surrounded with no effort: without grammatical rules and instructions, without memorizing words and phrases.

So, curious questions like "How later in life can people learn dozens of languages and become hyperpolyglots? And Can everyone do that?" make you even more enthusiastic.

One can assume that "Only people who have higher IQ or people with extraordinary brain features are able to enjoy the opportunity of engaging in conversation with people in every corner of the world". This is rather misleading conclusion which deters you from setting a goal like becoming a hyperpolyglot.

It is common knowledge that language is a product of our brain. This is the capacity of brain which is emerged five thousands years ago. Today, due to the scientific studies, we know that brain is a highly adaptive organ. Therefore, cognitive activities such as doing a puzzle, playing a musical instrument and learning a language, can build new neural connections. Making new neural connections is the brain's ability called "plasticity". According to the researches, this process happens throughout person's lifetime, regardless of age [5]. That is to say, plasticity of your brain enables you to learn any language at any age.

Interestingly, studies has revealed that there are considerable differences between the brain of hyperpolyglot and the brain of person who speaks only one language. Emil Krebs was the 19 centuries German diplomat and striking hyperpolyglot who mastered 65 languages. Dana Dovey writes

in her article [6], scientists were so tempted by his language ability that they made the dissection of his brain in 2004. Apparently, they purposed to confirm If Kreb's language skills were owing to an extraordinary brain structure. However, after identifying distinctive differences in the part of his brain responsible for language – known as Broca's area – they were completely puzzled whether his scarce brain was different since birth or it changed to be like that from learning so many new languages. To put it another way, hyperpolyglots can proudly boast with their brain which grow to be unique by mastering new languages. What is more, studies have also shown that learning just a second language delays the onset of Alzheimer's for 4 years.

As old saying goes, "Rome was not build in a day", you can not become a multilingual or polyglot in a week or month. As above I stated, it is quite laborious process which demands dedication. As written in the article, *The Brains of Hyperpolyglot* by Dana Dovey, Multilinguals learn languages through exposure from their surrounding environment, such as growing in a bilingual household. Unlike multilinguals, polyglots dedicate their time and effort to actively master the languages. In other words, they live with languages. This so much resembles the way which a busy scientist lives. He or she, early in the morning, goes to work where they conduct serious experiments based on the researches which they investigate having sleepless nights.

Decent master of languages, Katò Lomb, also aims to "remove the mystical fog surrounding the idea of an "innate abil-

ity" on language learning." She states two notable remarks which can hook language learners to continue, from second language to the next and from the next to another:

1. Interest driven by motivation, perseverance, and diligence

plays a determining role in one's success in learning a new language;

2. An innate ability to learn languages, or rather the qualities that make up this skill, are not possible to find in one person. [7]

Dana Dovey interviews Alex Rawling, British hyperpolyglot who can speak 15 languages, and he says that his impressive language skills are the result of practice and persistence which in turn strengthens his brain. Alex also believes that everyone can become a polyglot and even hyperpolyglot. All they need is the devotion of time and effort. He also added, it is not how many languages you know that matters, it is overall dedication and passion for the art of language learning. Learning, whether it is language, music or sport, never stops as life always continues to teach us. There are more words to learn like counting the stars in the night sky.

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HOW TO MASTER TWO LANGUAGES AT THE SAME TIME?

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Annotation:

This article is devoted to inform about the ways of acquiring two languages simultaneously. Some useful recommendations are mentioned in it. Thus, the article can be an inspiring guide for the beginner level learners not only of English, but also of other languages.

Key words:

Second language, motivation, interference, learning skills, technique, “language mess”.

Today more and more people are asking this question whether it is difficult or not to learn several languages at the same time. The answer is simple – you can learn, and for this you do not have to be a philologist or a translator. But how to do this is a completely different question. In this article we will consider the subtleties concerning the simultaneous learning of two languages.

Why do you need to learn another foreign language?

Everyone knows that without the English language now you will not go far, both literally and figuratively. But, on the other hand, it turns out that no one will be surprised by the knowledge of English. Do we need a second language, and what will it give us? A lot of things!

Do not forget that personal motivation plays a very important role. In the end, the desire to learn simply because you like – they also think that if you study two foreign languages at the same time, especially if they are related, a “language mess” arises in your head. It happens, we unconsciously transfer the rules of one language to another. It seems to us that

words are confused among themselves and languages interfere with each other. Philologists call this phenomenon interference. Let’s see what can be done so that the interference does not touch us:

1. Interference easier to prevent

In the process of studying it is necessary to focus on the similarities and differences of the two languages. This makes it possible to take into account the subtleties of the use of certain words, constructions and rules.

Example: In related German and English there is an article (similarity), but in German it is masculine, feminine and neuter, which is not found in English (distinction).

2. Learning one language with the help of another is the perfect solution.

Why do languages need to interfere with each other if they can help? Interference can be used for good. To do this, practice translating from one language to another without using your native language. Start by translating elementary conversational phrases and small conversations.

Example: Take an English-Italian pair.

When you have already mastered this

technique, you can complicate it. For example, if you know English better than Italian, use an English-language Spanish textbook. Thus, you will simultaneously improve your English and master the basics of Italian.

How to learn two languages at the same time?

Is it possible to study in two languages at once in one day or is it better to alternate them? It all depends on your daily routine, on work or school load, on personal preferences. Both options are correct, but each has its own characteristics. Let's look at the example of a pair of English-French, how to deal with each of the options.

Option 1. **One day – one language**

The advantage is that you can concentrate well on one language. This option is more suitable for those who like to “dive” into dealing with the head. Spend 45-60 minutes a day. You do not have to study for a whole hour continuously, you can study 2 times a day for 30 minutes or 3 times a day for 20 minutes.

Alternate languages. For example, on Monday and Thursday, you can learn English, on Tuesday and Friday – French. If the first half of the week is only in English, and the second only in French, then most likely you will forget everything learned in English by the end of the week.

Pick up voluminous topics that include the study of new words, and the training of grammatical structures.

Try to use all speech skills in your studies: speak a little, listen a little, write a little, read a little. If all 4 skills are difficult to master in 1 day, break them: today –

speak and read, tomorrow – listen and write.

Option 2. **Two languages in one day**

Advantage – you switch your attention from one language to another, and languages do not have time to bother you. This option is effective for those who prefer to learn in small portions.

Break big threads for a few days. For example, today – the study of new words, reading texts and dialogues, tomorrow – the study of grammatical rules, their use in speech.

Do not rush to grab at once for everything. A Latin proverb says: “Festina lente” – hurry slowly. No one forces you to memorize hundreds of words a day and memorize an infinite number of rules. New material should flow evenly.

Make a schedule that will be convenient only for you. If you do not have 30 minutes a day, do not worry, let it be 10-15 minutes, but they will be productive. If hours are short, do more. It all depends on your strength and capabilities.

Search for similar words. For example, there are a lot of French borrowings in English: beautiful, city, restaurant, literature, resume. That is, potentially you already know a lot of French words thanks to English. This technique will bring double benefit: you remember the words in French and repeat them in English.

Pay particular attention to the basic knowledge of both languages, work out all the new rules well. If any words or constructions are forgotten, go back and repeat them again. Otherwise, you risk getting “porridge” in your head.

The pace of learning for a second language should increase gradually. Do not be afraid that the new language is learning slowly. A very important point at the initial stage of the study is to understand how the language works, what is its structure. Therefore, you will need more time to memorize new rules. Studying two languages is a long and laborious process. But rest is also necessary. Take 1-2 days a week off.

Choose those languages that you like, then no similarities and differences will become a hindrance. If desired, everything becomes possible. If you want to learn more than two languages, you can

use visual and multilingual dictionaries.

Summing up, it can be said with confidence that the answer to the question “how to learn two languages at the same time” was not so difficult to find. The most important thing is to choose the methods and techniques that will suit you personally. If you follow our recommendations, the training will turn into a fascinating journey.

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ИСПОЛЬЗОВАНИЕ ГРАММАТИЧЕСКИХ ТРАНСФОРМАЦИЙ ПРИ ПЕРЕВОДЕ ТЕКСТОВ

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Annotation: *This article deals with the use of grammatical transformations in the translation of military texts and materials that affect the successful acquisition of foreign language by military personnel. New requirements for language training specialist mean the need to improve the language skills of students and increase their motivation to learn languages. Some types and ways of translations, typical properties of military materials translation are considered. Some research translations of military terms studied.*

Key words: transformation, grammatical translation, military term, process, military literature, technical, Army, translation characteristic.

Аннотация: *В данной статье речь идет об использовании грамматических трансформаций при переводе военных текстов и материалов, влияющих на успешное овладение иностранным языком военнослужащих. Новые требования к языковой подготовке специалиста означают необходимость совершенствования языковых способностей обучающихся и повышение их мотивации к изучению языков. Рассмотрены некоторые виды и пути переводов, типичные свойства перевода военных материалов. Изучены некоторые исследования переводов военных терминов.*

Ключевые слова: трансформация, грамматический перевод, военный термин, процесс, военная литература, технический, Армия, характеристика перевода.

Перевод с одного языка на другой невозможен без грамматических трансформаций. Грамматические трансформации – это в первую очередь перестройка предложения (изменение его структуры) и всевозможные замены – как синтаксического, так и морфологического порядка. Грамматические трансформации обуславливаются различными причинами – как чисто грамматического, так и лексического характера, хотя основную роль играют грамматические факторы, т. е. различия в строе языков.

При сопоставлении грамматических категорий и форм английского и

русского языков обычно обнаруживаются следующие явления: 1) отсутствие той или иной категории в одном из языков; 2) частичное совпадение; 3) полное совпадение. Необходимость в грамматических трансформациях естественно возникает лишь в первом и втором случаях. В русском языке, по сравнению с английским, отсутствуют такие грамматические категории, как артикль или герундий, а также инфинитивные и причастные комплексы и абсолютная номинативная конструкция. Частичное совпадение или несовпадение в значении и употреблении соответствующих форм и

конструкций тоже требует грамматических трансформаций. Сюда можно отнести такие явления, как частичное несовпадение категории числа, частичное несовпадение в формах пассивной конструкции, неполное совпадение форм инфинитива и причастия, некоторые различия в выражении модальности и т. п.

В первую очередь мы остановимся на артикле, ибо артикль (как определенный, так и неопределенный), несмотря на свое крайне отвлеченное значение, нередко требует смыслового выражения в переводе. Как известно, оба артикля имеют местоименное происхождение: определенный артикль произошел от указательного местоимения, а неопределенный – от неопределенного местоимения, которое восходит к числительному один. Эти первоначальные значения артиклей иногда проявляются в их современном употреблении. В таких случаях их лексическое значение должно быть передано в переводе, иначе русское предложение было бы неполным и неточным, поскольку денотативное значение артиклей семантически является неотъемлемой частью всего смыслового содержания предложения (3). Очень наглядно выступает его историческая связь с числительным один в нижеследующем примере:

Yet H. G. (Wells) had not an enemy on earth. (G. B. Shaw)

Однако у Герберта не было ни единого врага на свете.

Значение определенного артикля тоже нередко требует передачи в пере-

воде, особенно когда он стоит перед числительным.

Only in the fields where talent cannot be hidden have the young conquered – the theatre, music, football, computers, physics, fashion. (“Daily Mail”)

Молодежь выдвигается только в тех случаях, когда нельзя скрыть природного дарования (имеется в виду театр, музыка, футбол, электроника, физика, мода).

Из всех вышеприведенных переводов явствует, что игнорирование лексического, а иногда и грамматического значения артикля при переводе привело бы к неполной или неточной передаче содержания.

В русском языке отсутствуют инфинитивные комплексы, которые так распространены в английском языке. Рассмотрим лишь перевод инфинитивного комплекса с предлогом for.

On its return journey the spacecraft must be accelerated to some 25,000 m.p.h. for it to enter the earth’s orbit. (“The Times”)

При возвращении скорость космического корабля должна быть доведена приблизительно до 25 000 миль в час, чтобы он мог перейти на околоземную орбиту.

В этом случае инфинитивный комплекс переводится придаточным предложением цели.

Однако очень часто грамматические трансформации бывают необходимы и при передаче соответствующих форм и конструкций из-за некоторых расхождений в их значении и употреблении. Такие расхождения наблюдаются, например, в употреблении категории числа.

United Nations Secretary General U Thant has strongly criticized South Africa, Rhodesia and Portugal for their policies in Africa. ("Morning Star")

Генеральный секретарь ООН У Тант подверг резкой критике Южную Африку, Родезию и Португалию за политику, проводимую ими в Африке.

Существительное «политика» не имеет множественного числа, ибо слово «политики» является формой множественного числа от существительного «политик» – политический деятель.

Что касается неисчисляемых существительных, особенно тех, которые выражают абстрактные понятия, то здесь количество несовпадений может быть больше. Например: ink – чернила, money – деньги, watch – часы, news – новости, и наоборот: to keep the minutes – вести протокол, to live in the suburbs – жить в пригороде, on the outskirts – на окраине, grapes – виноград, shrimp – креветки и т. п.

Расхождение обнаруживается и в некоторых случаях употребления инфинитива. Русский инфинитив не име-

ет не совершенной, ни продолжительной формы.

Таким образом, все рассмотренные явления – отсутствие соответствующей формы, частичное совпадение, различия в характере и употреблении формы – вызывают необходимость в грамматических трансформациях при переводе. Грамматические трансформации можно подразделить на два вида: перестановки и замены.

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КОНЦЕПТ «ВОЗРАСТ» В АНГЛИЙСКОЙ И КАРАКАЛПАКСКОЙ НАЦИОНАЛЬНОЙ КАРТИНЕ МИРА

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АННОТАЦИЯ

Тезис посвящена концепту «возраст» вербализаторами OLD/ҒАРРЫЛЫҚ, YOUNG/ЖАСЛЫҚ в английской и каракалпакской национальной картинах мира. Данное направление позволит нам исследовать язык в ментальном мире человека, с помощью анализа лексических единиц, вербализирующих концепт, который описывает мыслительные деятельности человека.

Ключевые слова: концепт, когнитивный анализ, семантический анализ, концептуальный анализ, лингвокультурология, словообразование, части речи, национальная языковая картина мира.

Key words: concept, cognitive analysis, semantic analysis, conceptual analysis, linguaculture, word formation, parts of speech, national linguistic picture of the world

Концепт «возраст» входит в концептосферу «Man/Адам», исследование которого достаточно широко представлено в современных лингвистических работах.

В качестве языкового средства для репрезентации данного концепта принимаются пословицы и поговорки, приводится обзор определений паремий с вербализаторами OLD/ҒАРРЫЛЫҚ и YOUNG/ЖАСЛЫҚ представленных в работах английских и каракалпакских писателей. Рассматриваются структурный и семантический критерии разграничения пословицы и прочих паремиологических единиц, приводятся принципы разграничения, применяемые А.И. Гаевой, В.П. Жуковым, Е.В. Ивановой, А.В. Ку-

ниным, Ю.И. Левиным, Г.Л. Пермяковым, З.К. Тарлановым, Л.И. Швыдкой. Поговорки рассматриваются как незамкнутые предикативные конструкции и провербиальные фразы (глагольные фразеологические единицы).

Рассмотрение ассоциативных связей концептов, выражающихся через концептуальную метафору и метонимию, способствует более полному анализу языковых средств выражения концептов. Диссертация включает обзор работ И.А. Ричардса, М. Блэка, Дж. Лакоффа и М. Джонсона, посвященных развитию теории концептуальная метафора (КМ). КМ является одним из средств пополнения лексического и фразеологического фонда языка. Они выделяются на уровне слова, фразеоло-

логической единицы и паремии. КМ возникают благодаря взаимодействию между различными структурами знаний (фреймами или сценариями) концептов (Будаев 2007).

Анализ лексических и фразеологических единиц представлен тремя стадиями: 1) отбор лексических и фразеологических единиц с вербализаторами OLD/ҒАРРЫЛЫҚ и YOUNG/ЖАСЛЫҚ; 2) семантический и стилистический анализ отобранных единиц; 3) построение дефиниции описывающих концепт «возраст». Фразеологический материал для реконструкции концептов отбирался и анализировался на основе семантической, а не структурной составляющей ФЕ, что позволило полнее отобразить рассматриваемые концепты. Выделенные во фразеологическом материале семантические группы соотнесены с выделенными группами лексических единиц, активирующих фреймы рассматриваемых концептов.

Представление концепта «возраст» в английском и каракалпакском языке приписывается вербализирующими словами OLD и ҒАРРЫЛЫҚ. Эти имена рассматриваемых концептов, наиболее полно передающие их содержание, синонимичны практически всем единицам, относящимся к лексическому полю рассматриваемых концептов. В исследуемый материал включались не только единицы, содержащиеся в своем толковании компоненты «old»/«young» и «ғаррылық»/«жаслық», но и единицы, принадлежащие к их ассоциативному ряду.

Реконструкция фреймов выявила отличие структуры фрейма концепта OLD от структуры фрейма концепта ҒАРРЫЛЫҚ. Анализ английского лексического материала позволил выделить две вершины фрейма концепта: «Having existed or lived a long time», когда речь идет о **живом объекте** («Human or other living thing») и о **неживом объекте** («Material thing»). Фрейм каракалпакского концепта как и в английском имеет две вершину «көп жасаған, көпти көрген». Данный фрейм активируется, когда речь идет о человеке или животном, а не о предмете. Английские фреймы могут активироваться лексическими единицами «antediluvian», «senior», «senile», «elderly», «grey», «longeval», «relic», «seniority», «relic», «decrepitude», «senectitude», «senescence» и др., когда речь идет о живом объекте, и единицами «age-old», «crumbling», «long-lived», «patriarchal», «rusty» и др. при описании предмета. Фрейм каракалпакского концепта активизируется прилагательными «ақыллы», «хүрметли», «сыйлы» «қартайған», «үлкен», «үлкейген», «тозған», «ақ сақаллы», «сақаллы», «бүкшейген», «жыйрықлы», «ақ», «мәдарсыз», «күшсиз», «халсыз», «тәжрийбелі», «напақашы», «жасы Қайтқан», «ғаррылық» и др. и существительными «Ғарры», «кемпир», «кемпир-шал», «ата», «апа», «жас үлкен», «от басы», «нураий», «ақ бас», «ақ шаш», «ересек» и др.

К английским ФЕ, активирующим фрейм «Having existed or lived a long time», относятся ФЕ «as old as the hills»

(о предмете или человеке), «as old as Methuselah» (о человеке). ФЕ «of old (of old times / days)» может описывать как очень старого человека, так и старый предмет. Каракалпакские ФЕ, активизирующие фрейм «көп жасаған, көпти көрген», включают единицы «атам замандағы», «әййемги заманнан киятырған», «жарым жан», «ийт жанлы», «көзиниң тирисинде», «тирсек ғарры/кемпир», «төрт түлиги сай», «көпти көрген» и др. обладающие повышенной экспрессивностью антонимичных значениях, и можно отметить, что в каракалпакской фразеологической картине мира «возраст» репрезентируется двумя семами «потеря сознания и опыт».

Анализ лексического и фразеологического материала выявил более сложную организацию фреймов концептов OLD и ҚАРТАЙҒАН, чем концептов YOUNG и ЖАСЛЫҚ. Фрейм концепта

OLD насчитывает два основных фрейма и 16 субфреймов, фрейм концепта ҚАРТАЙҒАН имеет три основных фреймов и 13 субфреймов. Фрейм концепта YOUNG представлен одним основным фреймом и семью субфреймами, фрейм концепта ЖАСЛЫҚ также состоит из основного фрейма и семи субфреймов.

Анализ языковых единиц, активизирующих фреймы концептов OLD/YOUNG и ҒАРРЫЛЫҚ/ЖАСЛЫҚ, позволяет выделить общую для рассматриваемых концептов характеристику. Эти концепты статичны, т.е. их фреймы организуют ситуации состояний, а не действий.

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THE USE OF GAMES AS A STRATEGY OF DEVELOPING COMMUNICATIVE COMPETENCE OF LEARNERS

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Abstract

The article is aimed at discussing the potential of learning games to develop communicative competence of learners. In particular, a special emphasis is placed on the didactic value of games in reinforcing learners to use the target language for real communication needs.

Key words: games, strategy, communication, competence, target language, language use.

Аннотация

Целью статьи является обсуждение потенциала обучающих игр для развития коммуникативной компетентности обучающихся. В частности, особое внимание уделяется дидактической ценности игр в том, чтобы побудить учащихся использовать целевой язык для реальных потребностей общения.

Ключевые слова: игры, стратегия, общение, компетентность, целевой язык, использование языка.

Games are learner-centered. It is known that games are characterized as communicative activities that mainly engage learners in the learning process. It can be said that the role of the EFL teacher using games in the classroom is restricted and limited to a higher degree. This is the main element of CLT and other modern approaches of language teaching. Games are mainly designed for the sake of learners and motivating them to acquire the target language.

It is vital to deal with the fact that games promote communicative competence of learners. Communicative competence development is the main objective of modern language teaching methodology. Modern language educators focus on the development of language learners' communicative competence and this problem can be solved through applying games in the EFL class-

rooms. Games are supposed to encourage learners to use the language for communication.

Games create a meaningful context for language use as claimed in A. Wright and others' book (5, 2009). Games are mainly replicas of real life situations and human experiences as well as daily activities of learners and this nature of games can be a good factor to be meaningful and this can make learners involve in the meaningful learning situation. They also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. The need for meaningfulness in language learning has been accepted for some years. A useful inter-

pretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

According to Huyen, there are considerable advantages of implementing games into classroom practice as outlined below: a) learners are more relaxed and anxiety free because of the relaxed atmosphere created by using games; b) learners are active and competitive due to the competitiveness brought by games-use in the language classrooms; c) pupils are highly motivated because of the motivation that games brought to the classroom; d) the effectiveness of games can be noticed and perceived by the fact that learners tend to learn more quickly and acquire the linguistic materials better in a stress-free and comfortable environment (1, 2000).

This makes it clear that using different games can be viewed as a teaching strategy which aims at promoting communicative competence of language users and enable language teachers to design task-oriented activities that involve their learners in creative language use. Games are often defined as task-based and have a tendency to urge the production of fluent language, have a task to serve as enjoyable communicative activities. It is asserted that the purpose of all language games is for learners to "use the language for real life communication".

Also, games are viewed as a teaching strategy which increases motivation of learners as mentioned by G. Petty (4, 2004). It is

well known that games tend to be joyful and interesting especially for young learners and pupils are motivated to use the target language providing they are challenged with appropriate games in the classroom. Games are designed to attract pupils' attention and interest in the learning process and consequently it leads to motivational growth of learners.

It should be also noted that games tend to reduce learning anxiety. Modern language teaching approach focuses on teaching the target language as anxiety-free as possible. As stated by G. P. McCallum, games are considered to be good ways of relieving stress and anxiety of learners in the classroom. Games are also regarded as relieving fear and frustration of learners in the classroom because they are deliberately intended and designed to make learners actively participate in the learning process and relieve their anxiety and fear. It should be noted that games integrate various linguistic skills. Through applying games in the classroom the EFL teacher can enable learners to use four language skills such as reading, writing, speaking and listening (2, 2000).

These linguists and researchers have found out that games can, being an element of competition, have a language-building character. Using games in language classrooms can lead to a purposeful use of language of learners. In other words, these activities create a meaningful context for language use because games are communicative and interactive in nature. The communicative character of games also makes learners play with language and communicate as well as interact with each other during the learning process, which

enhances unconscious acquisition of inputs. They claim that most learners who have experienced game-oriented activities hold positive attitudes towards them.

It should be also noted that games encourage creative and spontaneous use of language. To be more accurate, games promote learners to use the language more creatively and spontaneously. It provides pupils with an opportunity to create new patterns of language, to use new vocabulary items and lexical and syntactical patterns when they are engaged in the games.

It is known that games construct a cooperative learning environment. Games encourage cooperation because they are designed to make learners work in groups and interact with each other in the learning process and work in cooperation with other members of the group. Games are disposed to have the nature to involve more participants in the game. Finally, it is believed that games foster participatory attitudes of the learners. In other words, games can encourage learners to participate in the learning process because they tend to be interesting and joyful for a majority of learners.

In this connection, it should be highlighted that the aim of all language games is to encourage learners to “use the language”. This can be interpreted in the following way: today a new paradigm in language teaching has appeared and this paradigm simply means the fact that “language is conceptualized as a means of communication, communicative function of language is highlighted and language is taught for not internalizing its internal rules and system but for using it for communicational pur-

poses in language teaching field. From this perspective, it can be said that games can help the EFL teachers to teach grammar for communication because research has shown that games proved to be fruitful activities to promote interaction, communication and cooperation in language classrooms. In addition, during playing games learners are supposed to use the target language to persuade, argue, express an opinion, make a decision, inform, convey meaning and other daily activities which are basic communication elements that are used, uttered in everyday lives.

In conclusion, the benefits of using games in language-learning context can be summed up as: a) games are learner centered; b) promote communicative competence; c) create a meaningful context for language use; d) increase learning motivation; e) reduce learning anxiety; f) integrate various linguistic skills; g) encourage creative and spontaneous use of language; h) construct a cooperative learning environment; i) foster participatory attitudes of the learners. All of these benefits make up the potential of games to enhance communicative competence.

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MAIN PRINCIPLES OF ICT-ASSISTED LANGUAGE LEARNING AND TEACHING

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Abstract

The article discusses the essential principles of ICT-based language learning and teaching. It specifically deals with the potential of ICT tools and techniques to develop language acquisition and real language use of English as a foreign language.

Key words: ICT, learning, teaching, computerized learning, ICT tools, language acquisition, language use.

Аннотация: В статье рассматриваются основные принципы изучения и преподавания языка на основе ИКТ. В частности, речь идет о потенциале инструментов и методов ИКТ для развития овладения языком и реального использования языка для изучающих английский язык.

Ключевые слова: ИКТ, обучение, преподавание, компьютеризированное обучение, инструменты ИКТ, овладение языком, использование языка.

Nowadays, language teaching and learning process is dealt with under the framework of many approaches and principles such as communicative language teaching (CLT) approach, ICT-assisted learning and teaching, Linguocultural approach, Content-based learning, Task-based method and other ways of language teaching and learning theories. Particularly, in recent years the significance and use of ICT in teaching foreign languages is highlighted. From this viewpoint, it can be noted that all dimensions of language teaching such as language skills (speaking, reading, writing and listening) and sub-skills as vocabulary, pronunciation and grammar have been taught through ICT application in language classrooms in modern FLT teaching. In this connection, it should be emphasized that language practitioners and educators have applied

ICT tools and techniques into teaching field of language skills and this approach has been proved to be productive in teaching integrated skills in language teaching context.

Here, it should be highlighted that the aim of all language teaching contexts is to encourage learners to study foreign language by motivating them through various ways such as using ICT, for example. It can be said that ICT tools can help the French as foreign language teachers to teach integrated skills for effective language mastery and development for communication because research has shown that ICT tools proved to be fruitful activities to promote interaction, communication and cooperation in language classrooms. In addition, during ICT-based lessons learners are supposed to easily use the target language to persuade, argue,

express an opinion, make a decision, inform, convey meaning and other daily activities which are basic communication elements that are used, uttered in everyday lives. They can easily pronounce the words, utter sentences after the recorded audio materials when they are supposed to repeat after them when it is a listening class, for example.

Using ICT tools in language classrooms can lead to a purposeful use of language of learners and development of four language skills to a certain extent (4, 2008). In other words, these computerized lessons create a meaningful context for language use because computer-assisted lessons are communicative and interactive in nature. The communicative character of ICT tools also makes learners play with language and communicate as well as interact with each other during the learning process, which enhances unconscious acquisition of inputs via ICT means.

The use of IC technology is useful for an opportunity of accessing authentic materials as well as creating original resources for teaching learners. This can also be supported by the following Chinese proverb (1, p 79): "Use technology with me, I'll participate, I'll transfer, I'll employ, and I'll create." This viewpoint is also supported by the following author (2, 2001): it should be noted that creating tasks that is appropriate for the learners in terms of their learning potential and computer literacy level is important and needs considering.

Similarly, according to Toyoda and Harrison (2002), there are a number of

beneficial effects on ICT in language teaching and learning. To be more precise, its benefits in effective language acquisition process are determined by the following aspects: networked collaborative interactions, use of emails, bulletin boards, and chat rooms. As the authors state, ICT can promote live exchange of language chunks between non-native and native speaker.

Jin and Erben (2007) also claim that the use of ICT in the EFL classroom can promote proficiency in all language skills – speaking, writing, reading, and listening, including intercultural communication as well. Erben (1999) found out that networked computer-mediated communication activities can foster language production of learners because learners were provided an opportunity to work without direct supervision and control of teacher.

According to the results of the study by Lotherington and Xu (2004), the use of IC technologies for communicative purposes promotes language play which is an important factor in second language development. It means that the EFL teacher using ICT in the language classroom can encourage learners to develop their language skills.

It should be noted that the use of ICT in the English as a foreign language classroom can reinforce the following potential and advantageous aspects of IT activities as mentioned in Erben (1, p 79):

The EFL teacher can choose technology supporting text with colorful images like photos, graphs, or charts because of its potential as its visual representation;

The EFL teacher can choose ITs promoting vocabulary, grammar, and listening acquisition such as exercise builders, as well as digital stories, audio podcasts and online videos (you Tube) as mentions by the author.

These lines make it clear that the EFL teacher should create IT activities fostering both types of interaction such as communicatively accurate interactions and communicatively effective interactions. Communicatively effective interactions are usually reinforced by the use of ICT while communicatively accurate interactions are fostered by the French as foreign language teachers.

By reviewing the literature related to the topic we have classified problems of using ICT in the EFL classroom into some categories such as a) e-creation tools: the tools that enable an EFL learners to play with and use language in creative, exploratory sense while simultaneously constructing materials against which learning performance can be measured; b) e-assessments, rubrics, and grading online. These tools include podcasts, Power Point, moviemakers, audiomakers, and web publishing; c) e-communication: using online tools such as email, instant messaging, and discussion boards that foster EFL written and spoken interaction; d) the category which deals with writing/reading-facilitative e-tools, such as wikis, blogs, whiteboards, and web-quests; e) the category which focuses on listening-facilitative e-tools such as vodcasts, audioblogs, accessing audiolibraries, and podcasts; f) e-assessment tools

and g) using virtual learning environments in the classroom (3, 2000).

In conclusion, the following inferencing remarks and recommendations can be formed:

The ICT application in language classrooms in modern EFL teaching can reinforce the development of integration of four language skills;

The ICT-based teaching can promote interaction, communication and cooperation in language classrooms;

The computerized lessons can create a meaningful context for language use and create original resources for teaching learners;

The application of ICT-based technologies can not only promote language teaching and learning process, but also facilitate language assessment and testing in language acquisition process;

The use of ICT in language classrooms can reinforce language acquisition for real life communication, everyday use of language for communication needs.

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YOUTH ARE THE DECISIVE FORCE OF TODAY AND TOMORROW

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Annotation: *this article explains the attention of the government to young generations to grow up them both mentally and physically healthy with examples.*

Key words: Youth, right, talent, ability, opportunity, obligation.

Аннотация: *В этой статье показано на примерах то какое внимание уделяется на образования подрастающего поколения, на воспитание всесторонней развитой личности в нашей стране*

Ключевые слова: молодёжь, право, талант, возможности, обязательство

It is natural that a well-educated person will sacrifice himself for the country's worthy place in the world community. Every nation, first of all, is strong in its high culture and spirituality. In the first years of independence, the idea was put forward by President Islam Karimov: «In the future, Uzbekistan should admire the world, not only with a highly developed economy, but also with educated, spiritually mature children.» * Indeed, today, our government and our government have the opportunity to be independent, self-centered and have a high intellectual and spiritual potential and to be the happiest and happiest people in the world, it works. This is evidenced by the fact that the relationship between youth and education has risen to the level of public policy.

Today, our first President Islam Kari-

mov's ideas are appropriate for the intellectual potential of young people: «Today is no secret that the 21st century we live in is a century of intellectual wealth. Whoever does not understand this truth in time, if intellectually, the pursuit of intellectual wealth does not become a daily life for every nation and state, then such a state will be left out of the way of world development. A deeply well-informed state, for which the society, which has drawn such conclusions and strives for the promotion of the international community and developed countries, first of all, today is a harmonious generation, the greatest and, most important, the most sacred goal. «*

The adoption of the law «On the principles of the state youth policy» was adopted at the beginning of the sover-

eignty of our state, on November 20, 1991, the first order of the President of the Republic of Uzbekistan, For the good generation ratified by the Oliy Majlis of the Convention» On the rights of the child «, which incorporates human rights norms of the international law of young people in 1992, Over the past years, in addition to the constitution and code, about 30 laws, decrees and resolutions of the President, about 50 resolutions of the Cabinet of Ministers, and a number of normative and normative acts have been adopted. Uzbekistan is also a participant of more than 30 international human rights instruments aimed at ensuring the rights and freedoms of young people directly. It can be seen that the state youth policy in our country is based on the national legislation and universally recognized rules of international law.

As in all spheres, there are changes and additions to the laws, as well as from the interests of the people, as the years go by. Dear President Shavkat Mirziyoev, we are implementing a number of practical work aimed at educating the younger generation and raising them as a comprehensively developed human being. The most important of these reforms is the law «On state youth policy», adopted on 14 September 2016 and consisting of 33 items. Implementation of this law is a part of the Roadmap for the five priority directions of the development of the Republic of Uzbekistan for 2017-2021 developed by the President of the Republic of Uzbekistan. is a clear proof of this. At present, many positive work and reforms are being carried out by various bureau-

cratic organizations to bring the essence of the law to the people and increase the activeness of the youth. The young people who deeply study the essence of the law and use their opportunities effectively, demonstrate their talent and talent. The achievements of youth at international competitions, republican competitions, conferences and sports competitions are a clear proof of this.

But among us, there are some of us who are spending their time in gold without using the opportunities given to them as «The rice is not dry». These young people spend most of their time on their websites. Unfortunately, today, on the Internet, information attacks on young people's minds are getting worse. According to statistics, Odnoklassniki is popular among people aged 14-55, with more than 135 million members worldwide. The number of visitors to the site during the daytime is about 30 million people a day. Today, 80% of our country's population uses mobile devices. Most people say that they are schoolchildren and college students. After all, no one guarantees that the age of a young man who has just stepped into a bigger life will not be broken through this cellular communication device. Therefore, I would like to invite you to use the Internet in every educational institution as a specific course. Young people who are immune to illusions in their own minds are, of course, free to use the information they need from the internet and use it efficiently.

The President of our country, Shavkat Mirziyoev, is working to im-

prove the leisure of young people and to increase their intellectual potential. «The President of Uzbekistan emphasized the importance of revitalizing the reader's tradition among our people, and the efforts made in this direction are remarkable. In this regard, in September 2017, in order to strengthen the ideological immunity of the youngsters, competitions « a book I have read lovingly» and «The best reader» were organized in educational institutions. Through these activities, students will be protected from various ideas and ideologies, their ideological immunity will be strengthened, and will contribute to the establishment of high spirituality in society. «*

In short, we need to be thankful to God that we live in a state of peace. We all know about the bloodshed in the neighboring countries. They have every day fighting, quarrels, in one's heart, no confidence in tomorrow. In our independent

country, everybody lives in peace and happiness in the future.

The youth of our country has a great creative, intellectual, socio-political potential. It is one of the most important tasks to mobilize this power and potential for peace, the prosperity of the Motherland and the people's prosperity.

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INTERNATIONAL STANDARDS OF LABOR AS SOURCE OF LABOR LAW: CURRENT PROBLEMS OF THEIR CLASSIFICATION

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МЕЖДУНАРОДНЫЕ СТАНДАРТЫ ТРУДА КАК ИСТОЧНИК ТРУДОВОГО ПРАВА: АКТУАЛЬНЫЕ ПРОБЛЕМЫ ИХ КЛАССИФИКАЦИИ

Annotation: *The scientific article is devoted to the problems of classification of sources of the international labor law in the context of globalization. Recently, at the level of international organizations new approaches are formulated to the classification of the sources of international labor law that is determined by the challenges of globalization.*

Keywords: international labor law, sources of law, classification, globalization, labour rights, ILO acts, UN acts.

Аннотация: *Научная статья посвящена проблемам классификации источников международного трудового права в условиях глобализации. В последнее время на уровне международных организаций формулируются новые подходы к классификации международных актов, являющихся источниками международного трудового права, что определяется вызовами глобализации.*

Ключевые слова: международное трудовое право, источники права, классификация, глобализация, трудовые права, акты МОТ, акты ООН

The sources of international labor law are international legal acts, and also other non-personal acts, which regulates individual and collective labor relations at international level, and also domestic legislation which regulates individual and collective labor relations with foreign elements.

The sources of international labor law almost always have more abstract and generalized nature than acts of domestic legislation, because they are applied in countries with different economic conditions, social, judicial and cultural traditions.

The so-called soft law occupies an important place among the sources of international labor law. Soft law has no blinding judicial force for states, but it is the guideline for domestic politics of states. The acts of soft law are Recommendations of ILO, Charters of Council of Europe, model legislation of Commonwealth of Independent States (CIS).

The discussion about hierarchy of sources of international labor law is still under way. The main question of this discussion is correlation between acts of UNO, ILO and regional international acts. There are no formal differentiations

of these acts by judicial force. In practice the principle *lex specialis derogat legi generali* is usually used.

One of the peculiarity of sources of international labor law is that not only ratified international acts have binding force, but also generally acknowledged principles of international law have status of source of law. Thereupon the ILO's Declaration on Fundamental Principles and Rights at Work which contains 4 fundamental principles and rights at work is very significant.

Sources of international labor law are mainly to be found in the Conventions and Recommendations adopted by the ILO. International labor instruments have also been produced by regional institutions such as the Council of Europe and the Arab Labor Organization, to say nothing of the European Union's specific legislation. However, ILO cooperates with these institutions on the preparation of their respective texts to avoid conflicts. In some cases (as for the Council of Europe), the organizations exchange observers who sit in on certain meetings of the other institution's supervisory bodies, in order to ensure that the decisions taken by those bodies are as coherent as possible.

Numerous bilateral and multilateral treaties are also concluded in the field of labor and social security. Those treaties deal specifically with migration, equality and the transfer of social security entitlements. They are too numerous and diverse to be analyzed. In some cases ILO has convened a special conference to discuss a topic of interest to only a limited number of States. In the past those meet-

ings concerned in particular European countries. They resulted, for example, in the 1950 agreements concerning Rhine Boatmen and the 1956 European Convention Concerning the Social Security of Workers Engaged in International Transport.

The treaties adopted by the United Nations and its specialized agencies, such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), are not directly related to issues of labor and social security since those fields are the special preserve of ILO within the UN structure. General instruments, such as the International Covenants on Human Rights, nevertheless cover all or some of the fundamental labor freedoms and social rights. We shall not analyze them during our course because they deal with human rights in more general terms. It should be noted, however, that the oversight mechanisms for their application are markedly different from those of ILO.

The sources of international labor law are quite various. That's why any classification of sources of international labor law can promote a better understanding of the body of interest.

International labour Conventions and Recommendations differ from the point of view of their legal character: Conventions are instruments designed to create international obligations for the States which ratify them, while Recommendations are not designed to create obligations but to provide guidelines for government action.

More particularly international labour Conventions have a number of specific

features which can be grouped under three main ideas. Firstly, they are adopted in an institutional framework., Thus the adoption of Conventions does not follow the type of diplomatic negotiation which is usual in the case of treaties, but it is prepared by discussions in an assembly which has many points in common with parliamentary assemblies. The institutional character of these instruments also explains the rules relating to their signature and to the deposit of ratifications. For the same reason, the interpretation of Conventions cannot be given by the States parties to them, but can be given only by the International Court of Justice.

Finally, the Director-General of the ILO is frequently consulted by governments as to the interpretation of Conventions and the opinions which he gives, with the proviso that he has no special competence in the matter, are communicated to the Governing Body of the ILO and published in the Official Bulletin, and seem to be tacitly accepted. They provide authoritative documentation on the subject and have acquired considerable weight. A very large number of such opinions have been given by the ILO over the years.

Lastly, legal opinions on important matters were given in memoranda from the Director-General or the Legal Adviser of the ILO concerning questions con-

nected with the Constitutional framework of ILO Conventions, such as the nature of the competent authority contemplated by Article 19 of the Constitution of the ILO and the practice of reservations to multilateral Conventions. In the latter case an ILO memorandum was submitted to the International court of Justice in the genocide case and it set forth the reasons why international labour Conventions cannot be ratified subject to reservations.

Similarly, the revision of a Convention cannot be decided by the States parties to it, but by the General Conference, which is the legislative body of the Organization.

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7. The ILO Constitution URL: [http:// avia3000.narod.ru/Org/](http://avia3000.narod.ru/Org/)

ANNOUNCING THE PARLIAMENTAL LIFE IN THE EDITIONS OF THE CENTRAL ASIAN STATES

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Annotation

This scientific article is dedicated to learn announcing the parliamentary life in the press editions.

Аннотация

Это научный статья посвящается деятельность освещения на прессе.

Parliament is one of the organs of state power, its deputies are elected by the people and its interests are protected in parliament. It is well known that the parliament exercises legislative power, is it has the absolute right to adopt the law of the state.

Though today the parliament is recognized as the main achievement of democratic states, its history is measured by centuries. The meaning of the word «parliament» is derived from the word «talk» when translated from the French language, meaning «place of official communication».

«Place of Official Speech» – its legislative power is different in every country, but it performs one function, ie each parliament participates in defining and implementing internal and external policies of the state. Duma – Russia, Congress – USA, Bundestag – Germany, Cortes – Spain, Grand National Assembly – Turkey, Knesset – Israel, Sejm – Polish Parliament. Parliamentary life is regularly covered in political publications of countries around the world. Here we can see that it is important for the media to in-

form the public about the news, especially in the legislature, and to educate the parliament about the people's attitude.

Looking at Central Asian countries, we see that the policies of neighboring countries are close to each other. The Parliament of Uzbekistan is the Oliy Majlis of the Kyrgyz Republic, the Supreme Council in Kyrgyzstan, the National Assembly in Kazakhstan, the Supreme Council of Tajikistan, the Assembly in Turkmenistan, and the Central Asian Council of Jihot Council.

From history we know that any country that has gained independence pays special attention to the establishment of its parliament, thus ensuring the priority of citizens and the realization of the political will of the people. This is one of the most important principles of the democratic state of law. Therefore, it is impossible to imagine the independence of the country and the people's power without parliamenting.

«For the first time after the elections to form the Oliy Majlis, on 23-24 February 1995, the first session of the first convocation of the Oliy Majlis of the Republic of

Uzbekistan was held and the first elected Oliy Majlis was officially launched.»

Article 76 of the Constitution of the Republic of Uzbekistan states: «The Oliy Majlis of the Republic of Uzbekistan is the supreme state representative body, which exercises legislative power. The Oliy Majlis of the Republic of Uzbekistan consists of the Chamber of Commerce and Industry (lower chamber) and the Senate (the upper chamber). The Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan – five years. «

«... With the changing of society, the functioning of the bicameral parliament is also developing and becoming more interconnected. The perfect law that enforces the interests, rights and freedoms of citizens will be adopted, and representatives of our people will solve the most important issues of our development. In short, our professional parliament serves to strengthen the independence of the country and to improve the welfare of our people. «

The Public Information Agency UzA in Uzbekistan and five days a week «Halq Sozi» (Narodnoe slovo) publishes the legislature. Today, we see significant changes

in the title, text, pagans of these newspapers. Also, info graphics, the history of the day, the giving of news in short lines attract the reader.

Among such Central Asian states' editions "Egemen Kazakhstan", one of the world's leading media outlets, is published once a week. He and KazInform are the main political source of Kazakhstan and the source of national information. Turkmenistan's state-run news agency TURKMANPRESS, a political newspaper in Turkmenistan, describes the parliamentary life in Turkmenistan, as well as in the Russian language Neutral Turkmenistan. The Kyrgyz parliament will cover the «Uchkun» newspaper and the Kabar.kg news agency, Asia Plus, the Republican Parliament, the Bakhtar news agency and the Afghan parliament.

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PHILOSOPHICAL ANALYSIS OF THE RELIGIOUS AND POLITICAL SITUATION IN TURKESTAN

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***Annotation:** This article is devoted to the analysis of the 1892 Plague riots, analyzed in the context of the religious-political situation in Turkistan in the late XIX century. The article examines the role of religion, which has led to the emergence of a plague of rebellion, its political situation, and the real causes and effects of the colonial policy.*

Key words: cholera, cholera riot, religious faktor, religious-political situation.

In the late 19th and early 20th centuries in Turkistan there were a number of problems, many of which were cases of sharp use of religious factors or the impact of national and religious values. It should be remembered that the political situation in the country sharply aggravated during this period, and some of the elements of the religion were the reasons for turning these into a religious and political situation. Until the Turkistan conquered the Russian Empire, all political issues were settled on a religious basis, that is, based on the Sharia law and governed by religion. An example of this is the fact that the Kokand Khanate was occupied by Tsarist Russia, that is, before the occupation of Chimkent, the khan army and its troops “took away the people from every neighborhood and took “dua fatiha” them out of the city”¹. When the attack on Turkistan, an area belonging to the Kokand Khanate, was also a major factor in the Islamization of the country and the situation related to religion quickly affected the Muslims. «The Commissar of the Tsar declared that Ahmad Yassaviy had been attacked and destroyed by the city. After all, defense lawyers have to stop the war”². From the above examples it is clear that when Tsarist Russia began to occupy Turkistan, it also affected the weaknesses of the local population – religious beliefs. Through the use of such a religion as a political intrigue, the Tsarist government’s aspirations to pursue its policies are evident in the plague incident that took place in the late 19th century.

Dynasty’s integration function was the highest rise in the “plague” rebellion in Turkistan in 1892, and it was reflected in the disorder that the local population was suffering from a cholera. In March 1892, the plague spread to Kabul and Khivot, and then to Jizzakh uezdi of Samarkand region, and then to Tashkent in June of the same year, and this disease becomes a plague autumn. The emergence of this rebellion is a complicated religious-political phenomenon, and the opportunity to bring the

1 Ziyoev H. History of struggle for independence of Uzbekistan: (from the prehistoric times to the beginning of August 31st, 1991). Tashkent: East, 2001.-135p.

2 Ziyoev H. History of struggle for independence of Uzbekistan: (from the prehistoric times to the beginning of August 31st, 1991). Tashkent: East, 2001.-135p.

Turkistan people to the explosion at that time, namely, the Islamic religion, the tradition and religious rules of Muslims, was thoroughly studied by the Russian Empire and to aggravate the situation through the theological vision of the local population was created by the shock to the religious factor in the political discourse of the plague riot. Because of this riot, we can see how the impact on the religious factor can lead to, and the ability to control or agitate the populace.



The «Plague riot» or the “Toshotar Event”, which caused the people’s patience, was not the burial of the plague, the deadly affliction of Muslims and their burial, but also their aggression. In this case, the majority of the Muslims who were ill had to follow the rules of the Islamic religion to observe the final destination and to prevent them from reading the funeral prayers at night. Analyzing the origins and consequences of this uprising, first of all, it is the government’s attempt to overthrow the mentality of the local people, their religious life, their way of life, and the mentality of the ethnic population. We should not forget that you are trying. The riot that resulted from the abuses of the religious values of the local population was a religious upheaval and has risen to a political level. “The fact that there was a religion in the world at the same time not to wash the corpses and to keep a few days, and to hide the grave of ancestors, seemed to be contradictory to the circumstances of that time”³. The actions of the tsar, ignoring the religious and national values of the local population, have led to the rise of political resentment. In fact, the Tsarist government used the religion effectively in

³ Ziyoev H. History of struggle for independence of Uzbekistan: (from the prehistoric times to the beginning of August 31st, 1991). Tashkent: East, 2001.-159p.

the process of testing the power of religion and the level of casualties, the use of synergetic methods in the process of working and analyzing the consequences, which led to the deaths of the population.

And in the end of the plague, Abulkasim was popular among the people. Because, he negotiated with the Chorus government to stop the Chaos revolt and to withdraw the Russian troops from the old town. "On the 30th of the day, when a large gathering in front of the Hoja Ahrar Mosque,... Abdul Qosim Eshan assures us that it is not surprising that he would be asked to ask Allah for help to bring him out of the horrible plague in the near future"⁴. In short, Abdul Qosim, in his speech to the people, said that the people would sacrifice themselves to Allah to stop this rebellion and return to the plague. Indeed, Abd al-Qasim died shortly after the assassination, ie on July 4, from the plague. «What's interesting is that Tashkent's conditions have been closely followed by the death of the plague. The death of a person who has dedicated himself to God has always led to the wrath of God, who sends plague to the sins of those who are increasingly guilty»⁵, explains that the religious factor in the social life of the people is important and that it is comforted by all means. Because there was a custom that the Turkistan Muslims could return to the nation by seeking salvation for any sacrifice. This is also the case when it is used to end the illness that caused the "Plague" riot.

In summary, the "Plague" riots in Turkistan in 1892 were not just an uprising for the disease, but also because they were unable to resist the degradation of the religious values of the people. In the case of the Turkistan people, the nationalist or religious values inherited from their ancestors were reflected in the example of the Plague Revolution, when the people were trying to spare their efforts to protect it and to protect it with their teeth.

The analysis of the religious-political situation of Turkistan in the late 19th and early 20th centuries in the context of the "plague uprisings" shows that every event that has taken place as a result of the invasion policy must be thoroughly analyzed in the present day. Because of this situation and modern religious identity, the paradoxical features that give the country's future outlook come from.

4 Yusupov Sh. Spherical layers. – Tashkent: Spirituality, 1999. -75p.

5 Yusupov Sh. Spherical layers. – Tashkent: Spirituality, 1999. -75p.

ПРАВОВАЯ СОЦИАЛИЗАЦИЯ И ПРАВОВАЯ КУЛЬТУРА МОЛОДЁЖИ В СОВРЕМЕННОМ ГРАЖДАНСКОМ ОБЩЕСТВЕ

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Аннотация: в статье рассматриваются особенности правовой социализации молодёжи в правовом государстве и современном гражданском обществе, рассматривается специфика функционирования институтов правовой социализации, такие как институт семьи и институт образования. Автор показывает что, повышение эффективности правовой культуры и правовой социализации в современном гражданском обществе может быть обеспечено посредством координации усилий всех базовых институтов правовой социализации в рамках целенаправленного воспитательного воздействия на молодёжь, а также повышения правовой культуры и других элементов правовой системы гражданского общества.

Ключевые слова: правовая социализация, правовая культура, правовое сознание, правовая личность, молодёжь, семья, правовое государство, гражданское общество.

LEGAL SOCIALIZATION AND LEGAL CULTURE OF YOUTH IN MODERN CIVIL SOCIETY

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Abstract: In article features of legal socialization of youth in legal are considered, the state and modern civil society, specifics of institutes of legal socialization, such as institution of the family and institute o education are considered. The author shows that, increase in efficiency of legal culture and legal socialization in modern civil society can be provided by means of coordination of efforts of all basic institutes of legal socialization within purposeful educational impact on youth and also increase in legal culture and other elements of a legal system of civil society.

Keywords: legal socialization, legal culture, legal awareness, legal person, youth, family, constitutional state, civil society.

С приобретением государственной независимости в республике Узбекистан произошли существенные перемены в экономике, политике, социаль-

ной сфере. Изменилось сознание людей, появились другие ценности: свобода, равенство возможностей, демократия. На фоне всех этих перемен

весьма правомерен интерес к становлению типа общества, которое в научной литературе называют «гражданское общество».

Следует отметить, что процессы формирования в стране свободного гражданского общества, модернизации, результаты реформ, прежде всего, значимы тем, что направлены на поддержку молодежи, повышение ее интеллектуального потенциала, материальное и моральное стимулирование юношей и девушек. Будущее общества зависит от молодежи и она является основной силой развития. В свою очередь, узбекские юноши и девушки достигаемыми успехами в науке и других сферах стремятся быть достойными заботы и внимания, оказываемых им государством. В этом смысле, в процессах демократизации общества, модернизации страны, формирования и развития гражданского общества все более возрастает активность молодежи.

Совершенствование в этом направлении действующего законодательства, реализация последовательных реформ служат прочной правовой основой. Особенно, в центре постоянного внимания государства находятся вопросы образования молодежи, воспитания ее в духе общечеловеческих, национальных ценностей, надежной защиты ее сознания от различных идеологических, духовных угроз, формирования у юношей и девушек активной гражданской позиции.

Одним из составляющих элементов становления гражданского общества является правовая и правозащитная

культура молодежи. Современный период требует определенно высокий уровень правового воспитания молодого поколения. Именно от уровня правосознания молодежи зависит будущее управление обществом и государством. Сейчас большинство людей не осознают своих прав, не замечают посягательств на них, с легкостью сами ущемляют права других сограждан. Реальное общество движется и изменяется, сохраняя при этом, как правило, свою устойчивость, благодаря тому, что в общественном сознании бродят, сталкиваются, вступают во взаимодействие и в борьбу очень разные ценностные идеи, из которых каждая имеет своих защитников, готовых воевать за нее до победного конца и искренне убежденных в том, что именно эта идея является главной для создания «наилучшего из возможных социальных миров», т. е. того «настоящего» общества, к которому человечество неосознанно стремилось с самого своего зарождения. Таким обществом для нас сейчас является гражданское общество, т. е. ассоциация свободных граждан, которая ограничивает и контролирует действие государства, обеспечивает равенство всех граждан перед законом с помощью механизма разделения властей и приоритета права.

Снижение правовой культуры молодежи подтверждается показателями криминогенности в молодежной среде, распространении экстремистских проявлений. Постепенно все более очевидным становится то, что принятие

многочисленных законов, регулирующих различные сферы жизни общества, еще не гарантирует их реального исполнения в социальной практике. Решающее значение здесь приобретает наличие в индивидуальном и массовом сознании установки на соблюдение закона, готовность руководствоваться в повседневной жизни правовыми нормами.

Постепенное становление института гражданского общества складывается не столько из деятельности отдельных индивидов, сколько из взаимодействия организованных групп, объединений, учреждений, органов местного самоуправления и других общественных формирований. В этом случае существенное значение имеют общественные и общественно-политические организации.

Для построения правового, социального, демократического государства, а также развития гражданского общества в каждой стране необходимо содействовать правовому просвещению молодого поколения. Приходится часто сталкиваться с правовой безграмотностью населения. Возникает необходимость ее ликвидации и, причем начинать этот процесс надо с молодежи. Сегодня каждое государство нуждается в поколении которое свободно разбирается в правовых вопросах, которые знают свои обязанности и права способны их осуществлять и защищать.

Повышение эффективности правовой культуры и правовой социализации в современном гражданском об-

ществе может быть обеспечено посредством координации усилий всех базовых институтов правовой социализации в рамках целенаправленного воспитательного воздействия на молодежь, а также повышения правовой культуры и других элементов правовой системы гражданского общества.

Следует отметить, то что, семья играет ключевую роль в правовой социализации молодежи, поскольку именно в семье осуществляется передача из поколения в поколение представлений о социальных нормах права, что в конечном итоге влияет на правовую культуру и поведение молодого поколения. Таким образом, семья как один из базовых институтов общества непосредственно включена в процесс трансформационных изменений, испытывая на себе воздействия кризисных явлений, что не может не влиять на характер её функционирования и обеспечение ею функции социализации, в том числе правовой.

В заключении своей статьи, хочу подчеркнуть, то, что сегодня молодежь Узбекистана взяла верный курс на повышение в общественно-политической жизни. Так как, наше государство во главе нашего главы Ш.М. Мирзиёева всесторонне поддерживает молодое поколение стремящееся в полной мере реализовать задачи по созданию всех необходимых условий для обеспечения своих прав и интересов. Молодежь нуждается в государстве, которое может постоять за себя и защитить их. Государство нуждается в молодежи, которая может и хочет создавать могу-

щество и будущий прогресс. Исходя из этого, можно утверждать, что на новом этапе развития гражданского общества в Узбекистане, молодежи отведено особое место. Очевидно, что реализация основополагающей цели правовой социализации молодежи Узбекистана – формирование пози-

тивного типа их правосознания – напрямую зависит от успешности правового воспитания, осуществляемого как в образовательных учреждениях, так и в рамках семьи влияющих на формирование ключевых компонентов правового сознания молодого поколения.

КРОСПЛАТФОРМНА СИСТЕМА ПЕРЕДАЧІ ФАЙЛІВ

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Ключові слова: технологія .NET Framework, .NET Core, ASP.NET, Xamarin.Forms, Mono, FTP, NAT.

Keywords: technology.NET Framework, .NET Core, ASP.NET, Xamarin.Forms, Mono, FTP, NAT.

Актуальність. У сучасному світі все більше інформації зберігають в електронному вигляді – фільми, музика, документи, фотографії та інше. Існує проблема у швидкій передачі будь-яких даних між різними пристроями. Одне з рішень проблеми – використання «хмар». Вони надають можливість зберігати файли в хмарі, поширювати доступ, але є платними, що створює ряд обмежень при відправці файлів. Ідея роботи полягає у створенні програми для відправки файлів будь-якого розміру між різними пристроями (включаючи Android), використовуючи унікальний ідентифікатор пристрою.

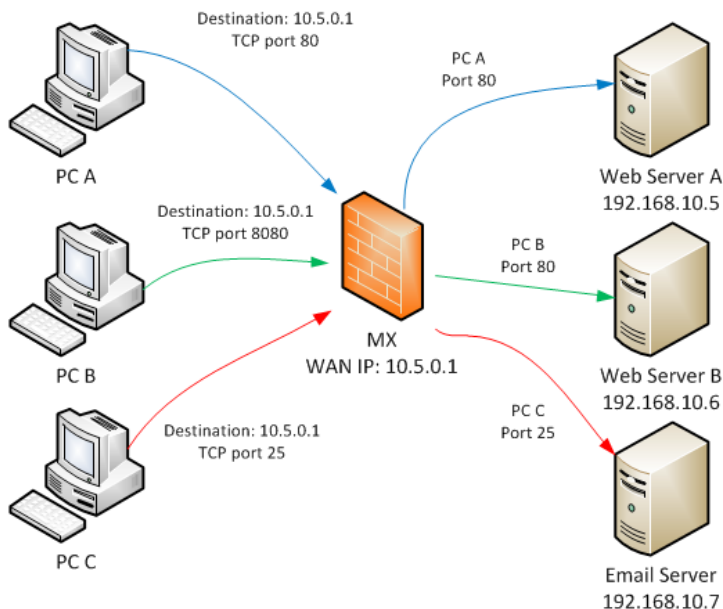
Аналіз останніх досліджень і публікацій. У 1971 році був створений протокол передачі файлів FTP – він передбачав обмін між клієнтом і сервером повідомленнями, що складаються з заголовка (72 біт) і даних змінної довжини. В роботах Довгого С.О., Воробієнко П.П., Гуляєва К.Д., Вишневського В.М. та інш. [1-2] розкриваються питання розвитку нових поколінь сучасних телеко-

мунікаційних мереж, а також аспекти впровадження новітніх технологій.

Метою статті є дослідження проблеми передачі файлів між різними пристроями у NAT та огляд сучасних технологій, що необхідні для реалізації рішення цієї проблеми, а також аналіз проблем протоколу FTP, «хмар» та платформи.NAT [6,7].

Викладення основного матеріалу. Тема повідомлення включає в себе запит до FTP-сервера або відповідь від нього, тип і довжину переданих даних. Як дані передаються параметри запиту (наприклад, шлях і ім'я файлу), інформація від сервера (наприклад, список файлів у каталозі) і самі файли. Таким чином, команди і дані передаються по одному і тому ж каналу. Але у FTP є серйозний недолік – він потребує правильного налаштування перенаправлення портів [4-6] на комп'ютер, що створює проблему при передачі файлів на Android із зовнішньої мережі (рис 1.). Для вирішення цієї проблеми використовується центральний сервер та технологія ASP.Net.

Port Forwarding



«Перепризначення портів» **рисуюнок 1**

Це дозволить клієнтам надсилати файли навіть без налаштування перенаправлення портів [7-8].

C# – об'єктно-орієнтована мова програмування з безпечною системою типізації для платформи.NET. Розроблена Андерсом Гейлсбергом, Скотом Вілтанутом та Пітером Гольде під егідою Microsoft Research (при фірмі Microsoft). Синтаксис C# близький до C++ і Java. Мова має строгу статичну типізацію, підтримує поліморфізм, перевантаження операторів, покажчики на функції-члени класів, атрибути, події, властивості. Перейнявши багато що від своїх попередників – мов C++, Delphi і Smalltalk, мова C#, спираючись на прак-

тику їхнього використання, виключає деякі моделі, що зарекомендували себе як проблематичні при розробці програмних систем, наприклад, множинне спадкування класів (на відміну від C++). У серпні 2000 Microsoft Corporation, Hewlett-Packard та Intel Corporation виступили спонсорами стандартизації специфікації мови C#, а також Common Language Infrastructure (CLI) в організації зі стандартизації ECMA International [4]. У грудні 2001 ECMA випустила ECMA-334. Мова програмування C# стала стандартом ISO у 2003 ISO/IEC 23270:2006 – Information technology – Programming languages – C#. До того ECMA ще встигла адаптувати еквіва-

лентну специфікацію як другу редакцію C# у грудні 2002.

Мова C# розроблялась як мова програмування прикладного рівня для CLR [5] і тому вона залежить, перш за все, від можливостей самої CLR. Це стосується, перш за все, системи типів C#. Присутність або відсутність тих або інших виразних особливостей мови диктується тим, чи може конкретна особливість бути трансльована у відповідні конструкції CLR. Так, з розвитком CLR від версії 1.1 до 2.0 значно збагатився і сам C#. Проте, ця закономірність буде порушена з виходом C# 3.0, що є розширенням мови, яке не спирається на розширення платформи.NET. CLR надає C#, як і всім іншим.NET-орієнтованим мовам, багато можливостей, яких позбавлені «класичні» мови програмування. Наприклад, збірка сміття не реалізована в самому C#, а проводиться CLR для програм, написаних на C# точно так, як це робиться для програм на VB.NET, J# тощо.

Для розробки Android програми будуть використані технології Mono і Xamarin [4]. Mono – багато-платформне вільне відкрите втілення системи.NET, яке відповідає стандартам ECMA, включаючи серед іншого і компілятор C#, і Common Language Runtime.

Mono включає компілятор мови C# – dmcs, середовище виконання.NET – mono (із підтримкою JIT) і mint (без підтримки JIT), і ряд бібліотек, включаючи реалізацію ADO.NET і ASP.NET. У межах проекту також розробляються прив'язки для графічної системи GTK+ на платформі.NET.

Середовище виконання mono може виконувати модулі, написані мовами C#, F#, Visual Basic.NET, Java, Boo, Nemerle, Python, Forth, JavaScript, PHP і Object Pascal (за наявності компілятора у середовище.Net/Mono). Очікується також підтримка мов C, Ada 2005 і Eiffel.

Xamarin.Forms – дозволяє створювати мобільні додатки під різні платформи, використовуючи C# і .NET. По суті він є надбудовою над уже існуючими до нього Xamarin.iOS, Xamarin.Android і Xamarin.WinPhone. І, на відміну від них, він дозволяє створювати лише один проект, в якому можна описати всю логіку роботи програми та його UI. А потім просто компілювати його під різні платформи.

Переваги Xamarin.Forms:

- Підхід до створення і роботи з призначеним для користувача інтерфейсом близьким до Windows. Xamarin.Forms підтримує роботу з XAML.
- Можна повторно використовувати вже написаний код. У більшій частині він буде працювати правильно. Є у платформ обмеження, але вони не настільки великі.
- З того, що Xamarin.Forms схожий з WPF, впливає перевага цієї платформи – можна використовувати шаблон проектування MVVM. Дійсно, Xamarin.Forms має XAML [7,8], візуальні елементи мають BindingContext (аналог DataContext в WPF), є BindableProperty (аналог DependencyProperty). Таким чином, можна пов'язувати View з ViewModel аналогічно тому, як в WPF.
- Ще одна перевага даної платформи в тому, що так як UI описується тільки

в одному місці, то додатки під різними системами будуть виглядати дуже схоже. Що може бути важливо, наприклад, в корпоративних розробках.

Для серверної реалізації буде використовуватися технологія ASP.Net [8] – технологія створення web-додатків і web-сервісів від компанії Майкрософт. Вона є складовою частиною платформи Microsoft.NET і розвитком старішої технології Microsoft ASP. На цей час останньою версією цієї технології є ASP.NET Core 2.0

ASP.NET зовні багато в чому зберігає схожість з технологією ASP, що дозволяє розробникам відносно легко перейти на ASP.NET. У той же час внутрішній устрій ASP.NET істотно відрізняється від ASP, оскільки вона заснована на платформі .NET і, отже, використовує всі нові можливості, що надаються цією платформою.

Хоча ASP.NET бере свою назву від старої технології Microsoft ASP, вона значно від неї відрізняється. Microsoft повністю перебудувала ASP.NET, ґрунтуючись на Common Language Runtime (CLR), який є основою всіх додатків Microsoft.NET. Розробники можуть писати код для ASP.NET, використовуючи практично будь-які мови програмування, що входять у комплект .NET Framework (C#, Visual Basic.NET, і JScript.NET). ASP.NET має перевагу у швидкості в порівнянні зі скриптовими технологіями, тому що при першому зверненні код компілюється і поміщається в спеціальний кеш, і згодом тільки виконується, не вимагаючи витрат часу на парсинг, оптимізацію, і т. д.

Переваги ASP.NET

- ASP.NET має перевагу у швидкості в порівнянні з іншими технологіями, заснованими на скриптах (PHP, тощо);
- розширений набір елементів управління і бібліотек класів дозволяє швидше розробляти додатки;
- ASP.NET спирається на багатомовні можливості .NET, що дозволяє писати код сторінок на C#, VB, C/C++ та ін.;
- Поділ візуальної частини та бізнес-логіки;
- розширена модель обробки запитів.

Для спілкування клієнта та серверу в роботі використовується серіалізація об'єктів та JSON.

Серіалізація (у програмуванні) – процес перетворення будь-якої структури даних у послідовність бітів. Зворотню до операції серіалізації є операція десеріалізації – відновлення початкового стану структури даних із бітової послідовності.

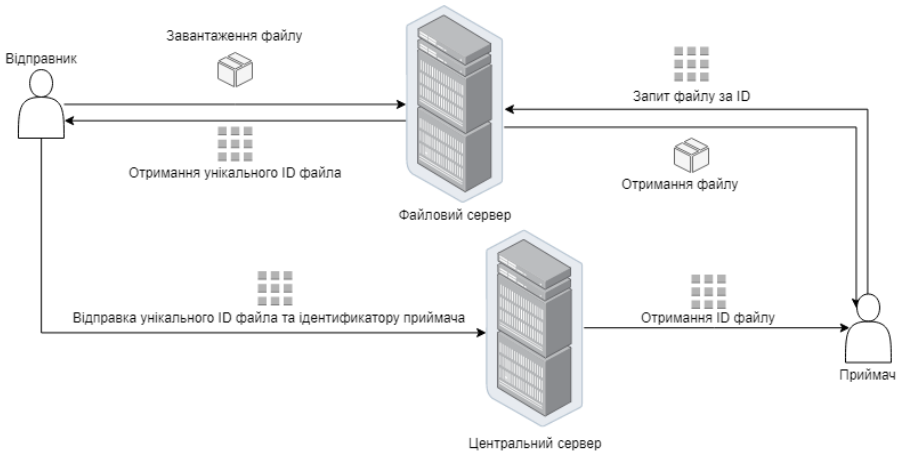
Серіалізація використовується для передавання об'єктів мережею й для збереження їх у файлах. Наприклад, потрібно створити розподілений додаток, різні частини якого мають обмінюватися даними зі складною структурою. У такому випадку для типів даних, які передбачається передавати, пишеться код, який здійснює серіалізацію і десеріалізацію. Об'єкт заповнюється необхідними даними, потім викликається код серіалізації, в результаті, виходить, наприклад, XML-документ. Результат серіалізації передається приймальній стороні, наприклад, електронною поштою або через HTTP.

Для найефективнішого використання даних можливостей необхідно підтримувати незалежність від архітектури. Наприклад, необхідно мати можливість надійно відтворювати серіалізований потік даних, незалежно від порядку байтів, що використовується в цій архітектурі. Це означає, що найбільш проста і швидка процедура прямого копіювання ділянки пам'яті, в якому розміщується структура даних, не може працювати надійно для всіх архітектур. Серіалізація структур даних в архітектурно-незалежний формат означає, що не повинно виникати проблем через різний порядок проходження байтів, механізмів розподілу пам'яті або відмінностей представлення структур даних в мовах програмування. Будь-якій зі схем серіалізації властиво те, що кодування даних послідовно за визначенням, і вибірка будь-якої частини серіалізованої структури даних вимагає, щоб весь об'єкт був зчитаний від початку до кінця і був відновлений. У багатьох програмах така лінійність корисна, тому що дозволяє використовувати прості інтерфейси введення/виведення загального призначення для збереження і передачі стану об'єкта. У додатках, де важлива висока продуктивність, можливо буде доречніше використовувати складнішу, нелінійну організацію зберігання даних.

JSON (англ. JavaScript Object Notation, укр. запис об'єктів JavaScript) – це текстовий формат обміну даними між комп'ютерами. JSON базується на тексті, який може бути прочитаним людиною. Формат дозволяє описувати

об'єкти та інші структури даних. Цей формат, головним чином, використовується для передачі структурованої інформації через мережу (завдяки процесу, що називають серіалізацією). Розробив і популяризував формат Дуглас Крокфорд. JSON знайшов своє головне призначення у написанні web-програм, а саме при використанні технології AJAX. Формат JSON, що використовується в AJAX, виступає як заміна XML (використовується в AJAX) під час асинхронної передачі структурованої інформації між клієнтом та сервером. При цьому перевагою JSON перед XML є те, що він дозволяє складні структури в атрибутах, займає менше місця і прямо інтерпретується за допомогою JavaScript в об'єкти. За рахунок своєї лаконічності в порівнянні з XML, формат JSON може бути більш придатним для серіалізації складних структур. Якщо говорити про веб-застосунки, в такому ключі він доречний в задачах обміну даними як між браузером і сервером (AJAX), так і між самими серверами (програмні HTTP-інтерфейси). Формат JSON так само добре підходить для зберігання складних динамічних структур в реляційних базах даних або файлового кеші.

На кожному пристрої необхідно реєструватися у програмі. Кожен користувач може додавати друзів або пристрої за унікальним ідентифікатором, що було отримано у процесі реєстрації. Програма буде відправляти файл до серверу та додавати у базу даних (БД) запит на прийом файлу пристроєм. Перед завантаженням файлу користувач має дозволи-



«Алгоритм передачі файлів» **рисунок 2**

ти або скасувати прийом файлу. Для реалізації цього функціоналу використовується мова C#. Алгоритм передачі файлів наведено на рис 2.

Висновки. В результаті проведених досліджень було розглянуто проблему протоколу FTP та налаштування NAT, сучасні технології розробки клієнтських програм і серверу. Також було розглянуто алгоритм роботи клієнтської частини програми. Це програмне рішення буде дозволяти пересилати файли будь-якого обсягу між різними пристроями без додаткового налаштування портів у NAT. Новизною проведеного дослідження є створення програмної системи, що працює у NAT без додаткового налаштування портів та може передавати файли великого обсягу між різними пристроями, включаючи Android.

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СИСТЕМА МАШИННОГО НАВЧАННЯ ОЦІНЮВАННЯ ЯКОСТІ КОДУ

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Ключові слова:

МАШИННЕ НАВЧАННЯ, ЯКІСТЬ, ПРОГРАМНИЙ КОД, АБСТРАКТНІ СИНТАКСИЧНІ ДЕРЕВА.

Keywords:

MACHINE LEARNING, QUALITY, SOFTWARE CODE, ABSTRACT SYNTAX TREES.

Американський вчений Том Мітчелл запровадив широко цитоване формальніше визначення алгоритмів, що досліджують у галузі машинного навчання: «Кажуть, що комп'ютерна програма вчиться з досвіду E по відношенню до якогось класу задач T та міри продуктивності P , якщо її продуктивність у задачах з T , вимірювана за допомогою P , покращується з досвідом E .» [1], виходячи з визначення Тома, можна сказати, що будь який вид діяльності, що можна перекласти у площину «Математичного досвіду» буде мати потенційне місце для використання алгоритмів, методів та практик машинного навчання для автоматизації процесів або/та отримання кращих результатів.

Якість розробки програмного забезпечення залежить від багатьох аспектів, але через деякий час існування та розвитку програмного продукту, одним з найголовніших критеріїв якості програмного забезпечення є його програмний код написаний командою розроб-

ників. Якість коду – це математична та обчислювальна величина, так як є багато правил, технік, шаблонів, тощо, які описують стандарти написання гарного програмного коду, обчислення складності, виявлення слабких місць, то проблему написання гарного програмного коду можна виділити у окремий клас завдань T , кожна з під задач несе у собі деяку міру продуктивності P_i (у контексті якості програмного коду – це будуть загальні правила, ознаки та метрики чистого легкого у підтримуваності коду), виходячи з цього, різні комбінації вирішення задач будуть давати різні величини досвіду E .

У якості джерела навчання використовуються заздалегідь підготовлені абстрактні синтаксичні дерева, які описують ті чи інші шаблони або практики написання програмного коду, а на далі використовувати вже натреновані моделі при аналізуванні кодової бази кінцевих користувачей. Досить вагомим плюсом систем машинного навчання є

гнучкість, тому користувачі можуть з легкістю запровадити свої практики та шаблони стандартизованого коду.

Основним методом виконання аналізу у системі машинного навчання використовується підхід «дерев рішень». Гнучкість та швидкість дерев рішення дозволяє створювати дуже складні ланцюжки аналізу з можливістю повторного використання та розширення. Листками цих дерев є предикати, або набір предикатів, які базуючись на вхідному абстрактному дереві в змозі визначити порушення ти чи інших шаблонів, правил чи стандартів написання стандартизованого підтримуваного програмного коду і створити набір необхідних кроків для рефакторингу.

Данна система машинного навчання може бути використана в наступних галузях:

Динамічні аналізатори коду. Ця система може бути представлена як CLI утиліта, яка скануватиме проект та виводитиме знайдені помилки у розгорнутому форматі на веб сторінці;

Інтегрування у розподілені системи контролю версій, такі як Atlassian Bitbucket, GitHub, GitLab, тощо. Цю систему можна використовувати під час огляду коду командою, що може значно спростити та скоротити сам процес, а також суттєво зменшити кількість помилок, допущених людиною;

Як вже було зазначено, ця система досить гнучка і може «підлаштовуватись» під стандарти, практики, шаблони, тощо, задані конкретною командою розробників для конкретного продукту, тому це відкриває ще більше дверей

до написання чистого та стандартизованого коду.

Також слід зазначити, що використання абстрактних синтаксичних дерев та робота з об'єктно-орієнтованим середовищем відкриває деякі можливості для покращення загального кінцевого досвіду користування, наприклад, генерування діаграм класів та об'єктів, на яких будуть зазначені зв'язки між компонентами та детально описані порушення деяких правил або шаблонів.

Ще одним досить цікавим варіантом покращення цієї системи є «Прогнозування», аналізуючи кодові бази багатьох проектів та обчислюючи їх загальний рівень якості, можна навчити цю систему заздалегідь прогнозувати деякі потенційні зміни у структурі програмних компонентів та своєчасно попереджати власників кодових баз, щодо тих змін, надаючи корисні поради на основі вже проаналізованих проектів, тим самим значно мінімізувати ризик під час розробки та підвищити загальну безпеку та надійність усього програмного продукту і його компонентів.

Роблячи висновок, слід зазначити, що написання якісного програмного коду є математичною задачею, тому може бути перенесено у математичну площину, виходячи з цього, є можливість покращення та спрощення процесу написання за допомогою практик та методів, які пропонує галузь машинного навчання.

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GAMIFICATION OF ROMANTIC RELATIONSHIPS

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***Abstract:** In this article we looked at existing gamification solutions of romantic relationships and we proposed new ways to improve the mutual understanding of couples using game design techniques.*

Keywords: gamification, romantic relationship, game-design, mobile application

Gamification is the application of game-design elements and game principles in non-game contexts. [1] Today gamification is widely used in various fields of human activity: marketing, education, technology design, health care, crowdsourcing, authentication etc. [2] A rarer field is love and romantic relationship. It also found its place in the field of social interaction in the network, in web and mobile applications for couples. However, a relatively narrow list of techniques was used in this sphere yet. [4; 5]

Examples of mobile application using common gamification techniques:

“Love days” – application for couples in love, which allows you to track important events. Most important part is countdown from the date of the beginning of the relationship, which shows anniversaries be years and days. “Love days” is example of simple system of achievements, that are reached by staying in relationship and providing statistic of user’s activity.

“Couple” – social network, where only two people can communicate with each other. Has a lot of functions similar to popular social networks and web services but also offers more unusual features, like drawing simultaneously the same picture on different smartphones together. Interesting feature is «The Thumbkiss mode» in which on of users have to place a thump on the screen so that a fingerprint appears on the partner’s screen. If the second user touches the screen exactly in the place of a print and does not take away the finger for one second, then smartphones vibrate. This way “Couple” provides a rule of communication only with your partner, cooperation and feedback which allows lovers to feel close even from a distance.

“Happy Couple – love quiz” – is quiz game application, in which you must guess your partner’s answers and so you will get points for matches. Gaining more points, you will unlock new levels of the game and get new challenges. This appli-





cation uses elements of competition, reward and unlockables.

“Cozi Family Organizer” and “Wunderlist” are task managers which allow you to create to-do and shopping lists, plan your vacation, make important notes, including discussing them with your partner. These applications and similar to them provide cooperation for users and create possibilities for role playing and quests, that can only be created only by the desire and effort of users but not with applications by themselves.

After considering existing solutions, we can offer a new solution of gamification in the field of romantic relationships, which includes competition between users, challenge, reward system, providing statistics for user. The objective of solution is development of mobile application which provides game-based ways improve the mutual understanding of couples.

Main feature is evaluation of gifts made by each of couple. Every gift must be entered into a system by taking a photo. After this each of couple evaluates a gift. One who gives makes “expected evaluation” – his guess how his partner will evaluate the gift, from 1 to 100 points, and one who is given makes “real evaluation” – how much he likes the gift, from 1 to 80, and from 1 to 10 for: surprise (unexpected and surprising gift) and relevance (gift matches the tastes) – in total from 1 to 100 points. Next, we find coincidence of evaluations – we subtract expected and real evaluations and the result from 100. To show users coincidence of each gift we use indicators of a certain color for different intervals. User will see

Table 1
Color indicators

	Green: 80 – 100 points
	Yellow: 60 – 80 points
	Red: 40 – 60 points
	Purple: 1 – 40 points

indicator on a picture of gift, but not the number of points.

Another way to evaluate partner’s care “sudden evaluation”. If your partner did something nice for you, you can reward him with extra points (from 1 to 100) and send him a message with gratitude and indicate what we are grateful for. Partner can’t see how much points he is given. In order to users know how to make their partner happy a guide based on popular psychology works will be made.

To show how well partners understand each other, we make identical bar-indicators which can be seen at any moment by each of couple. Value for each bar can equal from 5 to 1000 points and is calculated in the following way.

All coincidences of gifts for last 30 days are taken and summed up. If there were more than 5 coincidences, there average is found and multiplied by 5. In this way we get up to 500 points. We do the same operations for sudden evaluations for 30 days and get up to remaining 500 points. Users don’t see values on bars, only degree of filling. To simplify the task for users, the maximum of bar will be reached on 900 points.

Conclusion: We offered a solution of gamification of romantic relationship

which contains in-game rewards for knowledge, understanding and care of your partner, graphical display of results which will encourage both competition and cooperation to achieve a real-life goal – strong joyful relations. Further the solution can be improved by adding new features (advanced training system, quiz system), balancing coefficients in calculations for each gender according to psychological research and adding features of social networks and calculation the overall rating for a couple.

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BUILDING A SMOOTHING ALGORITHM FOR DIGITAL MEASUREMENT INFORMATION IN DYNAMIC CHANGE SYSTEMS

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Abstract. *This article discusses the construction of a smoothing algorithm for digital measurement information in dynamic change systems using the Kalman filter. Elimination of errors and errors in the sensors is carried out by a smoothing algorithm which is the most optimal method in this case. Adaptive anti-aliasing filters are used as an adaptive device.*

Keywords: Kalman filters, Adaptive anti-aliasing filters, digital measurement information, Rickati equations, adaptive filters, models, modern electronics.

Many devices and sensors used in modern electronics, as well as in automation, have significant defects associated with low measurement accuracy and high level of internal noise. The errors of devices can be divided into: systematic and random [1]. Systematic errors are usually estimated

By calibration and reimbursed during the operation of the system. When eliminating accidental errors in the sensors, it is necessary to apply smoothing algorithms based on the Kalman filter:

Models of device status and observations can be written in the following form:

$$x(j+1) = \Phi(j+1, j)x(j) + \Gamma(j)w(j). \quad (1) \quad z(j) = H(j)x(j) + v(j). \quad (2)$$

We will accept a priori data as: $E\{w(j)\} = 0, E\{v(j)\} = 0, E\{x(0)\} = \mu(0),$

$$\text{cov}\{w(j), w(k)\} = V_w(j)\delta_K(j-k), \quad \text{cov}\{v(j), v(k)\} = V_v(j)\delta_K(j-k),$$

$$\text{cov}\{w(j), v(k)\} = \text{cov}\{x(0), w(k)\} = \text{cov}\{x(0), v(k)\} = 0, \text{var}\{x(0)\} = V_{\hat{x}}(0).$$

So, the algorithm of smoothing based on Kalman filter can be write as:

$$\hat{x}(j) = \Phi(j, j-1)\hat{x}(j-1) + K(j)[z(j) - H(j)\Phi(j, j-1)\hat{x}(j-1)]. \quad (3)$$

$$K(j) = V_{\hat{x}}(j/j-1)H^T(j)[H(j)V_{\hat{x}}(j/j-1)H^T(j) + V_v(j)]^{-1} = V_{\hat{x}}(j)H^T(j)V_v^{-1}(j). \quad (4)$$

$$V_{\hat{x}}(k/N) = V_{\hat{x}}(k) + A(k)[V_{\hat{x}}(k+1/N) - V_{\hat{x}}(k+1/k)]A^T(k). \quad (5)$$

$$\hat{x}(N/N) = \hat{x}(N); V_{\hat{x}}(N/N) = V_{\hat{x}}(N)$$

The Kalman Classic filter allows you to get optimal estimates of the accidental process, provided that the measurement noise is stationary or if there is a priori information about the change in its intensity. It is quite difficult to obtain and use accurate information about changing the intensity of sensor noises, as it depends on the random operating conditions of the sensor and the instability of noise characteristics of different sensors.

You can compensate for these errors by using anti-aliasing filters, and they are adaptive to changing the intensity of the measurement noise. A similar approach to building adaptive algorithms based on the Kalman filter is to extend the state vector by including a priori unknown intensity of the measurement noise. In this approach, the equations for the covariance matrices of assessment errors (Rickati equations) become dependent on the measurement results and must be integrated together with the equations for the state vector assessments. This results in an increase in computational costs when implementing the filter. In order to reduce the computational cost of adaptation, a smoothing algorithm is proposed, which has the Kalman filter structure and is characterized by preliminary statistical processing of the residuals of measurements.

Adaptive first-order smoothing filters are designed for processing scalar signals of information sensors using a priori model of signal in the form of stochastic differential (differential) equation of the first order.

Let the sensor input a discrete process $X(k)$, a priori model of which is described by an equation: $x(k+1) = \alpha x(k) + \xi(k+1)$, (6)

Upgrade Evaluation Step T_x -constant time of forming process filter $x(k)$ $\xi(k+1)$ -discrete centred random process, whose values on the neighboring steps of the account are not correlated $M[\xi(k+1)\xi(k)] = 0$.

Sensor measure $X(k)$ values with random error $x^*(k)$: $x^*(k) = x(k) + \eta(k)$ (7)

It is assumed that the systematic component of the error $\Delta x(k)$ is absent (or compensated at the sensor output). A random component $\eta(k)$ is a discrete non-stationary centred random process whose values in the neighboring stages of the account do not correlate with each other ($M[\eta(k+1)\eta(k)] = 0$).

For a discrete process (6) Taking into account the ratio (7) It is required to obtain the filtration algorithm of the Kalman structure, in which the conversion coefficient $k_\phi(k)$ adapts to the process intensity change $\eta(k)$. [1]

For the equation (6) a quasi-optimal evaluation of the process can be obtained on the basis of the recurring ratio:

$$\hat{x}(k+1) = \alpha \hat{x}(k) + k_\phi [x^*(k+1) - \alpha \hat{x}(k)] \quad (8)$$

Where is $k_\phi(k)$ the conversion coefficient of the filter; $x^*(k+1)$ -measured value of the sensor signal at the step $(k+1)$.

To determine the conversion coefficient of a filter $k_\phi(k)$, you must calculate estimates at each step of the account $\hat{M}[v(k+1)v(k)]$ and $\hat{M}[v^2(k+1)]$, where $v(k+1) = x^*(k+1) - \alpha\hat{x}(k)$ the measurement is not at the point $v(k+1) = x^*(k+1) - \alpha\hat{x}(k)$ in time t_{k+1} . Estimates of values $\hat{M}[v(k+1)v(k)]$ and $\hat{M}[v^2(k+1)]$, are located by averaging the corresponding works on the sliding interval T_o , which contains N cycles of calculating the value of the measurement $x(k)$: $T_o = N\Delta t$. At the same time for satisfactory operation of the algorithm it is enough to accept $N = 50 \div 100$.

Calculation of the coefficient is made by the following algorithm:

1. At each step of the reference K the N -dimensional vector Q is formed, the elements of which are the residuals of the measurements calculated on the previous $N-1$ steps of the evaluation update and in this step:

$$Q^T = \{q_1, q_2, \dots, q_n\} = \{v(k) \ v(k-1), \dots, v(k-N+1)\}.$$

In addition, at each step of the account is memorized vector r . Formed in the previous step:

$$P^T = \{p_1, p_2, \dots, p_n\} = \{v(k-1) \ v(k-2), \dots, v(k-N)\}.$$

Scalar of works are calculated: $S_1 = Q^T Q; S_2 = Q^T P$.

As estimations of mathematical expectations of covariance of residuals are accepted

$$\hat{M}[v^2(k+1)] \approx \frac{S_1}{N}; \hat{M}[v(k+1)v(k)] \approx \frac{S_2}{N}$$

The filter $k_\phi(k)$ conversion factor is calculated by the formula:

$$k_\phi = \frac{|\hat{M}[v(k+1)v(k)]|}{\hat{M}[v^2(k+1)]} = \frac{S_2}{S_1} \tag{9}$$

The given algorithms allow to receive and use the reliable priori information on change of intensity of noises, and to exclude influence of instability of noise characteristics of various sensors.

Conclusion:

The proposed algorithm is based on the results of work [2], which shows that the Kalman filter coefficients matrix can be obtained on the basis of the information con-

tained in the covariance matrices of the updating sequence of measurements. Algorithms of calculation of coefficients of the filter, received in work [3], are improved that preliminary statistical processing of residuals of measurements is carried out on a sliding interval of time. This ensures a higher accuracy of the filter coefficient determination.

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**AGRO AND WATER SAVING TECHNOLOGIES
AND APPROACHES OF ASSESSING THEIR EFFECTIVENESS****B.B. Mambetnazarov**Doctoral student of Nukus branch of Tashkent state agrarian university
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***Аннотация:** В статье даны агроэкологические особенности и приобретение территориальной возможности Приаралья, а также, изложены рекомендации о эффективности рациональные использования существующего местные и водного ресурса.*

***Annotation:** The article presents aggro-ecological peculiarities of the Aral Sea region and opportunities of specialization on creating territories, also, recommendations on wisely and effective use of existing land and water resources.*

Keywords: Development strategy, optimization, raw material modernization, economical development.

Agriculture is the important branch of economics in Uzbekistan, and this branch provides people of the country with food products and manufacture industry with raw material. About 90% of food products is made in agriculture. [3] Agriculture provides markets with food products and manufacture industry with raw material, together with this, it is a guaranteed market for the products of branches such as agricultural machinery and chemical industry.

The basis of our achievements are supporting agricultural science by the state, creating wide opportunities for scientists of the branch and implementing advanced methods in the system of preparing personnel. In recent years, technologies of providing soil productivity and effective use of land in agricultural sowing fields, and caring cattle are being created by scientists of research and higher educational

institutions. Short crop rotation systems, which are suitable for the new system of agriculture, based for modernization of the branch, improves soil productivity and provides receiving high harvest from agricultural crops, are being made.

According to the analyses, in 2030 it is predicted that 0,12 hectare field will be suitable for each person, even if the size of today's fields will not decrease. This testifies that in the future the problem of providing people with food will be more difficult.

As a result of present strong development, influence of human activity on nature exceed mostly, in consequence, laws of nature and natural processes in some regions of our planet started to be destroyed, balance of ecological system is destroyed and there appeared a serious danger on human health and his life on Earth in the future. Field of green forests

shortened in the zones, where air, water and soil was polluted, deserts appeared instead of them. [6]

The leading companies of the world indicate their development strategies according to the necessities of numbering and automizing agricultural processes. Means of transportation without drivers, flying machines without pilots provided with camera and high sensitive sensor devices are being used in agriculture.

They have the opportunities of doing researches at agricultural fields during some hours, delivering information, which was collected with the help of camera and sensor devices, to farmers, creating electron map of fields in 3D format, counting measured vegetative index in order to effective fertilizing crops, listing done works, protecting land, controlling water pumps from distance and etc.

For solving above mentioned problems in the levels of today's world requirements the following must be done:

- providing branches of agricultural reproduction with cheaper, quality, productive producing instruments;
- producing quality products in the amount of covering requirements by wisely using all of the producing present instruments of agricultural branches;
- in order to provide development of agricultural branches doing different kinds of services on time, in quality and in cheap prices for them, for example, providing crops with water, chemical elements and fertilizers; techniques with fuel, repairing them and providing services;
- not destroying agricultural products and providing to deliver them to users on

time, prepared in quality, reproduced and ready;

- creating industry in country, by this, there will be created an opportunity of providing people of the branch with work and getting real profit;

- organizing advising centers on doing business activities in agriculture and making methodical recommendations on developing their activeness;

- studying foreign experiments on effective using capacity of the region and basing the ways of using them on local levels.

As a result of carrying out firm thought agricultural policy on optimizing sowing fields and situating agricultural crops in the region, saving comparative steady amount of producing cotton, which is the most important raw material and exporting product, opportunities of producing agricultural products as rice, wheat, beet, sunflower, products of sericulture and karakul sheep raising, melon, watermelon, all types of vegetables, potato, most fruits, grape and etc. are increasing. [3]

Further widening the activity of additional branches in agriculture provides increasing total profit more than 50 percent, at the same time, it decreases the extravagance of products, gives the opportunity of creating reproduction and start working at the same place, creating new places for working and increasing labor provision. Especially, it is actual to solve these problems regionally. Because, natural and economical conditions of the Republic of Karakalpakstan differs with variety and implementing reforms requires differentiated approaches. [4]

On the basis of above mentioned, it can be said that by taking into consideration weather, climate and soil peculiarities of the region in carried out agro technical, organizing, economical and other activities, we must think a lot about regularly increasing production and providing the increase of effectiveness of spent expenses when advanced methods implemented in carrying out agricultural activities.

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THERMO-STABILITY OF NANOSTRUCTURAL POLYMER MIXTURES BASED ON PE/PVC.**E. R. Vakhidov, M. Sh. Sohikbulov, R. S. Abdullayev**

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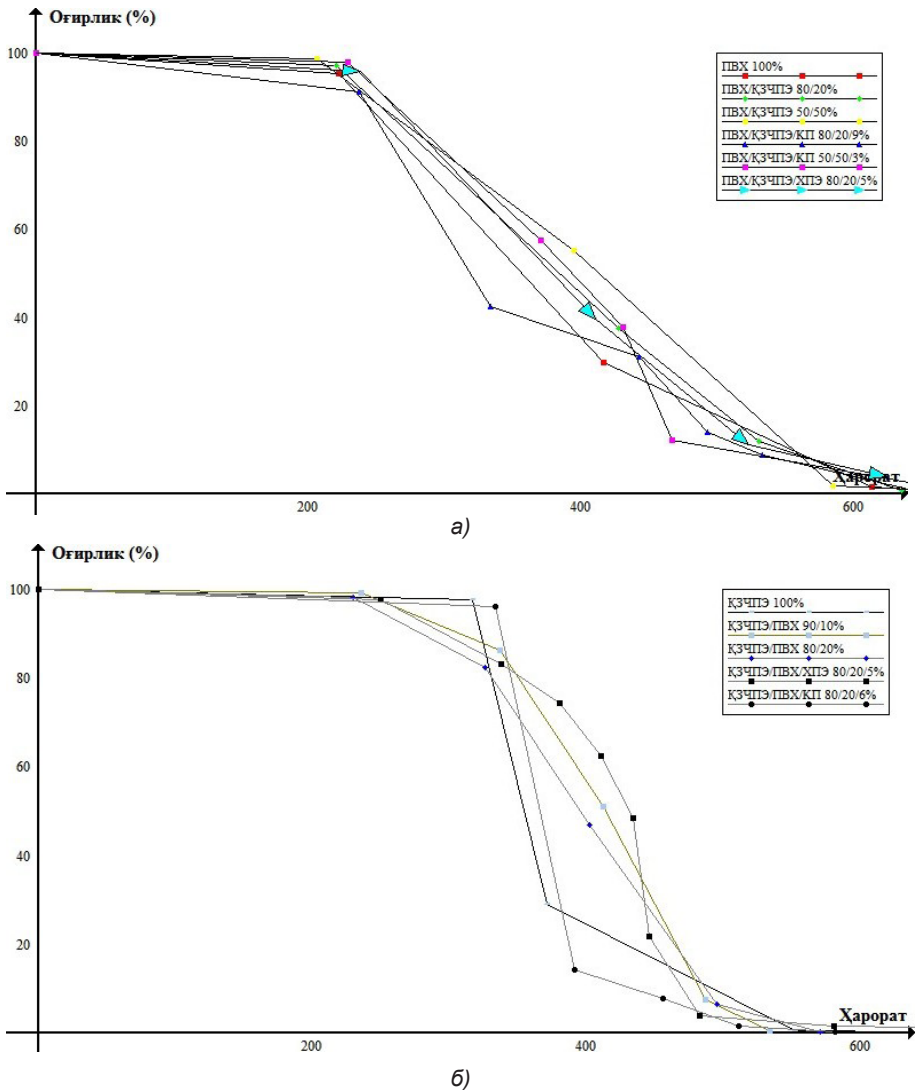
***Anotation:** Polyvinyl chloride (PVC) is a leading plastic in terms of cheapness and wide application in the world. It is durable, easy to store and can be produced in different colors. Also PVC is able to be used in the storage of food products and for medical purposes. One of the main disadvantages of PVC is the high thermal instability, the decomposition of HCl by decomposition at temperatures above 100 °C. The above disadvantages are also present in polyethylene (PE). One of its shortcomings is its softness even at low temperatures, and the fact that it is not stable to UV light, which in turn causes discomfort in the production of various types of materials from it.*

Polymer mixtures obtained on the basis of thermoplastics with polyolefins are very interesting not only from a scientific point of view, but also with their application in practice. The purpose of mixing two different types of polymers into one another is to improve their properties and expand the range of application, boundary.

In this study, thermal properties of nanostructured polymer mixtures obtained on the basis of low density linear polyethylene and polyvinyl chloride (PVC) were studied. In this study, chlorinated polyethylene XPE as the third component and PE / PVC block – copolymer were synthesized by the method of sequential copolymerization under the influence of radicals and were used as a compatibilizer to stabilize nanostructures in the polymer mixture.

Thermogravimetric (TGA) assay was performed with a different specification of PVC and QZChPE (Figure 1 a and b).

Thermogravimetric analysis was performed dynamically in the air atmosphere. The thermocouples of the composites are the percentage of $\Delta T_{w\%}$, ie, the polymer or composite no composer, and, if present, loss of mass is determined by the temperature difference (table 1). It is clear from the table that the initial decomposition temperature (BDH) depends on the compositional QZChPE and PVC ratio. For example, when the PVC concentration in QZChPE / PVX-P compositions increased, BDH and $\Delta T_{10\%}$ declined by 10%, but the $\Delta T_{20\%}$ component ratio increased to 20.2 °C at 90/10. In this case, the bonding between the PE and PVX components in the composition and the bonding of the copolymer



Picture.1. a and b TGA curvature graphics of PVC / PE polymer compounds in different content

component to the function can be attributed to the number 5.

The addition of a small amount of XPE or PE/PVC block – sopolimeri to the qzchpe and PVC ratios leads to an increase in their BDH, 10% and 20% heat

expended for mass loss, which in turn indicates an increase in the thermoparance of the polymer mixture.

According to the electronic microscopic analysis, the formation of particles in the structure of the nuclei with the ad-

Table 1

Mass loss temperature of polymers and compositions formed on their basis.

№	Named after	Mass loss due to temperature				
		Initial Decomposition Temperature T, °C	10%		20%	
			T, °C	Δ T, °C	T, °C	Δ T, °C
1	ҚЗЧПЭ	316,52	321	-	330	-
2	ҚЗЧПЭ/ПВХ-П (90/10)	235,84	309	-12	350,2	20,2
3	ҚЗЧПЭ/ПВХ-П (80/20)	229,77	279	-42	331,7	1,7
4	ҚЗЧПЭ/ПВХ-П/ХПЭ (80/20/5)	249,48	296	17	354,4	22,7
5	ҚЗЧПЭ/ПВХ-П/КП (80/20/6)	333,58	337,9	58,9	345,1	14,1
6	ПВХ-П	222,19	237,6	-	268	-
7	ПВХ-П/ҚЗЧПЭ (80/20)	220,68	245,5	-	280,8	-
8	ПВХ-П/ҚЗЧПЭ/КП (80/20/9)	237,91	239,3	-6,2	260,6	-20,2
9	ПВХ-П/ҚЗЧПЭ/ХПЭ (80/20/5)	238,20	256,6	11,4	287,1	6,3
10	ПВХ-П/ҚЗЧПЭ/ (50/50)	206,57	243,5	-	287,7	-
11	ПВХ-П/ҚЗЧПЭ/КП (50/50/3)	229,02	256,6	13,1	291,2	3,5

dition of XPE or PE/PVC block – sopolymer to the proportions of QZCHPE and PVC was seen. The size of these particles was determined in proportion to the amount of addition of XPE or PE/PVC block – sopolimeri. It should be noted that – XPE is more effective as a compati-

bilizer. In order to increase the thermostability, the ratio of each polymer and the optimum concentration for the compatibilizer were determined. For example: for PE / PVC block-sopolimeri – QZCHPE / PVC-P: 80/20 – 6%; 50/50 – 3%; 20/80 –9% and for XPE- 80/20 – 5%; 20/80 – 5%.

RESOURCE SAVING ISSUES AND SOME SOLUTIONS

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Annotation. *It is considered the significance of resource saving at modern enterprises, given current problems of resource saving. Moreover, it is shown the high resource intensity of domestic industry products and the tendency of increasing negative impact on the development of business entities*

Keywords: resources, resource savings, expenditures, enterprise, integration, industrial enterprise, technology, labor force, personnel, production cost, development

Procurement of resources is the most important economic factor in the development of social production. Currently, the problem of resource saving for all domestic industrial enterprises require an immediate solution, since the prices for electricity, water, gas, raw materials and supplies are rising rapidly. It is required to find ways and possibilities to reduce the cost of energy and material resources per unit of output goods in a short time, otherwise production costs will inevitably lead to loss of income of the enterprise.

One of the ways to minimize the cost of energy and material resources should be a search for economizing the reserves of their savings in the enterprises themselves, which can be done by conducting a systematic and factorial analysis of the production process in order to identify the true picture of resource use indeed. In this regard, resource saving should be a peculiar element of the internal economic potential of the enterprise, along with an increase the level of development of techniques, technology and labor potential.

This result can be achieved by the totally using of productive potential of

the enterprise, increasing the interest of members of the workforce and the efficient use of resources on the base of high-end technologies. The introduction of high technologies is a key condition for saving resources in the enterprise, which should include everything that is used in the process of its operation: personnel, equipment, tools, materials, cash facilities.

At the present, the level of resource controlling at an enterprise is reflected only in financial indicators, but the true situation will be expressed by the uncompleted process of production, material stocks in warehouses, a redundant amount of unloaded equipment, etc. The high resource intensity of domestic industry products and the tendency of increasing them has a negative impact on the development of business entities. Therefore, there has been felt the necessity for integration in united complex planning and resource management of all business processes in the enterprise and the work of all its services and departments.

The development and implementation of resource-saving programs at domestic

industrial enterprises is not only the most important direction of their technical development, but also becomes the initial stage of the process of shifting the national economy to a resource-saving development path. This requires a development of an appropriate theoretical and methodological basis for substantiating the directions of resource-saving and resource-saving measures at industrial enterprises.

Currently, there are no methodological developments on the formation of an organizational-economic model of resource management at an industrial enterprise, which could become not only a tool for determining the resource potential of an enterprise and assessing the achieved level of efficiency of using existing resources, but also the basis of an appropriate resource management mechanism.

Today, there is no single methodological approach to the definition and formation of a resource management mechanism based on optimizing the consumption of total resources and aimed at increasing the efficiency of their use. Therefore, the development of such a mechanism makes is not only theoretical essential sense, but also of practical importance.

The need to build a resource management mechanism from the position of a systems approach, as well as its relevance in the context of high resource intensity of domestic industrial enterprises, and the tendency to increase it determine the relevance of studying resource saving problems.

The methodology of the systems approach, which promotes the adequate formulation of research problems and the development of an effective strategy for studying them, is determined by the fact that it focuses on revealing the integrity of the object and the mechanisms that ensure it, identifying the diverse types of connections of a complex object and converting them into a single theoretical complex.

Considering the problem of resource management in relation to an industrial enterprise, it is necessary, guided by the theory of active systems, to investigate first of all the “output” parameters, that is, to determine what to produce, for whom, with what quality indicators, with what costs, at what price to sell.

As a result of timely and complete answers to such questions, competitive products will be provided at the “exit”. Next, an analysis of the “input” parameters should be carried out, determining the need for resources (material, financial, labor, information, etc.) after a detailed study of the organizational and technical level of the system under consideration (equipment, technology, features of production, labor and management) and the characteristics of external environment (economic, social, environmental, etc.).

The final stage should be the study of the parameters of the “process” that converts resources into finished products, where, depending on the object of research, the technology of production and management can be considered; parameters of potential consumer demand, so-

cial, investment, innovation and personnel potential of the enterprise, determining its market potential; other factors affecting the “process” and directions for its improvement.

Thus, a systematic approach provides a comprehensive assessment of

any production and business activities and the operation of the management system at the level of specific characteristics, reveals the nature of the “entry”, “process” and “exit” problems, without which it is impossible to solve the resource saving task.

INFORMATION ON THE REDUCTION OF THE TELECOMMUNICATION SYSTEM

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Abstract: *The article analyzes the corporate network quality assessment. In the work questions of an estimation of qualitative indicators of corporate information-computed networks on the basis of neural networks are given. The main indicators are: information delay and packet loss. To evaluate the quality of the network, the use of a fuzzy model is proposed. A modeling algorithm for assessing the quality of a corporate information network is developed. The reliability of the proposed approach was verified with the help of a simulation system implemented with MatLab*

Key words: class of service, quantitative evaluation, fuzzy information, fuzzy modeling, fuzzy logic inference system, expert evaluation

Introduction: At present, many enterprises have their branches practically throughout the territory of our republic. In this regard, it becomes urgent to unite all existing resources in a single corporate network. Creation of our own corporate information and computer network (KIVS), which is a complex technical hardware and software system with a branched infrastructure and transport information transfer, is a challenge.

The solution of this problem is associated with attracting large amounts of financial resources. In addition, many real-time experiments are required to investigate the parameters of network performance. Therefore, at the present time mathematical modeling becomes more and more popular, which allows obtaining information about the behavior of the system or its individual subsystems, both

at the stage of creation, modernization, and in the process of exploitation.

Formulation of the problem: It is necessary to develop a system for assessing and managing the quality of the projected CIVS of a particular enterprise. The enterprise has a distributed structure and it is necessary to improve the organization of communication and data transmission to its units by building a corporate network. At the present stage, the KIRS sets high demands on the availability of the network, its bandwidth and intelligence, that is, the ability to flexibly and qualitatively process traffic of various types (data, voice, video) that would provide high data transfer rates and a short signal delay time. It is necessary to find the best option in terms of the quality of functioning, which would ensure the circulation of data within certain parameters

of quality throughout the network, regardless of its scale and protocols used. For this purpose, the following key parameters were identified that determine the quality of the CICA: availability of the network; throughput; delay; delay variation (jitter); packet loss.

Solution method: Network availability is estimated by the company's downtime per year: the less downtime, the higher the availability of the network. The downtime due to failure or deterioration of the network operation is reflected directly on the company's income. Bandwidth is one of the main parameters, as corporate networks are characterized by uneven traffic patterns, bursts and falls. Therefore, if the port has a small bandwidth, then at those times when traffic is high and the network is experiencing loads, the transmission quality will drop. The delay characterizes the interval between receiving and transmitting packets. The delay variation is a parameter describing possible deviations from the delay time in the transmission of packets. Packet losses occur when one or more packets with data transmitted over a network do not reach their destination.

To change these parameters, network services are sensitive to varying degrees. At times of congestion in the network, the parameters begin to deteriorate, and eventually all critical network services suffer. The implementation of the differentiated service traffic of network services (Quality of Service, abbreviated QoS), will ensure the functioning of critical services by limiting the traffic of less important network applications. However, in order to ensure

the high-quality functioning of mission-critical applications in the corporate network, only the policies of differentiated services are not enough [1].

Therefore, to ensure the high-quality operation of the network, a set of technical measures is required to implement the network maintenance policy, as well as a monitoring and quality management system. A quality management system is understood as a configuration system that allows you to evaluate the quality and describe the network quality policy by defining the classes of service, parameters, norms and actions in case of their violation [2].

Taking into account the requirements and capabilities of the enterprise, a solution based on the IP VPN (Virtual Private Network) service based on MPLS (Multi Protocol Label Switching Multi-Protocol Label Switching) technology was chosen to build the network. The network will be able to operate any system that supports the IP-protocol, that is, the vast majority of existing applications. The advantages of MPLS technology include flexible definition of the network topology and the ability to assign different priority to traffic transmission depending on the tasks being solved [3].

The enterprise has classified the traffic of the CICC, and since some segments of the network are planned to be leased from the telecommunications operator, it agreed on the classification adopted with the service classes it supports, as follows:

- The first class of high priority service class corresponds to the traffic of video

conferencing and a number of applications for which delays are critical;

- The second class of middle-priority service class corresponds to the telephony traffic and applications for which packet losses are critical;
- The third class of service with a low priority corresponds to normal business traffic, to which no special requirements are presented.

The process of functioning of the proposed system is presented in Figure 1.

The quality of the work considered by the CICC is characterized by a set of technical parameters that can be conditionally divided into the parameters of the quality of transportation of network services and the main parameters of the quality of the network. The quality of transportation of network services is determined by the following parameters: delay, delay variation, packet loss. The main quality parameters are: the availability of the network and its throughput.

As can be seen from the diagram, the evaluation of the generalized quality of the network is made on the basis of an assessment of the quality of the network services transportation K_t and the assessment of the basic quality of K_{bas} . To assess the quality of K_m , estimates of the qualities K_1 , K_2 , and K_3 are preliminary determined in different classes of service: first, second and third, respectively. In this case, K_1 is a function of the variables Z_i , BZ_i , nn_i , where the specified variables are respectively delay, delay variation, packet loss in the i th class, $i = 1; 2; 3$. K_{bas} function of the variables R (readiness) and TP (throughput). This approach allows us to

treat quality as a function of independent variables, which in turn allows us to determine the quantitative quality assessment as the value of the “quality” function on a specific set of values of variables.

Figure 1. Structural diagram of the modeling algorithm of the system in blocks dotted out, the relationship between inputs and outputs is determined by a fuzzy rule base “If (...), then (...)” Figure 2 shows a fuzzy model for assessing the main quality of the CICC. In the “Fazifications” block, the clear values of the variables Γ and ΠC are transformed into fuzzy sets, which are necessary for performing fuzzy inference. The «Fuzzy Rules Database» block contains information on the $K_{och} = f(\mathbf{R}, TP)$ in the form of nine linguistic rules “If (...), then (...)”. In the “Defuzzification” block, the output fuzzy set is transformed into a clear number K_{basis} . In the block-condition, a quantitative estimate of the permissible quality K_{add} with a calculated quality score K .

The experts set the $K_{add} = 0.77$, taking into account the financial and technical capabilities of the enterprise, as well as the requirements of the customer.

Consider the task of assessing the quality of transportation of network services for a class of service with a high priority. To create a system of fuzzy output (START), we run the fuzzy module in Matlab. Adding input variables, we get the following structure of START: three inputs (delay, delay variation, packet loss), M_{data} fuzzy output mechanism, one output (quality $K1$). To each input and output variable we put in accordance a set of membership functions (MF) of the type trimf.

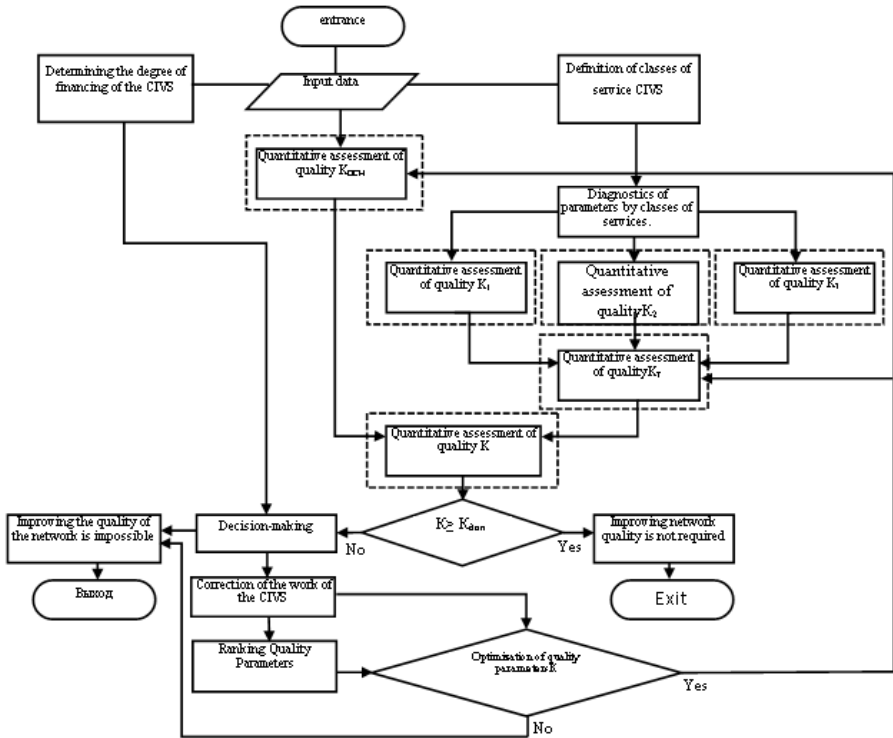


Figure 1. Structural diagram of the modeling algorithm of the system

For a variable, a range of values from 0 to 80 unit of millisecond), term sets {low, medium, high} and the corresponding values (0, 0, 18), (16, 30, 50), (40, 80, 80). For variable B31 the range of values is a segment from 0 to 60 unit of measurement of millisecond), term-sets {low, medium, high} and corresponding values (0, 0, 16), (12, 20, 50), (40, 60, 60). For the variable ПП1 the range of values was chosen from 0 to 2 unit of percentage), term sets {low, medium, high} and the corresponding values (0, 0, 0.25), (0.2, 0.5, 1), (0.9, 2, 2). The values of the output variable K1 were defined in the range from 0 to 1 unit of measure is a real number); Then,

five FFs of the trimf type were added, the thermal sets {unacceptably low, low, medium, high, high} and the corresponding values (0, 0, 0.3), (0.25, 0.4, 0.5), (0.45, 0.5, 0.7), (0.65, 0.75, 0.9), (0.9, 1, 1). As a knowledge base, 27 management rules were formulated. For illustration, we indicate only a few of them:

- If Z_1 is low and BZ is low and PP1 is low, then K1 is high.
- If Z_1 is low and BZ is average and PP1 is average, then K1 is above average.
- If Z_1 is average and B3 is average and B1 is average, then K1 is average.
- If 31 is medium and B31 is high and PP1 is average, then K1 is low.

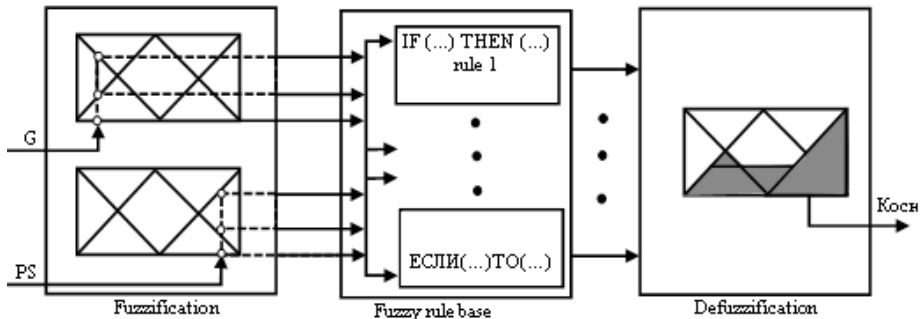


Figure 2. Fuzzy core quality assessment model

- If 31 is high and B31 is high and PP1 is high, then K1 is unacceptably low. Using the output rule viewer, the input data values are entered, the fuzzy output process and the result are displayed.

Similarly, START was developed for assessing the qualities of K_2 and K_3 . The obtained values of the K_1 , K_2 and K_3 quality ratings were introduced as the values of the input data in the START to assess the QD quality.

To create the START for the assessment of the quality of K_{bas} , input variables were used: readiness: range of values [0; 1000] (unit of measurement minute), term sets {low, medium, high} and corresponding values (263, 1000, 1000), (25, 53, 526), (0, 0, 53); Bandwidth: range of values [64, 2048] (unit of measurement kbit / s), term sets {low, medium, high} and values (64, 64, 256), (256, 768, 1024), (786, 2048, 2048).

The obtained values of the QD and K_{bas} quality estimates were introduced as the values of the input data in the START to estimate the generalized quality of K. The system for assessing the quality of the projected network based on information on the quality parameters, taking into account

the service classes and using fuzzy modeling, was tested and showed the following results. Estimates of qualities for classes K_1 , K_2 , K_3 and on their basis an estimation of the quality of CT of transport services of the network are determined.

With the input data (13, 13, 0.2), $K_1 = 0.848$, which corresponds to an “above average” quality assessment for high-class traffic (sensitive to delay). With input data (11, 11, 0.18), $K_2 = 0.959$, which corresponds to a high quality rating for mid-class traffic (sensitive to the packet loss parameter). With input data (14, 14, 0.22), $K_3 = 0.963$, which corresponds to a high quality rating for traffic of low class of services. On the basis of the vector (K_1, K_2, K_3) = (0.848, 0.959, 0.963), the estimation of the quality of transport services of the network for three classes of $KT = 0.961$ high) was determined. The estimation of the quality of K_{bas} at the input data (25.1024) is equal to $K_{bas} = 0.957$ high). Estimating the quality of the network $K(0.961, 0.957) = 0.965$ high).

The value of $K = 0.965$ obtained at testing is higher than the allowable value. This means that improving the quality of the network is not required, the customer

is satisfied with this value of assessing the quality of the network.

Conclusion

Neural network technologies and, in particular, the capabilities of the interactive anfisedit module within the framework of the Fuzzy Logic Toolbox package also make it possible to simulate quality parameters and determine the dynamics of their changes in case of an increase in the number of input parameters. Adaptive neural-fuzzy ANFIS system automatically synthesizes from the experimental data a neuro-fuzzy net-

work. In this case, the functions of belonging to synthesized systems are tuned so as to minimize deviations between the experimental data and the results of fuzzy modeling. Thus, it is possible to evaluate the quality of the CICS from experimental data of a simulation model or a real network.

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SUSTAINABLE TECHNOLOGY IN THE MODERN ARCHITECTURAL DESIGN.

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***Annotation** The future well being of cities around the globe depends on mankind's ability to develop and integrate sustainable technology. The Masdar City is the city of future; positioned at the forefront of integrating sustainable technology into modern architectural design. Rome, Athens, Florence; most great historical cities have had the plaza, forum, or square at their epicentre – where the life, values, ideals, and vision of the population evolved. Equally, the centre of Masdar must be an iconic beacon that attracts global attention to sustainable technology.*

Key words: The Oasis of future, performance, activation, interaction, radiant surfaces, evaporating cooling mist.

Introduction

We see Masdar Plaza as “The Oasis of the Future”: a living, breathing, active, adaptive environment; stimulated by the social interaction of people, and spotlighting the use and benefits of sustainable technology.

Hence, our design proposal focuses on the delivery of three key issues:

- Performance – to demonstrate the use and benefits of sustainable technology in a modern, dynamic, iconic architectural environment.
- Activation – to activate or operate the sustainable technology in accordance with the functional needs of this environment, 24 hours a day, and 365 days of the year.
- Interaction – to encourage and stimulate a social dynamic where the life, values, ideals, and vision of the population of Masdar evolve.



The “Oasis of the Future” is conceived as an open spatial experience, whereby all features; whether hotel, conference, shopping, or leisure, offer the highest quality

of indoor and outdoor comfort and interaction.

As in the case of an oasis, the Plaza is the social epicentre of Masdar; opening 24-hour access to all public facilities. Interactive, heat sensitive technology activates low intensity lighting in response to pedestrian traffic and mobile phone usage. The Plaza is able to change into an outdoor cinema for international events and national celebrations.



Buildings' surrounding the Plaza form gorges, evoking mystical comparisons with the Grand Canyon and the entrance to Petra.

The following environmental and engineering design concepts will be utilized to minimize energy consumption:

- Radiant surfaces
- Air movement that supplements natural wind patterns
- Evaporating cooling mist
- Thermal mass and PCM
- Slab cooling and Luna Panels
- Shading of external facades surrounding the Plaza

Sustainable design and engineering philosophy balances the 'vision of the future' with 'scientific fact and availability'. The aim is to provide the lowest possible carbon footprint, whilst maintaining the highest level of user experience with-

in the practical viability of affordable architecture.

Discussions and Results.

In fact, proposal strives to exceed those of the Masterplan and is, in addition, benchmarked against Estidama and LEED (Platinum). Adaptive cooling provides all facilities with extended usability during peak heat loads. Our 'Petals from Heaven' feature interactive umbrellas that open, provide shade, and capture energy during daylight hours; folding at night to release stored heat.

'Masdar Plaza, The Oasis of the Future' incorporates the highest level of knowledge and expertise in science, technology, and construction methodology, globally. It is an intellectual balance between iconic architectural identity, cutting edge sustainable design and technology.

Conclusion

I figured out one thing by analysing the potential pedestrian flows throughout the Plaza and surrounding facilities, the design seeks to accentuate this 'loop' of indoor and outdoor user-experiences. This 'loop' cope with providing the lowest possible energy expenditure to the highest levels of user comfort in correlation to pedestrian flows.

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WIRELESS SENSOR NETWORK

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***Abstract** – Nowadays different kinds of devices (like smartphones, tablets) importantly play role in social life. Many people cannot imagine the life without smartphone in theirs hands. Moreover, many devices have produced for industry and they help people in order to monitor and control different environmental processes. Wireless sensor network (WSN) is required to monitor the processes and we overview wireless sensor network in this paper.*

Key words- WSN, Ad hoc, SOSUS, CPU, OSI, multi-hop,

INTRODUCTION

WSN is a form of wireless network that is composed of a large amount of circulating, self-directed, minute, low-powered devices are called as sensor nodes. WSN is covered a huge number of spatially distributed, little, battery-operated, embedded devices that are networked to caringly collect, process, and transfer data to the operators. WSN has ability to control the capabilities of computing and processing. Nodes can be worked jointly to form the networks.

First time WSNs can be observed in military and heavy industrial applications. The first wireless network that bore any real resemblance to a modern WSN is the Sound Surveillance System (SOSUS), developed by the United States Military in 1950 to detect and track Soviet submarines. This network is used submerged acoustic sensors – hydrophones – distributed in the Atlantic and Pacific oceans. This technology is still using in service, albeit serving more peaceful functions of monitoring undersea wildlife and volcanic activity.

Currently, WSN is the most standard services employed in commercial and industrial applications, because of its techni-

cal development in a processor, communication, and low-power usage of embedded computing devices. The WSN is built with nodes that are used to observe the surroundings like temperatures, humidity, pressure, position, vibration, sound and so on. These nodes can be used in various real time applications to perform various tasks like smart detecting, a discovery of neighbor node, data processing and storage, data collection, target tracking, monitor and controlling, synchronization, node localization and effective routing between the base station and nodes.

USING WIRELESS SENSOR NETWORK

Presently, WSNs are beginning to be organized in an enhanced step. It is not awkward to expect that in 10 to 15 years that the world will be protected with WSNs with entrée to them via the Internet. This can be measured as the Internet becoming a physical network. This technology is thrilling with infinite potential for many application areas like medical, environmental, transportation, military, entertainment, homeland defense, crisis management and also smart spaces.

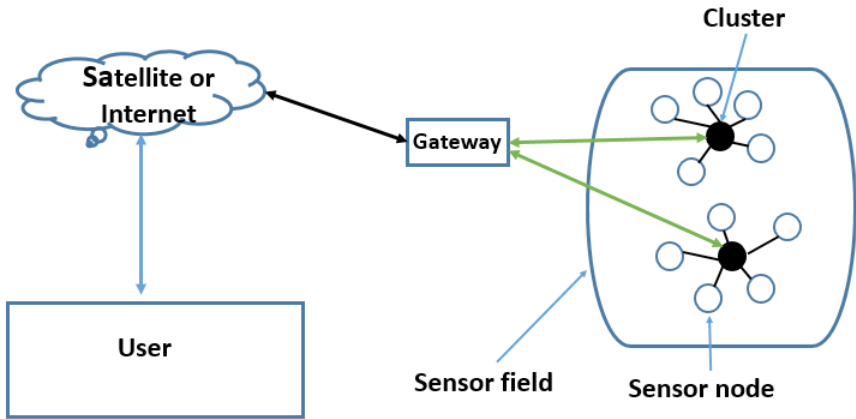


Fig.1 The architecture of WSN

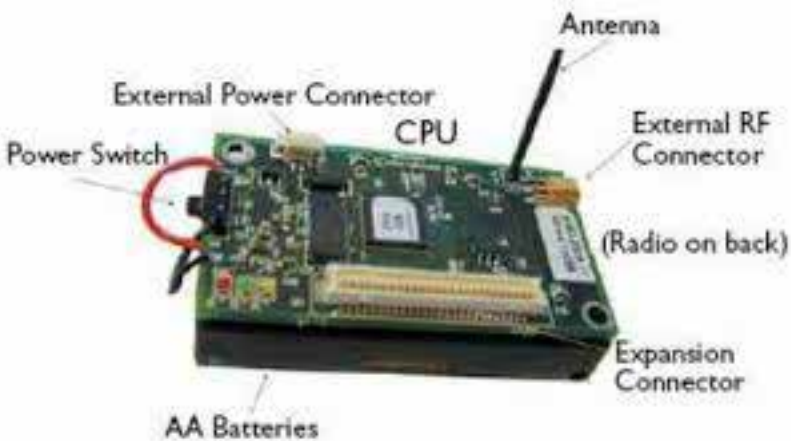


Fig.2 Sensor node

The architecture of WSN is similar to other wireless networks and figure 1 illustrates the architecture of WSN.

The main feature of architecture is sensor node that is described in figure 2.

The bunch of nodes is composed of several sensor nodes. Centralized node is known as a cluster. Furthermore, WSN includes gateway, satellite and user part. The architecture of WSN is

generally based on five layers of OSI: application, transport, network, data link and physical. In it also worth mentioning that because of multi-hop communication, Transmission Control Protocol (TCP) cannot be applied for WSN. Nodes in the bunch are interconnected with each other as network topologies (star, bus and ring) and wired or wireless link can be used.

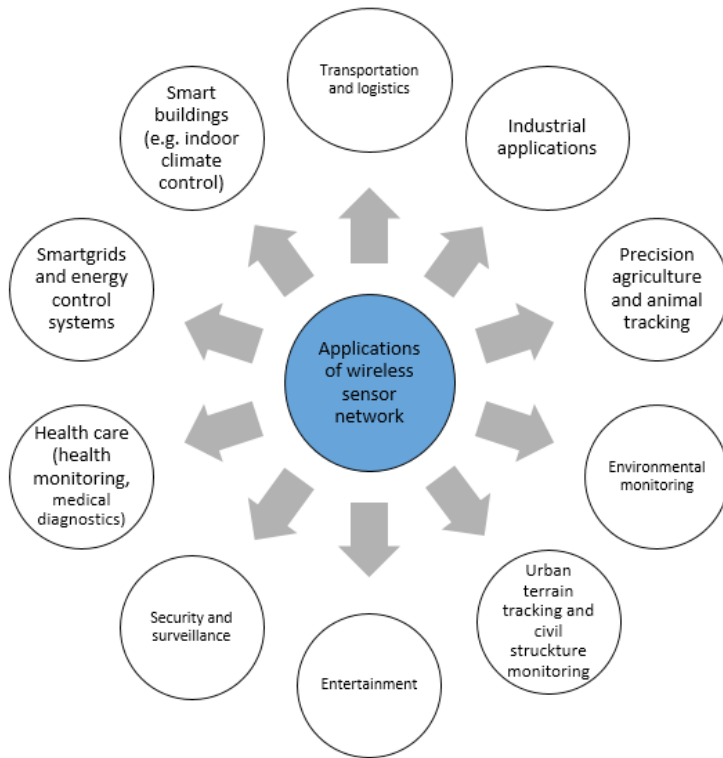


Fig.3 Use-cases of WSN

Sensor node, also called as a mote. As mentioned above figure 2 shows sensor node. The main goal of sensor node is detecting processes (temperature, humidity, pressure and so on) from environment and transmitting the processes to base station. Sensor node is small and low cost device. Sensor node has limited battery and computation power that is deployed in a region to monitor the environment. Moreover, sensor node consists of radio transceiver with an antenna, microcontroller, interfacing electronic circuit and CPU.

Network arrangements can be accomplished without immovable infrastructure.

Apt for the non-reachable places like mountains, over the sea, rural areas and deep forests. WSN is flexible in the casual situation when an additional workstation is required. Execution pricing is inexpensive and WSN avoids plenty of wiring.

WSN can be provided accommodations for the new devices at any time as well as can be opened by using a centralized monitoring.

WSNs may comprise of numerous different types of sensors like low sampling rate, seismic, magnetic, thermal, visual, infrared, radar and acoustic which are clever to monitor a wide range of

ambient situations. Sensor nodes are used for contrast sensing, event ID, event detection and local control of actuators. The applications of wireless sensor networks mainly include health, military, environmental, home and other commercial areas. Figure 3 fully illustrates the use-cases of WSN.

LITERATURES

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IMPROVEMENT OF EFFICIENCY OF DROBEUDARIAN STRENGTHENING OF THE TEETH OF DRINKING DRIVES OF GINS WITH THE VARIABLE PARAMETERS OF THE PROCESSING MODE

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Abstract: *The article is devoted to the experimental confirmation and substantiation of the application of variable blasting modes for the purpose of increasing the durability of saw disks. This method of processing with shot provides a superficial hardening of the teeth of the saw disks and due to the rational use of the stock of plastic properties of the metal, as the processing speed and kinetic energy of the shot increase, the degree of plastic deformation intensifies, leading to hardening of the surface layer of the metal. Experimental studies of hardened sawdust disks conducted in production conditions showed their high efficiency and efficiency, exceeding the saws 3-4 onses.*

Key words: Efficiency, saw blade, shot blasting, variable mode, work hardening depth, wear, micro hardness.

INTRODUCTION. Improving the efficiency of ginning is largely determined by the operational performance of the equipment and the performance of the main part of the working body – saw blades. Frequent replacement of saw blades due to abrasive wear, plastic collapse and breakage of their teeth drastically affects the cost of processed products – cotton fibers. Therefore, increasing the durability of saws with various technological methods is a pressing issue in cotton ginning. The previously known methods of thermal strengthening (electro contact heating, laser treatment, gas-flame heating) are practically not used in the teeth of saw blades and sawed segments. This is due to the fact that, although thermal strengthening provides a significant increase in the micro

hardness of the surface layer and resistance to wear of teeth, however, due to the hardening of the entire tooth tip due to the small thickness (0.95 mm), the ability to resist fatigue failure significantly decreases. This type of destruction is typical for parts of machines operating with a large number of cycles of alternating loads. So, the teeth of the saw blades of a gin DPZ-180 with a frequency of rotation of the shaft of the saw cylinder $n=730$ rev/min have $2.1 \cdot 10^6$ variable loading cycles for 48 hours. Under similar conditions of acting loads, high surface strength should be combined with a sufficiently viscous core (middle part in thickness) of a tooth. As follows from research [1], shot-shock treatment of teeth of gin saw disks (fraction diameter 0.6 mm, shot speed 30 m/s)

provides surface hardening to a depth of 0.23 mm and an increase in the micro hardness of the surface layer of the teeth by more than 30 %. Tests have shown [2] that the durability of hardened jigsaws increases in comparison with non-reinforced factory saws by no less than two times.

EXPERIMENTAL PART. The reserve for increasing the durability of machine parts lies in the rational and targeted use of the stock of plastic properties of metals. In this case, the complete exhaustion of the stock of plasticity is unacceptable, since this leads to frailness of the surface layer, which is not capable of providing resistance to abrasive wear and fatigue failure.

Rational use of the stock of plastic properties of the U8G tool steel used for the manufacture of saw blades can be accomplished by shot-blasting with micro balls in a variable mode. This mode is characterized by the intensification of its parameters (diameter and speed of the fraction), leading to an increase in the kinetic energy of the fraction and, thus, increasing the efficiency of the subsequent shot impact due to overcoming the effect of preliminary hardening from the previous impact.

The advantages of field tests over laboratory ones, as is well known, consist in the fact that studies are carried out under real conditions of interaction between the contacting bodies and, thereby, any assumptions and limitations that usually occur when conducting experiments in laboratory conditions are excluded. In accordance with the plan of the experiments, saw blades with hardened and non-hardened teeth were simultaneously

tested, installed respectively on two 5DP-130 gins in the genie-linters workshop. Ginny saws strengthened on an industrial unit UDP-2-3.5 with variable processing mode: the fraction rate (micro balls) $v=30\ldots50$ m/s; diameter of micro balls $D=0.3\ldots0.6$ mm; processing time $t=4$ min; shot blasting machine productivity $q=200$ kg/min.

The experiment plan also provided for the simultaneous operation of saw blades on the same gin with hardened and non-reinforced teeth. These experiments allowed us to reveal the peculiarities of the wear process and compare the wear rate under absolutely identical conditions of contacting the teeth of the saw disks with raw cotton during ginning.

In accordance with the conditions of the experiment, saw blades were mounted on the shaft by alternating them. Experimental results indicate a significant difference not only in the wear rate, but also the nature of tooth decay (Fig. 1). Factory saw blades showed low performance. At the same time, the teeth in some areas almost completely collapsed and lost their functional ability. Reinforced teeth of the discs showed high performance due to the preservation of the profile of the teeth with its geometrical parameters with their minimum wear h_3 on the back surface ($h_3=0,3\ldots0,4$ mm).

Thus, high efficiency of strain hardening of teeth of saw blades by blast-grinding micro-balls with variable mode has been proved, ensuring the most rational use of the plastic properties of carbon and alloyed steels, leading to an increase in the micro-hardness of the surface layer and an increase



Fig. 1. The operational state of the saw blades after 168 hours of work, set by alternation (with hardened and non-reinforced teeth) on gin 5DP-130

in the degree of deformation hardening of the contact surfaces of machine parts.

Increased durability of saw blades is also caused by the positive effect of technological compressive residual stresses through an increase in the fatigue strength of parts under the conditions of alternating stresses [3]. A hardened surface layer with compressive residual stresses prevents the formation and propagation of fatigue microcracks, the main cause of which is the cyclical nature of loading the critical parts of machines and mechanisms.

Thus, the production tests of the saw blades with hardened shot-blasting teeth showed their high efficiency, which is expressed in increasing the wear resistance and durability of the saw blades. Increased durability of saws necessarily leads to a reduction in the consumption of expensive U8G tool steel supplied to cotton factories from the Russian Federation. Since the replacement of saw cylinders with hardened teeth of the discs is performed less frequently, the forced downtime of gins during preventive inspections and work is reduced.

CONCLUSIONS. 1. The efficiency of using variable modes of shot-shock hardening of the teeth of a gin saw blade has been experimentally confirmed. This mode of processing, implemented through an increase in the speed of flight of a fraction, creates conditions for a more rational use of the stock of plastic properties of the metal, which is a reserve for increasing the durability of products during their operation.

2. The limiting degree of strain hardening, reaching up to 36.8% and the hardening depth of 0.23...0.26 while maintaining the microhardness of the middle part of the tooth thickness.

3. Experiments under production conditions established a significant advantage in durability of saw blades with hardened teeth in comparison with the factory ones: durability $T = 834$ hours with wear and tear $h_3 = 0,6$ mm (hardened saw disks) and $T = 168$ hours with $h_3 = 1,2$ mm (factory). At the same time, quality indicators of fiber and seeds are preserved.

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UDC 656. 073

REGULATION OF DEPARTURE TIME OF FREIGHT WAGONS FROM STATIONS AND OPTIMIZATION OF DELIVERY TIME OF FREIGHT WAGONS FROM STATIONS

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Annotation

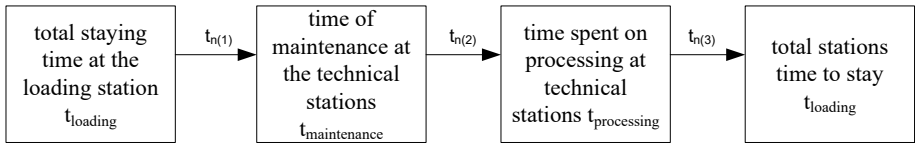
In this article to connect the wagons loaded to the trains shortening the staying time in process of their collection and recycling delivers freight wagons accelerates the selection and use of shunting equipment, sends wagons to the station at the right time. Is listed below in railway transport on delivery freight wagons, international and local wagons staying time the main quality indicators in station. As well as developed scheme of the algorithm for the timing of staying in the wagons at the station.

Key Words: TS, train composition, technical station, cargo cabin and shuttle, shunting operations, technical and commercial inspection, technological operations, cargo delivery.

At present, problems in railway transport are as follows: inefficient cargoes are not eliminated, non-delivery of cargoes is not observed, the speed of freight and commercialization is not sufficient, legal norms in the interaction with the railways with customers require a considerable improvement. Lack of cargo handling has a great impact on the timely delivery of cargoes.

In the course of the consignment of the technical and cargo, commercial operations in the course of the rail transport can be done by order, consequently, their location shall be changed – from the cargo area to the consumer area, the passenger and his baggage will be delivered to the needed address.

At the railway stations, the cargo plan for loading and unloading of wagons is determined by the calendar plan. For example, according to the schedule of some stations, the average number of minimal wagons is sufficient for train trains within 3-4 days. As a rule, the freight wagons will be informed by the consignor after the goods are delivered to the wagons and the wagons loaded with the shunting locomotive will be taken to the station from the bushes or cargo yards. Also delivery time: for the type of shipment (carriages, containers, refrigerator containers, sender's marches and so on); Transportation of freights (cargo, passengers and passengers); depending on the type of flights (direct, direct, mixed, international) [1].



Pic.1.Technological scheme of cargo deliveries

Delivery time is determined by the following formula:

$$T_{e.m.} = t_{shipment} \cdot L_{distance} / v_{rate\ speed} + \sum t_{extra\ operations} \quad (1)$$

Hereby $t_{sh,r}$ - the time at which is assigned to operations of related to the shipment and receipt of goods, hour;

L_{goods} – the distance between shipping and receiving stations, km;

v_{day} – The designated freight rate speed in the Cargo Routine, km/day;

$t_{ex.op}$ - time when extra operations are scheduled, hour.

The time taken for the operation of the shipment and acceptance operations, the assigned speeds and the time taken for additional operations shall be taken from the Shipping Rules [2].

Delivery time after the acceptance of cargo by railway transport Railway transportation is calculated according to Section 14 of the Rules. In these rules the normal duration of deliveries to the wagons is 330 km per day [3]. At the same time, it is planned to extend the terms of delivery for operations with acceptance and dispatch of cargoes for 1 day. In some cases, it is possible to see that the shipping time is more than 1 day for operations related to the delivery and shipment of goods upon acceptance of the goods from the consignor. The shortcomings in this situation are the inadequacy of shunting operations, the long-term stay of freight wagons and station tracks, and the absence of wagons after the technical and commercial inspection of train stations.

This article discusses the technological operations and the time spent at the station before departure of the technical stations to the train.

Authors suggests to find out the general value of wagons’ stay on the roads and the luggage compartment by the following formula:

$$t_{lokal} = t_{delivery} + \sum t_{collecting} + t_{departure} \quad (2)$$

Here is $t_{delivery}$ - delivery time of the wagons to the bushes or cargo yards, hours;

$\sum t_{collecting}$ - the time of collecting wagons from the bushes or cargo yards, hours;

$t_{departure}$ - time of departure of wagons from the bushes or cargo yards, hours.

Technical and commercial inspection is carried out after the wagons arrive at the intermediate stops and when taken out of the luggage and ditch roads.

We consider the waiting wagons as the time of the commercial inspection by the cargo handling staff. We shall define the wagons' commercial examination by the following fomula:

$$t_{\text{commercial}} = t_{\text{waiting.commercial}} + \sum N_i \cdot t_{\text{commercial inspection}} \quad (3)$$

Here is $t_{\text{waiting.commercial}}$ – waiting time is to wait for a commercial inspection of carriages' cargo handling personnel, wagon-hours;

$\sum N_i \cdot t_{\text{commercial inspection}}$ – time of commercial inspection of wagons, hours.

We refer to the wagons' technical inspection times using the following fomula.

$$t_{\text{technicians}} = t_{\text{waiting.technicians}} + \sum N_i \cdot t_{\text{technical}} \quad (4)$$

here $t_{\text{waiting.technicians}}$ – hours for waiting of wagons technicians on station tracks, hours;

$\sum N_i \cdot t_{\text{technical}}$ – wagons technical inspection, wagon-hour.

If wagons are identified after a technical and commercial inspection of the wagons, then the station must be dispatched to the road leading to the defective wagon. We also take into account the time spent on technological operations with wagons that are processed and not processed according to the train schedule. At the time of train handling we send local wagons along the route of the wagons.

At the station, we will consider the process of organizing technological processes, namely, wagons' pickups at the Pickup Park during the shunting operations. – time of processing of wagons in direction, hour [4].

$$t_{\text{defective wagon}} = t_{\text{departure.park}} + t_{\text{distribution}} + t_{\text{collecting}} + t_{\text{lots.departure}} + t_{\text{standing.additional}} \quad (5)$$

Here is $t_{\text{departure.park}}$ – departure of wagons to the pick-up park at the reception park, hours;

$t_{\text{distribution}}$ – wagons distribution time, hour;

$t_{\text{collecting}}$ – time of collecting in the direction of wagons, hours;

$t_{\text{lots.departure}}$ – lots time of departure of the wagons in the parking ;

$t_{\text{standing.additional}}$ – the time for the wagons standing for additional procedures.

The standard values of all the indicators are included in the technological process of the station.

$$t_{\text{compose}} = \sum N_i \cdot t_{\text{collection of wagons}} \quad (6)$$

$$\sum N_i \cdot t_i^{\text{collection}} = N_1 \cdot t_1^{\text{collection}} + N_2 \cdot t_2^{\text{collection}} + \dots + N_n \cdot t_n^{\text{collection}}$$

Here is $t_{\text{collection of wagons}}$ – time norms of collection of wagons with shunting locomotives in the pick-up carriageway is given,

$\sum N_i$ - number of wagons, wagons.

$$t_{\text{collection of wagons}} = t_{\text{shunting locomotive}} + t_{t_{\text{departure}}} + t_{\text{collection}} + t_{\text{shunting locomotive}} \quad (7)$$

by epдa $t_{\text{shunting locomotive}}$ - hours of shunting locomotive, hours;

$t_{\text{departure}}$ – time of departure of wagons to the pick-up carriageway;

$t_{\text{collection}}$ – collection time of wagons, hours;

$t_{\text{shunting locomotive}}$ – time of shunting locomotive, hour.

It is necessary to bring the ready-made content to the Pick-up Park.

$$t_{\text{sending park}} = t_{\text{shunting locomotive waiting}} + t_{\text{sent}} \quad (8)$$

Here is $t_{\text{жOK, KYT}}$ - the time of the shunting locomotive waiting time when the train is ready to be sent to the sending post, hours;

t_{sent} – the time at which the content is ready to be sent to the sending park.

$$t_{t_{\text{technical inspection}}} = t_{\text{waiting time}} + t_{\text{technical}} \quad (9)$$

Here is $t_{\text{waiting time}}$ – waiting time for content inspection (PTOV), hours;

$t_{\text{technical inspection}}$ – wagons technical inspection time (WPV), hour.

The train must comply with the timetable and the train schedule in strict accordance with the plan. The directions and the weight and length of freight trains on each section shall be determined in accordance with the schedule of train movement and the schedule of the train, in accordance with the locomotive type, the train station and the useful length of the receiving-and-departure stops located on that section. L_y , total train length, L normal length of the train on the plot $L_y \leq L$, q_B total train mass, normative mass of the train on the plot Q .

$$\left. \begin{array}{l} q_B \leq Q \\ L_y \leq L \end{array} \right\} \quad (10)$$

We shall consider the following indicators when sending trains:

$$t_{\text{dispatch}} = t_{\text{waiting}} + t_{\text{brake equipment}} + t_{\text{waiting send}} + t_{\text{dispatch}} \quad (11)$$

Here is $t_{\text{лок. кут}}$ - waiting time of train locomotive, hours;

$t_{\text{brake equipment}}$ - check of train brake equipment, hours;

$t_{\text{waiting send}}$ - waiting time for train to send, hours;

t_{dispatch} - dispatch time of train, hours.

The authors determine the total amount of transactions of goods shipment from the station related to the following formula:

$$t_{\text{shipment}} = \left(\begin{array}{l} t_{\text{lokal}} + t_{\text{commercial}} + t_{\text{technicians}} + t_{\text{compose}} + t_{\text{defective wagon}} + \\ + t_{\text{sending park}} + t_{\text{technical inspection}} + t_{\text{dispatch}} \end{array} \right) \quad (12)$$

According to the formula for the determination of the total number of operations (tj) for the shipment of goods from the station, proposed by the authors, if the time of dispatch of trains at the station by the time of sending the wagons to 00-00 is less than the time limit (formula 12) shall not be included in the total time of delivery and the delivery date shall be calculated from the next day.

This arrangement ensures timely execution of technological operations in case of defects of time norms in the method of basic rational use of wagons on stations. That is, long-standing wagons on station tracks, when the shunting operations are not performed properly, will help ensure that load wagons do not exceed the time limits for performing technological operations when they are technically and commercially available at train stations.

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РАЗРАБОТКА КОМПОЗИЦИОННЫХ МАТЕРИАЛОВ, НАПОЛЬНЕННЫХ МЕХАНОАКТИВИРОВАННЫМИ ИНГРЕДИЕНТАМИ, ДЛЯ ПРИМЕНЕНИЯ ДОРОГ

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ЙЎЛ УЧУН ИШЛАТИЛАДИГАН, МЕХАНОАКТИВЛАНГАН ИНГРЕДИЕНТЛАР БИЛАН ТЎЛДИРИЛГАН КОМПОЗИЦИОН МАТЕРИАЛЛАР ИШЛАБ ЧИҚИШ.

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Калит сўзлар. Физик-механик хосса, иссиқликка чидамли, композиция, тўлдирувчи, механоактив ингдриентлар, эгилишга турғунлик, ёрилишга чидамлилиқ, хизмат муддати, чидамлилиқ, асфальтобетонли композиция.

Аннотация

Мақолада йўл кўприк ва аэродромлар учун асфальтобетон композицион қопламаларнинг мустахкамлик хусусиятларини, иссиқга чидамлилигини, эгилишга турғунлигини, ёрилишга чидамлилигини, иш фаолияти ва узоқ муддат хизмат қилишига олиб келувчи механик фаоллаштирилган табиий қум ва бошқа ингредентлар билан тўлдирилган самрали композицион материалларининг таркиби юзасидан олиб борилган тадқиқотларнинг натижалари келтирилган.

DEVELOPMENT OF COMPOSITE MATERIALS, FILLED WITH MECHANOACTIVATED INGREDIENTS FOR USE OF ROADS.

Kahramon Inoyatov, Dilshod Mahkamov, Darvishev Donyor.

Keywords: composite, mineral powder ingredients, mechanical activation, sealing mastic, oligomer, bitumen deformation joint, cracks, asphalt-concrete.

The article presents the results of research pioneered effective compositions of composite materials filled with a mechanically activated natural sand and other ingredients, which improve strength properties, thermo-resistance, shear stability and crack resistance and the overall increase efficiency and durability of asphalt concrete composite pavements of roads, bridges and airfields.

РАЗРАБОТКА КОМПОЗИЦИОННЫХ МАТЕРИАЛОВ, НАПОЛНЕННЫХ МЕХАНОАКТИВИРОВАННЫМИ ИНГРЕДИЕНТАМИ, ДЛЯ ПРИМЕНЕНИЯ ДОРОГ

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Ключевые слова. Физико-механические свойства, теплостойкость, композиция, наполнители, механоактивация ингредиентов, сдвигоустойчивость, трещиностойкость, работоспособность, долговечность, асфальтобетонные композиции.

В статье приводятся результаты исследований впервые разработанных эффективных составов композиционных материалов, наполненных механоактивированными природными песками и другими ингредиентами, позволяющие повышению прочностных свойств, теплостойкости, сдвигоустойчивости и трещиностойкости и в целом работоспособности и долговечности асфальтобетонных композиционных покрытий дорог, мостов и аэродромов.

Введение. В Республике Узбекистан большое государственное, стратегическое и экономическое значение придается техническому состоянию транспортной сети. В общей транспортной системе Республики Узбекистан главенствующее положение отводится автомобильным дорогам, по которым перевозится до 90% народнохозяйственных грузов и до 95% пассажиров от всего объема перевозок, осуществляемых всеми видами транспорта. Сеть автомобильных дорог республики, включая мосты, составляет более 184 тыс.км, из них 50,7 тыс.км дороги с асфальтобетонными, бетонными покрытиями и 96,3 тыс.км с нефтеминеральными и щебеночными покрытиями. В перспективе намечается строительство железобетонных дорог протяженностью более 10000 км, проходящих через пустынные и горные регионы республики. В республике имеются 11 аэродромов общей площадью

600 га, покрытых бетоном и асфальтобетоном.

Резкоконтинентальные климатические условия Центральной Азии существенно образом сказываются на состоянии и сроках эксплуатации асфальтобетонных дорог. Долговечность применение асфальтобетонных и нефтеминеральных покрытий дорог в условиях Узбекистана из-за недостаточной их сдвигоустойчивости при высоких летних положительных, и трещиностойкости – при низких отрицательных зимних температурах обычно не превышает 2-3 года. [1].

В последние годы широкий интерес представляет создание и получение высокоэффективных композиционных асфальтобетонных покрытий дорог, мостов и аэродромов. [4-6].

Исследованиями ряда ученых были созданы дорожно-строительные композиционные материалы, способные эксплуатироваться в интервале температур от -30 °С до +70-80 °С. Однако

эти композиции и мастики не полностью отвечают требованиям климатических условий Республики Узбекистан и в целом Центральной Азии.

В этой связи проведение исследований по созданию и получению импортозамещающих и экспортоориентированных высокоэффективных, композиционных материалов на основе механоактивированных и химически модифицированных ингредиентов из местных и вторичных сырьевых ресурсов органического и минерального происхождения для асфальтобетонных покрытий и герметизирующих мастик для заполнения деформационных швов бетонных и трещин асфальтобетонных дорог, мостов и аэродромов с целью повышения их тепло-морозостойких, сдвигоустойчивых и трещиностойких свойств и, соответственно, увеличения сроков эксплуатации в интервале температур от -25 °С до +120 °С является весьма актуальной проблемой.

Цель исследования. Создания эффективных составов импортозамещающих и экспортоориентированных композиционных материалов с выюкими физико-механическими и эксплуатационными свойствами для покрытий асфальтобетонных дорог, способных эксплуатироваться в широком интервале температур от -25 до +120 °С, на базе местных минеральных и вторичных сырьевых ресурсов органического и неорганического происхождения.

Объект и методы исследований. Объектами исследования являются

битумы марок БН-90/10 БНИ-V), БН-70/30 БНИ-IV), БНД-60/90, резиновая крошка, госсиполовая смола, гидролизный лигнин, вторичный поливинилхлорид, гашеная известь, базальтовый волокнистый наполнитель и активированный мелкодисперсный волластонит, Чиназские и Чирчикские речные, Язъяванские и Янгиерские барханские пески и композиции на их основе. [1-2].

Методы исследований. Физико-химические свойства исследованы с помощью ИК-спектроскопии. Физико-механические свойства композиции:

- температура размягчения определена по методу КиШ;

- температура хрупкости по методу Фраусу;

- растяжимость по ГОСТ 11056;

- прочность сцепления с бетоном по Тsh Руз 14.04.2004;

- глубина проникания иглы по ГОСТ 11501, водопоглощение по ГОСТ 26589. [1].

Результаты исследований и их обсуждение. Рассмотрим результаты исследований физико-механических и эксплуатационных свойств и разработка эффективных составов композиций для асфальтобетонных покрытий дорог с использованием органических, модифицированных и активированных неорганических ингредиентов на основе местного и вторичного сырья.

На основе результатов физико-химических исследований модифицированных битумов и госсиполовой смолы для создания композиций асфаль-

Таблица 1

Влияние режима обработки на механоактивации природных песков

№	Изменение свойств песка различных месторождений	Влияния режима обработки (t, мин.) при различных коэффициентах заполнения на механоактивацию природных песков					
		0	1	2,5	5,0	7,5	10
1	Коэффициент заполнения 0,25						
1	2	3	4	5	6	7	8
1.1	Чирчикский						
1.1.1	Остаток насите №014 по массе	22,5	21,4	20,1	18,4	18,2	17,8
1.1.2	Насыпная плотность кг/м ³	1452	1432	1418	1406	1405	1404
1.2	Язьяванский						
1.2.1	Остаток насите №014 по массе	26,5	24,2	21,3	18,2	17,5	17,2
1.2.2	Насыпная плотность кг/м ³	1486	1454	1432	1428	1412	1407
1.3	Янгиерский						
1.3.1	Остаток насите № 014	18,6	16,8	15,6	12,3	11,9	11,6
1.3.2	Насыпная плотность кг/м ³	1482	1468	1455	1432	1415	1408
1.4	Чиназский						
1.4.1	Остаток насите № 014	2,4	2,2	1,8	1,4	1,3	1,2
1.4.2	Насыпная плотность кг/м ³	1461	1454	1422	1410	1408	1406

тобетонных покрытий дорог нами разработаны битумные композиции, состав и свойства которого приведены в работе. [3].

Физико-механические свойства асфальтобетонных композиций, главным образом, зависят от гранулометрических составов, степени механоактивации наполнителей и свойств вяжущих.

Нами было изучено влияние механоактивации наполнителей на прочностные показатели композиции для асфальтобетонных покрытий, в частности, зависимость предела прочности при сжатии от степени загрузки дисмембратора при механоактивации песков и влияние механоактивации на прочность компо-

зиции для асфальтобетонных покрытий при сдвиге (рис. 1 а,б).

Из данных рисунка видно, что при использовании механоактивированных песков наблюдается существенное увеличение прочности при сжатии и сдвиге асфальтобетонных покрытий, При загрузке песков до 3 кг/мин предел прочности при сжатии увеличивается от 1,3 до 3,9 МПа, прочность при сдвиге возрастает от 0,6 до 1,0 МПа, соответственно.

Из таблицы 1 видно, что как с увеличением коэффициента загрузки, так и продолжительности обработки наблюдается существенное снижение насыпной плотности песков всех видов, которые свидетельствуют о увеличе-

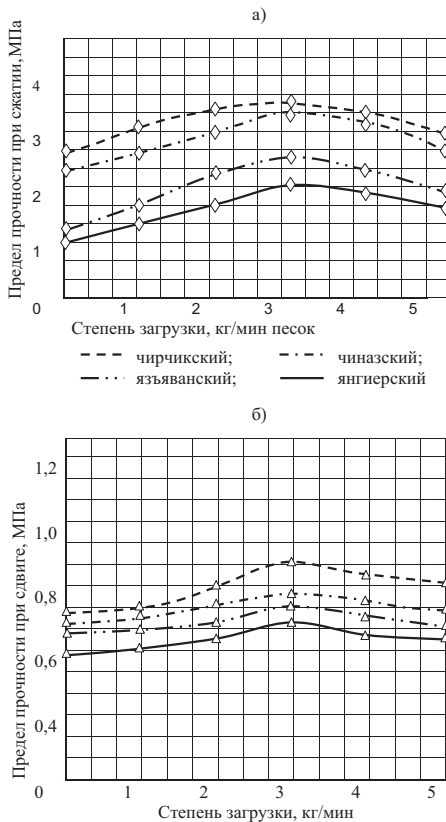


Рис. 1. Зависимость предела прочности при сжатии (а) и сдвига (б) асфальтобетонных покрытий от степени загрузки дисмембратора при механоактивации

нии удельной поверхности дисперсной массы характеризующей степень активации поверхностей их частиц.

Таким образом из анализа полученных результатов исследования нами установлены оптимальные нагрузочно временные режимы механоактивации: $k=0,25-0,50$; $t=1-5$ мин., с реализацией ударно-истирающего эффекта, которое позволяет обнажение поверхности частиц при незначительном изменении их гранулометрического состава.

Реализация ударно-раскалывающего эффекта для природных песков, в том числе барханных не целесообразно не только с точки зрения энерго-и трудо затрат. Но и с позиции перерасхода вяжущих материалов для асфальтобетонных покрытий.

Это очень важно для механоактивации природных минералов, в том числе и для барханных песков. При помощи дисмембраторного механоактиватора можно осуществить целенаправленное структурообразование дисперсных систем за счёт образования новых активированных поверхностей: обнажение при истирании частиц как между собой, так и между поверхностями рабочих органов активатора достигаемое регулированием зазора между пальцами ротора и стартера.

Сравнительные характеристики физико-механических свойств разработанных асфальтобетонных покрытий приведены в табл. 2.

Из данных таблицы 2 видно, что композиции для асфальтобетонных покрытий, полученные с использованием механоактивированных песков, модифицированных госсиполовой смолой, в месте минерального наполнителя, из битума БНД 60/90 по всем показателям физико-механический характеристик полностью отвечают требованиям ГОСТ 9128-97.

На основании комплексных исследований и выявленных закономерностей полученных результатов разработан эффективный состав композиционных материалов с использованием механоактивированных природных песков и орга-

Таблица 2

Сравнительные характеристики физико-механических свойств разработанных композиций для асфальтобетонных покрытий

Показатели	ГОСТ 9128-97	Нормы на смеси для плотного горячего асфальтобетона			
		чир-чикский	чиназский	язъяванский	янгиерский
Пористость минерального состава, % объема, для смесей типов:					
Г, не более	22	21	21	18	18
Д, не более	22	20	20	19	19
Водонасыщение, % объема, для смесей типов:					
Г	1,5-4,0	2,5	2,6	2,0	2,1
Д	1,0-4,0	2,0	2,2	1,9	2,0
Остаточная пористость, % объема	2,2-5,0	3	3,1	3,5	4,0
Предел прочности при сжатии, МПа, при температурах:					
+20оС, не менее	2,2	3,8	3,5	3,0	3,0
+50оС, не менее, для смесей типов:					
Г	1,2	1,8	1,71	1,58	1,6
Д	1,3	1,9	1,8	1,64	1,61
0оС, не более	12,0	9,0	8,85	7,91	8,0
Коэффициент водоустойчивости, не менее	0,85	0,90	0,89	0,90	0,88

нических ингредиентов для асфальтобетонных покрытий автомобильных дорог, мостов и аэродромов.

В табл. 3 приведены оптимальные составы разработанных рецептур асфальтобетонных покрытий.

Заключение.

Впервые предложен научно обоснованный подход к созданию тепломорозостойких, сдвигоустойчивых и трещиностойких композиционных материалов на основе местных и вторичных сырьевых ресурсов для асфальтобетонных покрытий и герметизации деформационных швов и трещин бе-

тонных, асфальтобетонных дорог, мостов и аэродромов с улучшенными физико-механическими и эксплуатационными свойствами, способных эксплуатироваться в экстремальных климатических условиях Республики Узбекистан.

Разработан новый эффективный способ повышения физико-механических свойств асфальтобетонных покрытий путём введения в их состав механоактивированных минеральных ингредиентов, в частности, природных речных и барханных песков, основанного на ударно-раскалывающе-истирающем эффекте, приводящий к об-

Таблица 3

Рецептуры композиций для асфальтобетонных покрытий

Состав асфальтобетонного покрытия	ГОСТ 9128-97	Разработанные составы, мас. %, с содержанием песка			
		чирчикский	чиназский	язъяванский	янгийский
Битум БНД 60-90	6	-	-	-	-
Битум БНД 60-90 + ГС (7% от веса битума)		6,042	6,042	6,042	6,042
Щебень	45	45	45	45	45
Песок неактивированный	41	41,058	41,058	41,058	41,058
Минеральный наполнитель	8	-	-	-	-
Механоактивированный песок	-	8	8	8	8
Итого	100	100	100	100	100

разованию частиц с развитой удельной поверхностью с требуемыми геометрическими и физическими параметрами за счёт поляризации частиц на молекулярном уровне, сопровождающийся появлением гетерогенных дипольных моментов, которые способствуют улучшению адгезионных свойств с образованием водородных связей как с катионно – активными, так и анионно – активными веществами, каким является госсиполовая смола и, в конечном счете, увеличению межфазного взаимодействия между ингредиентами и битумом.

На основе выявленных закономерностей разработан ряд марок асфальтобетонных композиционных материалов для покрытия дорог – БК-3-ЧчРП, БК-3-ЧзРП, БК-3-ЯзВП, БК-3-ЯнВП, отличающихся друг от друга природой применяемых механоактивированных песков. Для каждой указанной марки разработанных композиционных материалов определены оптимальные технологические режимы получения их получения (температура нагрева

150-180 °С, время смешения 180 сек., температура смеси при выпуске из смесителя в пределах 120-155 °С и температура смеси к началу укладки 110-120 °С), обеспечивающие необходимые физико-механические и технологические характеристики.

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ЖЕЛЕЗНО ДОРОЖНАЯ ЛИНИЯ АНГРЕН – В ПЛАНАХ МЕЖДУНАРОДНЫХ ТРАНСПОРТНО- ЭКОНОМИЧЕСКИХ СВЯЗЕЙ ПО НАПРАВЛЕНИЮ КИТАЯ СО СТРАНАМИ ЦЕНТРАЛЬНОЙ И ЮЖНОЙ АЗИИ

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В статье проведён подробный анализ принятых решений по развитию исследуемой линии Ангрэн – Пап в планах международных транспортно-экономических связей по направлению Китая со странами Центральной и Южной Азии. Предложена необходимость усиления мощности линии Ангрэн-Пап при переключении транзитных грузопотоков между Китаем, Центральной и Южной Азией.

Ключевые слова: усиление мощности, международных коридор, Китай, Центральной и Южной Азией, линия Ангрэн-Пап,

В рамках транспортной стратегии «Великого шелкового пути» Центральная Азия рассматривается как связующее звено между Китаем и Южной Азией. Данный факт дал толчок среднеазиатским республикам для развития своих железных дорог. Для сохранения позиций ведущего игрока, Республике Узбекистан необходимо опережающими темпами развивать свою железнодорожную сеть с целью обеспечения кратчайшего пути для экономического взаимодействия территорий Китая с Южной Азией, при этом требуется постоянная модернизация и

усиление мощности эксплуатируемых железных дорог. Поиск оптимального пути усиления мощности железных дорог Узбекистана с целью переключения транзитных грузопотоков между Китаем, Центральной и Южной Азией является сложной задачей, что обусловлено, с одной стороны, неопределённостью времени переключения транзитных грузопотоков, а с другой – достоверностью исходной информации о размерах транзитных грузопотоков между Китаем, Центральной и Южной Азией. Перспектива развития существующей линии Ангрэн – Пап,



Рисунок 1 – Схема железных дорог Центральной Азии

как связующего звена между Китаем и Южной Азией, может не обеспечить больших транзитных грузопотоков между Китаем, Центральной и Южной Азией, так как на этой железнодорожной линии имеются «узкие» места, значительно снижающие пропускную и провозную способность. Это определяет необходимость усиления мощности отдельных направлений при переключении транзитных грузопотоков между Китаем, Центральной и Южной Азией.

В настоящее время железнодорожная транспортно-экономическая связь Китая с Центральной и Южной Азией осуществляется через Казахстан по линии Сарыагач – Луговой – Алма-Ата – Актогай – Достык протяженно-

стью 1831 км (рис. 1). Кроме того, Узбекистан будучи важным торговым партнёром с Южной Кореей, осуществляет перевозки через вышеуказанные линии. Существует необходимость смены тележек или перегрузки в другие вагоны на станции Достык из-за смены колеи в Китае и Южной Корее, что влечет за собой задержки из-за ограниченных технических ресурсов [1, 2, 3].

Китай является важным торговым партнером Центрально Азиатских республик. Китайское Правительство активно инвестирует в Синьцзян – Уйгурского Автономного Района (далее СУАР) социально-экономическое развитие и разработку природных ресурсов, а также заинтересовано в эконо-

мическом и политическом плане провести путь из СУАР через Кыргызстан в Центральную Азию, Афганистан и Иран в порт Бандар-Аббас, в связи с тем, что свыше 80% от общего товарооборота Китай с республиками Центральной Азии приходится именно на СУАР [4].

В данный момент выход Китая железными дорогами через Кыргызстан в Центральную и Южной Азию предусматривается в основном по двум маршрутам *Кашгар – Торугарт – Ош – Карасу и Кашгар – Иркештам – Карамык*:

* *Кашгар – Торугарт – Ош – Карасу*: протяженность железнодорожной линии Кашгар – Торугарт – Ош составляет 430 км. Кыргызская часть железной дороги Торугарт – Ош составляет 265 км и примыкает к существующей сети железных дорог, ведущих в Узбекистан (ст. Карасу). Правительство Китая планирует построить свой участок линии Кашгар – Торугарт протяженностью 165 км, параллельно строительству кыргызского участка рассматриваемой железнодорожной линии. Предварительная стоимость строительства (далее ПТЭО) линии Торугарт – Ош, просчитанная по китайским данным ПТЭО, составляет 2 млрд. долл. США. Срок строительства данной железнодорожной линии составляет 3-4 года. Необходимо подчеркнуть, что строительство железной дороги Кашгар – Торугарт – Ош будет играть существенную роль в развитии горной промышленности Республики Кыргызстан, и прежде всего, в разра-

ботке угольного разреза Кара – Кечес [5, 6, 7]. Проект железной дороги Кашгар – Торугарт – Ош был выполнен Китаем для соединения железных дорог Китая и Узбекистана (крайние точки: китайский Кашгар и узбекский Карасу которые проходят через линию Ангрэн – Пан). Данный проект Кашгар – Торугарт – Ош позволит сократить на 1098 км железнодорожную транспортную связь Китая между Центральной и Южной Азией (табл. 1). В обратном направлении для Центрально Азиатских Республик линия Кашгар – Торугарт – Ош сократится с китайскими портами с выходом на Желтое, Восточно-Китайское и Южно-Китайское моря. В перспективу будет продолжено строительство новой линии в Афганистане от Мазари-Шарифа до Герата протяженностью 700 км, завершение которой предоставит Китаю выход к портам Персидского залива через Афганистан, и сократит расстояние перевозки внешнеторговых грузов к портам Ирана на 440 км. В настоящее время в Иране от Санган-Майн в сторону границы с Афганистаном продолжается строительство участка длиной 191 км от границы в Герате.

Иран открыл линию Мешхед – Бафг протяженностью 800 км в мае 2005 г., которая упрощает перевозки между Китаем и портом Бандар-Аббас через Серахс (граница Туркменистана), сокращая на 1000 км расстояние перевозки на маршруте Серахс – порт Бандар-Аббас. Хотя линия является однопутной, предусмотрено строительство

Таблица 1

Транзитные расстояния Китая между Центральной и Южной Азией, км

Расстояния от страны	Казахстан (существующее)	Кыргызстан (проектное)		Сокращение, км	
	через ст. Достык	через ст. Торугарт	через ст. Иркештам	через ст. Торугарт	через ст. Иркештам
Узбекистан (Ташкент)	1831	733	1417	1098	414
Таджикистан (Душанбе)	2730	1632	518	1098	2212
Туркменистан (Ашхабад)	3117	2019	2703	1098	414
Афганистан (Мазари-Шариф)	2679	1581	960	1098	1719
Иран (Торбате-Хейдерие)	3819	2721	3405	1098	414

второго пути [2]. Кроме того необходима замена тележек или перевод грузов на другие вагоны на станции Серахс из-за смены колеи.

В 2009-2010 гг. построили новую железную дорогу Хайратон – Мазари-Шариф протяженностью 75 км в Афганистане. Проект был реализован узбекскими железными дорогами при поддержке Азиатского Банка Развития. Узбекская железная дорога из пункта Термез в Афганистане в настоящее время эксплуатируется.

* **Кашгар – Иркештам – Карамык:** железнодорожная линия Кашгар – Иркештам – Карамык, протяженностью 460 км, является альтернативной линией Кашгар – Торугарт – Ош. Кыргызская часть линии Иркештам – Карамык составляет 200 км, стоимость проекта которой предварительно составляет 1,5 млрд. долл. США. Для соединения с Душанбе потребуется строительство новой железнодорожной линии Карамык – Душанбе протяженностью

318 км. Предварительная стоимость строительства линии Карамык – Душанбе составляет 2,54 млрд. долл. США. Важно отметить, что таджикская часть железной дороги преодолет четыре перевала (высота в некоторых местах достигнет 4400 м). В настоящее время Таджикистан ведет строительство железной дороги Душанбе – Кундуз в горных условиях. Строящаяся железнодорожная линия с пересечением Аму-Дарьи и выходом на сеть Афганистана по железнодорожной линии Мазари-Шариф. Общая линия Душанбе – Кундуз – Мазари-Шариф протяженностью 442 км. Данный проект Кашгар – Иркештам – Карамык позволит сократить железнодорожную транспортную связь между Китаем, и Центральной и Южной Азией (табл. 1).

Руководство Таджикистана заинтересовано в строительстве железной дороги Кашгар – Иркештам – Карамык и далее выход через Афганистан в Иран. В рамках реализации проекта

иранской компанией «Метро» было разработано ТЭО на строительство линии Иран – Афганистан – Таджикистан – Кыргызстан – Китай на территории Таджикистана, финансирование которого будет осуществлено правительством Ирана в размере 1 млн долларов США [7].

Необходимо отметить, что на данный момент большая часть грузопотока Китая с Ираном осуществляется морским путем, из общего грузопотока сухопутных перевозок составляет 1%, который обходится через ст. Достык. К 2020 году планируется увеличить грузопоток сухопутных перевозок до 5% [8].

Выбор Китая в пользу железнодорожной линии Кашгар – Торугарт – Ош – Карасу, обусловлен:

- дороговизной реализации проекта Кашгар – Иркештам – Карамык при значительном сокращении суммарной протяженности маршрута;
- малыми объемами грузопотока между Китаем и Таджикистаном;

Железнодорожная колея в Китае составляет 1435 мм, по этой причине он заинтересован в строительстве дороги собственными подрядными организациями, кроме этого Китай рассчитывает на получение доступа к природным ресурсам Республики Кыргызстан. Правительство Кыргызстана не было согласно с результатами данного технико-экономического обоснования строительства на своём участке из-за высокой стоимости осуществления проекта, а также с шириной колеи

и отправило его на доработку. Для обеспечения гарантии возврата привлечённых средств в Кыргызстане переводились в резерв месторождения полезных ископаемых, прорабатывались механизмы полного финансирования Китаем. При условии, что китайские компании эксплуатируют железную дорогу до полного возврата денежных средств, и только после этого дорога будет полностью предоставлена в собственность Кыргызстана. На данном момент обсуждается вариант совместного финансирования. Кроме того, что при строительстве железной дороги в соответствии с планом в Кыргызстане будут созданы более 20 тыс. рабочих мест, а в эксплуатации дороги будут задействованы около 3 тыс. человек.

Заключение

Железнодорожная линия Кашгар – Торугарт – Ош – Карасу через линии Ангрэн – Пап в международных перевозках при соединении Китая со странами Центральной и Южной Азии позволит сократить путь на 1098 км и даст оптимальное распределение грузопотока между Китаем, Центральной и Южной Азией.

Эффективность принятия решения по усилению мощности железных дорог Узбекистана с целью переключения транзитных грузопотоков между Китаем, Центральной и Южной Азией зависит от роста размера транзитного объема грузопотока между Китаем, Центральной и Южной Азией. В связи с этим необходимо, учет реальной эко-

номической ситуации в регионе в Китае, Центральной и Южной Азии в определенный временной период (на 15 лет).

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