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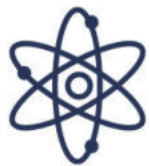
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**THE EFFECT OF COMPANY SIZE, PROFITABILITY, LIQUIDITY,
LEVERAGE, AND SIZE OF THE BOARD OF COMMISSIONERS ON IFR
(INTERNET FINANCIAL REPORTING) IN PHARMACEUTICAL
COMPANIES IN INDONESIA AND SINGAPORE 2015-2018 PERIOD**

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Abstract

This study aims to determine the effect of Company Size, Profitability, Liquidity, Leverage, and Size of the Board of Commissioners on the timeliness of Internet Financial Reporting (IFR) and its comparisons in pharmaceutical companies in Indonesia and Singapore for the 2015-2018 period. The sampling method used was purposive sampling method. The number of companies sampled in this study were 8 pharmaceutical companies listed on the IDX and 8 pharmaceutical companies listed on SGX in the 2015-2018 period. The data used are secondary data. The data analysis method used in this research is logistic regression. The results of this study indicate that company size has an effect on IFR (Internet Financial Reporting) in pharmaceutical companies listed on the IDX (Indonesia Stock Exchange) for the 2015-2018 period. Profitability has an effect on IFR (Internet Financial Reporting) in pharmaceutical companies listed on the IDX (Indonesia Stock Exchange) for the 2015-2018 period. Liquidity affects IFR (Internet Financial Reporting) in pharmaceutical companies listed on the IDX (Indonesia Stock Exchange) for the 2015-2018 period. Leverage affects IFR (Internet Financial Reporting) in pharmaceutical companies listed on the IDX (Indonesia Stock Exchange) for the 2015-2018 period. The size of the Board of Commissioners has an effect on IFR (Internet Financial Reporting) in pharmaceutical companies listed on the IDX (Indonesia Stock Exchange) for the 2015-2018 period.





Company size affects IFR (Internet Financial Reporting) in pharmaceutical companies listed on the Singapore Exchange (SGX) for the 2015-2018 period. Profitability has an effect on IFR (Internet Financial Reporting) in pharmaceutical companies listed on the Singapore Exchange (SGX) for the 2015-2018 period. Liquidity affects IFR (Internet Financial Reporting) in pharmaceutical companies listed on the Singapore Exchange (SGX) for the 2015-2018 period. Leverage has an effect on IFR (Internet Financial Reporting) in pharmaceutical companies listed on the Singapore Exchange (SGX) for the 2015-2018 period. The size of the Board of Commissioners (UDK) affects IFR (Internet Financial Reporting) in pharmaceutical companies listed on the Singapore Exchange (SGX) for the 2015-2018 period. Indonesia has better Internet Financial Reporting quality than Singapore.

Keywords: Internet Financial Reporting, Company Size, Profitability, Liquidity, Leverage, Size of the Board of Commissioners

Abstrak. Penelitian ini bertujuan untuk mengetahui pengaruh Ukuran Perusahaan, Profitabilitas, Likuiditas, Leverage, Dan Ukuran Dewan Komisaris terhadap ketepatan waktu Internet Financial Reporting (IFR) serta perbandingannya pada perusahaan farmasi di Indonesia dan Singapura periode 2015-2018. Metode pengambilan sampel yang digunakan adalah metode purposive sampling. Jumlah perusahaan yang dijadikan sampel dalam penelitian ini adalah 8 perusahaan farmasi yang terdaftar di BEI dan 8 perusahaan farmasi yang terdaftar di SGX pada periode 2015-2018. Data yang digunakan adalah data sekunder. Metode analisis data yang digunakan dalam penelitian ini adalah regresi logistik. Hasil penelitian ini menunjukkan bahwa Ukuran Perusahaan berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018. Profitabilitas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018. Likuiditas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018. Leverage berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018.

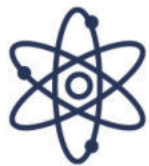


Ukuran Dewan Komisaris berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018. Ukuran Perusahaan berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) Periode 2015-2018. Profitabilitas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) Periode 2015-2018. Likuiditas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) Periode 2015-2018. Leverage berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) Periode 2015-2018. Ukuran Dewan Komisaris (UDK) berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) Periode 2015-2018. Indonesia memiliki kualitas Internet Financial Reporting lebih baik dari pada di Singapura.

Kata Kunci : Internet Financial Reporting, Ukuran Perusahaan, Profitabilitas , Likuiditas, Leverage, Ukuran Dewan Komisaris

I. PENDAHULUAN

Pelaporan keuangan di internet bertujuan sebagai media komunikasi terutama untuk investor yang membutuhkan informasi dari laporan keuangan sebagai bahan pertimbangan bagi investor. Penggunaan internet sebagai media pelaporan akan mempermudah investor dalam menilai kinerja perusahaan dengan melihat website yang dimiliki perusahaan dan membuka laporan keuangan yang disajikan dalam website perusahaan. Dengan menggunakan internet financial reporting perusahaan dapat menyajikan informasi keuangan dengan biaya yang lebih hemat dan dapat menjangkau para pemakai dengan cakupan geografis yang luas. Penyebarluasan informasi keuangan melalui internet dapat menarik investor dan memberikan image yang baik bagi perusahaan [1]. Beberapa tahun belakangan ini, laporan perusahaan berbasis internet muncul dan berkembang sebagai media yang paling cepat untuk menginformasikan hal-hal yang terkait dengan perusahaan. Hingga tahun 2006, lebih dari 70% perusahaan besar di dunia menerapkan IFR [2].



Pada bulan Agustus 2000, Securities and Exchange Commission (SEC) membuat pernyataan bahwa semua perusahaan publik direkomendasikan untuk membuat dan memberikan semua informasi legal yang dimandatkan tentang kinerja perusahaan untuk diberikan kepada semua pihak yang berkepentingan di waktu yang sama [3]. Dengan kata lain semua pemegang kepentingan dalam perusahaan seperti kreditor, pemegang saham, analis dan investor harus memiliki kesempatan yang sama untuk mengakses informasi di internet. Pernyataan dari SEC ini mendorong lebih banyak perusahaan untuk menggunakan internet sebagai media pelaporannya untuk menghindari diskriminasi informasi. Namun, perusahaan telah diberi kebebasan dalam menentukan bagaimana dan apa yang harus diungkap. Dalam penerapannya di Indonesia, Bapepam mengeluarkan peraturan melalui Keputusan Ketua Bapepam No.86 Tahun 1996 mengenai keterbukaan informasi yang harus diumumkan kepada publik yang berbunyi :

“Setiap Perusahaan Publik atau Emiten yang Pernyataan Pendaftarannya telah menjadi efektif, harus menyampaikan kepada Bapepam dan mengumumkan kepada masyarakat secepat mungkin, paling lambat akhir hari kerja ke-2 (kedua) setelah keputusan atau terdapatnya Informasi atau Fakta Material yang mungkin dapat mempengaruhi nilai Efek perusahaan atau keputusan investasi pemodal”.

Dengan adanya peraturan tersebut BAPEPAM berharap dapat mendorong upaya-upaya perusahaan untuk secepatnya mengumumkan kepada masyarakat mengenai informasi atau hal-hal yang berkaitan dengan perusahaan yang mungkin dapat mempengaruhi efek dan keputusan untuk berinvestasi dalam bursa efek. Pelaporan keuangan di internet bersifat sukarela. Dengan tidak ada peraturan spesifik yang mengatur tentang pengungkapan IFR, terdapat kesenjangan praktik IFR antar perusahaan. Beberapa perusahaan mengungkapkan hanya sebagian laporan keuangan menggunakan tingkat teknologi yang rendah, sementara perusahaan lain mengungkapkan informasi penuh pada laporan keuangan menggunakan format yang lain seperti alat-alat multimedia dan analitis. Tidak adanya aturan yang spesifik ini juga menyebabkan perbedaan kualitas pada laporan yang disampaikan perusahaan dalam websitenya. Kualitas informasi yang disampaikan dalam website masing-masing perusahaan memiliki perbedaan yang akan mempengaruhi keputusan pemakai informasi pada laporan perusahaan. Perusahaan mempunyai beberapa alasan atau motif dalam mengadopsi model pelaporan berbasis internet.

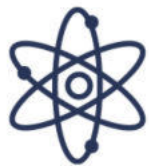


Memperluas jangkauan penyampaian informasi, memberikan informasi yang terkini, efisiensi serta efektifitas merupakan beberapa alasan mengapa perusahaan mengadopsi IFR [4]. IFR dipandang sebagai alat komunikasi yang efektif kepada pelanggan, investor dan pemegang saham. IFR merupakan respon dari perusahaan untuk menjalin komunikasi dengan stakeholder, khususnya investor, dengan lebih baik dan lebih cepat [5]. Responsiveness merupakan salah satu hal yang penting untuk meningkatkan kualitas komunikasi dan mempengaruhi kepercayaan investor pada pasar modal [6]. Pengungkapan informasi pada website perusahaan juga merupakan sebagai suatu upaya dari perusahaan untuk mengurangi asimetri informasi atau ketidaksesuaian informasi antara perusahaan dengan pihak luar. Asimetri informasi dapat terjadi karena pihak manajemen lebih banyak mengetahui tentang perusahaannya dibandingkan dengan pihak luar seperti investor dan kreditor. Sebuah manfaat besar bagi perusahaan untuk mengungkapkan informasi sebanyak mungkin sehingga investor mampu membedakan mana perusahaan yang baik dan yang buruk [7].

Rumusan Masalah

Berdasarkan uraian latar belakang yang dikemukakan diatas, adapun rumusan masalah pada penelitian ini adalah sebagai berikut :

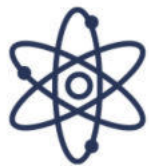
1. Apakah Ukuran Perusahaan berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Bursa Efek Indonesia periode 2015-2018?
2. Apakah Profitabilitas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Bursa Efek Indonesia periode 2015-2018?
3. Apakah Likuiditas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Bursa Efek Indonesia periode 2015-2018?
4. Apakah Leverage berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Bursa Efek Indonesia periode 2015-2018?
5. Apakah Ukuran Dewan Komisaris berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Bursa Efek Indonesia periode 2015-2018?



6. Apakah Ukuran Perusahaan berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) periode 2015-2018?
7. Apakah Profitabilitas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) periode 2015-2018?
8. Apakah Likuiditas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) periode 2015-2018?
9. Apakah Leverage berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) periode 2015-2018?
10. Apakah Ukuran Dewan Komisaris berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) periode 2015-2018?

II. METODE

Penelitian ini menggunakan jenis penelitian kuantitatif dengan data sekunder sebagai sumber data [8]. Data sekunder yang digunakan dalam penelitian ini adalah Laporan Keuangan tahunan perusahaan Farmasi yang terdaftar di Bursa Efek Indonesia (BEI) dan Singapore Exchange (SGX) periode 2015-2018. Penelitian ini menganalisa dan menjelaskan Pengaruh Ukuran Perusahaan, Profitabilitas, Likuiditas, Leverage, Dan Ukuran Dewan Komisaris terhadap ketepatan waktu Internet Financial Reporting (IFR) pada perusahaan farmasi di Indonesia dan Singapura periode 2015-2018.



Indikator Variabel

Tabel 1 Indikator Variabel

No.	Variabel	Indikator Variabel	Sumber
	Ukuran Perusahaan	SIZE = LnTotal Aset	[9]
	Profitabilitas	$ROA = \frac{\text{Laba Setelah Pajak}}{\text{Total Aset}}$	[10]
	Likuiditas	Current Ratio (CR) = $\frac{\text{Aktiva Lancar}}{\text{Kewajiban Lancar}}$ (Persen)	[11]
	Leverage	DER = $\frac{\text{Total Kewajiban}}{\text{Total Equity}}$ (Persen)	[12]
	Ukuran Dewan Komisaris	UDK = $\sum$ Dewan Komisaris Perusahaan (Orang)	[13]
	IFR	Variabel Dummy	[14]

Sampel

Perusahaan yang menjadi sampel dari penelitian ini dipilih menggunakan metode purposive sampling, dimana sampel dipilih berdasarkan pertimbangan tertentu atau karakteristik tertentu.

Kriteria dari pemilihan sampel adalah sebagai berikut :

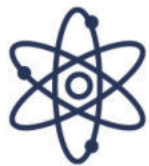
1. Perusahaan Farmasi yang terdaftar di Bursa Efek Indonesia (BEI) atau Singapore Exchange (SGX) periode tahun 2015-2018
2. Menyajikan laporan keuangan pada periode tahun 2015-2018
3. Mengungkapkan laporan keuangan nya melalui web

Perusahaan Farmasi tersebut menerapkan IFR periode 2015-2018

Ada 8 perusahaan yang digunakan sampel , sebagai berikut :

Tabel 2 Sampel Perusahaan

No.	Nama Perusahaan	Negara
1	PT Darya-Varia Laboratoria Tbk	Indonesia
2	PT Indofarma (Persero) Tbk	
3	PT Kimia Farma (Persero) Tbk	
4	PT Kalbe Farma Tbk	
5	PT Merck Tbk	
6	PT Pyridam Farma Tbk	
7	PT Taisho Pharmaceutical Indonesia Tbk	
8	PT Tempo Scan Pacific Tbk	
1	Tianjin Zhong Xin Pharmaceutical Group Corporation Ltd	Singapore
2	Star Pharmaceutical Limited	
3	Pharmesis International Ltd	
4	Haw Par Corporation Limited	
5	Eu Yan Sang International Ltd	
6	Biosensors International Group Ltd	
7	Lonza Group Ltd	
8	Transcu Group Ltd	



Teknik Analisis Data

- 1) Statistik Deskriptif
- 2) Analisis Regresi Logistik[15]
- 3) Pengujian Hipotesis
 1. Uji t (Uji parsial)[16]

III. HASIL DAN PEMBAHASAN

HASIL

1. Analisis Regresi Logistik Negara Indonesia
 - a. Menilai Kelayakan Model Regresi

Tabel 3 Hasil Uji Kelayakan Model Regresi

Step	Chi-square	df	Sig.
1	7.039	8	.532

Hosmer and Lemeshow Test adalah uji Goodness of Fit Test yaitu uji untuk menentukan apakah model yang dibentuk sudah tepat atau tidak. Dikatakan tepat apabila tidak ada perbedaan signifikan antara model dengan nilai observasinya. Pada table 4.5 Hosmer and Lemeshow's Goodness of Fit Test di atas nilai signifikansi sebesar $0,532 > 0,05$, maka hal ini berarti model regresi binary logistic layak dipakai untuk analisis selanjutnya, karena tidak ada perbedaan yang nyata antara klasifikasi yang diprediksi dengan klasifikasi yang diamati [15].

b. Koefisien Determinasi (Nagelkerke R Square)

Besarnya nilai koefisien determinasi pada model regresi logistic ditunjukkan dengan nilai Nagelkerke R Square. Hasil pengujian Nagelkerke R Square yang ditunjukkan table dibawah ini:

Tabel 4 Hasil Uji Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square	R
1	13.552 ^a	.043	.915	

a. Estimation terminated at iteration number 8 because parameter estimates changed by less than .001.



Nilai Nagelkerke R Square adalah sebesar 0,115 yang berarti variabilitas variabel dependen yang dapat dijelaskan oleh variabel independen adalah sebesar 91,5% , sedangkan sisanya sebesar 8,5% dijelaskan oleh variabel-variabel lain diluar model penelitian .

c. Model Regresi Logistik Yang Terbentuk Dan Pengujian Hipotesis

Model regresi logistic dapat dibentuk dengan melihat pada nilai estimasi parameter dalam Variables in The Equation. Model regresi yang terbentuk berdasarkan nilai estimasi parameter dalam Variables in The Equation adalah sebagai berikut ini:

$$\text{Ln} / Y = \frac{\text{CIRT}}{1-\text{CIRT}} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

$$\text{Ln} / Y = \frac{\text{CIRT}}{1-\text{CIRT}} = 31.176 + 1.223 X_1 + .003 X_2 + .001 X_3 + .011 X_4 + 1.323 X_5 + e$$

2. Analisis Regresi Logistik Negara Singapura

a. Menilai Kelayakan Model Regresi

Table 5 Hasil Uji Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	4.070	5	.906

Hosmer and Lemeshow Test adalah uji Goodness of Fit Test yaitu uji untuk menentukan apakah model yang dibentuk sudah tepat atau tidak. Dikatakan tepat apabila tidak ada perbedaan signifikan antara model dengan nilai observasinya. Pada table 4.8 Hosmer and Lemeshow's Goodness of Fit Test di atas nilai signifikansi sebesar $0,906 > 0,05$ maka hal ini berarti model regresi binary logistic layak dipakai untuk analisis selanjutnya, karena tidak ada perbedaan yang nyata antara klasifikasi yang diprediksi dengan klasifikasi yang diamati.



b. Koefisien Determinasi (Nagelkerke R Square)

Besarnya nilai koefisien determinasi pada model regresi logistic ditunjukkan dengan nilai Nagelkerke R Square. Hasil pengujian Nagelkerke R Square yang ditunjukkan table dibawah ini:

Tabel 6 Hasil Uji Model Summary

Step	Cox & -2 Log Likelihood	Snell Log Square	R Nagelkerke & R Square
1	43.264 ^a	.373	.881

a. Estimation terminated at iteration number 20 because maximum iterations has been reached. Final solution cannot be found.

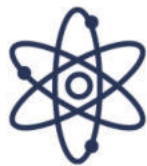
Nilai Nagelkerke R Square adalah sebesar 0,881 yang berarti variabilitas variabel dependen yang dapat dijelaskan oleh variabel independen adalah sebesar 88,1 % , sedangkan sisanya sebesar 11,9 % dijelaskan oleh variabel-variabel lain diluar model penelitian

c. Model Regresi Logistik Yang Terbentuk Dan Pengujian Hipotesis

Model regresi logistic dapat dibentuk dengan melihat pada nilai estimasi parameter dalam Variables in The Equation. Model regresi yang terbentuk berdasarkan nilai estimasi parameter dalam Variables in The Equation adalah sebagai berikut ini:

$$\text{Ln} / Y = \frac{\text{CIRT}}{1-\text{CIRT}} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e$$

$$\text{Ln} / Y = \frac{\text{CIRT}}{1-\text{CIRT}} = 28.305 + 7.797 X_1 + 22.434 X_2 + .089 X_3 + .525 X_4 + 59.382 X_5 + e$$



3. Pengujian Hipotesis

Table 7 Hasil Uji Hipotesis Indonesia

		B	S.E.	Wald	Df	Sig.	Exp(B)
Step 1 ^a	X1	1.223	1.514	.653	1	.009	.294
	X2	.003	.041	.005	1	.005	1.003
	X3	.001	.008	.006	1	.000	.999
	X4	.011	.018	.418	1	.008	1.012
	X5	1.323	1.683	.618	1	.002	3.755
	Constant	31.176	36.818	.717	1	.007	3.464E13

a. Variable(s) entered on step 1: X1, X2, X3, X4, X5.

Tabel 8 Hasil Uji Hipotesis

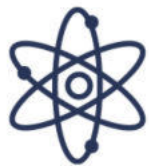
		B	S.E.	Wald	Df	Sig.	Exp(B)
Step 1 ^a	X1	7.797	3487.595	.000	1	.008	2432.222
	X2	22.434	78454.168	.000	1	.000	.000
	X3	.089	1059.201	.000	1	.000	1.093
	X4	.525	132.196	.000	1	.007	1.691
	X5	59.382	11879.702	.000	1	.006	.000
	Constant	28.305	74644.616	.000	1	.000	1.96212

a. Variable(s) entered on step 1: X1, X2, X3, X4, X5.

Tabel 9 Hasil Pengujian Hipotesis

No.	Uraian	Hasil	Keterangan
1	Ukuran Perusahaan berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018.	0,009 < 0,05	Diterima
2	Profitabilitas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018.	0,005 < 0,05	Diterima
3	Likuiditas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018.	0,000 < 0,05	Diterima
4	Leverage berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018.	0,008 < 0,05	Diterima
5	Ukuran Dewan Komisaris berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018.	0,002 < 0,05	Diterima
6	Ukuran Perusahaan berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di SGX (Singapore Exchange) Periode 2015-2018.	0,008 < 0,05	Diterima
7	Profitabilitas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di SGX (Singapore Exchange) Periode 2015-2018.	0,000 < 0,05	Diterima
8	Likuiditas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di SGX (Singapore Exchange) Periode 2015-2018.	0,000 < 0,05	Diterima
9	Leverage berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di SGX (Singapore Exchange) Periode 2015-2018.	0,007 < 0,05	Diterima
10	Ukuran Dewan Komisaris berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di SGX (Singapore Exchange) Periode 2015-2018.	0,006 < 0,05	Diterima

Sumber : Data Diolah Peneliti (2020)



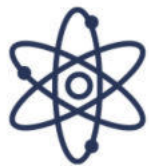
Pembahasan

1. Ukuran Perusahaan berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018

Hasil pengujian regresi logistic variabel ukuran perusahaan pada perusahaan farmasi di indonesia menunjukkan tingkat signifikansi sebesar 0,009 diatas tingkat signifikansi 0,05 (5%). Dengan demikian dapat dikatakan bahwa hipotesis ukuran perusahaan berpengaruh terhadap ketepatan waktu Internet Financial Reporting (IFR) **diterima** dan mempengaruhi perusahaan dalam pelaporan IFR. Hasil pengujian yang dilakukan dapat mendukung hipotesis yang diajukan. Ukuran perusahaan menggambarkan besar kecilnya suatu perusahaan berdasarkan pada total asset perusahaan. Perusahaan besar memiliki biaya keagenan yang besar karena harus menyampaikan pelaporan keuangannya dengan lengkap kepada principal (stakeholder khususnya pemilik perusahaan). Menurut [17], perusahaan yang cenderung besar akan memiliki sistem informasi dalam pelaporan yang lebih baik untuk menghasilkan lebih banyak informasi, termasuk menggunakan internet dalam mencantumkan laporan keuangan perusahaan tersebut melalui website perusahaan. Hasil penelitian ini sesuai dengan hasil penelitian yang di lakukan oleh [18] dan [19] yang menunjukkan bahwa Ukuran Perusahaan berpengaruh terhadap IFR. Pengaruh ukuran perusahaan terhadap IFR jika dihubungkan dengan teori sinyal adalah jika kinerja pada suatu perusahaan bagus maka akan menjadi goodnews bagi investor terus menanamkan modalnya pada perusahaan tersebut, sedangkan sebaliknya jika kinerja suatu perusahaan buruk maka akan menjadi badnews bagi investor untuk berfikir kedua kalinya menanamkan modal pada perusahaan tersebut.

2. Profitabilitas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018

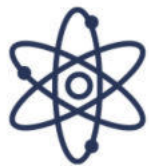
Hasil pengujian regresi logistic variabel Profitabilitas pada perusahaan farmasi di indonesia menunjukkan tingkat signifikansi sebesar 0,005 diatas tingkat signifikansi 0,05 (5%). Dengan demikian dapat dikatakan bahwa hipotesis Profitabilitas berpengaruh terhadap ketepatan waktu Internet Financial Reporting (IFR) **diterima** dan mempengaruhi perusahaan dalam pelaporan IFR.



Hasil pengujian yang dilakukan dapat mendukung hipotesis yang diajukan. Pengaruh profitabilitas terhadap IFR jika dihubungkan dengan teori sinyal adalah jika perusahaan tersebut mengalami kenaikan laba dari tahun ke tahun maka akan menggunakan praktek IFR untuk memberikan informasi di website perusahaannya agar nantinya para investor dapat melihat dan percaya untuk berinvestasi di perusahaan tersebut. Perusahaan-perusahaan yang profit akan mempunyai dorongan yang lebih kuat untuk menyebarluaskan informasi perusahaan, terutama informasi keuangan. Hal ini bermaksud untuk meningkatkan kepercayaan para investor terhadap perusahaan tersebut. [20], menyatakan bahwa semakin profit suatu perusahaan maka semakin besar kemungkinan perusahaan untuk mengungkapkan informasi keuangan tambahan, termasuk diantaranya pengungkapan melalui internet. IFR adalah salah satu sarana yang digunakan untuk menyebarluaskan goodnews. Hasil penelitian ini sesuai dengan hasil penelitian yang dilakukan oleh (Akbar, 2014) dan [22], hasil penelitian menunjukkan bahwa profitabilitas berpengaruh terhadap IFR. Profitabilitas yang tinggi merupakan salah satu indikasi bahwa perusahaan tersebut memiliki kinerja yang bagus sehingga perusahaan akan melakukan praktek IFR. Sebaliknya, apabila perusahaan yang mempunyai kinerja buruk akan lebih menghindari menggunakan teknik-teknik pengungkapan sukarela, seperti IFR karena mereka berusaha untuk menyembunyikan badnews yang ada di dalam perusahaan dan akan lebih memilih untuk membatasi pihak luar dalam mengakses laporan keuangan perusahaan tersebut.

3. Likuiditas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018

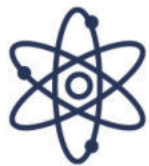
Hasil pengujian regresi logistic variabel Likuiditas pada perusahaan farmasi di Indonesia menunjukkan tingkat signifikansi sebesar 0,000 diatas tingkat signifikansi 0,05 (5%). Dengan demikian dapat dikatakan bahwa hipotesis Likuiditas berpengaruh terhadap ketepatan waktu Internet Financial Reporting (IFR) **diterima** dan mempengaruhi perusahaan dalam pelaporan IFR. Hasil pengujian yang dilakukan dapat mendukung hipotesis yang diajukan. Pengaruh likuiditas terhadap IFR jika dihubungkan dengan teori sinyal adalah jika likuiditas perusahaan tinggi maka akan menjadi goodnews bagi investor dan menurunkan kepercayaan untuk berinvestasi pada perusahaan tersebut.



Sebaliknya jika likuiditas rendah maka akan menjadi badnews bagi investor karena perusahaan tersebut dapat memenuhi kewajiban jangka panjang atau jangka pendek yang telah jatuh tempo. Hasil penelitian ini sesuai dengan hasil penelitian yang di lakukan oleh [22] dan [23] yang menunjukkan bahwa likuiditas berpengaruh terhadap IFR. Kondisi perusahaan yang memiliki current ratio yang tinggi dianggap sebagai perusahaan yang kuat bagi para kreditur. Dengan demikian, semakin baik tingkat current ratio perusahaan akan semakin meningkatkan citra perusahaan. Citra perusahaan ini akan membangun kepercayaan investor dan kreditur yang akan menanamkan saham ataupun memberikan pinjaman bagi perusahaan tersebut. Perusahaan yang sehat keuangannya akan menyebarluaskan laporan keuangan mereka dan informasi keuangan lainnya melalui media internet (IFR) untuk menarik perhatian investor. Perusahaan yang secara keuangan kuat akan lebih mungkin untuk melaporkan lebih banyak informasi keuangan dibanding perusahaan yang lemah. Dengan pelaporan keuangan yang lengkap dan mudah diakses oleh publik, pihak perusahaan tidak merasa terancam kinerjanya, tetapi justru menunjukkan keberhasilan operasi perusahaan.

4. Leverage berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018

Hasil pengujian regresi logistic variabel Leverage pada perusahaan farmasi di indonesia menunjukkan tingkat signifikansi sebesar 0,008 diatas tingkat signifikansi 0,05 (5%). Dengan demikian dapat dikatakan bahwa hipotesis Leverage berpengaruh terhadap ketepatan waktu Internet Financial Reporting (IFR) **diterima** dan mempengaruhi perusahaan dalam pelaporan IFR. Hasil pengujian yang dilakukan dapat mendukung hipotesis yang diajukan. Perusahaan yang memiliki leverage yang tinggi akan menjauhi praktik laporan keuangan melalui internet. Hubungan dengan teori sinyal yaitu jika perusahaan dengan leverage yang rendah mendorong pihak manajemen perusahaan untuk memberikan sinyal kepada investor mengenai good news yang dimiliki oleh perusahaan yang berbasis Internet. Hasil penelitian ini sesuai dengan hasil penelitian yang di lakukan oleh [24] , menunjukkan hasil bahwa Leverage berpengaruh terhadap IFR.



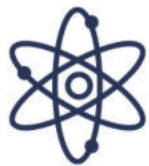
Suatu perusahaan yang melakukan praktik Internet Financial Reporting (IFR) bertujuan untuk mengurangi biaya agensi dan konflik kepentingan yang muncul dengan cara menyajikan informasi melalui website perusahaan, sehingga terlepas dari tinggi rendahnya leverage yang dimiliki oleh suatu perusahaan. Tingkat leverage yang tinggi akan mendorong manajer untuk melakukan Internet Financial Reporting untuk memberi informasi informasi positif perusahaan guna mengalihkan perhatian kreditur dan pemegang saham untuk tidak terlalu fokus hanya pada leverage perusahaan yang tinggi.

5. Ukuran Dewan Komisaris berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018

Hasil pengujian regresi logistic variabel Ukuran Dewan Komisaris pada perusahaan farmasi di Indonesia menunjukkan tingkat signifikansi sebesar 0,002 diatas tingkat signifikansi 0,05 (5%). Dengan demikian dapat dikatakan bahwa hipotesis Ukuran Dewan Komisaris berpengaruh terhadap ketepatan waktu Internet Financial Reporting (IFR) **diterima** dan mempengaruhi perusahaan dalam pelaporan IFR. Hasil pengujian yang dilakukan dapat mendukung hipotesis yang diajukan. Tugas dan tanggung jawab dewan komisaris yaitu melakukan pengawasan terhadap kualitas informasi yang terkandung dalam laporan keuangan. Hal ini dilakukan karena informasi dalam laporan keuangan sangat penting bagi investor guna sebagai dasar pengambilan keputusan. Jumlah anggota dewan komisaris yang besar akan menguntungkan bagi perusahaan dilihat dari sudut pandang sumber daya. Perusahaan yang mempunyai ukuran dewan komisaris yang besar akan meningkatkan pengungkapan informasi keuangan yang lebih berkualitas dan tepat waktu pada website perusahaan dengan tujuan supaya dapat menarik lebih banyak investor. Hasil penelitian ini sesuai dengan hasil penelitian yang dilakukan oleh [25]. Hasil menunjukkan bahwa ukuran dewan komisaris berpengaruh terhadap ketepatan waktu IFR.

6. Ukuran Perusahaan berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di SGX (Singapore Exchange) Periode 2015-2018

Hasil pengujian regresi logistic variabel Ukuran Perusahaan pada perusahaan farmasi di Singapura menunjukkan tingkat signifikansi sebesar 0,008 diatas tingkat signifikansi 0,05 (5%).



Dengan demikian dapat dikatakan bahwa hipotesis Ukuran Perusahaan berpengaruh terhadap ketepatan waktu Internet Financial Reporting (IFR) **diterima** dan mempengaruhi perusahaan dalam pelaporan IFR. Hasil pengujian yang dilakukan dapat mendukung hipotesis yang diajukan. Besar kecilnya ukuran perusahaan dapat didasarkan pada total nilai aktiva, total penjualan, kapitalisasi pasar, jumlah tenaga kerja dan sebagainya. Semakin besar item-item tersebut maka semakin besar pula ukuran perusahaan. Semakin besar aktiva maka semakin banyak modal yang ditanam, semakin banyak penjualan maka semakin banyak perputaran uang dan semakin besar kapitalisasi pasar maka semakin besar pula ia dikenal dalam masyarakat [26]. Hasil penelitian ini sesuai dengan hasil penelitian yang dilakukan oleh [27] dan [19] menunjukkan adanya hubungan antara ukuran perusahaan dengan ketepatan waktu IFR. Perusahaan besar akan cenderung melakukan ketepatan waktu IFR dibandingkan perusahaan menengah maupun kecil. Hal ini sejalan dengan perkembangan teknologi di jaman sekarang di mana perusahaan mengikuti perkembangan teknologi. Salah satu bukti perkembangan penggunaan teknologi, nampak dengan adanya penggunaan internet dalam pelaporan perusahaan. Adanya penggunaan internet dalam pelaporan perusahaan meningkatkan citra perusahaan dimata publik.

7. Profitabilitas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di SGX (Singapore Exchange) Periode 2015-2018

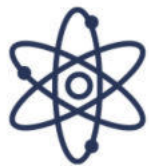
Hasil pengujian regresi logistic variabel Profitabilitas pada perusahaan farmasi di Singapura menunjukkan tingkat signifikansi sebesar 0,000 diatas tingkat signifikansi 0,05 (5%). Dengan demikian dapat dikatakan bahwa hipotesis Profitabilitas berpengaruh terhadap ketepatan waktu Internet Financial Reporting (IFR) **diterima** dan mempengaruhi perusahaan dalam pelaporan IFR. Hasil pengujian yang dilakukan dapat mendukung hipotesis yang diajukan. Hasil pengujian regresi logistic yang dilakukan menunjukkan bahwa variabel profitabilitas berpengaruh terhadap ketepatan waktu CIR yang berarti semakin besar laba perusahaan maka semakin besar kemampuan perusahaan untuk memberikan laporan tepat waktu. Profitabilitas merupakan salah satu indikator keberhasilan perusahaan untuk menghasilkan laba. Sehingga semakin tinggi profitabilitas maka semakin tinggi pula kemampuan perusahaan untuk menghasilkan laba bagi perusahaannya [28].



Teori sinyal menyatakan bahwa ketika perusahaan menunjukkan performance yang bagus, manajemen memiliki dorongan yang kuat untuk menyebarluaskan informasi keuangan dalam rangka menarik perhatian investor. Hasil penelitian ini sejalan dengan penelitian yang dilakukan oleh [29] yang menyatakan bahwa variabel profitabilitas berpengaruh terhadap IFR. Perusahaan yang mendapatkan keuntungan akan menggunakan informasi baik tersebut untuk memberikan sinyal kepada investor agar tertarik untuk menanamkan sahamnya pada perusahaan tersebut. Laba positif yang dihasilkan perusahaan merupakan nilai plus dari perusahaan tersebut. Perusahaan yang memperoleh laba cenderung tepat waktu menyampaikan laporan keuangannya dan sebaliknya jika mengalami rugi perusahaan cenderung terlambat untuk menyampaikan laporan keuangannya.

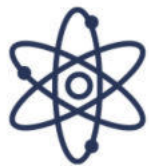
8. Likuiditas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di SGX (Singapore Exchange) Periode 2015-2018

Hasil pengujian regresi logistic variabel Likuiditas pada perusahaan farmasi di Singapura menunjukkan tingkat signifikansi sebesar 0,000 diatas tingkat signifikansi 0,05 (5%). Dengan demikian dapat dikatakan bahwa hipotesis Likuiditas berpengaruh terhadap ketepatan waktu Internet Financial Reporting (IFR) **diterima** dan mempengaruhi perusahaan dalam pelaporan IFR. Hasil pengujian yang dilakukan dapat mendukung hipotesis yang diajukan. [30] menyatakan bahwa likuiditas merupakan tingkat kemampuan jangka pendek perusahaan dalam membayar kewajiban jangka pendeknya. Kemungkinan penyebab perusahaan tidak dapat melunasi utang jangka pendek pada tanggal jatuh temponya yaitu karena keadaan yang kurang atau tidak likuid. Hal itu menyebabkan kadang-kadang perusahaan terpaksa menarik pinjaman baru dengan tingkat bunga yang relatif tinggi, menjual investasi jangka panjang atau aktiva tetapnya untuk melunasi utang jangka pendek tersebut. Ada kecenderungan perusahaan mengalami kebangkrutan jika keadaan perusahaan tidak likuid. Hasil penelitian ini sesuai dengan hasil penelitian yang di lakukan oleh [31], yang menyatakan bahwa Likuiditas berpengaruh terhadap IFR. Likuiditas merupakan tingkat kemampuan perusahaan untuk membayar kewajiban jangka pendek. Jika keadaan perusahaan tidak likuid, ada kecenderungan perusahaan mengalami kebangkrutan. perusahaan-perusahaan akan mengungkapkan informasi lebih luas jika rasio likuiditas mereka tinggi, untuk membedakan diri dari perusahaan lain yang likuiditasnya kurang menguntungkan.



9. Leverage berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di SGX (Singapore Exchange) Periode 2015-2018

Hasil pengujian regresi logistic variabel Leverage pada perusahaan farmasi di Singapura menunjukkan tingkat signifikansi sebesar 0,007 diatas tingkat signifikansi 0,05 (5%). Dengan demikian dapat dikatakan bahwa hipotesis Leverage berpengaruh terhadap ketepatan waktu Internet Financial Reporting (IFR) **diterima** dan mempengaruhi perusahaan dalam pelaporan IFR. Hasil pengujian yang dilakukan dapat mendukung hipotesis yang diajukan. Leverage mengacu pada kemampuan perusahaan untuk melunasi hutang jangka panjang. Leverage adalah hutang sumber dana yang digunakan perusahaan untuk membiayai asetnya diluar sumber dana modal atau ekuitas. Hutang merupakan perjanjian antara perusahaan sebagai debitur dengan kreditur. Dalam perjanjian hutang ini, ada kepentingan perusahaan untuk dinilai positif oleh kreditur dalam hal kemampuan membayar hutangnya. Sehingga adanya perjanjian kontrak hutang memicu manajemen untuk meningkatkan kualitas pengungkapan informasi keuangan perusahaan melalui internet, termasuk didalamnya aspek ketepatan waktu, dengan tujuan memperlihatkan kinerja positif pada kreditur, sehingga memperoleh suntikan dana atau untuk memperoleh penjadwalan kembali pembayaran hutang. Pernyataan tersebut di dukung oleh teori agensi yang menjelaskan bahwa semakin tinggi tingkat Leverage, perusahaan memiliki insentif untuk meningkatkan pengungkapan kepada pemangku kepentingan baik berupa media pengungkapan tradisional maupun media lain yaitu pengungkapan informasi perusahaan melalui website perusahaan [18]. Hasil penelitian ini sejalan dengan penelitian yang dilakukan oleh [27] yang menyatakan bahwa Leverage berpengaruh terhadap ketepatan waktu IFR. Leverage mengacu pada kemampuan perusahaan untuk melunasi hutang jangka panjang. Jadi, perusahaan yang memiliki leverage akan bertanggung jawab untuk memuaskan kebutuhan kreditur dengan menyebarkan informasi yang dapat dipercaya di situs web untuk membuat kreditur lebih percaya diri tentang kemampuan perusahaan untuk membayar hutang mereka. Demikian pula, baik pemegang saham dan kreditur akan meminta informasi lebih lanjut untuk menilai kemampuan keuangan perusahaan.



10. Ukuran Dewan Komisaris berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di SGX (Singapore Exchange) Periode 2015-2018

Hasil pengujian regresi logistic variabel Ukuran Dewan Komisaris pada perusahaan farmasi di Singapura menunjukkan tingkat signifikansi sebesar 0,006 diatas tingkat signifikansi 0,05 (5%). Dengan demikian dapat dikatakan bahwa hipotesis Ukuran Dewan Komisaris berpengaruh terhadap ketepatan waktu Internet Financial Reporting (IFR) **diterima** dan mempengaruhi perusahaan dalam pelaporan IFR. Hasil pengujian yang dilakukan dapat mendukung hipotesis yang diajukan. Semakin efektif pengawasan dan kontrol terhadap kinerja manajemen melalui keanggotaan dewan komisaris dalam jumlah yang banyak dengan berbagai pengetahuan dan pengalaman yang dimiliki oleh antar anggota dewan komisaris akan mampu meminimalisasi perilaku opportunistic manajemen bahkan memberi tekanan yang kuat serta mendorong manajemen untuk mewujudkan keterbukaan informasi, dalam hal ini melalui pengungkapan informasi perusahaan baik keuangan maupun non-keuangan dengan menggunakan media internet/website atau dikenal dengan istilah pengungkapan Internet Financial Reporting (IFR). Hasil penelitian ini konsisten dengan penelitian yang dilakukan oleh [6] yang menunjukkan bahwa Ukuran Dewan Komisaris berpengaruh terhadap IFR.

IV. KESIMPULAN

Penelitian ini meneliti tentang ketepatan waktu IFR yang dipengaruhi oleh Ukuran Perusahaan, Profitabilitas, Likuiditas, Leverage, dan Ukuran Dewan Komisaris. Analisis dilakukan dengan menggunakan regresi logistic dengan menggunakan program SPSS 23. Data sampel penelitian sebanyak 8 perusahaan farmasi di Negara Indonesia yang terdaftar di Bursa Efek Indonesia dan sebanyak 8 perusahaan farmasi di Negara Singapura yang terdaftar di Singapore Exchange pada periode 2015-2018. Berdasarkan hasil pengujian dan pembahasan pada bagian sebelumnya dapat disimpulkan sebagai berikut:

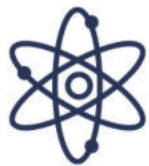
- a. Ukuran Perusahaan berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018



- b. Profitabilitas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018
- c. Likuiditas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018
- d. Leverage berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018
- e. Ukuran Dewan Komisaris berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di BEI (Bursa Efek Indonesia) Periode 2015-2018
- f. Ukuran Perusahaan berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) Periode 2015-2018
- g. Profitabilitas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) Periode 2015-2018
- h. Likuiditas berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) Periode 2015-2018
- i. Leverage berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) Periode 2015-2018
- j. Ukuran Dewan Komisaris (UDK) berpengaruh terhadap IFR (Internet Financial Reporting) pada perusahaan Farmasi yang terdaftar di Singapore Exchange (SGX) Periode 2015-2018

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**THE EFFECT OF PBV, EPS, AND PROFITABILITY ON SHARE PRICES
AND INVESTMENT DECISIONS IN CONVENTIONAL BANKING
COMPANIES LISTED ON IDX 2016-2018 PERIOD 2016-2018**

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Abstract

This study aims to determine the effect of PBV, EPS, and profitability on stock prices and investment decisions in conventional banking companies listed on the IDX for the 2016-2018 period. The sampling method used was purposive sampling method. The number of companies sampled in this study were 13 conventional banking companies listed on the IDX in the 2016-2018 period. The data used are secondary data. The data analysis method used in this research is PLS (Partial Least Square) 3.2. The results of this study indicate that Price Book Value (X1) has an effect on stock prices (Y1) in conventional banking companies listed on the Indonesia Stock Exchange (IDX) in the 2016-2018 period. Price Book Value (X1) Affects Investment Decisions (Y2) in Conventional Banking Companies listed on the Indonesia Stock Exchange (IDX) in the 2016-2018 period. Earning Per Share (X2) Affects Share Prices (Y1) in Conventional Banking Companies listed on the Indonesia Stock Exchange (IDX) in the 2016-2018 period. Earning Per Share (X2) Affects Investment Decisions (Y2) in Conventional Banking Companies listed on the Indonesia Stock Exchange (IDX) in the 2016-2018 period.



Profitability (X3) Affects Share Price (Y1) in Conventional Banking Companies listed on the Indonesia Stock Exchange (IDX) in the 2016-2018 period. Profitability (X3) Affects Investment Decisions (Y2) in Conventional Banking Companies listed on the Indonesia Stock Exchange (IDX) in the 2016-2018 period.

Keywords: PBV, EPS, Profitability of Share Prices and Investment Decisions

Abstrak. Penelitian ini bertujuan untuk mengetahui Pengaruh PBV, EPS, Dan Profitabilitas Terhadap Harga Saham Dan Keputusan Investasi Pada Perusahaan Perbankan Konvensional Yang Terdaftar Di BEI Periode 2016-2018. Metode pengambilan sampel yang digunakan adalah metode purposive sampling. Jumlah perusahaan yang dijadikan sampel dalam penelitian ini adalah 13 perusahaan Perbankan Konvensional yang terdaftar di BEI pada periode 2016-2018. Data yang digunakan adalah data sekunder. Metode analisis data yang digunakan dalam penelitian ini adalah PLS (Partial Least Square) 3.2. Hasil penelitian ini menunjukkan bahwa Price Book Value (X1) Berpengaruh Terhadap Harga Saham (Y1) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. Price Book Value (X1) Berpengaruh Terhadap Keputusan Investasi (Y2) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. Earning Per Share (X2) Berpengaruh Terhadap Harga Saham (Y1) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. Earning Per Share (X2) Berpengaruh Terhadap Keputusan Investasi (Y2) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. Profitabilitas (X3) Berpengaruh Terhadap Harga Saham (Y1) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. Profitabilitas (X3) Berpengaruh Terhadap Keputusan Investasi (Y2) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018.

Kata Kunci : PBV, EPS, Profitabilitas Harga Saham Dan Keputusan Investasi

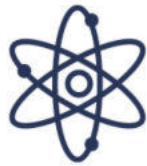


I. PENDAHULUAN

Perkembangan ekonomi suatu masyarakat terkait dengan adanya lembaga keuangan. Dua sektor yang berperan dalam pasar keuangan Indonesia adalah sektor perbankan dan pasar modal. Kondisi persaingan berhadapan pula dengan sistem pasar global dengan tingkat persaingannya semakin tajam di pasar domestik maupun pasar internasional. Persaingan yang ketat itu menuntut perusahaan untuk melihat berbagai kesempatan yang ada dan mencari strategi untuk menarik para investor untuk berinvestasi pada perusahaan logam dan sejenisnya [1].

Semakin banyak saham-saham yang terbitkan semakin besar dana yang diperoleh dari masyarakat untuk mengembangkan usaha dan ini berarti semakin besar peluang bank untuk memperoleh profitabilitas yang tinggi serta menutup kerugian-kerugian yang mungkin dialami bank sewaktu-waktu [2]. Oleh karena itu, banyak bank yang memasarkan sahamnya di bursa lokal maupun bursa dunia. Seorang investor dapat memilih jenis investasi ini karena dapat memberikan keuntungan ekonomis dan non ekonomis bagi pemegang saham itu sendiri. Sebelum berinvestasi, investor perlu mengetahui dan juga perlu memilih saham-saham mana saja yang dapat memberikan keuntungan paling besar bagi dana yang diinvestasikan. Perusahaan selalu berusaha untuk memaksimalkan nilai sahamnya agar banyak investor yang tertarik menanamkan modalnya untuk perusahaan. Nilai saham ini salah satunya dapat diukur berdasarkan harga sahamnya [3].

Harga saham adalah harga suatu saham yang terjadi di pasar bursa pada saat tertentu yang ditentukan oleh permintaan dan penawaran saham perusahaan yang bersangkutan di pasar modal [4]. Investor perlu menganalisis laporan keuangan, tetapi tidak semua rasio keuangan itu dibutuhkan dan penting bagi investor. Banyak sekali jenis rasio keuangan, tetapi hanya beberapa rasio yang sangat penting bagi investor karena besar kecilnya keuntungan yang diperoleh setiap bulan, tergantung pada pengelolaan dana likuiditas serta persediaan dan piutang. Calon investor harus tahu betul rasio-rasio yang penting bagi mereka sebab hal itu dapat mempengaruhi keberhasilan mereka dalam berinvestasi. Kesalahan dalam menganalisis laporan keuangan dapat bersifat fatal. Jadi, penting bagi para investor untuk menganalisis laporan keuangan dengan perhitungan rasio-rasio keuangan agar investasi memberikan keuntungan sesuai yang diinginkan investor [5].

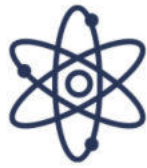


Investor juga harus sadar bahwa selain menganalisis laporan keuangan, investor juga sebaiknya mengerti bahwa harga saham di pasar bursa tidak selalu stabil. Seperti halnya harga barang komoditas pada umumnya, harga saham juga mengalami fluktuasi harga. Ada kalanya harga saham mengalami harga yang tinggi dan terkadang harga saham itu juga anjlok. Penyebab naik turunnya atau tinggi rendahnya harga saham di pasar bursa disebabkan oleh banyak faktor. Harga saham dipengaruhi oleh faktor yaitu Kondisi mikro dan makro ekonomi, kebijakan perusahaan dalam memutuskan untuk ekspansi (perluasan usaha), seperti membuka kantor cabang (brand office), kantor cabang pembantu (sub brand office) baik yang dibuka di domestik maupun luar negeri, pergantian direksi secara tiba-tiba, adanya direksi atau pihak komisaris perusahaan yang terlibat tindak pidana dan kasusnya sudah masuk ke pengadilan, kinerja perusahaan yang terus mengalami penurunan dalam setiap waktunya, risiko sistematis, yaitu suatu bentuk risiko yang terjadi secara menyeluruh dan telah ikut menyebabkan perusahaan ikut terlibat dan Efek dari psikologi pasar yang ternyata mampu menekan kondisi teknikal jual beli saham [6].

Rumusan Masalah

Berdasarkan uraian latar belakang yang dikemukakan diatas, adapun rumusan masalah pada penelitian ini adalah sebagai berikut :

1. Apakah PBV Berpengaruh Terhadap Harga Saham pada Perusahaan Perbankan Konvensional Yang Terdaftar di BEI Periode 2016-2018?
2. Apakah PBV Berpengaruh Terhadap Keputusan Investasi pada Perusahaan Perbankan Konvensional Yang Terdaftar di BEI Periode 2016-2018?
3. Apakah EPS Berpengaruh Terhadap Harga Saham pada Perusahaan Perbankan Konvensional Yang Terdaftar di BEI Periode 2016-2018?
4. Apakah EPS Berpengaruh Terhadap Keputusan Investasi pada Perusahaan Perbankan Konvensional Yang Terdaftar di BEI Periode 2016-2018?
5. Apakah Profitabilitas Berpengaruh Terhadap Harga Saham pada Perusahaan Perbankan Konvensional Yang Terdaftar di BEI Periode 2016-2018?
6. Apakah Profitabilitas Berpengaruh Terhadap Keputusan Investasi pada Perusahaan Perbankan Konvensional Yang Terdaftar di BEI Periode 2016-2018?



Kerangka Konseptual

Kerangka konseptual pada penelitian ini didasarkan pada penelitian terdahulu yang menguji Pengaruh PBV, EPS, Profitabilitas Terhadap Harga Saham Dan Keputusan Investasi, sehingga tersusunlah kerangka konseptual yakni

Hipotesis

Hipotesis adalah jawaban teori sementara terhadap rumusan masalah penelitian dan juga sebagai jawaban sementara. Berdasarkan penjelasan tersebut maka hipotesis yang di ajukan adalah :

H1 : PBV Berpengaruh Terhadap Harga Saham

H2 : PBV Berpengaruh Terhadap Keputusan Investasi

H3 : EPS Berpengaruh Terhadap Harga Saham

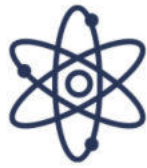
H4 : EPS Berpengaruh Terhadap Keputusan Investasi

H5 : Profitabilitas Berpengaruh Terhadap Harga Saham

H6 : Profitabilitas Berpengaruh Terhadap Keputusan Investasi

II. METODE

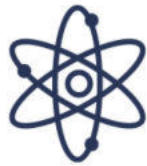
Penelitian ini menggunakan jenis penelitian kuantitatif dengan data sekunder sebagai sumber data [7]. Data sekunder yang digunakan dalam penelitian ini adalah Laporan Keuangan tahunan perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) periode 2016-2018. Penelitian ini menganalisa dan menjelaskan Pengaruh PBV, EPS, Profitabilitas Terhadap Harga Saham Dan Keputusan Investasi pada Perusahaan Perbankan Konvensional Yang Terdaftar di BEI Periode 2016-2018.



Indikator Variabel

**Tabel
1
Indikator
Variabel**

No	Variabel	Konsep	Pengukuran	Sumber
1	PBV	rasio yang menggambarkan seberapa besar pasar menghargai nilai buku saham dari perusahaan menunjukka		[8]
2	EPS	rasio yang bagian laba untuk setiap saham		[2]
3	Profitabilitas	rasio yang mengukur efektivitas perusahaan di dalam menghasilkan keuntungan dengan memanfaatkan aktiva yang dimiliki perusahaan	$ROE = \frac{\text{PBV}}{\text{EPS}}$ $EPS = \frac{\text{Laba Bersih}}{\text{Jumlah Saham Beredar}}$	[9]
4	Harga Saham	harga saham dilihat dari harga pasar merupakan harga yang paling mudah ditentukan karena pasar semakin tinggi PER maka Semaki	$\text{PBV} = \frac{\text{Harga pasar saham}}{\text{Nilai buku}}$ $\text{EPS} = \frac{\text{Laba Bersih}}{\text{Jumlah Saham Beredar}}$	[4]
5	Keputusan Investasi	tinggi pula harga		[10]



n
per
lembar saham suatu
perusahaan dan
mengindikasikan nilai

$$\text{Price Earning Ratio} = \frac{\text{Harga Saham}}{\text{EPS}}$$

perusahaan yang bagus

Sampel

Perusahaan yang menjadi sampel dari penelitian ini dipilih menggunakan metode purposive sampling [11], dimana sampel dipilih berdasarkan pertimbangan tertentu atau karakteristik tertentu.

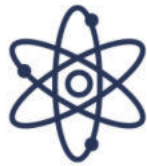
Kriteria dari pemilihan sampel adalah sebagai berikut :

1. Perusahaan Perbankan yang terdaftar di Bursa Efek Indonesia (BEI) periode tahun 2016-2018
 2. Mengungkapkan laporan keuangan nya melalui web
 3. Perusahaan Perbankan Konvensional yang lengkap mengungkapkan laporan keuangan nya di web yang meliputi variabel penelitian pada tahun penelitian
- Ada 13 perusahaan yang digunakan sampel yaitu sebagai berikut:

Tabel 2
Sampel Perusahaan

No.	Kode Saham	Nama Emiten	Tanggal IPO
1.	AGRO	Bank Rakat Indonesia Agro Niaga Tbk d.h Bank Agroniaga Tbk	08 Agustus 2003
2.	AGRS	Bank Agris Tbk d.h Bank Finconesia	22 Desember 2004
3.	BABP	Bank MNC Internasional Tbk d.h ICB Bumiputera Tbk d.h Bank Bumiputera Indonesia Tbk	15 Juli 2002
4.	BACA	Bank Capital Indonesia Tbk	08 Oktober 2007
5.	BBCA	Bank Central Asia Tbk	31 Mai 2000
6.	BBKP	Bank Bukopin Tbk	10 Juli 2006
7.	BBMD	Bank Mestika Dharma	08 Juli 2006
8.	BBNI	Bank Negara Indonesia (Persero) Tbk	25 November 1996
9.	BBRI	Bank Rakyat Indonesia (Persero) Tbk	10 November 2003
10.	BBTN	Bank Tabungan Negara (Persero) Tbk	17 Desember 2009
11.	BDMN	Bank Danamon Indonesia Tbk	6 Desember 1989
12.	BMRI	Bank Mandiri (Persero) Tbk	14 Juli 2003
13.	BNGA	Bank Niaga Tbk d.h Bank Niaga Tbk	29 November 1989





Teknik Analisis Data

1. Statistik Deskriptif
2. Penguji Hipotesis
 - a. Uji Koefisien Determinasi (R^2)

Uji Signifikansi Parameter Individual (Uji Statistik t) [12]

III. HASIL DAN PEMBAHASAN

HASIL

1. Statistik Deskriptif

Tabel 3
Statistik Deskriptif

	Rata-Rata	Median	Minimum	Maksimum	Standar Deviasi	Kelebihan Kurtosi	Skewness
PBV	364.331	1.825	0.369	872.583	179.632	11.399	3.34
EPS	111.033	6.12	-0.05	65	15.375	6.26	2.492
ROE	18.783	9.01	-48.91	23.08	11.553	15.3	-3.198
HARGA SAHAM	14,153.69	1,380.00	50	26,000.00	5,918.74	5.154	2.223
PER	321.13	17.429	-230	151.667	53.408	13.25	-2.006

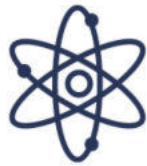
Berdasarkan tabel 3 mempunyai nilai rata- rata untuk variabel PBV, EPS, ROE, HARGA SAHAM dan PER lebih besar dari Nilai standar deviasi . Menunjukkan simpangan data yang nilainya lebih kecil dibandingkan dengan nilai rata-ratanya sehingga menunjukkan bahwa data variabel PBV, EPS, ROE, HARGA SAHAM dan PER sudah normal.

2. Pengujian Hipotesis

a. Uji Kelayakan Model

Tabel 4
R-square (Inner Model)

	X1	X2	X3	Y1	Y2
X1				1.000	1.000
X2				1.000	1.000
X3				1.000	1.000
Y1					
Y2					



Pada table diatas diketahui bahwa nilai koefisien korelasi R adalah 1,000 atau $> 0,67$ (Ghozali, 2013). Artinya terdapat hubungan (korelasi) yang kuat antara variabel bebas yang meliputi PBV, EPS, Profitabilitas Terhadap Harga Saham Dan Keputusan Investasi.

b. Hasil Pengujian Hipotesis

Tabel 5
Koefisien Jalur

	Sampel	Rata-rata	Standar Deviasi	T Statistik (O/STDEV)	P Values
	Asli (O)	Sampel (M)	(STDEV)		
X1 -> Y1	-0.158	-0.174	0.085	2.854	0.001
X1 -> Y2	-0.005	0.073	0.204	8.026	0.019
X2 -> Y1	0.032	0.029	0.121	4.267	0.001
X2 -> Y2	0.034	0.018	0.133	6.256	0.009
X3 -> Y1	0.456	0.522	0.113	4.046	0.000
X3 -> Y2	0.096	0.051	0.240	2.399	0.002

Tabel 6
Hasil Pengujian Hipotesis

No.	Hipotesis	Hasil	Statistik
1	PBV (X1) Berpengaruh Terhadap Harga Saham (Y1)	Diterima	$2.854 > 1,96$ $0,001 < 0,05$
2	PBV (X1) Berpengaruh Terhadap Keputusan Investasi (Y2)	Diterima	$8.026 > 1,96$ $0,019 < 0,05$
3	EPS (X2) Berpengaruh Terhadap Harga Saham (Y1)	Diterima	$4.267 > 1,96$ $0,001 < 0,05$
4	EPS (X2) Berpengaruh Terhadap Keputusan Investasi (Y2)	Diterima	$6.256 > 1,96$ $0,009 < 0,05$
5	Profitabilitas (X3) Berpengaruh Terhadap Harga Saham (Y1)	Diterima	$4.046 > 1,96$ $0,000 < 0,05$
6	Profitabilitas (X3) Berpengaruh Terhadap Keputusan Investasi (Y2)	Diterima	$2.399 > 1,96$ $0,002 < 0,05$



Pembahasan

1. PBV (X₁) Berpengaruh Terhadap Harga Saham (Y₁)

Price to Book Value (PBV) merupakan perbandingan antara harga pasar dan nilai buku saham. Untuk perusahaan-perusahaan yang berjalan dengan baik, umumnya rasio ini mencapai diatas satu, yang menunjukkan bahwa nilai pasar saham lebih besar dari nilai bukunya. Rasio ini menunjukkan seberapa jauh sebuah perusahaan mampu menciptakan nilai perusahaan terhadap jumlah modal yang diinvestasikan. Semakin besar rasio PBV semakin tinggi perusahaan dinilai oleh para pemodal relatif dibandingkan dengan dana yang telah ditanamkan di perusahaan. Semakin besar rasio ini menggambarkan kepercayaan pasar akan prospek keuangan perusahaan tersebut [13]. Hasil penelitian ini sesuai dengan hasil penelitian yang telah di lakukan oleh [5], [3], [14]. Hal ini menunjukkan bahwa dengan adanya kenaikan Price to Book Value (PBV) akan diikuti oleh peningkatan harga saham. Semakin besar rasio PBV semakin tinggi perusahaan dinilai oleh para pemodal relatif dibandingkan dengan dana yang telah ditanamkan di perusahaan. Penilaian perusahaan oleh investor akan sangat mempengaruhi keputusan investasi, karena investor akan berinvestasi di perusahaan yang memiliki kinerja baik. Minat investor terhadap saham perusahaan yang berkinerja baik akan mempengaruhi naiknya harga saham.

2. PBV (X₁) Berpengaruh Terhadap Keputusan Investasi (Y₂)

Price To Boook Value (PBV) merupakan nilai yang bisa digunakan untuk membandingkan suatu saham lebih mahal atau lebih murah dibandingkan dengan saham lainnya. Untuk membandingkannya, dua atau lebih perusahaan harus dari satu kelompok usaha yang memiliki sifat bisnis yang sama . Menurut menyatakan bahwa PBV berpengaruh positif terhadap PER, artinya semakin tinggi Price to boook value (PBV) maka semakin tinggi nilai perusahaan, sehingga membuat para investor atau calon investor tertarik untuk menanamkan dananya ke dalam perusahaan dan pada akhirnya akan berdampak pada meningkatnya harga saham di pasar modal dimana berarti keputusan investasi (Price Earning Ratio) juga akan meningkat. Hasil penelitian yang sama dilakukan oleh Rahayu dan Utami (2020) menunjukkan bahwa PBV Berpengaruh Terhadap Keputusan Investasi.



3. EPS (X2) Berpengaruh Terhadap Harga Saham (Y1)

Laba per lembar saham atau EPS merupakan rasio yang menunjukkan berapa besar keuntungan yang diperoleh investor per lembar sahamnya. Hubungan antara EPS itu sendiri terhadap harga saham adalah apabila perusahaan tersebut memiliki rasio EPS yang bagus tentunya akan memberikan nilai yang baik dimata investor, nilai baik ini yang menjadi pembentuk harga saham itu sendiri. Semakin tinggi nilai saham tersebut maka semakin tinggi pula harga sahamnya di pasar modal. Hasil penelitian ini sesuai dengan Hasil dari penelitian yang dilakukan oleh [2], [8], dan [16] menunjukkan bahwa EPS Berpengaruh Terhadap Harga Saham. Pengaruh dari EPS terhadap harga saham telah menunjukkan bahwa EPS merupakan komponen penting yang harus diperhatikan investor. Laba sangat mempengaruhi investor dalam menilai suatu perusahaan apakah layak dijadikan sarana investasi yang menguntungkan atau tidak. Analisa laba dari sudut investor atau pemilik perusahaan ditujukan pada laba per saham karena angka ini memberikan informasi tentang berapa laba yang diperoleh pemegang saham biasa atas setiap lembar saham yang dimilikinya. Pemegang saham sbiasa merupakan pihak terakhir yang mendapat bagian dalam pembagian laba. Laba yang digunakan dalam perhitungan earning per share adalah angka setelah semua klaim pihak lainnya dapat dipenuhi

4. EPS (X2) Berpengaruh Terhadap Keputusan Investasi (Y2)

Perusahaan yang memutuskan untuk Go Public selain berorientasi terhadap laba/ keuntungan juga bertujuan untuk meningkatkan kesejahteraan para pemegang saham perusahaan. Harga saham merupakan persepsi investor mengenai keberhasilan kinerja perusahaan menggunakan sumber daya yang dimiliki oleh perusahaan. Tingkat keuntungan yang dapat dihasilkan per lembar saham yang dimiliki oleh investor akan mempengaruhi penilaian investor terhadap suatu kinerja perusahaan emiten. Semakin tinggi nilai EPS maka investor menganggap prospek perusahaan sangat baik untuk kedepannya sehingga mempengaruhi tingkat permintaan terhadap saham perusahaan tersebut. Jika permintaan saham perusahaan naik maka keputusan investasi juga akan meningkat.

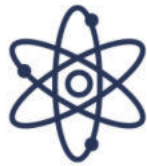


5. Profitabilitas (X3) (ROE) Berpengaruh Terhadap Harga Saham (Y1)

Return On Equity (ROE) merupakan rasio untuk mengukur return atas modal sendiri. ROE yang semakin tinggi menggambarkan kemampuan perusahaan dalam mengelola modal dari pemegang saham untuk menghasilkan laba bersih. Dengan adanya peningkatan laba bersih maka nilai ROE akan meningkat, meningkatnya ROE membuat para investor sangat tertarik untuk membeli saham perusahaan, sehingga harga saham perusahaan akan mengalami kenaikan. Hasil penelitian ini membuktikan bahwa kenaikan ROE biasanya diikuti oleh kenaikan harga saham perusahaan tersebut. Semakin tinggi ROE berarti semakin baik kinerja perusahaan dalam mengelola modal perusahaan untuk mendapatkan keuntungan bagi para pemegang saham. Dapat dikatakan bahwa perusahaan tersebut dapat menggunakan modal dari pemegang saham secara efektif dan efisien untuk memperoleh laba. Hal tersebut akan meningkatkan permintaan atas saham perusahaan, semakin banyak permintaan kepemilikan atas saham suatu perusahaan akan menyebabkan harga saham perusahaan menjadi naik., begitu juga sebaliknya. Setiap kenaikan atau penurunan harga saham, akan menentukan untung atau ruginya investor.

6. Profitabilitas (X3) (ROE) Berpengaruh Terhadap Keputusan Investasi (Y2)

Profitabilitas adalah kemampuan perusahaan untuk menghasilkan laba. Dalam penelitian ini untuk mengukur tingkat profitabilitas perusahaan digunakan Return On Equity (ROE), karena ROE mengukur kemampuan perusahaan memperoleh laba yang tersedia bagi pemegang saham perusahaan dalam bentuk penyertaan modal sendiri yang ditanamkan oleh pemegang saham. Return On Equity (ROE) suatu pengukuran dari penghasilan (income) yang tersedia bagi para pemilik perusahaan (baik pemegang saham biasa maupun pemegang saham preferen) atas modal yang mereka investasikan di dalam perusahaan. Secara umum tentu saja semakin tinggi return atau penghasilan yang diperoleh semakin baik kedudukan pemilik perusahaan. Hasil penelitian ini sesuai dengan hasil penelitian yang dilakukan oleh [17] yang menunjukkan bahwa Profitabilitas berpengaruh terhadap keputusan investasi. Profitabilitas berpengaruh terhadap nilai perusahaan karena semakin tinggi laba, semakin tinggi pula return yang akan diperoleh investor.



Jika kondisi perusahaan dikategorikan menguntungkan atau menjanjikan keuntungan dimasa mendatang maka banyak investor yang akan menanamkan dananya untuk membeli saham perusahaan tersebut. Hal ini akan mendorong harga saham sehingga berpengaruh terhadap kenaikan nilai perusahaan atau sebaliknya.

IV. KESIMPULAN

- a. Price Book Value (X_1) Berpengaruh Terhadap Harga Saham (Y_1) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. Hal ini menunjukkan bahwa dengan adanya kenaikan Price to Book Value (PBV) akan diikuti oleh peningkatan harga saham.
- b. Price Book Value (X_1) Berpengaruh Terhadap Keputusan Investasi (Y_2) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. artinya semakin tinggi Price to boook value (PBV) maka semakin tinggi nilai perusahaan, sehingga membuat para investor atau calon investor tertarik untuk menanamkan dananya ke dalam perusahaan dan pada akhirnya akan berdampak pada meningkatnya harga saham di pasar modal dimana berarti keputusan investasi (Price Earning Ratio) juga akan meningkat.
- c. Earning Per Share (X_2) Berpengaruh Terhadap Harga Saham (Y_1) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. apabila perusahaan tersebut memiliki rasio EPS yang bagus tentunya akan memberikan nilai yang baik dimata investor, nilai baik ini yang menjadi pembentuk harga saham itu sendiri. Semakin tinggi nilai saham tersebut maka semakin tinggi pula harga sahamnya di pasar modal.
- d. Earning Per Share (X_2) Berpengaruh Terhadap Keputusan Investasi (Y_2) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. Semakin tinggi nilai EPS maka investor menganggap prospek perusahaan sangat baik untuk kedepannya sehingga mempengaruhi tingkat permintaan terhadap saham perusahaan tersebut. Jika permintaan saham perusahaan naik maka keputusan investasi juga akan meningkat.



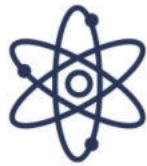
- e. Profitabilitas (X_3) Berpengaruh Terhadap Harga Saham (Y_1) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. Semakin tinggi ROE berarti semakin baik kinerja perusahaan dalam mengelola modal perusahaan untuk mendapatkan keuntungan bagi para pemegang saham.
- f. Profitabilitas (X_3) Berpengaruh Terhadap Keputusan Investasi (Y_2) pada Perusahaan Perbankan Konvensional yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2016-2018. Profitabilitas berpengaruh terhadap nilai perusahaan karena semakin tinggi laba, semakin tinggi pula return yang akan diperoleh investor.

UCAPAN TERIMA KASIH

1. Bapak dan Ibu serta keluarga tercinta yang senantiasa memberi dukungan baik materil maupun do'a dan kasih sayang.
2. Bapak Wiwit Hariyanto, SE., M.Si selaku dosen pembimbing yang selalu meluangkan waktu, tenaga dan pikiran dalam memberikan bimbingan serta saran kepada penulis sehingga penulis dapat menyelesaikan Skripsi ini dengan baik.

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**THE EFFECT OF EXECUTIVE COMMISSIONERS, COMPANY SIZE,
INDEPENDENT COMMISSIONERS, AND INSTITUTIONAL OWNERSHIP
ON TAX AVOIDANCE IN LQ45 COMPANIES LISTED ON THE IDX
2017-2019 PERIOD**

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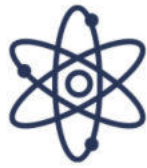
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Abstract

This study aims to determine the effect of executive commissioners, company size, independent commissioners, and institutional ownership on tax avoidance in LQ45 companies listed on the IDX for the 2017-2019 period. The sampling method used was purposive sampling method. The number of companies sampled in this study were 29 LQ45 listed on the IDX for the 2017-2019 period. The data used are secondary data. The data analysis method used in this research is Multiple Linear Regression. The results of this study indicate that the Executive Commissioner has an influence on tax avoidance in LQ45 companies listed on the IDX for the 2017-2019 period. Company Size Affects Tax Avoidance at LQ45 Companies Listed on the IDX for the 2017-2019 Period. Independent Commissioner Affects Tax Avoidance at LQ45 Companies Listed on the IDX for the 2017-2019 Period. Institutional Ownership Affects Tax Avoidance in LQ45 Companies Listed on the IDX for the 2017-2019 Period

Keywords: Executive Commissioner, Company Size, Independent Commissioner, Institutional Ownership, Tax Avoidance



Abstrak. Penelitian ini bertujuan untuk mengetahui Pengaruh Komisaris Eksekutif, Ukuran Perusahaan, Komisaris Independen, Dan Kepemilikan Institusional Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019. Metode pengambilan sampel yang digunakan adalah metode purposive sampling. Jumlah perusahaan yang dijadikan sampel dalam penelitian ini adalah 29 LQ45 Yang Terdaftar Di BEI Periode 2017-2019. Data yang digunakan adalah data sekunder. Metode analisis data yang digunakan dalam penelitian ini adalah Regresi Linear Berganda. Hasil penelitian ini menunjukkan bahwa Komisaris Eksekutif Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019. Ukuran Perusahaan Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019. Komisaris Independen Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019. Kepemilikan Institusional Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019

Kata Kunci : Komisaris Eksekutif , Ukuran Perusahaan, Komisaris Independen, Kepemilikan Institusional , Tax Avoidance

I. PENDAHULUAN

Pajak merupakan pungutan Negara terhadap orang pribadi maupun badan yang sifatnya wajib, tidak mendapat timbal balik secara langsung dan dipergunakan oleh Negara untuk sebesar-besarnya kemakmuran rakyat. Pajak menjadi salah satu sumber utama pendapatan bagi negara yang dibayar oleh masyarakat dan pemungutan yang dipaksakan oleh pemerintah yang telah diatur dalam undang-undang perpajakan serta beban yang akan mengurangi laba bersih bagi suatu perusahaan. Suatu perusahaan berupaya untuk membayar pajak dengan sekecil-kecilnya karena dapat mengurangi kemampuan ekonomis perusahaan [1]. Keadaan ini yang menyebabkan perusahaan berupaya mencari cara bagaimana meminimalkan pembayaran beban pajak yang harus dibayar. Untuk meminimalkan beban (kewajiban) pajak yang harus dibayar dapat dilakukan mulai dari yang mengikuti peraturan pajak (lawfull) ataupun yang melanggar peraturan pajak (unlawfull). Meminimalkan beban pajak yang mengikuti peraturan perpajakan disebut juga Penghindaran Pajak atau Tax Avoidance [2].



Penghindaran Pajak merupakan suatu persoalan yang rumit sebab di satu sisi penghindaran pajak dilegalkan atau diperbolehkan apabila mempunyai tujuan yang baik namun di satu sisi lainnya penghindaran pajak dianggap illegal apabila melakukan tindakan transaksi-transaksi yang direkayasa. Tetapi, apabila penghindaran pajak yang tidak boleh disebabkan jika mempunyai tujuan dan tindakan yang dimanipulasi yang dapat menimbulkan kerugian bagi perusahaan [3]. Penghindaran Pajak merupakan tindakan yang menggambarkan peraturan hukum bagi wajib pajak sehingga mengurangi kewajibannya, seringkali digunakan untuk berlangganan penghindaran yang dicapai oleh peraturan yang dibuat untuk kepentingan pribadi atau bisnis untuk mengambil keuntungan dari celah-celah atau kesempatan yang ada serta kekurangan hukum pajak lainnya. Peraturan yang dirancang untuk melawan penghindaran pajak telah menjadi hal yang biasa dan seringkali melibatkan ketentuan hukum yang sangat kompleks [4] menjelaskan Penghindaran Pajak sebagai suatu tindakan untuk mengurangi atau meminimalkan kewajiban pajak dengan pengaturan yang sangat hati-hati untuk mengambil keuntungan dari celah-celah dalam ketentuan pajak, seperti pengenaan pajak melalui transaksi yang bukan merupakan objek pajak. didalam tindakan Penghindaran Pajak, wajib pajak tidak secara langsung melanggar peraturan undang-undang namun tidak sesuai dengan maksud dan tujuan dari undang-undang tersebut. Praktik penghindaran pajak yang dilakukan oleh manajemen suatu perusahaan hanya untuk meminimalkan kewajiban pajaknya yang dianggap tidak melawan hukum serta membuat perusahaan memiliki kecenderungan untuk melakukan berbagai cara mengurangi beban pajaknya. Oleh karena itu persoalan penghindaran pajak di satu sisi dianggap legal, namun disisi lain dianggap illegal atau tidak diinginkan oleh pemerintah. OECD atau Organization for Economic Cooperation and Development [5] menyebutkan bahwa ada tiga karakteristik yang terdapat pada penghindaran pajak yaitu sebagai berikut : 1. Terdapat unsur artifisial di mana ada pengaturan yang seakan-akan ada di dalamnya namun pada kenyataannya tidak terkandung, hal tersebut dilakukan karena tidak adanya faktor pajak yang ada. 2. Menerapkan ketentuan-ketentuan yang resmi untuk beberapa macam tujuan, namun sebenarnya bukan itu yang dimaksudkan oleh pembuat peraturan. 3. Para konsultan pada umumnya menjaga kerahasiaan dengan menunjukkan cara atau alat untuk melakukan tindakan penghindaran pajak [6].



Fenomena penghindaran pajak yang terjadi di Indonesia salah satunya adalah terjadinya penurunan rasio pajak selama empat tahun terakhir.

Berdasarkan informasi yang di peroleh dari <http://www.pajak.go.id> mengenai penurunan rasio pajak periode 2014-2017, diketahui bahwa pada tahun 2014 rasio penerimaan pajak sebesar 13,1% dan pada tahun 2015 mengalami penurunan menjadi 11,6%. Begitu pula pada tahun 2016 dan 2017 yaitu mengalami penurunan menjadi 10,8% dan 10,7%. Hal ini menunjukkan bahwa Indonesia berada dibawah negara-negara lain yang disebabkan dari rendahnya rasio pajak seperti pada tahun 2015 pendapatan pajak dari negara Malaysia sebesar 14,3%, Thailand sebesar 16,5% dan Australia sebesar 22,2%. Rasio pajak menggambarkan angka kepatuhan membayar pajak warga negara. Rendahnya angka Tax Ratio membuktikan bahwa masih banyak warga negara Indonesia yang melakukan tindakan penghindaran pajak. Perbedaan kepentingan antara wajib pajak dan pemerintah serta rata-rata rasio pajak yang belum mencapai target dapat menyebabkan adanya tindakan penghindaran pajak yang cukup tinggi, sehingga penerimaan pajak negara Indonesia masih belum optimal. Selain adanya tuntutan pembayaran pajak sebagai kewajiban, perusahaan-perusahaan go public diharuskan pula untuk menerapkan Corporate Governance. Corporate Governance yang diterapkan dengan baik dan benar akan menjaga keseimbangan antara pencapaian tujuan ekonomi dan tujuan masyarakat serta menjauhkan perusahaan dari pengelolaan yang buruk yang akan mengakibatkan timbulnya masalah pada perusahaan [7]. Corporate Governance mencakup Kepemilikan Institusional, Komisaris Independen, dan Komisaris Eksekutif. Corporate Governance yang diterapkan dilatarbelakangi oleh masalah struktur kepemilikan institusional, hal ini dikarenakan dengan adanya kepemilikan institusional maka terdapat pengawasan yang lebih baik. Kepemilikan institusional juga memiliki peran yang penting untuk mengawasi kinerja manajemen agar berjalan dengan baik.

Tingginya suatu kepemilikan institusional maka tingkat pengawasan kepada manajerial semakin besar sehingga berkurangnya konflik kepentingan manajemen dan investor institusional dapat mengurangi kewajiban dengan mengurangi masalah keagenan sehingga mengurangi tindakan penghindaran pajak [8]. Faktor lainnya adalah komisaris independen. Komisaris independen memiliki fungsi dan tugas untuk melaksanakan pengawasan, membantu pengelolaan perusahaan yang baik dan membuat laporan keuangan lebih objektif [9].



Dengan adanya komisaris independen pada perusahaan diharapkan dapat mengurangi kecurangan yang mungkin terjadi dari pelaporan perpajakan yang dilaporkan oleh pihak manajemen perusahaan. Proporsi komisaris independen yang besar dalam struktur dewan komisaris akan memberi pengawasan yang ketat sehingga mampu meminimalkan kesempatan melakukan kecurangan dari manajemen perusahaan.

Penghindaran pajak yang dilakukan perusahaan tentu saja melalui kebijakan yang diambil oleh pemimpin perusahaan itu sendiri. Dimana pimpinan perusahaan sebagai pengambil keputusan dan kebijakan dalam perusahaan sebagai pengambil keputusan dan kebijakan dalam perusahaan tentu memiliki karakter yang berbeda-beda. Seorang pemimpin perusahaan bisa saja memiliki karakter risk taker atau risk averse yang tercermin dari besar kecilnya risiko perusahaan [10]. Pemimpin perusahaan yang bersifat risk taker akan cenderung lebih berani dalam mengambil keputusan walaupun keputusan tersebut berisiko tinggi. Selain itu pemilik karakter ini juga tidak ragu dalam melakukan pembiayaan yang berasal dari hutang untuk pertumbuhan perusahaan yang lebih cepat [11]. Untuk meminimalkan pajak juga dapat muncul dari kemampuan perusahaan untuk membayar pajak yang dapat terlihat dari ukuran perusahaan. Ukuran perusahaan merupakan suatu skala yang dapat dikelompokkan perusahaan menjadi perusahaan besar atau perusahaan kecil menurut berbagai cara, diantaranya total aktiva, log size, nilai pasar saham, dan lain-lain. Ukuran Perusahaan (Size) ditunjukkan melalui log total aktiva, karena ukuran ini dinilai memiliki tingkat kestabilan yang lebih dibandingkan proksi-proksi yang lainnya dan cenderung berkesinambungan antar periode [12]. Ukuran Perusahaan menunjukkan kemampuan perusahaan dengan tindakan pengambilan keputusan perpajakannya dan menunjukkan kestabilan serta kemampuan perusahaan untuk melakukan aktivitas operasionalnya. Semakin besar ukuran perusahaan maka akan semakin menjadi perhatian pemerintah serta adanya kecenderungan untuk patuh atau menghindari pajak.

Sudah banyak Penelitian terdahulu yang meneliti tentang Penghindaran Pajak. Penelitian tersebut antara lain yang dilakukan oleh [13] dengan judul “Analisis Pengaruh Ukuran Perusahaan, Return On Asset, Leverage, Dan Kepemilikan Institusional Terhadap Penghindaran Pajak Pada Perusahaan Manufaktur Yang Terdaftar Di Bursa Efek Indonesia (BEI) Periode 2014-2017” menunjukkan hasil bahwa variabel return on asset berpengaruh positif terhadap penghindaran pajak.



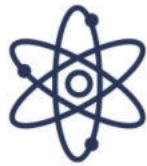
Hasil ketiga, leverage berpengaruh negative terhadap penghindaran pajak. Hasil keempat, kepemilikan institusional tidak berpengaruh terhadap penghindaran pajak. Sedangkan variabel size, leverage, dan umur perusahaan berpengaruh terhadap tax avoidance. Sedangkan penelitian yang dilakukan oleh [14] menunjukkan hasil bahwa (1) kepemilikan institusional, dewan komisaris independen, kualitas audit, komite audit, karakter eksekutif dan leverage berpengaruh secara simultan terhadap tax avoidance, (2) kepemilikan institusional berpengaruh negatif terhadap tax avoidance, (3) dewan komisaris independen berpengaruh positif terhadap tax avoidance, (4) kualitas audit berpengaruh negatif terhadap tax avoidance, (5) komite audit tidak berpengaruh terhadap tax avoidance. (6) karakter eksekutif berpengaruh positif terhadap tax avoidance. (7) leverage tidak berpengaruh terhadap tax avoidance.

Perlu dilakukan adanya penelitian lanjutan yang berguna untuk mengetahui hasil temuan yang jika diterapkan pada kondisi lingkungan dan waktu yang berbeda, karena dalam fenomena di atas dan juga penelitian terdahulu masih menghasilkan temuan yang tidak konsisten. Maka dari itu dalam penelitian ini akan mengidentifikasi faktor-faktor Tax Avoidance dengan menggunakan periode waktu dan obyek yang berbeda dari penelitian sebelumnya, sehingga akan memberikan hasil penelitian yang berbeda pula dengan penelitian terdahulu. Tujuan penelitian ini untuk mengkaji pengaruh Pengaruh komisaris eksekutif, ukuran perusahaan, komisaris independen, dan kepemilikan institusional terhadap tax avoidance. Perlu dilakukan adanya penelitian lanjutan untuk melengkapi penelitian terdahulu mengenai tax avoidance yang pernah dilakukan di Indonesia. Penelitian ini menggunakan variabel komisaris eksekutif, ukuran perusahaan, komisaris independen, kepemilikan institusional dan tax avoidance.

Rumusan Masalah

Berdasarkan uraian latar belakang yang dikemukakan diatas, adapun rumusan masalah pada penelitian ini adalah sebagai berikut :

1. Apakah Komisaris Eksekutif Berpengaruh Terhadap Tax Avoidance Pada Perusahaan Lq45 Yang Terdaftar Di BEI Periode 2017-2019?
2. Apakah Ukuran Perusahaan Berpengaruh Terhadap Tax Avoidance Pada Perusahaan Lq45 Yang Terdaftar Di BEI Periode 2017-2019?
3. Apakah Komisaris Independen Berpengaruh Terhadap Tax Avoidance Pada Perusahaan Lq45 Yang Terdaftar Di BEI Periode 2017-2019?



4. Apakah Kepemilikan Institusional Berpengaruh Terhadap Tax Avoidance Pada Perusahaan Lq45 Yang Terdaftar Di BEI Periode 2017-2019?

II. METODE

Penelitian ini menggunakan jenis penelitian kuantitatif dengan data sekunder sebagai sumber data [15]. Data sekunder yang digunakan dalam penelitian ini adalah Laporan Keuangan tahunan Perusahaan Lq45 Yang Terdaftar Di BEI Periode 2017-2019. Penelitian ini menganalisa dan menjelaskan Pengaruh Komisaris Eksekutif, Ukuran Perusahaan, Komisaris Independen, Kepemilikan Institusional terhadap Tax Avoidance pada Perusahaan Lq45 Yang Terdaftar Di BEI Periode 2017-2019.

Indikator Variabel

Tabel 1. Indikator Variabel

No.	Variabel	Indikator Variabel	Sumber
	Komisaris Eksekutif	$\frac{\text{EBITDA}}{\text{Total Aset Perusahaan pada tahun } t}$	[13]
	Ukuran Perusahaan	$\text{SIZE} = \ln(\text{Total Aset})$	[2]
	Komisaris Independen	$\text{INDP} = \frac{\text{Jumlah anggota komisaris independen}}{\text{Jumlah anggota dewan komisaris}}$	[13]
	Kepemilikan Institusional	$\text{INST} = \frac{\text{jumlah saham yang dimiliki oleh institusi}}{\text{jumlah saham yang beredar}}$	[16]
	Tax Avoidance	$\text{CETR} = \frac{\text{Beban Pajak}}{\text{Laba Sebelum Pajak}}$	[16]

Sampel

Perusahaan yang menjadi sampel dari penelitian ini dipilih menggunakan metode purposive sampling, dimana sampel dipilih berdasarkan pertimbangan tertentu atau karakteristik tertentu.

Kriteria dari pemilihan sampel adalah sebagai berikut :

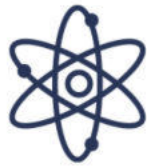
1. Perusahaan LQ45 yang terdaftar di Bursa Efek Indonesia (BEI) Universitas Muhammadiyah Sidoarjo periode tahun 2017-2019



2. Perusahaan harus sudah listing pada awal periode pengamatan (2017) dan tidak delisting hingga akhir periode pengamatan (2019)
3. Perusahaan harus menerbitkan laporan keuangan yang mencantumkan nilai variabel-variabel yang akan diteliti yaitu Komisaris Eksekutif, Ukuran Perusahaan, Komisaris Independen, Kepemilikan Institusional Dan Tax Avoidance

Tabel 2
Sampel Perusahaan

No.	Nama Perusahaan	Kode
1	Adaro Energy Tbk.	ADRO
2	Aneka Tambang (Persero) Tbk.	ANTM
3	Astra International Tbk.	ASII
4	Astra Agro Lestari Tbk.	AALI
5	Bakrie & Brothers Tbk.	BNBR
6	Bakrie Sumatra Plantations Tbk.	UNSP
7	Barito Pacific Tbk.	BRPT
8	Elnusa Tbk.	ELSA
9	Holcim Indonesia Tbk.	SMCB
10	Indah Kiat Pulp and Paper Tbk.	INKP
11	Indika Energy Tbk.	INDY
12	Indo Tambangraya Megah Tbk.	ITMG
13	Indocement Tungal Prakasa Tbk.	INTP
14	Indofood Sukses Makmur Tbk.	INDF
15	Indosat Tbk.	ISAT
16	Internatioanl Nickel Ind. Tbk.	INCO
17	Jasa Marga (Persero) Tbk.	JSMR
18	Kalbe Farma Tbk.	KLBF
19	Lippo Karawaci Tbk.	LPKR
20	Medco Energi International Tbk.	MEDC
21	Perusahaan Gas Negara Tbk.	PGAS
22	PP London Sumatra Indonesia	LSIP
23	Sampoerna Agro Tbk.	SGRO
24	Semen Gresik (Persero) Tbk.	SMGR
25	Tambang Batubara Bukit Asam Tbk.	PTBA
26	Telekomunikasi Indonesia Tbk.	TLKM
27	Timah Tbk.	TINS
28	Unilever Indonesia Tbk.	UNVR
29	United Tractors Tbk.	UNTR



Teknik Analisis Data

- 1) Statistik Deskriptif
- 2) Analisis Regresi Logistik[17]
- 3) Pengujian Hipotesis
 1. Uji t (Uji parsial)[18]

III. HASIL DAN PEMBAHASAN

HASIL

1. Analisis Regresi Linear Berganda

Tabel 3
Hasil Uji Analisis Regresi Linear Berganda

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	24.722	76.999		.321	.749
	Komisaris Eksekutif	1.986	.234	.307	4.213	.000
	Ukuran Perusahaan	4.517	2.538	-.130	3.780	.009
	Komisaris Independen	250.758	26.715	.618	9.386	.000
	Kepemilikan Institusional	58.138	10.044	.391	5.788	.000

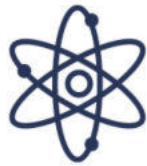
a. Dependent Variable: Tax Avoidance

Pada table tersebut mengenai hasil pengolahan SPSS, maka dapat dibuat persamaan regresi berganda sebagai berikut:

$$Y = 24.722 + 1.986 X_1 + 4.517 X_2 + 250.758 X_3 + 58.138 X_4 + e$$

Persamaan regresi linier berganda diatas dapat diartikan bahwa :

- a) Konstanta adalah sebesar 24.722. Hal ini berarti jika tidak dipengaruhi Komisaris Eksekutif, Ukuran Perusahaan , Komisaris Independen dan Kepemilikan Institusional maka besarnya Tax Avoidance sebesar 24.722.
- b) Koefisien variabel Komisaris Eksekutif sebesar 1.986. Hal ini berarti jika terjadi peningkatan Komisaris Eksekutif sebesar satu satuan maka Tax Avoidance juga mengalami peningkatan sebesar 1.986 dengan asumsi bahwa faktor lainnya adalah konstan atau tetap
- c) Koefisien variabel Ukuran Perusahaan sebesar 4.517. Hal ini berarti jika terjadi peningkatan Ukuran Perusahaan sebesar satu satuan maka Tax Avoidance juga mengalami peningkatan sebesar 4.517 dengan asumsi bahwa faktor lainnya adalah konstan atau tetap.



- d) Koefisien variabel Komisaris Independen sebesar 250.758. Hal ini berarti jika terjadi peningkatan Komisaris Independen sebesar satu satuan maka Tax Avoidance juga mengalami peningkatan sebesar 250.758 dengan asumsi bahwa faktor lainnya adalah konstan atau tetap.
- e) Koefisien variabel Kepemilikan Institusional sebesar 58.138. Hal ini berarti jika terjadi peningkatan Komisaris Eksekutif sebesar satu satuan maka Tax Avoidance juga mengalami peningkatan sebesar 58.138 dengan asumsi bahwa faktor lainnya adalah konstan atau tetap.

2. Pengujian Hipotesis

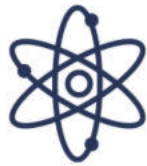
a. Uji Koefisien Determinasi (R^2)

Tabel 4₁

Hasil Uji R Square

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.808 ^a	.654	.637	27.93478	1.989

Pada table diatas diketahui bahwa nilai koefisien korelasi R adalah 0,808 atau mendekati 1. Artinya terdapat hubungan (korelasi) yang kuat antara variabel bebas yang meliputi Komisaris Eksekutif, Ukuran Perusahaan , Komisaris Independen dan Kepemilikan Institusional terhadap variabel terikat yaitu Tax Avoidance. Adapun analisis determinasi berganda, dari tabel diatas diketahui presentase pengaruh variabel bebas terhadap variabel terikat yang ditujukan oleh nilai R square adalah 0,654 maka koefisien determinasi berganda $0,654 \times 100\% = 65,4\%$ dan sisanya $100\% - 65,4\% = 34,6\%$. Hal ini berarti naik turunnya variabel terikat yaitu Tax Avoidance dipengaruhi oleh variabel bebas yaitu Komisaris Eksekutif, Ukuran Perusahaan , Komisaris Independen dan Kepemilikan Institusional sebesar 65,4%. Sedangkan sisanya sebesar 34,6% dipengaruhi oleh variabel lain yang tidak diteliti dalam penelitian ini



b. Uji t (Uji parsial)

Pada uji hipotesis ini menggunakan uji t dipergunakan untuk mengukur tingkat pengaruh signifikansi secara parsial antara variabel independen yang meliputi Komisaris Eksekutif, Ukuran Perusahaan, Komisaris Independen dan Kepemilikan Institusional terhadap Tax Avoidance pada perusahaan LQ45. Pengujian dilakukan dengan menggunakan significance level 0,05 ($\alpha=5\%$). Penerimaan atau penolakan hipotesis dilakukan dengan kriteria sebagai berikut:

- Jika nilai signifikan $> 0,05$ maka hipotesis ditolak (koefisien regresi tidak signifikan). Ini berarti bahwa secara parsial variabel independen tersebut tidak mempunyai pengaruh yang signifikan terhadap variabel dependen.
- Jika nilai signifikan $< 0,05$ maka hipotesis diterima (koefisien regresi signifikan). Ini berarti secara parsial variabel independen tersebut mempunyai pengaruh signifikan terhadap variabel dependen.
- Dengan $df = n - k - 1$, $87 - 4 - 1 = 82$ sehingga diperoleh t tabel (0,05) sebesar 1.66365. Nilai t hitung yang diperoleh dari hasil pengolahan SPSS versi 23.

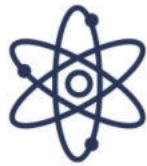
Hasil perhitungan SPSS versi 23 mengenai analisis uji t (uji parsial) ditunjukkan oleh table dibawah ini :

Tabel 5
Hasil Uji Parsial (Uji t)

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	24.722	76.999		.321	.749
	Komisaris Eksekutif	1.986	.234	.307	4.213	.000
	Ukuran Perusahaan	4.517	2.538	-.130	3.780	.009
	Komisaris Independen	250.758	26.715	.618	9.386	.000
	Kepemilikan Institusional	58.138	10.044	.391	5.788	.000

a. Dependent Variable: Tax Avoidance

- Pengujian dengan menggunakan regresi linear berganda pada hipotesa pengaruh Komisaris Eksekutif terhadap Tax Avoidance menunjukkan nilai signifikansi sebesar 0,000, lebih kecil dari 0,05 dan diperoleh nilai t hitung 4.213 dan t tabel 1.66365. Karena nilai t hitung lebih besar dari t tabel yaitu $4.213 > 1.66365$ dan tingkat signifikan $0,000 < 0,05$, sehingga **H₁** yang menyatakan bahwa variabel Komisaris Eksekutif secara parsial mempunyai pengaruh terhadap Tax Avoidance **diterima**.



2. Pengujian dengan menggunakan regresi linear berganda pada hipotesa pengaruh Ukuran Perusahaan terhadap Tax Avoidance menunjukkan nilai signifikansi sebesar 0,009, lebih kecil dari 0,05 dan diperoleh nilai t hitung 3.780 dan t tabel 1.66365. Karena nilai t hitung lebih besar dari t tabel yaitu $3.780 > 1.66365$ dan tingkat signifikan $0,009 < 0,05$, sehingga **H₂** yang menyatakan bahwa variabel Ukuran Perusahaan secara parsial mempunyai pengaruh terhadap Tax Avoidance **diterima**.
3. Pengujian dengan menggunakan regresi linear berganda pada hipotesa pengaruh Komisaris Independen terhadap Tax Avoidance menunjukkan nilai signifikansi sebesar 0,000, lebih kecil dari 0,05 dan diperoleh nilai t hitung 9.386 dan t tabel 1.66365. Karena nilai t hitung lebih besar dari t tabel yaitu $9.386 > 1.66365$ dan tingkat signifikan $0,000 < 0,05$, sehingga **H₃** yang menyatakan bahwa variabel Komisaris Independen secara parsial mempunyai pengaruh terhadap Tax Avoidance **diterima**.
4. Pengujian dengan menggunakan regresi linear berganda pada hipotesa pengaruh Kepemilikan Institusional terhadap Tax Avoidance menunjukkan nilai signifikansi sebesar 0,000, lebih kecil dari 0,05 dan diperoleh nilai t hitung 5.788 dan t tabel 1.66365. Karena nilai t hitung lebih besar dari t tabel yaitu $5.788 > 1.66365$ dan tingkat signifikan $0,000 < 0,05$, sehingga **H₄** yang menyatakan bahwa variabel Kepemilikan Institusional secara parsial mempunyai pengaruh terhadap Tax Avoidance **diterima**.

Table 6
Hasil Pengujian Hipotesis

No.	Uraian	Hasil	Keterangan
1	Hipotesis 1 : Pengaruh Komisaris Eksekutif terhadap Tax Avoidance	Diterima	4.213 > 1.66365 $0,000 < 0,05$
2	Hipotesis 2 : Pengaruh Ukuran Perusahaan terhadap Tax Avoidance	Diterima	3.780 > 1.66365 $0,009 < 0,05$
3	Hipotesis 3 : Pengaruh Komisaris Independen terhadap Tax Avoidance	Diterima	9.386 > 1.66365 $0,000 < 0,05$
4	Hipotesis 4: pengaruh Kepemilikan Institusional terhadap Tax Avoidance	Diterima	5.788 > 1.66365 $0,000 < 0,05$



Pembahasan

1. Komisaris Eksekutif Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019

Pimpinan perusahaan memiliki dua karakter yakni risk taker dan risk averse. Pemimpin perusahaan yang memiliki karakter risk taker akan cenderung lebih berani dalam mengambil keputusan walaupun keputusan tersebut berisiko tinggi. Eksekutif yang memiliki karakter risk taker memiliki dorongan kuat untuk memiliki penghasilan, posisi, kesejahteraan, dan kewenangan yang lebih tinggi. Selain itu, pemilik karakter ini juga tidak ragu dalam melakukan pembiayaan yang berasal dari hutang untuk pertumbuhan perusahaan yang lebih cepat. Dengan demikian mereka harus mampu mendatangkan cash flow yang tinggi untuk memenuhi tujuan pemilik perusahaan. Sedangkan risk taker, eksekutif yang memiliki karakter risk averse akan cenderung tidak menyukai resiko sehingga kurang berani dalam mengambil keputusan bisnis. Hasil penelitian terdahulu [5], [11], [10], dan [19] menunjukkan bahwa komisaris eksekutif berpengaruh terhadap penghindaran pajak (tax avoidance). Eksekutif risk averse jika mendapatkan peluang maka dia akan memilih resiko yang lebih rendah. Biasanya eksekutif risk averse memiliki usia yang lebih tua, sudah lama memegang jabatan, dan memiliki ketergantungan dengan perusahaan. Dibandingkan dengan risk taker, eksekutif risk averse lebih menitik beratkan pada keputusan-keputusan yang tidak mengakibatkan resiko yang lebih besar. Jenis karakter yang duduk dalam manajemen perusahaan apakah mereka merupakan risk taker atau risk averse dapat tercermin pada besar kecilnya resiko perusahaan yang ada. Risiko perusahaan merupakan cermin dari policy yang diambil oleh pemimpin perusahaan. Jadi, policy yang diambil ini mengindikasikan apakah mereka memiliki karakter risk taker atau risk averse. Dapat diartikan bahwa semakin tinggi risiko perusahaan yang ada, maka pemimpin perusahaan semakin memiliki karakter risk taker yang akan membuat keputusan untuk melakukan tindakan penghindaran pajak.

2. Ukuran Perusahaan Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019

Ukuran perusahaan adalah suatu skala yang dapat mengklasifikasikan perusahaan menjadi perusahaan besar dan kecil menurut berbagai cara seperti total aktiva atau total aset perusahaan, nilai pasar saham, rata-rata tingkat penjualan, dan jumlah penjualan. Ukuran perusahaan umumnya dibagi dalam 3 kategori, yaitu large firm, medium firm, dan small firm.



Hasil penelitian terdahulu mengenai pengaruh ukuran perusahaan terhadap penghindaran pajak yang dilakukan oleh [20], [21], [22] dan [23] menunjukkan bahwa ukuran perusahaan berpengaruh terhadap penghindaran pajak. Tahap kedewasaan perusahaan ditentukan berdasarkan total aktiva, semakin besar total aktiva menunjukkan bahwa perusahaan memiliki prospek baik dalam jangka waktu yang relatif panjang. Perusahaan yang memiliki total aktiva besar mengindikasikan bahwa ia telah mencapai tahap kedewasaan yang arus kasnya sudah positif dan dianggap memiliki prospek yang baik dalam jangka waktu yang relatif lama. Selain itu, perusahaan dengan total aktiva besar juga mencerminkan bahwa perusahaan tersebut relatif lebih stabil serta lebih mampu menghasilkan laba dibandingkan dengan perusahaan yang total aktivanya kecil. Selain itu, manajer perusahaan besar cenderung melakukan pemilihan metode akuntansi yang menangguk laba yang dilaporkan dari periode sekarang ke periode mendatang guna memperkecil laba yang dilaporkan.

3. Komisaris Independen Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019

Komisaris independen adalah anggota dewan komisaris yang tidak terafiliasi dengan direksi, anggota dewan komisaris lainnya dan pemegang saham pengendali, serta bebas dari hubungan bisnis atau hubungan lainnya yang dapat mempengaruhi kemampuannya untuk bertindak independen atau bertindak semata-mata demi kepentingan perusahaan. jumlah minimal komisaris independen adalah 30% dari seluruh anggota dewan komisaris. Dewan yang terdiri dari dewan komisaris independen yang lebih besar memiliki kontrol yang kuat atas keputusan manajerial. Hasil penelitian ini sesuai dengan hasil penelitian yang dilakukan oleh [14] menunjukkan hasil bahwa komisaris independen berpengaruh terhadap penghindaran pajak (tax avoidance). Dalam hubungan keagenan, pemilik saham sebagai principal menginginkan agar manajer sebagai agent bertindak sesuai dengan kepentingan principal. Principal menginginkan agent untuk meningkatkan kinerja dan melakukan efisiensi biaya, termasuk biaya pajak yang timbul dari jumlah pertambahan kekayaan yang dimiliki principal. Dengan demikian, keberadaan komisaris independen ini dapat menghambat kepentingan pemilik saham karena komisaris independen yang memiliki fungsi pengawasan dan diasumsikan tidak terpengaruh dengan kepentingan pemilik saham akan sebisa mungkin meminimalkan tindakan efisiensi biaya pajak atau penghindaran pajak.



Dalam peraturan Otoritas Jasa Keuangan Nomor 33/POJK.04/2014, disebutkan bahwa jumlah proporsional komisaris independen didalam sebuah perusahaan yaitu paling kurang 30% (tiga puluh persen) dari jumlah seluruh anggota dewan komisaris. Semakin banyak jumlah komisaris independen diharapkan akan memperketat bagi manajemen dalam pengelolaan perusahaan, sehingga dapat terhindar dari kecurangan-kecurangan yang dilakukan oleh manajemen perusahaan. Komisaris independen memiliki peran yang sangat penting dalam penerapan corporate governance karena keberadaan dewan komisaris belum dapat memberikan jaminan terlaksananya prinsip-prinsip corporate governance, khususnya mnegenai perlindungan terhadap investor.

4. Kepemilikan Institusional Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019

Kepemilikan institusional merupakan kepemilikan saham oleh pihak di luar perusahaan yang dimiliki oleh institusi seperti pemerintah, perusahaan investasi, bank dan investor luar negeri dapat membantu pihak prinsipal untuk mengontrol perilaku agen dalam perusahaan sehingga penghindaran pajak dapat diminimalisir. Diperlukan pengawasan dari pihak luar perusahaan untuk mengawasi pihak agen yang berperan penting dalam pengawasan kinerja manajemen yang lebih optimal karena mampu memonitor setiap keputusan yang diambil oleh para manajer. Semakin besar tingkat kepemilikan institusional perusahaan, maka semakin besar pula tingkat pengawasan terhadap manajer yang dapat mengurangi terjadinya penghindaran pajak. Hasil penelitian terdahulu mengenai pengaruh kepemilikan institusional terhadap penghindaran pajak yang dilakukan oleh [4], [14], [2], dan [24] menunjukkan bahwa kepemilikan institusional berpengaruh terhadap tax avoidance. Adanya kepemilikan institusional di suatu perusahaan akan mendorong peningkatan pengawasan yang lebih optimal terhadap kinerja manajemen. Pengawasan yang dilakukan oleh investor institusional sangat bergantung pada besarnya investasi yang dilakukan. Pihak institusional yang menguasai saham lebih besar daripada pemegang saham lainnya dapat melakukan pengawasan terhadap kebijakan manajemen yang lebih besar juga sehingga manajemen akan menghindari perilaku yang merugikan para pemegang saham. Semakin besar kepemilikan institusional maka semakin kuat kendali yang dilakukan pihak eksternal terhadap perusahaan.



Besar kecilnya konsentrasi kepemilikan institusional maka akan mempengaruhi kebijakan pajak agresif oleh perusahaan, dan semakin besarnya konsentrasi shortterm shareholder institusional akan meningkatkan kebijakan pajak agresif, tetapi semakin besar konsentrasi kepemilikan longterm shareholder maka akan semakin mengurangi tindakan kebijakan pajak yang agresif.

IV. KESIMPULAN

Penelitian ini meneliti tentang Tax Avoidance yang dipengaruhi oleh Komisaris Eksekutif, Ukuran Perusahaan, Komisaris Independen dan Kepemilikan Institusional. Analisis dilakukan dengan menggunakan regresi linear berganda dengan menggunakan program SPSS 23. Data sampel penelitian sebanyak 29 Perusahaan LQ45 yang terdaftar di Bursa Efek Indonesia (BEI) pada periode 2017-2019. Berdasarkan hasil pengujian dan pembahasan pada bagian sebelumnya dapat disimpulkan sebagai berikut:

1. Komisaris Eksekutif Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019.
2. Ukuran Perusahaan Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019.
3. Komisaris Independen Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019.
4. Kepemilikan Institusional Berpengaruh Terhadap Tax Avoidance Pada Perusahaan LQ45 Yang Terdaftar Di BEI Periode 2017-2019.

Keterbatasan Penelitian

Keterbatasan penelitian dalam penelitian ini adalah

1. Sampel penelitian hanya terbatas pada perusahaan LQ45 saja sehingga hasil dari penelitian ini tidak dapat di generalisasikan ke perusahaan lain
2. Penelitian ini hanya menggunakan 4 variabel Independen dan 1 variabel dependen
3. Penelitian ini hanya mengambil 3 periode saja dari tahun 2017-2019, dan
4. Penelitian ini hanya menggunakan objek 1 negara yaitu Indonesia



Saran

Adapun saran yang dapat di berikan oleh peneliti untuk penelitian dimasa mendatang adalah

1. Penelitian selanjutnya dapat memperluas sampel dengan mengikut sertakan industri-industri perbankan, manufaktur, Farmasi, dan sector lainnya , sehingga kesimpulan penelitian lebih dapat digeneralisasi,
2. Penelitian selanjutnya dapat mempertimbangkan menggunakan variabel independen lain yang mungkin mempengaruhi Tax Avoidance,
3. Memperpanjang periode penelitian sehingga dapat melihat kecenderungan yang terjadi dalam jangka panjang sehingga menggambarkan kondisi yang sesungguhnya terjadi dan
4. Penelitian selanjutnya dapat mempertimbangkan objek lebih dari 1 negara

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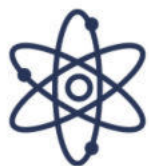


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**COMPARISON OF ARABIC LEARNING AT AL-MIZAN
MUHAMMADIYAH ISLAMIC BOARDING SCHOOL WITH SUNAN
DRAJAT NAHDZOTUL ULAMA 'ISLAMIC BOARDING SCHOOL IN
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Abstract

Islamic boarding schools are one of the institutions that have an important role in education, especially in learning Arabic. Islamic boarding schools have subcultures related to the philosophy of life, value systems, and systems of power and authority in their management. The difference in educators in making Arabic learning strategies in modern Islamic boarding schools and traditional Islamic boarding schools has made the two parties contradictory, so that the two Islamic boarding schools have different Arabic language learning curricula and methods. This research aims to identify and compare Arabic learning at Al Mizan Muhammadiyah Islamic boarding school Lamongan and Sunan Drajat Islamic Boarding School and to further analyze what is the differentiating factor of learning in Al Mizan Islamic Boarding School and Sunan Drajat Islamic Boarding School in terms of curriculum and learning methods. In this research, the researcher used a qualitative descriptive method. The results of the research conducted were that learning at the Al-Mizan Islamic boarding school and Sunan Drajat Islamic boarding school each had different advantages in terms of curriculum and methods learning Arabic.

Keywords - Arabic Language Learning, Islamic Boarding School



Abstrak. Pondok Pesantren merupakan salah satu lembaga yang mempunyai peranan penting dalam Pendidikan terutama dalam pembelajaran bahasa arab, Pesantren memiliki subkultur yang berkaitan dengan falsafah hidup, sistem nilai, serta sistem kekuasaan dan otoritas dalam pengelolaannya. Perbedaan pendidik dalam membuat strategi pembelajaran bahasa arab di pesantren modern dan pesantren tradisional telah menjadikan kedua pihak bertolak belakang, sehingga kedua pesantren mempunyai kurikulum dan metode pembelajaran bahasa arab yang berbeda. Peneliti ini bertujuan untuk mengetahui dan membandingkan pembelajaran bahasa arab di pondok pesantren al mizan muhammadiyah lamongan dan pondok pesantren sunan drajat dan untuk menganalisis lebih jauh hal yang menjadi faktor pembeda pembelajaran di pesantren al mizan dan pesantren sunan drajat dari segi kurikulum dan metode pembelajaran, Perbedaan pembelajaran pondok peantren al mizan bercorak modern sedangkan pondok pesantren sunan drajat bercorak trasdisional, dalam penyusunan penelitian ini, peneliti menggunakan metode deskriptif kualitatif hasil penelitian yang dilakukan adalah bahwa pembelajaran di pondok pesantren Al-Mizan dan Sunan Drajat masing-masing mempunyai keunggulan yang berbeda dari segi kurikulum dan metode dalam pembelajaran bahasa arab.

Kata Kunci - Pembelajaran Bahasa Arab, Pondok Pesantren

I. Pendahuluan

Pesantren merupakan lembaga yang mengiringi dakwah Islamiyah di negara Indonesia memiliki persepsi plural. Pesantren dipandang sebagai Lembaga dakwah dan lembaga intuisi dan lembaga ritual pendidikan islam yang mengalami perubahan dan problematika kehidupan dalam menghadapi tantangan internal maupaun external. [1]

Pesantren adalah suatu 'lembaga pendidikan keagamaan yang mempunyai peran besar dalam pengembangan dan pembangunan masyarakat terutama pada masyarakat di desa, fungsi pondok Pesantren adalah sebagai tempat penyelenggaraan atau pelaksanaan pendidikan terutama difokuskan pada kegiatan belajar mengajar ilmu keagamaan. Banyak pendapat masyarakat yang salah tentang kehidupan Pesantren.



Masyarakat hanya mengetahui santri dipesantren hanya belajar ilmu agama, tidak bisa mengaplikasikannya dalam kehidupan sehari-hari padahal tidak semuanya pendapat itu nyata. [2]

Konsep Pendidikan di Pondok Pesantren dibagi menjadi dua macam antara lain, pertama yaitu adalah pondok Pesantren modern merupakan pengembangan tipe Pesantren karena orientasi belajarnya cenderung mengadopsi seluruh sistem belajar secara klasik dan meninggalkan sistem belajar secara tradisional kedua, pondok Pesantren tradisional yaitu pondok yang masih mempertahankan bentuk aslinya dengan semata-mata mengajarkan kitab yang ditulis oleh Ulama abad ke 15 dengan menggunakan bahasa arab. [3]

Bentuk pendidikan pesantren adalah menyajikan pengetahuan nilai dasar dan keagamaan baik dari segi keistimewaan adat istiadat dan gambaran akhlak yang ada pada diri seorang ustadz dan ulama'. [4]

Bahasa Arab adalah kata-kata yang dipergunakan orang Arab untuk mengungkapkan segala tujuan atau maksud mereka Dari kedua pengertian tersebut dapat dikemukakan bahwa pembelajaran bahasa arab adalah proses interaksi antara peserta didik dan guru dalam proses belajar bahasa arab dengan tujuan memudahkan peserta didik memahami bahasa Arab beserta ruang lingkupnya. [5]

Metode pembelajaran di pesantren bersifat 'tradisional dan modern (baru). Tradisional adalah metode pembelajaran yang diselenggarakan menurut kebiasaan yang telah lama digunakan pada lembaga pendidikan pesantren atau 'metode pembelajaran asli pesantren. Sedangkan pembelajaran baru (modern) merupakan metode pembelajaran hasil pembaharuan kalangan pesantren dengan mengadopsi metode-metode yang berkembang di masyarakat modern. [6]

Kemampuan berbahasa arab sangatlah penting untuk membantu memahami sumber ajaran islam yaitu Al-Qur'an dan Hadist dan kitab bahasa arab yang berkenaan dengan ajaran islam bagi santri di pesantren , untuk itu bahasa arab di pesantren dipersiapkan untuk mencapai kompetensi dasar berbahasa, yang meliputi empat keterampilan berbahasa arab yang harus dimiliki yaitu membaca, berbicara, menyimak dan menulis. [7]

Media pembelajaran bahasa arab mempunyai peran penting dalam pembelajaran karena dengan media pembelajaran yang digunakan akan membuat santri termotivasi sehingga dengan adanya media pembelajaran dapat membangkitkan rasa senang dan bahagia, dan rasa semangat belajar akan tumbuh dalam jiwa mereka, dan dapat



memntapkan keilmuan dan pengetahuan pada santri karena menggunakan media menggunakan gerak dan dan karya. [8]

Dalam penelitian tentang perbandingan pembelajaran bahasa arab di pondok pesantren tidak akan berjalan sesuai harapan, apabila tidak didukung oleh kesiapan pondok pesantren dalam penerapannya serta tidak didukung oleh pendidik – pendidik yang berkompeten dan sarana prasarana yang sesuai. Dengan demikian pondok pesantren harus memberikan pelayanan khusus bagi santri sesuai dengan kemampuan dan kebutuhannya. Harapan kami dengan adanya penelitian ini pondok pesantren agar dapat mendesain kurikulum dan metode pembelajaran bahasa arab sesuai dengan kemampuan dan kebutuhan dari santri itu sendiri

II. Metode

Pada pengolahan data kali ini yang digunakan untuk memperoleh data yaitu, Meninjau lapangan, yaitu dengan melakukan observasi secara langsung kelapangan yaitu ke Pondok Pesantren Al mizan untuk mengetahui secara langsung kondisi yang terjadi

Jenis penelitian ini menggunakan pendekatan kualitatif. Metode penelitian kualitatif adalah metode penelitian yang digunakan untuk meneliti pada kondisi obyek yang alamiah, (sebagai lawannya adalah eksperimen) dimana peneliti adalah sebagai instrument kunci. Penelitian ini menggunakan konsep naturalistik, yaitu apa yang terjadi dikancah penelitian menjadi ukuran data yang paling bisa diterima. [9]

Analisis dan interpretasi data yang digunakan dalam penelitian ini sesuai dengan konsep dari Mules and Hubermen reduksi data, penyajian data dan interpretasi data. [10]

Teknik pengumpulan data dalam penelitian ini dengan wawancara ,observasi dan dokumentasi .pembahasan dalam penelitian ini ada dua aspek yaitu kurikulum dan metode pembelajaran. Adapun Langkah dalam menganalisis data adalah, Pertama, menganalisis masing-masing kurikulum dan metode pembelajaran bahasa arab yang digunakan di pondok pesantren Al-Mizan dengan pondok pesantren Sunan Drajat.

Kedua Membandingkan menejemen pembelajaran bahasa arab di pondok Pondok Pesantren dari segi kurikulum dan metode yanag digunakan di Pondok Pesantren.



III. Hasil dan Pembahasan

Berdasarkan uraian yang telah disampaikan diatas, sesuai dengan pokok pembahasan penelitian perbandingan pembelajaran bahasa arab di pondok pesantren al mizan dan pondok pesantren sunan Drajat menghasilkan penjelasan sebagai berikut :

1. Bentuk Kurikulum dan metode pembelajaran bahasa arab yang diterapkan di Pondok Pesantren Al- Mizan memiliki kualitas yang baik secara keseluruhan dari penyampaian dan penyajian yang sistematis . kurikulum dan metode pembelajaran yang mudah digunakan oleh Pembina untuk mencapai tujuan pembelajaran dan dalam pelaksanaan pembelajaran bahasa arab menggunakan kitab Manhaji dan Durusulullugho dan dalam pembelajran bahasa arab mengarah kepada pondok pesantren modern.
2. Bentuk kurikulum dan metode bahasa Arab di pesantren sunan drajad tidak hanya diajarkan tentang tata bahasa Arab saja melainkan juga diajarkan tentang keterampilan berbahasa arab, dalam pelaksanaan pembelajaran bahasa arab menggunakan kitab kuning namun dalam metode pebelajaran masih mengikuti pesantren Tradisional.
3. Perbandingan Kurikulum yang digunakan di pesantren Al-Mizan dan kurikulum yang digunakan di pesantren Sunan Drajat secara keseluruhan sangat jauh berbeda dapat dilihat dari perbedaan kitab yang dipelajari di pesantren Al-Mizan tidak 'setinggi tataran kitab yang diterapkan dalam pembelajaran bahasa arab di Pesantren Sunan Drajat.
4. Perbandingan Metode pembelajaran bahasa aarab di kedua pesantren di pengaruhi oleh tujuan yang berbeda dan profesionalitas pendidik daalam penerapan metode dalam pembelajaran

IV. Kesimpulan

Hasil dari penelitian perbandingan kurikulum dan metode pembelajaran bahasa arab menunjukkan bahwa kedua pondok pesantren tersebut memiliki keunggulan baik dari segi kurikulum dan metode dapat dinilai baik dan memenuhi standart acuan bersifat umum namun kedua kurikulum dan metode pembelajaran bahasa arab mempunyai kelemahan, Kurikulum Pondok Pesantren Al mizan menggunakan 'kurikulum agama dan Pendidikan moral yaitu kurikulum yang mengajarkan pelajaran agama islam. dan praktik lapangan sebagai agenda yang mempunyai peranan penting pesantren dimasyarakat.



Sedangkan kurikulum Pondok Pesantren Sunan Drajat mengacu pada standart kurikulum kementerian Pendidikan nasional dan kementerian Agama dan dalam pelaksanaan pembelajaran bahasa arab berpola pesantren tradisional oleh karena itu kitab kuning sebagai sumber utama dalam pembelajaran bahasa arab Metode pembelajaran yang digunakan di pondok pesantren al mizan menerapkan pola pembelajaran modern pesantren, sedangkan pola pembelajaran bahasa arab di pondok pesantren sunan drajat menerapkan pola pembelajaran tradisional pesantren.

Ucapan Terima Kasih

Dalam artikel ini saya ucapkan terima kasih kepada Allah SWT yang telah memberikan saya kesehatan sehingga dapat menyelesaikan artikel ini dengan sebaik mungkin. Yang kedua saya ucapkan terima kasih kepada orang tua yang telah menyemangati dan mendukung saya dalam mengerjakan artikel ini sampai selesai.

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THE ROLE OF PRAGMATIC COMPETENCE AND ITS ESSENTIAL TIPS AND TECHNIQUES IN LANGUAGE LEARNING ACQUISITION

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ABSTRACT

This article considers the application of pragmatics in second language teaching. It presents pragmatics as a discipline that should be taught and learned in the process of foreign language classes, in particular English. It explores some challenges of pragmatic competence and how to deal with these issues. Furthermore, it claims several essential ways and tips of teaching pragmatic elements in order to enhance learners' communication skills which are appropriate in the process of language usage. Finally, the article ends with my personal view on this research and its significant role in EFL classrooms.

Key words: pragmatic competence, discipline, task basic approach, language teaching, communication skills, cultural diversity, EFL classroom.

Over recent years, learning international languages has been evolved quickly, especially English. Hence, It demands more effective ways of teaching from teachers during the classes rather than traditional classes in past years. As it is known in foreign language teaching, there are four skills which should be improved; reading, writing, listening and speaking and most of us are limited only with these skills while learning and teaching process. However, as mentioned, English is a global spread language that allow variety of cultures to communicate and interact in different places. And this communication requires a correctness and politeness among the users. Therefore, pragmatic competence should also be taught and become worthwhile discipline in teaching process in order not to make specific errors regarding cultural differences in language.





In the teaching process of English we can divide learners into two types: learners in foreign environments, who learn English as a foreign language and learners who can study English as a second language in countries where English is widely spoken such as BANA countries (Britain, America, New Zealand and Australia).

Learners in foreign countries such as Uzbekistan or Kazakhstan have difficulties in comprehending language skills in particular, communicative competence and this phenomenon requires to teach pragmatics that can enable learners to understand cultural diversity in language and prevent some inappropriate errors in communication. In contrast, learners who can study English in BANA countries have opportunity to study not only from text books, but also from native or non native speaker teachers who have more experience and interaction with the culture. These kind of learners may notice the use of pragmatic features while communicating process such as greetings, apologies and refusals.

As a result of these multifarious learning experiences English users could be a learner who speaks English with a British accent and African politeness, or Uzbek citizen who speaks English with American accent, but has Eastern behaviors.

This assortment make learners use appropriate language according to the context they will use it. Consequently, teaching and learning English involve a new way of teaching include acting and feeling which is called “language ego” by D. Brown (2007) another means is pragmatic competence.

What are effective ways of teaching pragmatics?

In order to teach a good pragmatic competence to the students, there are some concepts that should be taken into consideration:

1. The goals and objectives of the lesson should be designed according to the needs of the students. It should be gainful to improve their communicative skills which is provided fluency and accuracy of communication. For that, the teacher and the students should concentrate on more oral activities that would help to improve communicative competence
2. The teacher should prepare hand outs or activities to engage the learners with pragmatic competence for communicative purposes. For instance, they can conduct the EFL classes some real sources of how to complain or asking permission in English. As Erton (1997:7) claims, “The functional study of language means, studying how language is used.





For instance, trying to find out what the specific purposes that language serves for us, and how the members of a language community achieve and react to these purposes through speaking, reading, writing and listening.” The Learners should have ability to put his or her knowledge of language into practice.

3.The next productive way of teaching pragmatic competence is using Interaction methods. As Mey (1993:185-6) states, “Linguistic behaviour is social behaviour. People talk because they want to socialise, in the widest possible sense of the world.” Mey would like to say that language is considered an essential tool to express human as the social creature. It is due to the fact that pragmatic competence should be taught integrating way of teaching like peer-share work by language instructors as there is not enough opportunity to use target language in communicative contexts outside the classroom. In fact, all classroom activities include the pragmatic components According to Bardovi-Harlig`s (as cited in Shemanski, 2000) investigation there are four basic tips to include pragmatic aspect into the curriculum.

These tips are:

- 1) identification of the speech act
- 2) data collection and description (journals, prediction charts, etc.),
- 3) evaluation of texts and materials (critiquing dialogues, and group discussions), 4) development of new materials.

The teacher explains the topic of the lesson and asks students to make prediction of this topic with the help of visual aids or graphic organizer. After that the results of the students' observations are evaluated and discussed. Finally, there is a time for active practice and use of the language with the appropriate pragmatic elements.

Furthermore , we can point out some effective teaching methods which allow students to determine the optimal way in order to develop pragmatic competence in foreign classroom .

- When students notice of communication breakdown while interacting with the people of another culture, they should tell their teacher what has happened and ask them to present the misunderstanding. Teacher has to create cultural awareness of students which helps them to make comparisons and reflection of pragmatic elements.



- Teacher should introduce the accurate subject matter which is based on comparason between students culture and target culture. This comparason make a significant role so that not use inappropriate pragmatic elements that may come from one`s own cultural norms and behaviors .
- It can be helpful for students to make some notes or keep records of their difficulties in the process of communication and also try to explain the reason of this. This kind of method can be useful in order to draw the student`s attention to the pragmatic competence .
- Moreover, some factors such as age, cultural background, and language proficiency is considered as references of pragmatics which should take into consideration in teaching foriegn language. It also helps teachers to find out the cultural difference of their students.
- To focus on the practice that can be benificial to build fluency in student`s oral speech. In this stage teacher may use some pair work activities like short dialogues, role plays or conversations which represent specific.
- Teacher must not correct students` errors in practice time. They need a chance to make mistakes without the distraction of corrections. Teacher should take notes of errors and present them after the practice time.

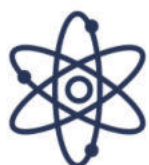
Conclusion

It can be suggested that pragmatic competence should be taught in the foreign language classrooms that would help learners to use appropriate language in different situations. To do so, teachers need to include the pragmatic component in their lesson. Whatsmore, some pedagogical implications such as select optimal classroom materials according to the level of students and effective learning and teaching methods may also help to develop this competence. It is also believed that the meaningful materials and clasroom activities will capture the students` attention and are crucial for the achievement of this goal.

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ADVANTAGES OF COMBINED TREATMENT OF CHLAMIDIAL PROSTATITIS

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Abstract: The article highlights the complex features of the treatment and diagnosis of chlamydial urethritis in men affecting the reproductive function and disorders in the sexual sphere. The improvement of the method of treating complex urogenital pathology by a combination of immuno and enzyme therapy, as a result of which reliable positive data of general and local therapy have been achieved.





Keywords: Urogenital chlamydia, chlamydial prostatitis, wilprafen solutab, longidaza, laferobion, miramistin.

Introduction: Chronic chlamydial prostatitis is characterized by a variety of subjective and objective disorders associated with it, the most important of which is a dysfunction of the prostate gland that ensures male fertility. [12]. Being a reservoir of *C. trachomatis*, it also leads to their infection of the female genitals, which in turn often leads to infertility, pathology of pregnancy and childbirth. [3, 4]. Urogenital chlamydia is the most common STI, usually accompanied by a chronic, torpid, complicated course, multifocal lesions and frequent (> 80%) association with other causative agents of genitourinary infections [5, 6]. Thus, the development of new effective methods for the treatment of chlamydial prostatitis is a very urgent problem of modern dermatovenerology. Numerous studies have been devoted to solving this problem, both in our country and abroad [7, 8,]. So, in order to increase the effectiveness of the treatment of chlamydial prostatitis, a number of authors propose to introduce antibiotics directly into the parenchyma of the prostate gland or into the vas deferens. However, these methods of antibiotic therapy are technically difficult and traumatic, and injections of antibiotics into the prostate gland lead to damage to its tissue, followed by hardening. [8.9]. Treatment of this disease should be carried out in a comprehensive manner: anti-chlamydial antibiotics in combination with immuno- and physiotherapy, adequate local treatment, as well as enzyme therapy. As an enzyme therapy, we used the drug Longidase. Longidase has hyaluronidase (enzymatic) activity of prolonged action, chelating, antioxidant, immunomodulatory and moderate anti-inflammatory action. Prolonged action is achieved by covalent binding of the enzyme to a physiologically active polymeric carrier (azoxymer). Longidase exhibits anti-fibrotic properties, reduces the course of the acute phase of inflammation, regulates (increases or decreases, depending on the initial level) the synthesis of inflammatory mediators (interleukin-1 and TNF α), increases the humoral immune response and the body's resistance to infection. The pronounced anti-fibrotic properties of the Longidaza preparation are provided by the conjugation of hyaluronidase with the carrier, which significantly increases the resistance of the enzyme to denaturing effects and the action of inhibitors: the enzymatic activity of the Longidaza preparation remains when heated to 37 ° C for 20 days, while native hyaluronidase under the same conditions loses its activity during the day.



In the Longidaza preparation, the simultaneous local presence of the hyaluronidase enzyme and a carrier capable of binding the enzyme inhibitors released during hydrolysis of the matrix components and stimulators of collagen synthesis (ions of iron, copper, heparin and others) is ensured. Due to these properties, Longidase has not only the ability to depolymerize the connective tissue matrix in fibrous-granulomatous formations, but also suppress the reverse regulatory reaction aimed at the synthesis of connective tissue components. As you know, mixed infection enhances the pathogenicity of each of the pathogens, and therefore urogenital chlamydia with it flows more heavily, shows greater resistance to anti-chlamydial antibacterial drugs, often with the formation of resistant species of pathogens, including persistent species of *Chlamydia trachomatis*. In this regard, and also on the basis of the important role in the pathogenesis of chronic urogenital chlamydia of immunopathological mechanisms (with switching the immune response from Th1 to Th2, the production of IL-6, IL-10, overproduction of secretory IgG and IgA, a decrease in the production of interferon- γ , stimulating starting autoimmune reactions and stopping the cell cycle of the pathogen at the stage of reticular bodies, its treatment should be carried out in a complex: anti-chlamydial antibiotics in combination with immuno- and physiotherapy, adequate local treatment, as well as systemic enzyme therapy. complicated urogenital chlamydia, but also persistent chlamydial infection. Application of Longidase in chronic urogenital chlamydia provides conditions for the physiological development of inflammation, preventing its transition to a pathological form, which is due to the following properties of the drug: ticular hyaluronidases are glycosaminoglycans (hyaluronic acid, chondroitin, chondroitin-4-sulfate, chondroitin-6-sulfate), which form the basis of the connective tissue matrix. As a result of depolymerization (breaking of the bond between C₁ of acetylglucosamine and C₄ of glucuronic or induric acids) glycosaminoglycans change their basic properties: viscosity decreases, the ability to bind water and metal ions decreases, the permeability of tissue barriers temporarily increases, fluid movement in the intercellular space is facilitated, the elasticity of connective tissue increases, which manifests itself in a decrease in tissue swelling, flattening of scars, an increase in the range of motion of joints, a decrease in contractures and the prevention of their formation, a decrease in the adhesion process.





Biochemical, immunological, histological and electron microscopic studies have shown that Longidase does not damage normal connective tissue, but causes destruction of the connective tissue that has changed in composition and structure in the area of fibrosis. Longidase has no mutagenic, embryotoxic, teratogenic and carcinogenic effects. The drug is well tolerated by patients, there are no local and general allergic reactions. It is with these effects, according to the literature, that the effectiveness of the drug is associated with chronic chlamydial prostatitis and chronic mycoureaplasmosis. In this regard, attention should be paid to the effect of SET on immunity, which is reduced to the stimulation of monocytes-macrophages, natural killer cells, cytotoxic T-lymphocytes and regulation of their level; regulation of cytokine levels; decrease in the production of pathogenic immune complexes; regulation of the level of adhesive molecules, as well as its regulatory effect on lipid and protein peroxidation.

Materials and methods: Our study is based on the examination and treatment of 50 patients with chronic chlamydial prostatitis, whose age ranged from 25 to 60 years (on average 34 ± 5.4 years), the duration of the disease from 2 to 12 years (on average 3.4 ± 0.2 years). For prostatitis, 30 (60%) patients were previously unsuccessfully treated. On average, there were 3.4 extragenital diseases for each patient. The diagnosis of chronic prostatitis in each case was established by the results of ultrasound, palpation of the prostate gland and the study of its secretion (variation in the number of leukocytes from 15 to 100 in the field of view (x 400). In 10 (20%) patients the disease was asymptomatic, in 40 (80 %) - with persistent or periodic objective and subjective, including functional disorders (consisting of symptoms of anterior and posterior urethritis, sexual disorders, etc.) In particular, the following clinical manifestations were identified by the nature of dysuric disorders: burning sensation and cramps during urination - in 32 (64%), discharge from the urethra - in 8 (16%), difficulty urinating - 10 (20%), increased urination - 12 (24%). complaints of pain in the lower back and sacrum - 14 (28%), perineum - 3 (6%), groin - 7 (14%), urethra - 15 (30%), penis - 9 (18%), inner thighs - 3 (four%). Pain on palpation of the prostate gland was comparatively often noted - 30 (60%). The main manifestations of sexual dysfunction were decreased erection - 20 (40%) and premature ejaculation - 12 (24%). 30 (60%) men had no complaints of sexual dysfunctions. Among neurotic disorders, fatigue dominated - 36 (72%) and insomnia - 30 (60%).



As noted above, the listed symptoms and / or their combination were observed in 41 (82%) patients, while the rest of the patients considered themselves healthy, and chronic prostatitis in them was first detected after palpation (with microscopy of prostate secretion) or ultrasound of the prostate gland. Moreover, among patients with chronic prostatitis, 20 (40%) had a catarrhal stage of the disease, in which the prostate gland was not changed by palpation; in 18 (36%) the follicular stage, in such cases on its surface areas of compaction and softening were determined, as well as the smoothness of the interlobar groove, in 12 (24%) - the parenchymal stage of chronic prostatitis, characterized by an increase in the entire gland or its lobe, asymmetry of this organ, the fuzziness of its boundaries. In 22 (44%) cases, chronic prostatitis was associated with chronic vesiculitis (in 4 - bilateral, in 11 - left-sided, in 7 - right-sided), in 5 (10%) - with palpation signs of chronic epididymitis (in all cases left-sided). Although an increase in the level of leukocytes was found in the secretion of the prostate gland in all patients, in 34 (66%) cases, an increased number of leukocytes was noted only with repeated (from 2 to 5 times) studies of the secretion. Thus, in the group of patients examined, fresh urethritis was diagnosed in 2 (4%) cases, chronic urethritis - in 48 (96%) cases, chronic vesiculitis - in 22 (44%), chronic unilateral epididymitis - in 5 (10%) cases, and in 22 (44%) chronic prostatitis was associated with chronic vesiculitis and chronic epididymitis. The most severe endourethral complications were observed with the association of *C. trachomatis* and *M. genitalium*, which occurred in 10 out of 12 cases of transitional infiltration and in 5 out of 7 cases of solid urethral infiltration, as well as in chlamydial urethral infection (in 2 out of 12 cases of transitional infiltration and in 2 of 7 - solid infiltrate). The results obtained were taken into account in the development of new approaches to the treatment of chronic urethrogenic prostatitis and associated urethral lesions. In particular, the need to include Longidase in the complex of therapy stemmed from the presence of chronic cicatricial lesions of the urethra and prostate gland in patients. At the same time, the results of an immunological examination, noting significant violations of the immune status in patients with chronic chlamydial prostatitis, indicated the advisability of using Loferobion in the complex therapy of daily intramuscular administration at a dose of 2 million IU per course of 10 injections. Loferobion has an antiproliferative effect on tumor cells, and also has antiviral and immunomodulatory effects.



The action of interferon alpha-2b is manifested by its binding to specific receptors on the surface membrane of the cell and initiating a complex of sequential intracellular reactions associated with the induction of a number of enzymes and the implementation of cellular functions, namely: suppression of viral replication in an infected cell and a decrease in the proliferation of tumor cells; with the implementation of immunomodulatory processes.

Thus, the results of examination of 50 patients with chronic chlamydial prostatitis indicated the need for its complex treatment with the use of etiotropic (Vilprafen solutab 1000 IU 2 times a day before meals for 20 days), pathogenetic (Longidaza 3000 IU rectally for a course of 20 injections, Loferobion daily intramuscular injection at a dose of 2 million IU per course of 10 injections) of drugs corresponding to local therapy (instillation of the urethra with 1% solution of Miramistin No. 10, prostate massages No. 12).

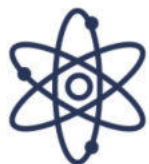
Results: Clinical recovery was achieved in 45 (90%) cases, improvement - in 5 (10%) cases. Eradication of chlamydia and other causative agents of genitourinary infections occurred in 50 (100%) cases. The tolerability of the treatment was satisfactory in all patients. Analysis of clinical and laboratory data indicated the absence of relapses, respectively, in each of 42 cases at 6 months and in each of 34 cases at 1 year after treatment.

Findings: Thus, the effectiveness of complex treatment of patients with chronic chlamydial prostatitis using anti-chlamydial drugs in combination with Longidaza, Loferobion, as well as local treatment has been proven not only by clinical recovery, but also by a high percentage of elimination of the pathogen from the urinary tract.

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DEVELOPMENT OF BUSINESS AND FAVORABLE INVESTMENT ENVIRONMENT IN UZBEKISTAN

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Annotation

Appropriate conclusions have been drawn on the radical improvement of the business and investment climate in Uzbekistan`s economy and the introduction of a system of criteria for assessing the conditions of doing business.

Key words. Business, investment, investment climate, doing business, “Small business 4.0”, entrepreneurship.

Introduction

Nowadays according to the experience of developed and highly developed countries, every nation has a worthy place in the world community with the ability to set great and promising goals and achieve them. It is no exaggeration to say that today Uzbekistan is at such a responsible crossroads in its history. Therefore, the Strategy of Action, developed by President Shavkat Mirziyoyev, is becoming an important and new national idea that will determine the fate of our future. By the 21st century, the concept of strategy has expanded significantly. The strategy covers the issues of organization of governance aimed at predicting and overcoming crises in the economic, socio-political and other spheres of the world and in the internal life of the state.





Hence, the state strategy is expressed in many interrelated but distinct concepts. The emergence of fair governance in society will undoubtedly provide an opportunity to improve the priorities of economic development and liberalization. They provide opportunities to strengthen macroeconomic stability and maintain high economic growth rates, deepen structural reforms, modernize and diversify the leading sectors of the national economy, increase its competitiveness, especially the modernization of agriculture and the introduction of new innovative technologies. That is, according to the internal laws of development, complex but improved forms of ascension to a new qualitative stage emerge. This, in turn, will lead to institutional and structural reforms aimed at reducing state participation in the economy, protecting the right to private property and further strengthening its priority position, and stimulating the development of small business and private entrepreneurship. As a result, a balanced socio-economic development will be achieved through the effective use of existing potential. A set of measures has been adopted. The processes of state registration of business entities, obtaining loans, consideration of economic disputes, liquidation of business have been significantly simplified and reduced in cost. Work on the registration of property, land allocation, construction permits, mass introduction of the “one-stop shop” principle of connection to the electricity grid is in full swing. At the same time, the current business environment and business conditions in Uzbekistan still meet the requirements of a free market economy. and does not fully comply with its principles and generally accepted international norms. As before, there are cases of over-regulation of entrepreneurial activity, the opportunities for the effective introduction of contactless forms of interaction between government agencies and business entities are not fully used. Measures taken to improve the conditions for doing business are not sufficiently implemented in the field.

Research methodology

In writing this article, the methods of analysis and synthesis were used in the study of the investment climate in our country, macroeconomic analysis, comparison and comparison in the analysis of foreign and domestic investment attracted over the years.





Analysis and results

In order to create the most favorable investment climate for attracting direct investment to the country, liberalize the economy, reform public administration, limit interference in business activities, reduce and simplify licensing and permitting procedures, ensure free access to goods (works and services). In addition, large-scale measures have been taken to create the necessary infrastructure in the regions. Tax policy and customs and tariff reforms aimed at reducing the tax burden and simplifying the tax system for investors, maintaining a healthy competitive environment are being implemented rapidly. However, there are still bureaucratic hurdles and obstacles in working with investors, especially in the field, due to the fact that investor's initiatives are not adequately supported by all levels of government, and the activities of ministries and departments are not clearly coordinated. Also hinders the strengthening of confidence in the consistency of public policy on the formation of a favorable investment climate. The concept of investment climate should be considered at the level of macro and micro economy in terms of its complexity and perfection. At the macroeconomic level, it covers the current political, economic, and social situation in the host country. At the macroeconomic level, public policy on foreign investment, compliance with international agreements, nationalization of foreign property, participation in the system of international agreements on various issues, the strength of public administration, the inevitability of political leadership, the degree of state intervention in the economy, economic efficiency, banking system level, monetary circulation and stability of the state budget, the amount of internal and external debt of the state, etc. are crucial. In addition to the direct costs reflected in the laws of the host country and the factors limiting or prohibiting the activities of foreign firms, the investment climate is negatively affected by the existence of some incomplete rules and uncoordinated processes. A number of measures to radically improve the business environment in our country - measures were taken. In particular, a favorable business environment and reliable legal guarantees have been created for the rapid development of small business and private entrepreneurship, which is an important factor in the sustainable growth of the economy. The rapid development of this industry has allowed to fill the domestic market with quality import-substituting and export-oriented products, create new jobs, especially the employment of young people, and ultimately increase the living standards and incomes of the population.





As a result, small business and private entrepreneurship serve as an important factor in creating new jobs in our country, the consistent and sustainable development of our national economy, ensuring socio-political stability in society.

Joining the process of globalization taking place in the world today means cooperation with the world's leading countries, the formation of public policy in the economic, political and social spheres on a mutually beneficial basis. At the same time, in the context of globalization, due to the requirements of market relations, there is a fierce and fierce struggle for interstate investment in the world. All countries of the world are focusing on attracting foreign investment to their countries by directly improving the legal, socio-economic and other conditions. The ongoing global economic crisis, political instability, and the presence of geopolitical risks, including regional conflicts, are intensifying the competition and struggle for investment in the world.

According to UNCTAD1 reports, in 2018, the global inflow of foreign direct investment (FDI) in the world decreased by 13% compared to the previous year to 1 trillion. 297 billion US dollars. The main reason for this was found to be the decline in direct capital inflows in developed countries. The decline in capital inflows was mainly due to tax reforms by US President Donald Trump in 2017 (i.e., a reduction in corporate taxes from 35% to 21%) and a large-scale repatriation of funds by transnational corporations. FDI inflows to developed countries have been on a declining trend since 2004, falling to 27 percent and reaching a record low. The repatriation of funds led to a significant decline in investment in the UK, and in particular to capital outflows from several major recipient countries (Ireland, Switzerland), leading to a twofold reduction in capital inflows to Europe (less than \$ 200 billion). Capital inflows to the United States fell 9 percent to \$ 252 billion. One-third of the mergers and acquisitions (M&A) agreements that had to be made in other countries failed to materialize, mainly due to the formation of the US dollar. The inflow of FTIs into developing countries was stable, up 2 percent from the previous year. Most importantly, as a result of this 2% growth and the unusual decline in FDI in developed countries, the share of developing countries in global FDI has reached a record 54%. Global FDI inflows have been severely affected by the COVID-19 pandemic this year. These important resources will reach 1.5 trillion in 2019. The U.S. dollar fell sharply, well below the lowest level achieved during the global financial crisis.





The pandemic is projected to have a severe impact on the flow of FDI to developing countries, as it is natural to expect a decline in FDI, especially given that the deficit of investment in export-oriented manufacturing and raw material suppliers is more than 50%. Preliminary data on the profit margins of TMKs show that in the first months of 2020, the volume of both investment projects starting from scratch and those related to international mergers and acquisitions (M&A) decreased by more than 50% compared to last year. In the field of global project financing, which is an important source of investment in infrastructure projects, the amount of newly concluded agreements has decreased by more than 40%. Today, almost all countries' investment policies include measures to combat the coronavirus pandemic. More than 70 countries have taken measures to mitigate the negative impact of the crisis on the inflow of foreign investment or, conversely, to protect local industrial enterprises from being incorporated by foreign companies.

- 1) In the context of the coronavirus crisis, new policy measures have been taken to simplify investment, maintain and encourage investment. A number of countries have taken measures to reduce administrative barriers by giving administrative incentives to firms to speed up the production or delivery of goods during a pandemic.
- 2) The crisis has disrupted the normal delivery of public services, thus accelerating the introduction of web tools and e-government services platforms to ensure the continuity of key public services to businesses and investors.
- 3) Several countries have introduced incentives in government programs to produce medicines and vaccines. Other incentive schemes include expanding production lines to increase the supply of medical products.
- 4) To help local airlines, several governments have bought shares in these airlines or are considering nationalizing the companies.
- 5) Finally, most states have included support for small and medium-sized businesses in government assistance programs to ensure that supply of consumer goods in the country is not disrupted, and they are provided with tax incentives or financial assistance.
- 6) The coronavirus pandemic has led to increased controls on foreign investment in health and other strategic sectors. In developed countries, measures have been taken to protect local enterprises producing healthcare, pharmaceutical and medical products and equipment.



7) Another government intervention that affected investors in health care was to require factories, manufacturing companies, and private health care providers to switch to the production of medical products needed to fight the coronavirus pandemic.

Conclusions and suggestions

It is necessary to accelerate the implementation of the achievements of the Fourth Industrial Revolution through the widespread application of the principles of “Industry 4.0” in small business and private entrepreneurship, as in all sectors. It is necessary to create a new system of innovative small business and private entrepreneurship, compatible with the digital economy, based on innovation from traditional production in all sectors of the economy. Due to the rapid changes in market conditions in the world economy, the need to change each sector due to the rapid change in the balance between supply and demand, it is necessary to provide a fast-changing industrialized and innovative “Small Business 4.0” in small business. It is necessary to develop a “Concept for the development of small businesses in Namangan region on the basis of digital technologies” using the “Strategy for the development of the metallurgical industry based on digital technologies, developed by the SMS group of the German concern”. New technological revolutions are changing human working and living conditions and opening up new opportunities. Underlying such changes will be the formation of new business models, ideas and significant structural and innovative changes in companies operating in the traditional way. These innovations serve to replace outdated and outdated mechanisms, to radically change them, to start reforms anew. The rapid development of new technologies and their introduction into practice will lead to the formation of new industries in the long run. With the development of digital technologies, the integration between countries and enterprises has deepened, the transformation of countries` economies into the global economy has developed. In 2011, the term “Industry 4” appeared at the Hanover Fair in Germany. The development of new technologies has created “mind factories”. The fourth industrial revolution created a new virtual world. This virtual world has developed on a large scale and has begun to cover all sectors of the economy. 17% of the globe and 1.3 billion population under the influence of the achievements of the second industrial revolution, half of the globe and 4 billion and the population is developing under the influence of the achievements of the third industrial revolution.





Some developed countries are taking advantage of the achievements of the Fourth Industrial Revolution, and they are very deficient. One of the longest-running crises in the world economy, the coronavirus pandemic, was observed in the first half of 2020. In turn, this situation has had a negative impact on the economy of the Republic of Uzbekistan. In order to eliminate them, it is necessary to re-establish the economy of the country and small business and private entrepreneurship, to revive the industry, which fell into a state of stagnation during the quarantine period:

First, the rapid development of integration between small business and large enterprises;

Second, to continue production and service at home through the development of home-based activities;

Third, the development of mechanisms to support small business and private entrepreneurship by the state for the quarantine period;

Fourth, the establishment of counseling centers for the quarantine period for small business and private entrepreneurship.

In order to further improve the investment climate in the context of the coronavirus pandemic, which has a significant impact on international capital flows in the national economy, we believe that a number of measures should be taken:

1. Pay attention to the introduction of online services in the organization of a competitive investment market, including not only trade, exchange, insurance and banking services, but also public services and online services for the circulation of electronic documents;
2. Use the advice and experience of the most modern consulting firms in preparing quality business plans for investment projects, strengthening measures to identify and reduce the risk of investment;
3. Creating a database of information on the characteristics of various investment projects and securities and developing opportunities to publish this information to the general public;
4. Implement measures aimed at increasing the literacy of the population, entrepreneurs and business people on the Internet and information technology;
5. Accelerate the attraction of investment in education, including the opening of branches of leading foreign higher education institutions, the development of investments in human capital and the introduction of distance learning mechanisms;



6. The role and responsibilities of credit unions, pawnshops and microcredit organizations for the sustainable development of the economy of Uzbekistan should be addressed.

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ANTHROPOLOGICAL LINGUISTICS AS A BRANCH OF LINGUISTICS

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Annotation

The article considers anthropolinguistics, anthropological linguistics as a branch of linguistics that studies the evolution of human thinking based on its reflection in the corresponding evolution of the language (primarily its vocabulary). The main reason for this section is the fact that the majority of cultural transformations, the history of human knowledge, and a lot of socially innovative

Keywords: anthropological linguistics, social and cultural context, linguistic classifications, ethnographic branches, visual perception, indexality.

Anthropological linguistics is a subdivision of linguistics and anthropology that studies the place of language in its broader social and cultural context and its role in creating and maintaining cultural practices and social structures. While many linguists believe that the true field of anthropological linguistics does not exist, preferring the term "linguistic anthropology" to encompass this subfield, many others consider the two fields interchangeable. Although researchers studied the two areas together at different times in the nineteenth century, the intersection of anthropology and linguistics grew significantly in the early twentieth century. As American scholars became increasingly interested in the diversity of Native American societies in the New World, anthropologists and linguists worked together to analyze Native American languages and study how the language relates to the origins, distribution, and characteristics of these indigenous peoples. This interdisciplinary approach distinguished American anthropology from European anthropology; while European anthropology mainly focused on ethnography, American anthropology began to integrate linguistics and other disciplines.





Anthropological linguistics initially focused on the unwritten language, but now explores languages with and without written traditions. Early anthropological linguists primarily focused on three main areas: linguistic description, classification, and methodology. Scholars such as Franz Boas, Edward Sapir, Leonard Bloomfield, and Mary Haas have compiled descriptions of the linguistic structure and linguistic characteristics of various languages. They conducted the research as a field study, using recordings of texts from native speakers and performing analyzes to classify texts into linguistic forms and genres.

Classification included the definition of genetic relationships between languages. Linguistic classifications have allowed linguistic anthropologists to systematize large amounts of information about specific population groups.

By classifying language, scholars were able to systematize and organize data from their ethnographic works.

By analyzing language, anthropological linguistics can use the constituent parts to obtain social and cultural information. It also made pattern identification possible: Boas and Sapir used these procedures to show that language patterns were not implemented among native speakers of a given language. Anthropological linguistics is one of many disciplines that study the role of languages in the social life of people and within communities. To do this, experts had to understand not only the logic of linguistic systems, such as their grammars, but also to record the actions in which these systems are used. In the 1960s and 1970s, sociolinguistics and anthropological linguistics were often viewed as a single field of study, but they have since become more separate as there is more academic distance between them. While there are many similarities and certain common themes such as gender and language, they are two related but different entities.

Anthropological linguistics emerged in the United States as a subset of anthropology when anthropologists began to study indigenous cultures, and indigenous languages could no longer be ignored, and it quickly evolved into a subset of linguistics known as today. Anthropological linguistics has greatly influenced research in areas such as visual perception (especially color) and bioregional democracy, which deal with the differences made in languages with respect to the perception of the environment. Traditional linguistic anthropology is also important for the sociology and self-organization of peoples.



For example, a study of the Penans shows that their language uses six different and distinct words, the best English translation of which is "we."

Anthropological linguistics studies these differences and connects them with types of societies and with the actual adaptation of the body to the senses, just as it studies the differences made in languages in relation to the colors of the rainbow: seeing the trend towards an increase in the variety of terms as evidence that there are differences that bodies in this environment must conduct, leading to situational knowledge and possibly to situational ethics, the ultimate evidence of which is the differentiated set of terms used to denote "we".

Two branches of anthropological linguistics - nomenclature / classification and ethnographic / sociolinguistics. Indexing refers to linguistic forms that are associated with meaning through the association of specific and general, as opposed to direct naming. For example, an anthropological linguist may use indexality to analyze what an individual's use of language says about his or her social class. Indexing is inherent in form-function relationships. Although the terms anthropological linguistics and linguistic anthropology are often considered synonymous, experts often distinguish between the two. While anthropological linguistics is considered a subsection of linguistics, linguistic anthropology is generally considered a subsection of anthropology.

Anthropological linguistics also uses clearer linguistic methodology and studies languages as "linguistic phenomena." Ultimately, anthropological linguistics focuses on the cultural and social meaning of language, with more emphasis on linguistic structure. Conversely, linguistic anthropology uses more anthropological methods (such as participatory observation and field research) to analyze language across cultural frameworks and define rules for its social use. While anthropological linguistics uses language to define cultural representations, sociolinguistics views language as a social institution. Anthropological linguistics is largely interpretive, seeking to define the meaning of the use of language through its forms, registers and styles.

Sociolinguistics instead explores how language relates to different social groups and identities such as race, gender, class, and age. In the theoretical and methodological study of attitudes in the social sciences, two main directions can be distinguished - mentalistic and behavioristic.



The mentalistic tendency views attitude as a mediating concept, while the behaviorist tendency operatively defines it as a concept of probability, although in research practice both derive their measures of attitude from variation in response. While there are many different views on the structure and components of a relationship, the vast majority agree that relationships are internalized, enduring, and positively associated with behavior. Relationship research methodology includes direct and indirect measurements of all kinds, but questionnaires are more commonly used in the study of linguistic relationships than other methods. Fitting the guise method - a sociolinguistic experimental method used to determine the true feelings of an individual or community towards a language of a particular dialect or accent - is widely used for research relating to the social significance of languages and varieties of language.

A special adaptation of this technique, called mirroring, seems promising for measuring consistent assessments of language switching at a situational level. Situational self-reporting tools, such as those used by Greenfield and Fishman, also promise to be very effective research tools regarding normative views of the situational use of languages and linguistic varieties. The adherence measure has been found to be particularly suitable for collecting data on behavioral trends. Data obtained from interviews can be difficult to process and evaluate - and can cause bias on the part of those surveyed - but exploratory interviews can be especially effective in assessing attitudes, especially when used in addition to observation.

Observational data can be formally treated like more formalized tools if attempts are made to record the data in more generally accessible forms, rather than just using the approach most characteristic of the kind of data used before so far. Many linguists believe that comparisons of linguistic and social behavior are blocked by the fact that linguistic and anthropological research is rarely based on comparable datasets. While the anthropologist's description refers to specific communities, linguistic analysis refers to a single language or dialect, as well as behavior shaped through verbal signs and structural similarities. The process of linguistic analysis is focused on the detection of uniform, structurally similar wholes. The result of these procedures is the selection of one single variety from the many varieties that characterize everyday speech and behavior.





And so this conformity provides opportunities for reliable research, the object of which is the reasons for this, so there is a good knowledge of development. In addition, it will allow to create the reconstruction of individual cultural trends. For this reason, antropolinguistics is inextricably linked to various anthropological, psycho-logical, linguistic and scientific disciplines.

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VARIETIES OF VIDEO MATERIALS AND THEIR SELECTION IN LANGUAGE LEARNING INTENSIVELY

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Annotation

The article discusses the use of video and video films as a means of increasing motivation to learn a foreign language intensively. Video film as a means of motivation for learning a foreign language. The use of video films in a foreign language lesson brings variety to the educational process, promotes the activation of students, and increases interest in the subject. The video is an effective means of developing oral speech skills, and, undoubtedly, helps to consolidate the lexical, grammatical and phonetic material, expand the lexical stock, helps prepare students to understand the speech of different people, and create a natural language environment in the lesson.

Keywords: the main types of video materials, the modern market of educational products, professionally oriented material, the choice of video material, the content of the material.

Harmer J. and Lonergan J. identify four main types of video materials that can be used in teaching a foreign language. Firstly, these are specially developed educational videos that are included in the set of modern educational and methodological complexes. The main advantage of these videos is that they are understandable and designed for learners of the appropriate level language proficiency. They are not authentic, so it is recommended do not abuse them, because authentic materials have a number of advantages over materials accompanying educational and methodological complexes [4, p.152]. In addition, video materials are quite an expensive product, and the modern market for educational products offers a limited selection of them in comparison with textbooks.

In second place are available video materials, i.e. a range of videos that are easy to buy or rent. These are feature films, comedy shows, documentaries about wildlife, educational programs, etc. Here you need to choose a film that will be understandable to students and will also correspond to educational goals.





Programs recorded from television channels called off-air programs, i.e. programs recorded directly from the air take the third place. These are news programs, documentaries, or educational programs. In this situation, you need to remember about the level of language proficiency of students and choose programs taking into account their duration and compliance with the language level of students. The advantage of these videos is that it is easy enough to record something interesting for any level of learner. Many teachers of a professional foreign language note the importance of authentic materials due to the fact that they are not originally intended for learning a foreign language [7, p. 97]. One of the main advantages of using authentic materials taken from the subject area of learners is that they change the “balance of power” within the classroom. As noted by M.K. Phillips and C.C. Shettlesvers, “the teacher is no longer the undisputed authority in the discussion and must recognize the competence of students in the professional field” [6, p.85]. All this can lead to interesting and active discussions in the audience, because students become involved in helping the teacher in the understanding of professionally oriented material.

J. Lonergan [5, p.49] singled out the fourth category of educational video materials - videos filmed independently by students and teachers. Filming videos for educational purposes can be very exciting for both the student and the teacher. Students can put into practice the knowledge gained and analyze the formation of speech skills and the development of speaking skills. There are several ways to use a camcorder in the process of learning a foreign language. First, it can be used to capture the speech activity of the teacher or students and use the resulting material for feedback. Second, the camcorder can be used to capture footage and then use it for educational purposes. In this case, the actual use of the video material in the classroom will be similar to the use of television programs recorded directly from the air, with the only difference that all aspects of the material can be controlled by the teacher. The third and probably most exciting opportunity is the use of the camcorder by the students themselves. As noted by J. Lonergan and M. Allan [1, p.296], the process of making a film is a group enterprise, and the planning and production processes involve a significant amount of discussion (ie speech product) in addition to the language being studied in the film itself. Plus, the filming process tends to be memorable. Whether acting as a camera operator or playing a role in a film, students usually achieve high results in learning a foreign language.





How to choose the best video footage? What should the teacher care about when choosing a video? The use of video materials in the process of learning a foreign language can be very helpful, although some consider it a waste of time. When choosing suitable material for students, one should remember the following aspects presented by S. Stempleski. From the very beginning, you should think about the language content used in the video material. It is preferable that the foreign language used should be adequate to real life situations, at the same time it should be the language that its speakers use in everyday communication. The characters should speak naturally, but slowly and clearly enough for the students to understand.

Moreover, they should speak with natural pauses, which will give the learners time to understand the information. And, ultimately, language should not be taken out of context, which implies that it should be presented in a meaningful situation in order to help learners understand the underlying meaning. The next important factor when choosing a video is the content. As long as it is attractive to students and is presented in an interesting way, they will enjoy working with it. In addition, the content is assumed to represent the culture of the country where the target foreign language is spoken. The last factor is the quality of the footage. You need to remember about the clarity of the image and sound. However, this factor is becoming less relevant due to the advent of modern technology. Nevertheless, there is one aspect that should not be forgotten when choosing a film: it is better to choose films of famous directors and with famous performers [8, p. 246]. First of all, the question arises as to why use video at all? Some believe that the video is just a "embellished" version of its audio counterpart, where the voice is accompanied by various pictures. But there are still many special, positive aspects of using video in the classroom. Here is some of them:

1) One of the main advantages of using video is that students not only listen to speech, but also see what is happening on the screen, which, in turn, greatly helps to understand the peculiarities of the language. For example, through the expression of facial expressions and gestures, the main semantic moments of the statement and some emotions can be conveyed. The visual presentation contributes to the memorization of new material. Such paralinguistic features help to understand and assimilate the text more clearly.

2) Using video in a unique way allows students to look into the world outside the walls of the school. Let's say you are interested in learning how the British use gestures to invite someone to dine, what they say, how they behave.





Or about the manner in which an American speaks when addressing a waiter. The video also provides invaluable support if you want to know what people eat in a particular country, or what clothes they wear.

3) Another point of using video is related to creativity. With the help of video cameras, and they are now more accessible than before, students can create entertaining and unforgettable stories in the learning process. Recording and creating your own videos can be an incentive for language learners. Often, trainees begin to use all of their creativity and communication skills. Engaging in this type of activity, obviously, arouses their interest, because using this method, those involved have the opportunity to look at the educational process with new eyes.

4) And, of course, motivation is an integral part of learning. Many students undoubtedly take great interest in seeing a "living" language and examples of its use by the native speakers themselves. Also, an important attribute of motivation is tasks that should be selected in such a way that, first of all, they are interesting for students and have practical value.

When teaching students foreign languages - especially when using videos - there are potential issues to be aware of:

1) Just turn on the TV and put the students on a video, program, or film - this is still not enough to delight them with the learning process. The teacher should choose both the video material and the way it is presented to the audience. Otherwise, such an activity will be practically no different from the usual home TV viewing.

2) One of the problems is also the quality of the recording. Poor performance and dryness of the material will not delight the "modern" student, will not be able to attract his attention. If there are distortions of sound and image, then there is no need to talk about the attractiveness of such an activity.

3) It should be remembered that perhaps not all students are near the TV, that not everyone can see and hear the broadcast as well. Therefore, it is necessary to pay attention to the environmental conditions in the audience and take into account the factor that a person normally perceives information.

4) Sometimes the trainees are annoyed by the intermittent playback of the video stream: constant pauses, frequent repetitions of the same passages, and the like.





A negative assessment is also possible when it remains unknown how a particular plot ends (although sometimes unfinished scenes of video clips can be part of a certain task). In this case, the teacher, obviously, does not take into account the human characteristic - curiosity.

5) The length of the plots is important in the use of video in the classroom. Some people think that you need to choose short passages, others that long ones. It is believed that streaming video and audio for more than three minutes may cause students to show signs of lethargy and drowsiness. Short videos (1-4 minutes), as world practice shows, have the necessary amount of information, they are easier to manipulate, and their level of motivation is higher. Such stories are, in general, the best choice. Long video excerpts are also important, but already in those cases when it is impossible to extract information from them without losing the whole picture of perception. In any case, it remains for teachers to develop assignments to involve students in the learning process.

6) Also, the teacher should pay special attention to mastering the means of technical support, so that during the lesson there are no incidental situations. Therefore, one of the main tasks for a foreign language teacher is thorough preparation. Any teaching aids must clearly perform a specific didactic task. In this case, it is most often the development of listening skills, as well as the formation of socio-cultural competence. Videos intended for foreign language lessons are usually situational in nature, whether they are filming or editing recordings.

It is desirable that they all reflect different aspects of the culture of the country of the target language, i.e. carried in themselves socio-cultural information. In this case, the viewer is attracted by the video sequence, the "new unfamiliar picture", which introduces the students to the country, traditions, and the way of life of native speakers. The sound row either "follows" the visual row, or "leads" it along. The combination of visual and sound series creates a special atmosphere of cognitive activity and participation. They complement and explain each other. At the same time, it is on the basis of the video that further tasks are often built, aimed at independent statements of students, often without taking into account the most interesting linguistic, sociolinguistic (realities, idioms, etc.) and socio-cultural material, which is rich in sound. On the basis of the information obtained in this way, it is possible to organize various kinds of oral practice, but here other methods come into force.





What are the advantages of using video material in teaching a foreign language? There are several advantages to using authentic video material in foreign language teaching. First, it is the motivation of students. Learners will truly experience positive emotions when they understand the material for native speakers. Students note that a professionally oriented foreign language is not inaccessible to them, and this can serve as the basis for the further use of authentic materials in the classroom. It seems that students are more interested when they see the use of the foreign language being studied in real situations of professional communication. This is more motivating than any other factor. Properly prepared video can encourage students to speak, for example, in a role play or discussion. The next reason is the complete authenticity of the linguistic material - it is not simplified, the characters speak with an accent typical of a particular locality, and the linguistic material is modern in the sense that common expressions and idioms are used. The visual information (body language, gestures, clothing) presented in the video helps students understand language and situations better than if using audio alone. We like the point of view of J. Harmer [4, p.288] that paralinguistic language gives students the opportunity to see beyond what they hear and interpret the text more broadly. Of course, the use of video in a foreign language lesson and in extracurricular activities opens up a number of unique opportunities for the teacher and students in terms of mastering a foreign language culture, especially in terms of the formation of socio-cultural competence as one of the components of communicative competence in general.

Unlike audio or printed text, which can have a high informative, educational, educational and developmental value, a video film has the advantage that it combines various aspects of the act of speech interaction. In addition to the content side of communication, the video contains visual information about the place of the event, the appearance and non-verbal behavior of the participants in the communication in a particular situation. Video materials provide almost unlimited opportunities for analysis based on comparison and juxtaposition of cultural realities and characteristics of human behavior in various situations of intercultural communication (provided that the selected videos provide the necessary basis for such a comparison). The teacher should also be aware of the difficulties and disadvantages that may arise when working with videos in a practical lesson. The first disadvantage is that students may feel unable to understand the video. And this is a good reason for the teacher to carefully prepare the materials.



At the pre-demonstration stage, the tasks performed by the students remove the language difficulties of perceiving the video and understanding its content. After the demonstration stage, the tasks proposed by the teacher should generate and maintain students' interest in discussing the video material.

The second drawback is that there is a danger that some of the students have already seen this video. In this case, learners can discuss specific details, issues raised in the video, or help other learners understand its context. The third disadvantage is that the teacher can be accused of wasting students' time, so all assignments must be accompanied by a wide variety of new expressions for learning and facilitate effective foreign language communication of students.

However, as we can see, the advantages of the video are much more than the disadvantages, therefore, when asked whether to use it in the lessons, you can give a very definite answer: yes, it is.

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INTENSIVE METHODS OF TEACHING FOREIGN LANGUAGES AT THE UNIVERSITY

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Annotation

We will consider some basic concepts that will be further used to characterize and describe the methodological system of intensive teaching of foreign languages, which this work is devoted to. There are two central and interrelated concepts: intensification and activation. The first has been discussed in the theory of teaching foreign languages for a long time and by many specialists in particular in connection with the problems of intensive learning, and the second remains out of their attention, although both concepts are directly related to the content of intensive learning.

Keywords: intensive learning, communication ability, realistic and consistent approach, methodological system, increasing the speed and quality of learning.

In the conditions of accelerating scientific and technological progress, the issue of qualitative improvement of the education system in the country is directly related to the development of more advanced, scientifically based methods of managing educational and cognitive activities that mobilize the creative abilities of the individual. In this regard, the development of theory and the widespread introduction into practice of various forms of intensive teaching of foreign languages seem to be relevant. In recent years, certain successes have been achieved in the intensive teaching of various contingent of students in foreign languages; in the advanced practice of this method, progressive trends in linguistics, pedagogy and psychology are implemented. Based on the activity-based and communicative-personal approaches, intensive training offers a realistic way to mastering oral foreign language speech - the development of students' communicative ability, the ability to actively and freely communicate in the target language.

Currently, intensive teaching of foreign languages is a direction that is implemented in various methodological systems.





The specificity of one of these systems - the method of activating the capabilities of the individual and the team - is to use the opportunities that open up when considering the study group as a temporary team carrying out coordinated joint activities. At the same time, the processes of foreign language communication are interpreted as directly "serving" joint activities and interpersonal relations. The task is to offer the educational collective such a joint learning activity that would be personally significant, would have social value, would rally the collective, ensure the influence of the collective on the individual, i.e. contributed to the active formation of personality through a system of positive interpersonal relationships.

The traditional method of teaching foreign languages does not yet take into account the "human factor" insufficiently. The main characteristic of the joint process of activity is its subject, the activity of trainees in mastering the subject of activity.

In the conditions of intensive training, the content of training is enriched by the introduction of really interacting personalities of the teacher and students into it, which is also important in the selection and organization of educational material. Such a formulation of the question requires a revision of many provisions of the theory and a change in the practice of teaching a foreign language. The problem of filling the educational process with new content, in turn, leads to a revision and theoretical understanding of the methodological principles of collective developmental education, the creation of a specific methodological model that implements these principles, and also requires a different type of teacher's activity, his training and retraining.

For many years, work has been carried out to create and improve the methods of intensive training, expand the scope of its practical application. The task of this work is to provide a scientific (linguistic, psychological - pedagogical and socio-psychological) substantiation and description of the methodological system of intensive teaching of foreign languages, which is called the method of activating the capabilities of the individual and the team. In recent years, promising results have been achieved precisely in the theory and practice of intensive teaching of foreign languages for the most diverse contingents of students. Intensive learning is understood by specialists as the optimal implementation of trends in scientific and technological progress and some progressive trends in pedagogy and psychology of learning.





Reflecting the relevant social requirements and following them, intensive training offered a realistic and consistent approach to mastering a foreign language as a socio-psychological problem, on the one hand, and as a controlled speech activity, on the other. Within the framework of this specific training system, new principles of the organization of educational material have been developed, a new, dynamic model of training and management of the communicative and educational activities of trainees has been created.

Controlled mastery of foreign speech by learners is the modeling of the processes of generation, semantic perception and communicative interaction of speech utterances and the formation of the corresponding mechanisms. Of particular importance is the accelerated mastery of the psychotechnics of speech communication and the achievement of a number of psychological - pedagogical and socio - psychological goals in training in a short period of time. What is intensive learning and what content, when characterizing it, is put into the concepts of "intensification" and "activation" under consideration? Before offering an answer to this question, let us turn to the opinion of experts in the field of methodology and psychology of teaching foreign languages. They put forward very different concepts of intensity and intensive learning. Psychologists reveal the content of the concepts of "intensification" and "intensity", which does not always coincide with that offered by didactics and methodologists. So, highlighting the most important pedagogical problems: enhancing the activity of students, the effectiveness of teaching, rationalizing educational material, methods and techniques of teaching, famous teachers V.M. Blinov and V.V. Kraevsky believe that increasing the intensity of training is a central problem for pedagogy.

V.M. Blinov and V.V. Kraevsky rightly note that in the field of methods of teaching foreign languages, intensity should be reflected in both qualitative and quantitative characteristics. In this regard, two methodological patterns identified by the authors are of interest: the correlation of the two languages of systems in the mind of the student and the dependence of the speed of mastering speech as a way of transmitting a message on the rate of mastering the means of speech communication. Undoubtedly, the problem of the intensity of training is solved taking into account these laws, i.e. in the shortest possible time, students must master the system of means of speech communication, operating in the studied language.





This conclusion can be supported by the arguments of linguists that perfect mastery of a foreign language is the process of approaching the minimum of the time interval occupied by the recoding operation, an automated process of switching from a native language to a foreign one. Methodologists define intensity as an increase in the speed and quality of learning, as the amount of work done at specified intervals. This understanding clearly reflects the quantitative parameters of intensity, and intensification is understood as a process aimed at increasing the quantitative indicators of learning success. Psychologists also consider the concept of intensification and suggest various ways to achieve it in teaching foreign languages. Therefore, A.A. Leontiev points to three aspects of intensification, i.e. what should be intensified: the content of the educational process (in a broad sense); external forms and means of its implementation - the educational activity of each individual student ("the principle of individualization"). Intensification of educational activity in a collective - psychological or socio-psychological plane is understood as such an organization of the learning process in a group that best ensures the assimilation of the required knowledge, skills and abilities by each individual student. It is obvious that the practical implementation of intensification at these levels requires a certain holistic understanding of the essence of educational activity, the content of the learning process, the interaction of pedagogical, linguodidactic, individual - typological and collective - psychological factors in it.

A.A. Leontiev outlines the following ways to intensify teaching foreign languages: - Construction of educational activity as an organized, controlled and controlled sequence of students' actions, ensuring the optimal formation of foreign language speech activity and its structural components (actions and operations). - Search for the optimal ratio of conscious and adaptive components in the formation of foreign language speech activity. In terms of methodology, this is most likely connected with the problem of the native language and, possibly, with the regularity in the methodology that V.V. Kraevsky:

- The correlation of two language systems.
- Differentiated formation of components of foreign language speech activity, depending on their relationship with the components of speech activity in the native language or language - an intermediary, the optimal ratio of the actual formation and correction.



- Consistent implementation of the principle of consistency in the presentation of foreign language speech material.
- Consistent implementation of the principle of functionality in unity with the principle of consistency.
- Psychologically sound use of audiovisual and technical means. It is believed that of the six paths of psychological intensification of training proposed by the author, the first two reflect those psychological laws of the process of teaching foreign languages, the consideration and consideration of which are undoubtedly promising both at the individual psychological level and in the conditions of group learning.

The last three points are directly related to those methodological principles, the observance of which is necessary in the process of teaching a foreign language speech activity in any conditions. A different approach to the problem of intensification of teaching foreign languages can be found in I.A. Winter. Considering the psychological characteristics of prolonged intensive teaching of a foreign language to adult specialists, she identifies three main characteristics: concentration per unit of time (school day), long-term distribution and intensification. At the same time, the author points out that the levels of concentration most often determine the intensity of training.

Interesting and fruitful is the consideration of I.A. Zimniya's the third characteristic is intensification as an integral property, determined by a combination of four parameters:

- 1) the volume of assimilated material;
- 2) the number and variability of techniques (exercises);
- 3) the density of communication;
- 4) activation of the mental reserves of the personality.

The third and fourth parameters reflect the psychological specifics of intensive training, its main orientation in solving the problems of teaching foreign communication, although the criteria for choosing these parameters are different. "Density of communication" refers to the peculiarities of the organizational and structural level of the educational process, and the activation of the individual's capabilities is seen as a means and result of a certain way of organized interpersonal interactions in intensive learning.



The second parameter - the number and variability of techniques (exercises), can be included, in my opinion, in the volume and content of the concept of "communication density" and act as a characteristic of any properly organized lesson. Finally, "the amount of material being sown", or rather, an increase in the amount of material and the acceleration of the processes of its assimilation - this is the characteristic of intensified learning. Naturally, the intensification of the maximum parameters brings us closer to intensive learning.

Therefore, giving a definition of intensive training, we must first of all note and emphasize what distinguishes it from other forms and directions associated with improving the educational process, without, of course, missing out on what unites them. What is specific in understanding intensive learning? In addition to the theoretical answer to this question, it also has practical significance. The fact is that in recent years, on the basis of empirically established experience of accelerated learning, a number of specific methods, called intensive, have been created and are being applied, which does not always correspond to the content of this concept. First of all, let us consider the general criteria by which the concept of "intensive training" can be defined and separated from others in content.

The contingent of students, obviously, as the first criterion is not directly related to the content of the concept of "intensive learning". Practically different forms of intensive learning, at least in experiment, are already embracing the most diverse categories of trainees. These forms can be combined into three main types: pre-university education, university education, postgraduate education. The main organizational forms of training are changing accordingly. The second possible criterion by which intensive training is usually defined is its timing. It has become typical to identify intensive training with short-term, in which there is no substantial, qualitative and only a formal, quantitative characteristic of this concept is given. It also does not reveal the specifics of intensive training.

Equally hardly acceptable as sufficient definitions associated with an indication of the concentration of hours or the temporary isolation of the course of study: they are as formal and quantitative as the reference to the time of study. To answer the question of what is decisive in the understanding of intensive learning, it is necessary to introduce another concept, "activation of learning", and thereby touch upon the substantive characteristics of the activities of the teacher and students.



Since the most important pedagogical problem today is the problem of enhancing the learning activity of students and special attention is paid to methods that activate the cognitive process, since the central concept in solving these issues is the concept of enhancing learning. Consideration of this concept is the key to solving a set of basic tasks associated, on the one hand, with the improvement of the educational - educational process and, on the other hand, with the definition of intensive training as a direction.

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STAGES OF CREATION AND DEVELOPMENT OF NATIONAL- CULTURAL CENTERS IN UZBEKISTAN

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Abstract

In the state presented information about the creation and development of national-cultural centers in Uzbekistan for the years of independence on the basis of information and sources related to the activity of national-cultural centers.

Keywords: interethnic cooperation, nations and peoples, national-cultural centers, customs, common home, peace and harmony, opportunity.

Introduction

The purpose of establishing national cultural centers in the Republic of Uzbekistan is consists to study preserve and develop the national culture, language, customs, traditions and customs of each nation which living in the Republic. On the eve of independence, the need to protect the interests of all nations and peoples through the establishment of national and cultural centers in the territory of the Republic of Uzbekistan had become more important than ever. The main reason for it was the mistakes and shortcomings in the field of interethnic relations during the former Soviet era. During this period, the idea of a single state, a single nation was promoted by officials of the former Soviet government. Also, the policy of discrediting an entire nation due to certain mistakes and shortcomings of the nations living in the Republics had led to very tragic consequences.

In the period former Soviet Union, in Uzbekistan, national policy was one-sided. The national question had not been resolved in any of the allied republics. Always, on the national affairs, one-sided approach had been taken by the former Center. This, in turn, caused great damage to the socio-economic situation of the entire USSR, including Uzbekistan. Although the thoughts about the development of national cultures had explained in the Constitution of the former USSR, in practice, these had not been proven. In the program of the Communist Party, the loss of national identity through the rapprochement of all nations and peoples, the tendency to create a single, uncultured, artificial nation had risen to the level of state and ruling party policy.





Indeed, a single Soviet people emerged in the KPSS program and it was said that, this was a great achievement of the national policy of the Soviet state. The stability of a multi-ethnic state depends not only on the marking of rights and freedoms in this regard, but also on the extent to which it is put into practice. These, in turn, had been proven many times in history.

Theoretical background

On the eve of independence, the shortcomings in the course of interethnic relations in the country began to be gradually eliminated. The role of national-cultural centers is growing in overcoming the shortcomings which were indulged in the field of interethnic relations in the former Soviet Union and the next period. Exactly, national cultural centers are affecting as an institution involving national-ethnic units and associations to the process of modernization of the state. It has been shaping interethnic cooperation, peace and harmony in the country by deepening ethno cultural pluralism. National cultural centers have a special place in terms of functional features in the modernization of the Republic of Uzbekistan, deepening and development of ethno cultural pluralism.

Socio-political, economic, spiritual and cultural processes which are taking place in the Republic of Uzbekistan during the years of independence, besides, relations between Tajik, Kazakh, Kyrgyz and Turkmen peoples which are neighboring to Uzbekistan show the need to regulate and improve inter-ethnic relations.

Public organizations were formed in Uzbekistan to meet the national cultural needs of certain ethnic groups. In 1989, Interethnic Cultural Center of the country was established under the Ministry of Culture. National-cultural centers voluntarily unite the citizens of Uzbekistan who are interested in the study, preservation and development of national culture, customs, traditions and customs specific to a particular nation. They are formed on the basis of the Law of the Republic of Uzbekistan "About the Non-Governmental and Non-Profit Organizations" (April 14, 1999). Their charters are registered by the relevant justice organizations [1]. National-cultural centers carry out its activities directly or through community branches only in the territory of the Republic of Uzbekistan.

Such development, in turn, requires coordination of their activities. For this purpose, in January 1992, the International Cultural Center of the Republic of Uzbekistan was established with the decision of the Cabinet of Ministers of the Republic of Uzbekistan. Coordination and supporting the activities of national and cultural centers were noted as the main task of International Cultural Center. Besides, it is emphasized that should help to government agencies and public organizations in the study of issues related to the spiritual needs of national groups which living in the territory of Uzbekistan [2,433].





Main part

In 1993, the National Cultural Center was transformed into an independent Republican International Cultural Center. Nowadays, it has been organizing the activities of national-cultural centers, studying the cultural needs of national groups which living in Uzbekistan, and assisting government agencies and public organizations. In 1996, International Cultural Center and National-Cultural Centers moved to the magnificent palace named “Bobur” with the help of the state. This complex was named the Palace of Nations.

Initially, in 1989, there were 12 cultural centers such as Kazakh, Korean, Armenian, Azerbaijani and Tajik in the Republic of Uzbekistan. In particular, by 1995 their number in the country exceeded 80, and by 2000 it reached 100. In 2002, there were 120 national cultural centers in the country, in 2003 - 135, in 2004 - 137.

According to the information of 2017, there were 23 National Cultural Centers in Tashkent, 6 in the Republic of Karakalpakstan and 95 in the regions [3]. In Tashkent city, 14 republican and 23 city national cultural centers carry out their activities. Currently, 14 National Cultural Centers have the status of the republic. There were 31 Koreans, 23 Russians, 10 Tajiks, 9 Kazakhs, 9 Tatars, 3 Tatar-Bashkirs, 8 Azerbaijanis, 7 Turkmens, 6 Ukrainians and Kyrgyz, 5 Turks and European Jews National Cultural Centers in Uzbekistan. As well as, there were National Cultural Centers of Germans, Poles and Armenians - 4 each, Uighurs and Bukhara Jews - 3 each, Belarusians and Crimean Tatars - 2 each, Arabs, Bulgarians, Bashkirs, Greeks, Georgians, Lithuanians, Karakalpaks, Chinese and Dungans - 1 each [4, 167].

The main tasks of the national cultural centers are as follows:

- encouraging social initiatives aimed at establishing the principles of interethnic harmony;
- Coordination and rewarding, developing a culture of interethnic relations;
- Restoration and development of unique national traditions, customs and ritualism of different nationalities and ethnic groups living in the Republic of Uzbekistan;
- Providing practical and methodological assistance to cultural centers;
- Advising public organizations on supporting inter-ethnic harmony;
- Development of culture and spiritual values of representatives of different nationalities which living in the Republic of Uzbekistan;
- Providing organizational, legal and methodological assistance in conducting research in the field of interethnic relations;
- organization of conferences, seminars and “round tables”;
- Participating in the production of TV and radio programs and broadcasts aimed at harmonizing interethnic relations as well as, in the production of books, brochures, reference books, brochures, booklets and other types of printed materials for the meeting the cultural needs of different nationalities and ethnic groups.



As well as:

- practical and methodological assistance to national-cultural centers;
- coordinating and monitoring their activities;
- to promote the restoration and development of national traditions, customs and ritualism, culture and spiritual values of the peoples and national groups living in the republic;
- to establish and develop contacts and cooperation with national and international cultural centers near and far abroad;
- to unite nations and peoples in the spirit of internationalism, to promote the harmonization of interethnic relations [2, 439].

National cultural centers work in three main areas:

1. Restoring the language, culture, customs and rituals of each nation, revitalizing their ties and relations with their historical homeland, to pave the way for the expression of their national feelings;
2. Knowing independent Uzbekistan as true homeland and to serve it with gratitude and devotion;
3. Living together with the motherland, to study its culture, history and language, living in friendship, cooperation and peace with the nation which given its name to the independent state, to know its language, culture and history. Activities which are carrying out in these three directions are appropriate to the requirements of modernizing social life and the development of interethnic relations [4, 156].

The work of national and cultural centers is improving every year. Circles in different direction are operating under their initiative and leadership. Including:

- clubs to study their national culture, language, customs and history;
- Clubs for studying the history, culture and language of Uzbekistan;
- national music, dance, and craft clubs.

In 2004-2015 in conjunction with RICC (Republican International Cultural Center) NCC (National-cultural centers) 28 exhibitions of works by artists belonging to different nationalities living in the republic were organized under the motto "Uzbekistan is my homeland". Including:

- In 2004, "Зимний вернисаж" (Winter Opening Day), "Мой родной город" (My native city);
- In 2005, by the Greek NCC, graphic works on the topic "My native Uzbekistan" of Yanis Salpinkidi;
- Color images on the theme "Весенний вернисаж" (Spring Vernissage), "Navruz" (Navruz), "Bahor ranglari" (Colors of Spring) in 2007;
- In 2011, works of Margarita Shuvalova on the theme "Весна, женщина, цветы" (Spring, woman, flowers);



- In 2014, "Радост чистой любви" (The joy of pure love) was dedicated to the Sazanov dynasty and an exhibition entitled "Senga mehrim Jonajon yurtim" (I love you, my dear homeland) was organized [5, 14.28.36].

In 2016, more than 700 scientific-practical and cultural-educational events were held in cooperation with the centers. More than 40,000 people from representatives of different nationalities took an active part in the sixth festival of friendship and culture under the motto "Uzbekistan - our common home" [6]. President of the Republic of Uzbekistan Sh. Mirziyoyev started the period of new reforms on the communicating with our people which are consisted of representatives of different nationalities, listening to their hearts and find solutions to their problems. Proof of this is the statement of the President that "I consider it my priority to preserve and strengthen the harmony of nations and citizens, mutual respect and kindness in our country" in his speech at the joint session of the chambers of the Oliy Majlis on December 14, 2016.

Based on the above information, it can be said that, national-cultural centers which are operating throughout the country are performing an important function in the field of preserving the identity of different nations and peoples. They are not only unique places of spiritual life, but they are also making an effective contribution to the socio-political and cultural construction. Forming the ideological foundations of human spiritual life has become one of the main tasks in the activities of these centers. This task can be accomplished not by occasional activities, but through hard work day by day. That's why leadership of the republic is being taken great care of the national-cultural centers and being coordinated their activities. Active participants of national-cultural centers are being awarded with high government awards, orders and medals. Uzbek leadership is using the most optimal approach to the national policy to maintain a spirit of commonality between different ethnic groups, regardless of their number. National cultural centers is helping to pursue a national policy in the spirit of humanity, to develop the process of activating the active social strata of the non-Uzbek population, to educate the representatives of all peoples of Uzbekistan in the spirit of national and political unity, patriotism and pride for their country. Such activities of national cultural centers confirm National policy of the Republic of Uzbekistan which directed correctly to the rational solution of issues of interethnic relations, coordination the mutual solidarity of national cultures and languages.

Conclusion

In conclusion, it can be said that, the process of establishing national and cultural centers in Uzbekistan was carried out for the purpose of the correcting the shortcomings of unscientific policy that had accumulated over the years in the former Soviet Union.



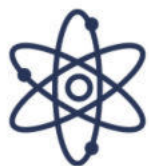


Meanwhile, ties of friendship and mutual solidarity between the nations living in the Republic of Uzbekistan are getting richer with new content. National cultural centers is working for the ensuring peace and interethnic harmony among the citizens of the Republic of Uzbekistan, guaranteeing their rights and freedoms and legitimate interests, acquisition of profession, education, preservation and development of traditions and values according to their interests and abilities. As a key mechanism in this process, activities of national cultural centers are serving to the basis of the stability of the country.

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**TAXONOMIC, BRIEF BIOECOLOGICAL DESCRIPTION OF
COCCINELLIDE SPECIES IDENTIFIED IN THE STUDY AREA
(KASHKADARYA REGION).**

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Abstract:

This article provides detailed information on the meeting coordinates, ecology, and distribution areas of 11 species belonging to the family Coccinellidae (Latr., 1807).

Keywords: Hortobiont, Palearctic, larvae, eggs, ecology, zoophagous, aphidophagous.

References:

Coxenellids are small beetles that are usually short, rarely elongated, with a convex top and a flat bottom. They vary in color: in most forms, the color is bright red or yellow, with dark spots or spots, and in some cases they form a distinctive shape. The top of the body is bare, shiny or covered with feathers, with various dots. The lower part of the body, the legs are almost always covered with short hairs. Coccinellidae (Coccinellidae) are composed of 6,000 species belonging to about 360 genera, and until recently were included in the Coleoptera, Polyphaga [5,6,7]. To date, more than 3,000 species of coccinellids (Coccinellidae, Coleoptera) have been described worldwide, and more than 160 species in the CIS [9].





Worldwide, there are 6 subspecies of coccinellidae (Coccinellidae) (Coccidulinae, Coccinellinae, Scymninae, Chilocorinae, Sticholotidinae, Epilachninae) [4]. Some researchers have noted that coccinellids (Coleoptera: Coccinellidae) are composed of more than 15,000 species belonging to more than 80 families [8].

Research materials and methods

Collection of coccinellid (Coleoptera, Coccinellidae) species in the imago stage in the study area was carried out by 2020 using an entomological handle. Eggs, larvae and fungi of coccinellide species were also collected manually from the study area. The collected biomaterial was placed in standard laboratory solutions and a label with the place and date of storage was affixed. In cotton agrobiocenoses and adjacent biotopes, the process of collecting coccinellide species was carried out in a strict order, in the range of 1000-1200 hours per day, in the range of 1600-1800 hours, once every 5 days. The study areas were divided into 25 200 × 200 cm (2 m²) surface areas in each biotope using kapron yarn.

Research results

Family: Coccinellinae (Latr., 1807)

Subfamily: Scymninae (Muls., 1846)

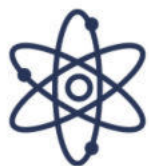
Tribe: Stethorini (Dobrzanskiy, 1925)

Category: Stethorus (Weise, 1885)

Subfamily: Stethorus (Weise, 1885)

Type: Stethorus pusillus (Herb , 1797)

Kashkadarya region, Kasbi district Muglon - alfalfa (*Medicago sativa*), 11♂, 13♀, 1.56 km, N 38 ° 55'54 " , E 65 ° 23'40", Nishan district. From medium-fiber cotton (*Gossypium hirsutum*), 7 ♂, 6♀, 357 m, N 38 ° 36 ¢ 50.10 " , E 65 ° 42 ¢ 08.09", Karshi district. From *Oxybasis glauca* (*Chenopodium glaucum*), 2 ♂, 1♀, 552 m, N 38 ° 51 ¢ 13.27, E 65 ° 38 ¢ 18.48 "from the coordinate points (25-27.04.2019). **Bioecology:** Hortobiont species, occurs in plants that are found almost everywhere. Winters without imoga. Reproduces by giving three generations per year.



Distribution area:

Distributed in North Africa, Europe, Russia (regions close to Europe, Siberia, the Far East), China, Iraq, Israel, Central Asian republics (Kyrgyzstan, Kazakhstan, Uzbekistan), Mongolia, Turkey.

Subfamily: Scymninae (Muls., 1846)

Tribe: Hyperaspini (Mulsant, 1846)

Genus: Hyperaspis (Dejean, 1835)

Subgenus: Hyperaspis (Dejean, 1835)

Species: *Hyperaspis transversoguttata* (Weise, 1878) Kashkadarya region, Nishan district. Alfalfa (*Medicago sativa*), 7♂, 4♀, 357 m, N 38 ° 36 ′ 50.10 ″, E 65 ° 42 ′ 08.09 ″, Kamashi district. Asparagus (*Carthamus turcestanicus*), 2♂, 506 m, N 39 ° 09 ′ 19.8 ″, E 65 ° 23 ′ 01.4 ″. From *Alhagi maurorum* (*Alhagi maurorum*), 2♂, 4♀, 295 m. N 37 ° 22 ′ 45.26 ″, E 66 ° 33 ′ 53.91 ″ (12-15.04.2020 y.).

Bioecology: Hortobiont species. In terms of nutrition, it is a zoophagous and is found in plants that are grown almost everywhere. Winters without gestures. It multiplies by giving three generations a year.

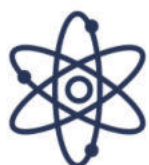
Distribution area: North Africa, Russia, China, Iran, Iraq, Central Asian republics (Republic of Kazakhstan, Republic of Uzbekistan).

Tribe Bulacini

Category: *Bulaea* (Mulsant, 1850)

Species: ***Bulaea lichatschovi* (Hummel, 1827)**

Kashkadarya region, Nishan district. From medium-fiber cotton (*Gossypium hirsutum*), 3 ♂, 2♀, 357 m, N 38 ° 36 ′ 50.10 ″, E 65 ° 42 ′ 08.09 ″, Karshi district. From *Oxybasis glauca* (*Chenopodium glaucum*), 2 ♂, 1♀, 552 m, N 38 ° 51 ′ 13.27 ″, E 65 ° 38 ′ 18.48 ″, Guzar district. From *Trifolium pratense* (*Trifolium pratense*), 2♂, 4♀, 520 m, N 38 ° 26 ′ 34.48 ″, E 66 ° 00 ′ 06.81 ″, Kitab district. From mung bean (*Phaseolus aureus*), 5♂, 4♀, 654 m, N 39 ° 07 ′ 05.25 ″, E 66 ° 59 ′ 04.28 ″, Kamashi district. Asparagus (*Carthamus turcestanicus*), 2♂, 506 m, N 39 ° 09 ′ 19.8 ″, E 65 ° 23 ′ 01.4 ″ from the coordinate points (28-30.05.2017).



Bioecology: Dendro-hortobiont polyphagous species. The main sources of beetles and larvae are wild algae.

Distribution area: *Bulaea lichatschovi* (Hummel, 1827) is distributed in Europe, the European part of Russia, India, Mongolia, the Republic of Kazakhstan, the Republic of Uzbekistan, China, Afghanistan, the Republic of Tajikistan, the Republic of Turkmenistan, Iran, Syria, Turkey. Central Asia, the southern European part of the CIS, the Caucasus and Crimea. In our studies, many wild salt marshes (*Oxybasis glauca* et al.) were noted. At the end of May 2005 (May 29), the beetles of Likhachev's daughter were recorded in large numbers in the Angor district of Surkhandarya region.

Category: *Coccinula* (Dobzhansky, 1925)

Species:: *Coccinula sinuatomarginata* (Faldermann, 1837)

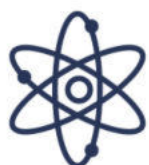
Kashkadarya region, Nishan district. From potatoes (*Solanum tuberosum*), 3 ♂, 2 ♀, 357 m, N 38 ° 36 ' 50.10 " , E 65 ° 42 ' 08.09" (28.05.2017). Kitab District. From Alfalfa (*Medicago sativa*) 2 ♀, N 38 ° 36 ' 50.10 " , E 66 ° 59 ' 04.8" from the coordinate points (21.04.2019). The body is broad-oval, moderately convex, with fine dotted lines, the top is hairless. The wings are black, yellowish or pink with spots. Body length 2.5-3.5 mm.

Bioecology: *Coccinula sinuatomarginata* horto-dendrobiont aphidophagous species. Xerophytes are widespread in desert and semi-desert regions, occurring mainly in annuals, and play an important role in reducing agricultural pests, including alfalfa and cereal plant lice and thrips.

Distribution area: *Coccinula sinuatomarginata* (Faldermann, 1837) is distributed in North Africa, Europe, CIS countries (Russia, Kyrgyzstan, Kazakhstan, Tajikistan, Turkmenistan, Uzbekistan), China, Afghanistan, Iran, Lebanon, Syria, Turkey. This species is widespread in the Southern Palearctic. It is distributed in all regions of Western Europe, Asia Minor, CIS - Southern and Central Europe, the Caucasus, Siberia, Ukraine, Kazakhstan, Central Asia, including Uzbekistan.

Species:: *Coccinula quatuordecimpustulata* (Linnaeus, 1758)





Kashkadarya region, Nishan district. From medium-fiber cotton (*Gossypium hirsutum*), 3 ♂, 2♀, 357 m, N 38 ° 36 ′ 50.10 ″, E 65 ° 42 ′ 08.09″, Karshi district. From *Oxybasis glauca* (*Chenopodium glaucum*), 2 ♂, 1♀, 552 m, N 38 ° 51 ′ 13.27, E 65 ° 38 ′ 18.48 ″, Guzor district. 38 ° 26 ′ 34.48 ″, E 66 ° 00 ′ 06.81″, Kitab district. From Mung bean (*Phaseolus aureus*), 5♂, 4♀, 654 m, N 39 ° 07 ′ 05.25 ″, E 66 ° 59 ′ 04.28″, Kamashi *Asparagus* (*Carthamus turcestanicus*), 2♂, 506 m, N 39 ° 09 ′ 19.8, E 65 ° 23 ′ 01.4 from the coordinate points (28-30.05.2020). The body is broad-oval, strongly bulging, shiny small dot. linear, the top is not covered with hairs. The wing is black, shiny, thick dotted. Each wing has 7 yellow round spots, three of which are along the wing seams and 4 on the edge of the side..

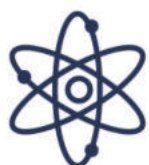
Bioecology: Horto-dendrobiont aphidophagous species. The beetles and larvae of this species feed on pea lice (*Acyrtosiphon cat* Harr.), Grain lice (*Brachycolus noxius* Mordw., *Schizaphis graminiae* Rond.), And are the main predators of these pests. The 14-spotted beetle beetle feeds on plant lice such as *Xerophilaphis zavadovskii* Nev., *Xerobion eriosomtion*, as well as wheat thrips (*Haplothrips tritici* Kurd.), Along with lice on wormwood, mint, calendula, and other wild plants. In early spring and autumn, the beetles also feed on pollen.

Distribution area: *Coccinula quatuordecimpustulata* (Faldermann, 1837) Distributed in North Africa, Europe, CIS countries (Europe and Siberia, Russia, Kyrgyzstan, Kazakhstan, Uzbekistan), China, Afghanistan, Iran, Syria, Turkey. This species is common in the Palearctic. Occurs in Europe, Asia, North Africa, CIS, deserts of Uzbekistan, forest edges, gardens, sparse forests and foothills.

Category: *Anisosticta* (Dejean, 1835)

Species:: *Anisosticta novemdecimpunctata* (Linnaeus, 1758)

Kashkadarya region, Nishan district *Convolvulus arvensis*, 3 ♂, 2♀, 357 m, N 38 ° 36 ′ 50.10 ″, E 65 ° 42 ′ 08.09″ (28.05.2017), Kitab district Tomato (*Lycopersicon esculentum*), 2♀ N 38 ° 36 ′ 50.10 ″, E 66 ° 59 ′ 04.8″ from the coordinate points (21.04.2020 y.). The body is elongated-oval, slightly convex, the top is smaller with deep dots, hairless. The wings have yellow or pink, black dots: there is a common one in front of the shield and 9 dots on each wing.



Bioecology: Horto-dendrobiont aphidophagous species Mesophilic species. Moisture occurs in wetlands, around swamps, rivers and lakes.

Distribution area: Europe, Russia (European part, Siberia, Far East), Israel, Central Asian republics (including the Republic of Kazakhstan). Golarctica, Tsirkumboreal tour. Western Europe, North America, CIS-Europe, Siberia, Ukraine, Caucasus, Kazakhstan, Central Asia.

Tribe: Coccinellini (Latreille, 1807)

Category: Adalia (Mulsant, 1850)

Subgenus: Adalia (Mulsant, 1850)

Species:: Adalia bipunctata (Linnaeus, 1758) Linne 1758;364 (Coccinella)

26.07.2020 y. From Panicum (Prosa), 5♂, 1♀ N 38 ° 36 ¢ 50.10 ", E 65 ° 42 ¢ 08.09", Kitab district. 21.04.2019 y. From corn (Zea), 1♂, 2♀, N 38 ° 36 ¢ 50.10 ", E 66 ° 59 ¢ 04.8" from the coordinate points. The body is elongated-oval, moderately convex, often dotted, the top is not covered with hairs. The color of the wings is extremely variable: often white and yellow, and occasionally intermediate species. The wing of the leaking form is red and there is a large black dot between each wing. The length of the body is 3.5-5.5 mm.

Bioecology: Horto-dendrobiont polyphagous species. Walnuts, apples, plums, apricots, pears, elm, often overwinter under the bark of trees, under plant debris on pear trees.

Distribution area: Far East, Afghanistan, China, Iraq, Israel, Japan, Jordan, Central Asian republics (Republic of Kazakhstan, Republic of Tajikistan, Republic of Turkmenistan, Republic of Uzbekistan), Iran, Turkey, Australia. **Distribution:** A.bipunctata is a Palearctic, Golarctic species. It lives in forests, woodlands, foothills and developed areas (mainly in parks and alleys), widespread in Europe, Asia, North America, North and Central Africa, CIS, Uzbekistan.

Category: Coccinella (Linnaeus, 1758)

Species:: Coccinella undecimpunctata (Linnaeus, 1758)

Kashkadarya region, Nishan district. From medium-fiber cotton (Gossypium hirsutum), 3 ♂, 2♀, 357 m, N 38 ° 36 ¢ 50.10 "., E 65 ° 42 ¢ 08.09". Karshi district.



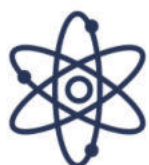
From *Oxybasis glauca* (*Chenopodium glaucum*), 2 ♂, 1♀, 552 m, N 38 ° 51 ′ 13.27″, E 65 ° 38 ′ 18.48″. Guzar district. From *Trifolium pratense* (*Trifolium pratense*), 2♂, 4♀, 520 m, N 38 ° 26 ′ 34.48″, E 66 ° 00 ′ 06.81″, Kitob tumani. From Mung bean (*Phaseolus aureus*), 5♂, 4♀, 654, N 39 ° 07 ′ 05.25″, E 66 ° 59 ′ 04.28″, Kamashi district. *Asparagus* (*Carthamus turcestanicus*), 2♂, 506 m, N 39 ° 09 ′ 19.8″, E 65 ° 23 ′ 01.4″. From the coordinate points (28-30.05.2020). The body is elongated-oval, moderately bulging, often dotted, not covered with hairs, the wings are brownish-yellow, the forefoot is black, the general is a wide wavy border. The length of the body is 3.5-5 mm.

Bioecology: Dendro-hortobiont coccidophagous species. Although this species is widespread, it is mainly found in open areas of forests, xerophiles in agricultural areas, and in deserts and semi-deserts.

Distribution area: Europe, Russia (proximity to Europe, Siberia, Far East), India, Japan, China, Central Asian republics (Republic of Kazakhstan, Republic of Tajikistan, Republic of Turkmenistan, Republic of Uzbekistan), Mongolia, North and South Korea, Turkey, Distributed in Syria, Pakistan, Kuwait, Jordan, Egypt. A common species found everywhere in Europe, Asia, North Africa, CIS, Uzbekistan. This species is extinct outside the Palearctic.

Species: *Coccinella septempunctata* (Linnaeus, 1758)

Kashkadarya region, Nishan district. From medium-fiber cotton (*Gossypium hirsutum*), 3 ♂, 2♀, 357 m, N 38 ° 36 ′ 50.10″, E 65 ° 42 ′ 08.09″. Karshi district. From *Oxybasis glauca* (*Chenopodium glaucum*), 2 ♂, 1♀, 552 m, N 38 ° 51 ′ 13.27″, E 65 ° 38 ′ 18.48″. Guzar district. From *Trifolium pratense* (*Trifolium pratense*), 2♂, 4♀, 520 m, N 38 ° 26 ′ 34.48″, E 66 ° 00 ′ 06.81″, Kitab district. From Mung bean (*Phaseolus aureus*), 5♂, 4♀, 654, N 39 ° 07 ′ 05.25″, E 66 ° 59 ′ 04.28″, Kamashi district. *Asparagus* (*Carthamus turcestanicus*), 2♂, 506 m, N 39 ° 09 ′ 19.8″, E 65 ° 23 ′ 01.4″. From the coordinate points (28-30.05.2017). The body of the beetle is round-oval, strong bulging, almost hemispherical, often dotted, the top is not covered with hairs. The wings are red, 7 black dots. The length of the body is 5-8 mm.



Bioecology: Dendro-hortobiont polyphagous species. Although common, it is more common in forest-desert, desert areas.

Distribution area: North Africa, Russia (regions close to Europe, Western Siberia, Far East), Afghanistan, China, Iran, Israel, Jordan, India, Kuwait, Mongolia, Central Asian republics (Republic of Kazakhstan, Republic of Tajikistan, Republic of Turkmenistan, Uzbekistan Republic), Pakistan, Syria, Turkey. *C.septempunctata* is common in the Palearctic and Nearctic. In Uzbekistan it is found everywhere.

Category: Hippodamia (Dejean, 1835)

Type: Hippodamia tredecimpunctata (Linnaeus, 1758)

Kashkadarya region, Kitab district. 21.04.2019 y. From single-seeded weeds, 3♂, 4♀, N 39 ° 06 ' 33.43 " , E 66 ° 32 ' 34.68" , Nishan district. 21.04.2019 y. From the coordinate points of Ether (Seteria), 1♂, 2♀, N 38 ° 26 ' 35.67 " , E 65 ° 32 ' 23.41" . The body is elongated, slightly oval, slightly convex, dotted, without hairs on top. The wings are elongated, orange in color, yellow or brown, the dots are black, 6 from each wing under one shield; in rare cases the points disappear or merge with each other. Body length 4-7 mm.

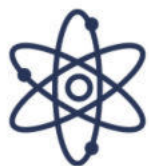
Bioecology: Horto-dendrobiont aphidophagous species. The mesophilic species lives in high mountain meadows, often on the banks of rivers and springs, and is recorded in early spring in the tugai forests of desert regions.

Distribution area: North Africa, Europe, Russia (Siberia, Far East), China, Japan, Afghanistan, Iraq, Central Asian Republics (Kazakhstan, Uzbekistan, Tajikistan, Kyrgyzstan, Turkmenistan), India, Mongolia, North and Distributed in South Korea. It is a common species in Uzbekistan, it is found everywhere, and its appearance and color are very variable.

Category: Propylaea (Mulsant, 1846)

Type: Propylaea quatuordecimpunctata (Linnaeus, 1758)

Kashkadarya region, Nishan district. From *Glycyrrhiza glabra* (*Glycyrrhiza glabra*),



3 ♂, 2 ♀, 357 m, N 38 ° 36 ' 50.10 " , E 65 ° 42 ' 08.09", Karshi district. From the nut (*Arachis hypogea*), 2 ♂, 2 ♀, 552 m, N 38 ° 51 ' 13.27, E 65 ° 38 ' 18.48 "from the coordinate points (28-30.05.2020). The body is broad-oval, moderately convex, small. The dots are linear, the top is not covered with hairs.

Bioecology: Dendro-hortobiont acarifag tur. It is a mesophilic species, found mainly in trees in spring and early summer, and then migrates to melons and field crops and feeds on plant lice. Our observations have repeatedly noted its prevalence in orchards. In addition to plant lice, aleroid, coccidial larvae, and most butterflies and beetle eggs also lay eggs.

Distribution area North Africa, Russia (close to Europe, Siberia), China, Japan, Afghanistan, Iraq, Israel, Jordan, Pakistan, Syria, Central Asian Republics (Republic of Kazakhstan, Republic of Uzbekistan, Republic of Tajikistan, Kyrgyz Republic, Republic of Turkmenistan), Turkey spread over the territory.

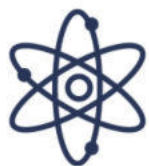
CONCLUSIONS

1. Coccinellidae (Coccinellidae) consist of 6,000 species belonging to about 360 genera.
2. Currently, more than 3,000 species of coccinellides (Coccinellidae, Coleoptera) are described worldwide, and more than 160 species in the CIS.
3. Collection of coccinellid (Coleoptera, Coccinellidae) species in the imago stage in the study area was carried out by 2020 using an entomological handle.
4. Coordinate points of coccinellids (Coleoptera, Coccinellidae) found in the study area were identified.

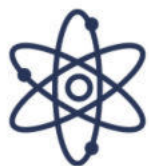
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WAYS TO DEVELOP PROFESSIONAL COMPETENCE OF FUTURE TEACHERS

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Annotation

Pedagogical competence is the quality of teaching as a supply factor. Today it is important to study the criteria for determining the competence of a teacher. The article introduces the concepts of competence and competence, the similarities and differences between them. Types of professional pedagogical competencies are explained. The stages of formation of pedagogical competence are described.

Keywords: competence, competence, professionalism, strategy, professional pedagogical competencies, benchmarking criteria.

Introduction

Modern society faces highly educated, aspiring, demands the upbringing of competitive, enterprising, spiritually and physically healthy individuals. The action strategy for further development of the Republic of Uzbekistan for 2017-2021 sets the task of "educating a highly educated and intellectually developed generation, creating a pool of competent scientific and pedagogical staff in higher education institutions.[1]"

The professionally significant qualities of teachers were considered by scientists for a long time and determined the content of professional competence, identifying the pedagogical, psychological, social conditions of its formation.

The State Education Standard for General Secondary Education, approved by the Cabinet of Ministers Resolution No. 187 of 6 April 2017, defines the concept of competence as the ability to apply existing knowledge, skills and competencies in daily activities [2].

The teaching profession is both transformative and managerial. And for this mine to be able to manage the development of personality, we must be competent.





The concept of the professional competence of the teacher-poet highlights his theoretical and practical readiness to carry out pedagogical activities and characterizes his professionalism.

Competence (from lat. *competentio* by *competo* strive for, fit, fit) - this is the personal ability of a specialist to solve a certain class of professional problems. Such by competence is understood as formally described requirements for the personal, professional, etc. qualities of the company's employees (or some group of employees). The concepts of professionalism and competence have common features. It should be noted that people who do not always fully meet the established requirements and standards are not true professionals, because some do not know how to apply knowledge in practice, which means that such pedagogical activities remain ineffective [3].

Pedagogical skills are grouped here into four groups:

1. Ability to "translate" the content of the objective process of education into specific pedagogical tasks: the study of the individual and the team to determine their preparedness for the active mastery of new knowledge and design on this basis, the development of the team and individual students; identification of a complex of educational, upbringing and developmental tasks, their concretization and definition of the dominant task.
2. Ability to build and set in motion a logically complete pedagogical system: comprehensive planning of educational tasks; reasoned choice of forms, methods and means of its organization.
3. Ability to identify and establish relationships between the components and factors of education, to put them into action: creating the necessary conditions (material, moral, psychological, organizational, etc.); activation of the student's personality, the development of his activities; and etc.
4. Ability to record and evaluate the results of pedagogical activity: introspection and analysis of the educational process and the results of the teacher's activity; defining a new set of dominant and subordinate tasks.

One of the most important qualities that characterizes competence is initiative. This is an internal awakening to new forms of activity, a leading role in any action. An initiative is a kind of social activity, social creativity undertaken by a person. An initiative is characterized by the fact that a person takes on a greater measure of responsibility than is required by simple adherence to social norms.



Cooperation is another important component of competence. This is a humanistic idea of joint developmental activity of children and adults, reinforced by mutual understanding, penetration into the spiritual world, collective analysis of the course and results of activity.

Review of literature data. Analysis of scientific literature shows that scientists studying the problem of teacher competence, in their research, use the term "professional competence" [4], the term "pedagogical competence", then both terms, and sometimes these terms are combined by analogy with professional pedagogical activity: "professional pedagogical competence".

Currently in science there is no single approach to the definition of this concept. So, according to V.A. Slastenin, I.F. Isaeva, A.I. Mishchenko and E.N. Shiyonov, the teacher's professional competence expresses the unity of his theoretical and practical readiness to carry out pedagogical activities, while the basis of the teacher's competence structure is made up of numerous pedagogical skills that characterize this readiness [5].

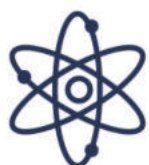
Pedagogical competence is a systemic phenomenon, the essence of which consists in the systemic unity of pedagogical knowledge, experience, properties and qualities of a teacher, which allows to effectively carry out pedagogical activities, purposefully organize the process of pedagogical communication and also imply personal development and improvement of the teacher[6].

The dominant block of the teacher's professional competence is the teacher's personality, in the structure of which they distinguish: personality motivation (personality orientation and its types), properties (pedagogical abilities, character and its features, psychological processes and personality states, integral personality characteristics (pedagogical self-awareness, individual style, creativity as creativity).

Materials and research methods

Psychological, pedagogical and special (in the subject) knowledge is a necessary, but by no means a sufficient condition for professional competence. Many of them, in particular theoretical, practical and methodological knowledge, are prerequisites for intellectual and practical skills and abilities [2].

Pedagogical skill is a set of sequentially unfolding actions, some of which can be automated (skills), based on theoretical knowledge and aimed at solving the problems of developing a harmonious personality.



This understanding of the essence of pedagogical skills emphasizes the leading role of theoretical knowledge in the formation of the practical readiness of future teachers, the unity of theoretical and practical training, the multilevel nature of pedagogical skills (from reproductive to creative) and the possibility of their improvement by automating individual actions[3].

One of the most important qualities that characterizes competence is initiative. This is an internal urge to new forms of activity, a leading role in any action. Initiative is a kind of social activity, social creativity undertaken by a person. The initiative is characterized by the fact that a person takes on a greater measure of responsibility than is required by simple adherence to social norms [4].

Cooperation is another important component of competence. It is a humanistic idea of joint developmental activity of children and adults, reinforced by mutual understanding, penetration into the spiritual world, collective analysis of the course and results of this activity [5].

Thus, competence is a measure of the correspondence of knowledge, skills and experience of persons of a certain social and professional status to the real level of complexity of the tasks they perform and the problems they solve.

Research results and discussion

Modern researchers distinguish the following types of professional competence:

Special competence - possession of the actual professional activity at a sufficiently high level, the ability to design one's own further professional development.

Social competence - possession of joint (group, cooperative) professional activity, cooperation, as well as the techniques of professional communication adopted in this profession; social responsibility for the results of professional work.

Personal competence - mastering the techniques of personal self-expression and self-development, means of resisting professional deformations of the personality.

Individual competence - mastering the techniques of self-realization and personality development within the profession, readiness for professional growth, the ability to individual self-preservation, non-commitment to professional aging, the ability to organize rationally your work without overloading time and effort [6].

The Council of Europe identifies five basic competencies in the context of foreign language teacher training:





Political and social competences related to the ability to take responsibility, participate in joint decision-making, participate in the functioning and development of democratic institutions.

Competencies related to life in a multicultural society, designed to prevent the emergence of xenophobia, the spread of a climate of intolerance and promote both an understanding of differences and a willingness to live with people of other cultures, languages and religions.

Competencies that determine the proficiency of oral and written communication are important in work and social life to such an extent that those who do not have them are threatened with isolation from society. This group of communication includes the command of several languages, which are becoming increasingly important.

Competence related to the emergence of the information society. Possession of new technologies, understanding of their strengths and weaknesses, the ability to have a critical attitude to information and advertising disseminated through the media and the Internet.

Competencies that realize the ability and desire to learn throughout life, not only professionally, but also in personal social life [7].

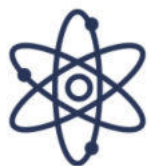
In the scientific literature, the concept of psychological competence is also quite widespread.

In the structure of the psychological competence of the teacher N.E. Kostyleva highlights the following elements:

- knowledge of the peculiarities of the course of mental processes;
- knowledge of the laws of training and education;
- knowledge of the patterns and characteristics of the age development of students;
- the ability to transfer psychological knowledge into real pedagogical practice;
- possession of methods and techniques of mental self-regulation.

Modern researchers distinguish the following types of competencies:

Educational and cognitive competence is a combination of skills and abilities of cognitive activity. Possession of the mechanisms of goal setting, planning, analysis, reflection, self-assessment of the success of one's own activities. Possession of methods of action in non-standard situations, heuristic methods for solving problems. Possession of measurement skills, the use of statistical and other methods of cognition.



Information competence is the ability to independently search, analyze, select, process and transmit the necessary information using information technologies.

Communicative competence is the mastery of the skills of interacting with the people around, the ability to work in a group. Acquaintance with various social roles. Based on the ideas of philosophical anthropology, existential psychology, humanistic guidelines, modern pedagogical theory declares such approaches to the training of a specialist as culturological, synergetic, personality-activity, personality-oriented, individual-creative. These approaches allow us to represent the process of professional development of a specialist in terms of individual training.

Conclusion

Therefore, today any specialist needs to have a certain set of competencies. In modern conditions, five basic competencies are distinguished in the context of training a foreign language teacher, and they sound as follows:

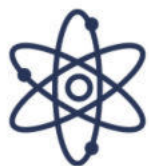
- political and social competence;
- competencies related to life in a multicultural society;
- competences that determine the proficiency of oral and written communication;
- competencies related to the emergence of the information society;
- Competencies that realize the ability and desire to learn throughout life.

Also distinguish: communicative, educational, cognitive, informational, social, individual, personal competence. In modern conditions, it is necessary to form not only a competent, but also a competitive personality.

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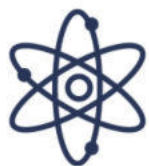
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VACCINES USED AGAINST HUMAN PAPILLOMA VIRUS

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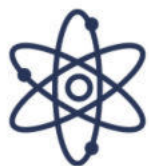
Abstract:

The article presents data on the prevalence of human papillomavirus, the types that cause benign and malignant precancerous and cancerous lesions of the genitals, in particular cervical cancer. The only reliable method of preventing papillomavirus infection is vaccination. The article describes the indications and types of vaccines used for different types of papillomavirus.

Keywords: Human papillomavirus, cervical cancer, prophylactic vaccines, immunization.

Резюме: В статье приводятся данные о распространенности вируса папилломы человека (ВПЧ), типов вызывающих доброкачественные и злокачественные предраковые и раковые поражения гениталий, в частности рака шейки матки. Единственным надежным методом профилактики папилломавирусной инфекции является вакцинация. В статье изложены показания и виды вакцин, применяемых для разных типов ВПЧ.





Ключевые слова: папилломавирус, рак шейки матки, профилактика, вакцинация, иммунизация.

Цель исследования: Изучение распространенности папилломавирусной инфекции, сравнение вакцин, применяемых против вируса папилломы человека.

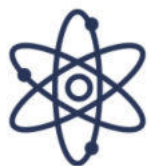
Введение: Вирус папилломы человека (ВПЧ) является одним из самых распространенных сексуально-трансмиссивных инфекций, риск приобретения которой в течение жизни превышает 50 %. Среди осложнений ВПЧ-инфекции, наибольшее значение имеет рак шейки матки (РШМ). Каждый год в мире регистрируется около 500 млн новых случаев РШМ, около 250 млн женщин – умирают [1].

В настоящее время выделены и описаны около 201 типов ВПЧ. В соответствии с международными эпидемиологическими исследованиями выделяют 18 высоко онкогенных типов ВПЧ, а именно: 16, 18, 26, 31, 33, 35, 39, 45, 51, 52, 53, 56, 58, 59, 66, 68, 73 и 82, связанных с развитием рака генитальной области. Низко онкогенными типами ВПЧ являются 6, 11, 40, 42, 43, 44, 54, 61, 72 и 81 типы, вызывающие доброкачественные изменения (остроконечные кондиломы) [2].

Материалы и методы: Нами выбраны различные статьи, опубликованные в зарубежных журналах и документы ВОЗ о вакцинации.

Результаты: С тех пор как стало понятно, что ВПЧ ассоциированы со злокачественными и доброкачественными новообразованиями, началась разработка вакцин против этой инфекции. История создания вакцин против папиллома вирусной инфекции берет свое начало в середине 1980-х годов, когда параллельно в нескольких исследовательских центрах Америки и Австралии были начаты эти работы.

В 2006 г. В США агентство FDA (U.S. Food and Drug Administration) одобрило первую профилактическую ВПЧ-вакцину, которая получила название «Гардасил (Merck)». Уже в конце 2007 г. вакцина использовалась в 80 странах мира. В начале 2007 г.



было объявлено о создании другой профилактической вакцины – «Церварикс», которая была в этом же году лицензирована в Европейском регионе, Австралии, а с 2009 г. разрешена к применению и в США. По данным ВОЗ на март 2017 г., вакцинация против вируса папилломы человека была внедрена в национальные программы иммунизации в 74 странах мира для девочек и в 11 странах для девочек и для мальчиков [3, 4].

ВОЗ осознаёт серьёзность проблемы РШМ и других заболеваний, вызываемых ВПЧ, для международного общественного здравоохранения и рекомендует включать ВПЧ-вакцины в национальные программы иммунизации при условии, что: профилактика РШМ и/или других заболеваний, вызываемых ВПЧ, является приоритетом общественного здравоохранения; внедрение вакцины выполнимо в плане организации; может быть обеспечено устойчивое финансирование, будет принята во внимание экономическая эффективность стратегий вакцинации в стране или области [5].

Вакцинация против ВПЧ не отменяет необходимость цитологического скрининга и регулярных гинекологических осмотров в рамках вторичной профилактики. Самая эффективная скрининговая программа не может повлиять на распространение папилломавирусной инфекции, которая остаётся основной причиной развития онкологической патологии. Поэтому профилактическая вакцинация против ВПЧ наряду с программами скрининга является частью согласованной стратегии и тактики борьбы с РШМ.

Для первичной специфической профилактики папилломавирусной инфекции, в мире существуют три вакцины против ВПЧ: четырехвалентная и девятивалентная вакцина «Гардасил», позволяющая защитить от самых распространенных типов ВПЧ – 6, 11, 16, 18, 31, 33, 45, 52, 58 и двухвалентная вакцина «Церварикс», защищающая от 16 и 18-го типов (табл.1) [6, 7].

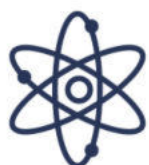


Таблица.1 Сравнение вакцин, применяемых для профилактики ВПЧ

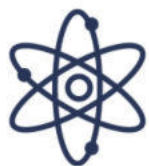
Вакцины	Четырехвалентная	Девятивалентная	Двухвалентная
Торговые наименования	Гардасил	Гардасил	Церварикс
Типы ВПЧ	6, 11, 16, 18	6, 11, 16, 18, 31, 33, 45, 52, 58	16, 18
Показание	Для девочек и женщин 9-45 лет Для мальчиков и мужчин 9-26 лет	Девочек и мальчиков 9-26 лет	Для девочек и женщин 9-45 лет
Профилактика	Рак шейки матки Рак вульвы и влагалища Рак анального канала Аногенитальные кондиломы	Рак шейки матки Рак вульвы и влагалища Рак анального канала	Рак шейки матки Рак вульвы и влагалища

Способ применения вакцины «Церварикс»: рекомендуется девочкам и женщинам с 10 до 26 лет в дозе 0,5 мл, вводится внутримышечно, в область дельтовидной мышцы. Схема первичной иммунизации состоит из трех введений: 0-1-6 мес.

Способ применения четырехвалентной вакцины «Гардасил»: рекомендуется для вакцинации девочек и женщин в возрасте с 9 до 46 лет, девятивалентная - девочек и мальчиков с 9 до 26 лет в разовой дозе 0,5 мл внутримышечно, в область дельтовидной мышцы. Схема первичной иммунизации состоит из трех введений: 0-2-6 мес.

Вакцина «Гардасил» показала свою эффективность в отношении генитальных бородавок у мужчин, и в октябре 2006 г. получила одобрение FDA (США) к использованию её у мальчиков и мужчин. С 25 октября 2011 г. вакцина «Гардасил» рекомендована Advisory Committee on Immunization Practices of CDC (США) для вакцинации мальчиков и мужчин с 13 до 21 г. (ранее не привитых).

Все вакцины выпускаются в виде суспензии для внутримышечного применения. При их транспортировке и хранении следует соблюдать все правила «холодовой цепи», согласно которым эти адсорбированные вакцины нельзя замораживать.

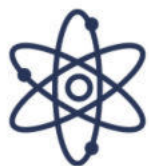


Глобальный консультативный комитет ВОЗ по безопасности вакцин (ГККБВ) регулярно рассматривал данные о безопасности ВПЧ-вакцин. Комитет рассмотрел данные постлицензионного эпиднадзора из США, Австралии, Японии и страны-производителя. Данные из всех источников по-прежнему дают позитивную картину относительно безопасности вакцин. В марте 2014 года ГККБВ пришёл к выводу, что ВПЧ-вакцины по-прежнему имеют отличные характеристики в отношении безопасности [8, 9].

К противопоказаниям к проведению вакцинации против папилломавирусной инфекции относятся: повышенная чувствительность к компонентам вакцины, развитие тяжелых системных аллергических реакций или поствакцинальных осложнений при предшествующем введении от ПВИ. При возникновении симптомов гиперчувствительности после введения вакцины введение следующей ее дозы противопоказано. Нарушения свертываемости крови (гемофилия, тромбоцитопения, прием антикоагулянтов) является относительным противопоказанием к внутримышечному введению вакцин. Необходимо принять меры по снижению риска образования постинъекционной гематомы.

Острые инфекционные и неинфекционные заболевания, а также обострения хронических заболеваний относятся к временным противопоказаниям, иммунизация проводится через 1-2 недели после выздоровления либо в период реконвалесценции или ремиссии. При легких формах респираторных, кишечных и других инфекций прививки можно проводить после нормализации температуры. Девочкам-подросткам, перед выполнением вакцинации, нет необходимости проходить специальной гинекологический осмотр [10, 11].

Опыт многих зарубежных стран по успешному внедрению вакцинации против папилломавирусной инфекции послужил основанием для внедрения этой вакцины в 2016 году в национальный календарь профилактических прививок Узбекистана [12]. Однако сам процесс вакцинации на практике начат с четвертого квартала 2019 года. На сегодняшний день остается актуальным вопрос охвата вакцинацией девочек 9-ти лет. Существуют также проблемы вакцинации против папилломавирусной инфекции в связи с недоверием и непониманием населения о необходимости её применения.



Для успешной реализации вакцинации против ВПЧ по национальному календарю следует проводить разъяснительную работу среди населения.

Она включает следующие разделы:

- Информационные программы на местном телевидении и в печати.
- Встречи врачей с учениками и их родителями в школах.
- Информирование руководства школ и учителей о важности вакцинопрофилактики и графиках проведения вакцинации.
- Подписание родителями информированного согласия на проведение вакцинации.

Вывод: Вакцины против ВПЧ обладают клинической и иммунологической эффективностью, одновременно являясь безопасными. Высокий охват вакцинацией девочек до сексуального дебюта позволит предотвратить в будущем значительное число цервикальных раков, а также раков вульвы, влагалища анальных раков и, возможно, орофарингеальных.

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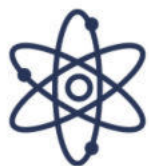




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TECHNIQUE OF A FEASIBILITY STUDY FOR THE USE OF A VARIABLE FREQUENCY DRIVE IN PUMPING UNITS

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Annotation

The article provides a brief overview of the most typical pumping units that use a variable frequency drive. Information on its efficiency and application features is given, as well as information on the use of frequency converters in pumping units. The review allows you to get some idea of the main stages of the introduction of a variable speed drive in pumping units.

Keywords: Pressure, pump, capital expenditures, reduced costs, payback, and dimension.

Introduction

In view of the obvious advantages, the frequency-controlled electric drive is becoming quite widespread in pumping installations. At the present time, conditions have developed that make it possible to use it everywhere. The development of semiconductor technology made it possible to create reliable and relatively inexpensive frequency-controlled electric drives on the basis of static converters.





As a result, work on research, development and creation of pumping units equipped with an automated frequency-controlled electric drive has expanded.

The use of a frequency-controlled electric drive in pumping units makes it possible to use large pumping units in the low-flow mode and, consequently, reduce their total number. Here it is appropriate to say that more powerful units have higher technical indicators, including higher efficiency (Table 1).

Table 1. Technical and economic indicators of D-series pumps

Parameter	D320-70	D1250-65	D2500-62	D3200-75	D4000-95	D6300-80
Power, kW	100	320	630	800	1250	1600
Pump EFFICIENCY	0,78	0,86	0,87	0,87	0,88	0,88
The efficiency of the engine	0,92	0,922	0,935	0,953	0,962	0,962
The efficiency of the unit	0,716	0,79	0,816	0,83	0,846	0,846
Weight, kg	1130	4245	8730	11660	12780	18666
Specific gravity, kg / kW	11,3	13,3	13,9	14,6	10,3	11,7

It is shown in [2] that the linear dimensions of pumping units grow much slower than their power and supply. As is known, the volumes (dimensions) of machines (electric motors, pumps, etc.) are proportional to the nominal values of their torque:

$$V = kM, \quad (1)$$

where M – is the torque; k – is the coefficient of proportionality.

If we express the moment in terms of the operating parameters of the pumping unit and extract the cubic root from both parts of the equation (1), we get the dependence of the linear dimensions of the unit on its main parameters:

$$L = \sqrt[3]{kM} = \sqrt[3]{k} * \sqrt[3]{\frac{QH}{\eta n}}, \quad (2)$$

where Q – is the pump unit feed; H – is the pump unit head; n – is the pump unit rotation speed; η – is the unit efficiency.



Methods

We believe that for the specific installation under consideration, the head values of the compared units are approximately the same. We take the parameters of the smallest of the compared aggregates as the basic ones. For these conditions, after some transformations, we obtain an expression for determining the relative linear dimensions of the compared aggregates

$$L^* = \sqrt[3]{\frac{Q_l / \eta_l n_l}{Q_b / \eta_b n_b}}, \quad (3)$$

where Q_l, η_l, n_l — are the nominal parameters of the larger unit; Q_b, η_b, n_b — are the nominal parameters of the base unit;

From the expression (3), it follows that the linear dimensions of the enlarged unit in comparison with the basic unit increase to a lesser extent than its feed increases. This pattern has been tested on common domestic pumping units of the D series. Based on the actual dimensions of the D-series units taken from the catalog [2], the relative linear dimensions of six standard sizes of pumps in this series are calculated using the equation

$$L^*_{actual} = \sqrt[3]{\frac{l_l b_l h_l}{l_b b_b h_b}}, \quad (4)$$

where l_l, b_l, h_l — dimensions (length, width, height) of the larger unit; l_b, b_b, h_b — dimensions (length, width, height) of the base unit.

The unit equipped with the D320-70 pump is accepted as the basic unit. The results of the calculation are shown in table. 2.

Since the linear dimensions of pumping units increase more slowly than their supply increases, increasing the unit capacity of the units allows you to reduce their total number and reduce the size of buildings, simplify the hydraulic scheme of the station, reduce the number of pipe fittings and the number of cells in the electrical switchgear, etc.



Table 2. Relative parameters of D-series pumps

Type of the pump	Pressure, m	Rated power of the unit, kW	Relative feed	Relative linear dimensions	
				by calculation [formula (3)]	by catalog [formula (4)]
Д 320-70	70	100	1	1	1
Д 1250-65	65	320	3,9	1,93	1,62
Д 2500-62	62	630	7,8	2,73	2,32
Д 3200-75	75	800	10	2,94	2,71
Д 4000-95	95	1250	12,5	3,15	2,78
Д 6300-80	80	1600	19,7	4,0	3,6

Thanks to the equipment of pumping units with a frequency-controlled drive, reducing the number of units at pumping stations does not reduce the operational possibilities for changing their operating modes caused by changes in water consumption.

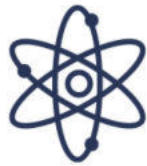
Thus, the use of a frequency-controlled electric drive under certain conditions not only does not increase the capital investment, but also reduces it somewhat (by a certain amount of dK).

Calculations have shown that the use of a frequency-controlled electric drive in combination with the enlargement of the unit power, depending on the purpose of the station and other specific conditions, can reduce the specified costs by 20-50 % [2].

Results and Discussion

The feasibility study of the use of a frequency-controlled electric drive in pumping units is carried out in the following sequence.

1. Make up hydraulic and electric circuit diagrams compare the pumping systems.
2. Determine the composition of the main equipment of the compared pumping units: pumping units, valves, valves, check valves, cells of switchgears, control devices (frequency converters, etc.).
3. They assemble the main equipment of the compared pumping units.
4. Determine the capital costs for the basic and new options for electrical equipment K_{el} , pumping equipment K_{pum} , hydro-mechanical equipment K_{hm} , and construction part K_{con} .



The cost of electrical and hydro-mechanical equipment is determined in accordance with the price lists of companies and equipment manufacturers. For a preliminary estimate of the cost of a frequency-controlled electric drive and additional capital costs associated with the use of a frequency-controlled electric drive, the graphs shown in fig. 1. and 2. can be used. The cost of the construction part can be determined by the aggregated specific indicators of the cost of construction of pumping stations, contained, for example, in [3], taking into account the current inflationary coefficients of the cost of construction.

5. Determine the depreciation deductions A from the cost:

electrical equipment

$$A_{el} = A_{rel.un} K_{el};$$

pumping equipment

$$A_{pum} = A_{rel.un} K_{pum};$$

hydro-mechanical equipment

$$A_{hm} = A_{rel.un} K_{hm};$$

construction part of the pumping station

$$A_{con} = A_{rel.un} K_{con};$$

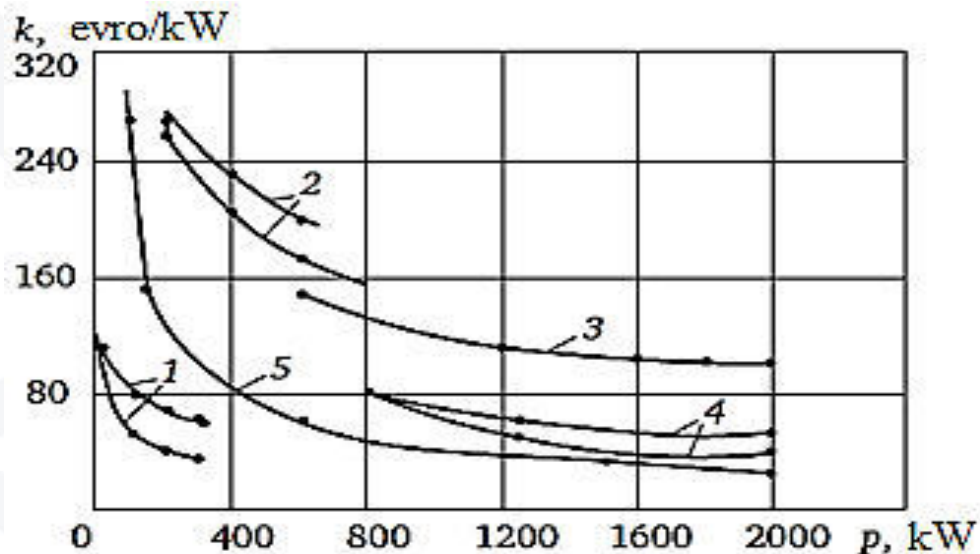


Fig.1. Specific cost of converters and control devices of various types of adjustable electric drive: 1 — low-voltage frequency converters; 2 — high-voltage frequency converters with dual voltage; 3 — high-voltage frequency converters; 4 — high-voltage transformer-free converters according to the valve motor system; 5 — hydraulic variator "Twin-Disk".

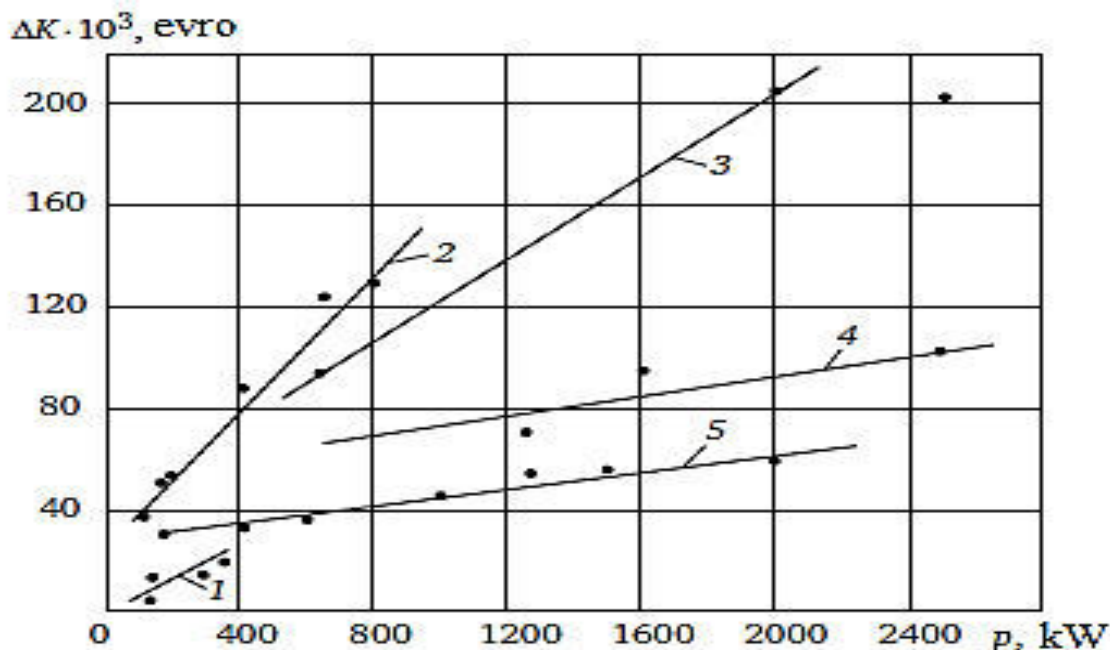
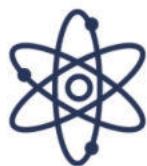


Fig.1. Additional costs associated with the use of converters and various types of controlled electric drive control devices: 1—5 — the same as in fig. 1
Approximate values of depreciation rates for various types of equipment are given in table 3.

Table 3. Depreciation rates by type of main equipment.

serial number	Equipment types	Amortization rate	
		A, %	$A_{rel,un}$
1	Pump equipment	19	0,19
2	Gate valves, gates, valves	21,3	0,213
3	Electrical equipment	8,3	0,083
4	Строительная часть	2,6	0,026

6. Determine the energy consumption W_{reg} in use frequency-controlled drive (FCD) in the automatic control system of the pumping unit, kWh,

$$W_{reg} = 0,25 \frac{N_b T_{cal} (1 + \lambda)}{\eta} [(1 + H_{b.p}^*) + \lambda^2 (1 - H_{b.p}^*)]$$



7. Determine the energy savings W_{rec} , obtained as a result of a decrease in overpressure when using the FCD in the ACS of the pumping unit[4,5,11].
8. Determine the energy savings ΔW_η , obtained as a result of the use of large capacity pumping units with a higher efficiency η_{big} , in comparison with the units of the basic version η_b , kWh,

$$\Delta W_\eta = W_{reg} \left(1 - \frac{\eta_b}{\eta_{big}} \right)$$

where $\eta_{big} > \eta_b$

9. Determine the energy consumption $W_{n.reg}$, kWh, of the pumping unit when the units are operating according to the basic version, without a frequency-controlled electric drive:

$$W_{n.reg} = W_{reg} + W_{rec} + W.$$

10. Determine the amount of water lost due to non-productive costs when operating in the basic mode. This volume of water corresponds to the volume of water saved when using a variable frequency drive in the ACS of the pumping unit $V_{sav.year}$.

11. Determine the decrease in the volume of non-productive water consumption, dumped into the sewer, when operating in the basic mode.

$$V_{dec.dum.year} = (0,80 \div 0,85) V_{sav.year}$$

12. Determine the electricity costs for the base case.

$$C_{el.b} = W_{n.reg} P_{el}$$

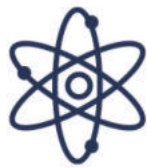
where P_{el} — electricity tariff.

13. Determine the electricity costs for the new option (with the use of aggregates of enlarged capacity and FCD in the automatic control system of the pumping unit)

$$C_{el.n} = W_{reg} P_{el}$$

14. Determine the costs of covering the non-productive flow of clean water during the operation of the pumping unit without FCD.

$$\Delta C_Q = P_Q P_{sav.year},$$



where P_Q — cost of 1m^3 of clean water.

15. Determine the costs of processing and transporting waste water in the wastewater system (sewers).

$$\Delta C_q = P_q P_{\text{dec.dum.year}},$$

where P_q — the cost of pumping and processing 1m^3 of wastewater.

16. Determine the amount of capital costs for the basic $K_{\Sigma b}$ and new $K_{\Sigma n}$ options for electrical, hydraulic and construction parts

$$K_{\Sigma b} = K_{\text{el.b}} + K_{\text{pum.b}} + K_{\text{hm.b}} + K_{\text{con.b}}$$

$$K_{\Sigma n} = K_{\text{el.n}} + K_{\text{pum.n}} + K_{\text{hm.n}} + K_{\text{con.n}}$$

17. Determine the amount of depreciation for the base $A_{\Sigma b}$ and new $A_{\Sigma n}$ options

$$A_{\Sigma b} = A_{\text{el.b}} + A_{\text{pum.b}} + A_{\text{hm.b}} + A_{\text{con.b}}$$

$$A_{\Sigma n} = A_{\text{el.n}} + A_{\text{pum.n}} + A_{\text{hm.n}} + A_{\text{con.n}}$$

18. Determine the amount of operating costs for both options $C_{\Sigma b}$ and $C_{\Sigma n}$, taking into account energy consumption, saving clean water, reducing the discharge of effluents into the sewage system and depreciation deductions

$$C_{\Sigma b} = C_{\text{el.b}} + \Delta C_Q + C_q - A_{\Sigma b};$$

$$C_{\Sigma n} = C_{\text{el.n}} - A_{\Sigma n}$$

19. Determine the reduced costs for both options

$$3_b = C_{\Sigma b} + EK_b;$$

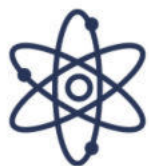
$$3_n = C_{\Sigma n} + EK_n;$$

where E —is the coefficient of efficiency of capital investments, depending on the adopted payback period for additional capital investments:

$$E = 1/T_{pb}$$

Payback period T_{pb} , year.	2	3	4	5	6
Coefficient E .	0,5	0,33	0,25	0,2	0,166

20. The reduction of the reduced costs $\Delta 3, \%$, is calculated according to the new variant 3_n in comparison with the basic variant $3_b, \%$



$$\Delta 3 = \frac{3_b - 3_n}{3_b} 100.$$

The payback period of an ACS equipped with an adjustable electric drive, taking into account the saving of clean water, a decrease in the discharge of effluents into the sewage system, an increase in the unit capacity of pumping units is determined by the expression

$$T_{pb} = \frac{\Delta K - dK}{\Delta C_{el} + \Delta C_{n.w} + \Delta C_{w.w} - A_{el}\Delta K + A_c dK},$$

where $\Delta K = K_{fcd} + K_{acs}$ —additional capital costs associated with the creation of an energy-saving ACS based on FCD; $dK = K_{\Sigma b} + K_{\Sigma n}$ —reduction of capital costs due to the enlargement of the unit capacity of pumping units and a decrease in their number;

$\Delta C_{el} = C_{el.b} - C_{el.n}$ — reduction in operating costs due to the use of a variable frequency drive in the ACS of a pumping unit and an increase in the efficiency of pumping units due to the enlargement of their unit capacity;

$\Delta C_{n.w} = \Delta C_q$ — reduction in operating costs due to a decrease in excess pressure in the network and a reduction in non-productive water consumption due to the use of a variable frequency drive in the ACS of a pumping unit;

$\Delta C_{w.w} = \Delta C_q$ — reduction in operating costs due to a decrease in excess pressure in the network and a reduction in wastewater discharge into the sewage system due to the use of a frequency-controlled electric drive in the ACS of the pumping unit;

$A_{el} = 0,083$ — depreciation rate for electrical equipment;

$A_c = 0,026$ — depreciation rate for the construction part.

Conclusions

Depending on the calculated payback period of the ACS equipped with a variable frequency drive, a decision is made on the expediency of its use in a pumping unit. At present, 2-3 years are considered an acceptable payback period. In any case, the payback period should not exceed the service life of the ACS equipment and the frequency-controlled electric drive, that is, 10-11 years.



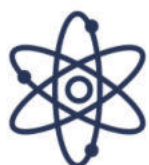
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ANTHROPOLOGICAL LINGUISTICS AS A BRANCH OF LINGUISTICS

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Annotation

The article considers anthropolinguistics, anthropological linguistics as a branch of linguistics that studies the evolution of human thinking based on its reflection in the corresponding evolution of the language (primarily its vocabulary). The main reason for this section is the fact that the majority of cultural transformations, the history of human knowledge, and a lot of socially innovative

Keywords: anthropological linguistics, social and cultural context, linguistic classifications, ethnographic branches, visual perception, indexality.

Anthropological linguistics is a subdivision of linguistics and anthropology that studies the place of language in its broader social and cultural context and its role in creating and maintaining cultural practices and social structures. While many linguists believe that the true field of anthropological linguistics does not exist, preferring the term "linguistic anthropology" to encompass this subfield, many others consider the two fields interchangeable. Although researchers studied the two areas together at different times in the nineteenth century, the intersection of anthropology and linguistics grew significantly in the early twentieth century. As American scholars became increasingly interested in the diversity of Native American societies in the New World, anthropologists and linguists worked together to analyze Native American languages and study how the language relates to the origins, distribution, and characteristics of these indigenous peoples. This interdisciplinary approach distinguished American anthropology from European anthropology; while European anthropology mainly focused on ethnography, American anthropology began to integrate linguistics and other disciplines.

Anthropological linguistics initially focused on the unwritten language, but now explores languages with and without written traditions. Early anthropological linguists primarily focused on three main areas: linguistic description, classification, and methodology.





Scholars such as Franz Boas, Edward Sapir, Leonard Bloomfield, and Mary Haas have compiled descriptions of the linguistic structure and linguistic characteristics of various languages. They conducted the research as a field study, using recordings of texts from native speakers and performing analyzes to classify texts into linguistic forms and genres.

Classification included the definition of genetic relationships between languages. Linguistic classifications have allowed linguistic anthropologists to systematize large amounts of information about specific population groups.

By classifying language, scholars were able to systematize and organize data from their ethnographic works.

By analyzing language, anthropological linguistics can use the constituent parts to obtain social and cultural information. It also made pattern identification possible: Boas and Sapir used these procedures to show that language patterns were not implemented among native speakers of a given language. Anthropological linguistics is one of many disciplines that study the role of languages in the social life of people and within communities. To do this, experts had to understand not only the logic of linguistic systems, such as their grammars, but also to record the actions in which these systems are used. In the 1960s and 1970s, sociolinguistics and anthropological linguistics were often viewed as a single field of study, but they have since become more separate as there is more academic distance between them. While there are many similarities and certain common themes such as gender and language, they are two related but different entities. Anthropological linguistics emerged in the United States as a subset of anthropology when anthropologists began to study indigenous cultures, and indigenous languages could no longer be ignored, and it quickly evolved into a subset of linguistics known as today. Anthropological linguistics has greatly influenced research in areas such as visual perception (especially color) and bioregional democracy, which deal with the differences made in languages with respect to the perception of the environment. Traditional linguistic anthropology is also important for the sociology and self-organization of peoples. For example, a study of the Penans shows that their language uses six different and distinct words, the best English translation of which is "we."

Anthropological linguistics studies these differences and connects them with types of societies and with the actual adaptation of the body to the senses, just as it studies the differences made in languages in relation to the colors of the rainbow:





seeing the trend towards an increase in the variety of terms as evidence that there are differences that bodies in this environment must conduct, leading to situational knowledge and possibly to situational ethics, the ultimate evidence of which is the differentiated set of terms used to denote "we".

Two branches of anthropological linguistics - nomenclature / classification and ethnographic / sociolinguistics. Indexing refers to linguistic forms that are associated with meaning through the association of specific and general, as opposed to direct naming. For example, an anthropological linguist may use indexality to analyze what an individual's use of language says about his or her social class. Indexing is inherent in form-function relationships. Although the terms anthropological linguistics and linguistic anthropology are often considered synonymous, experts often distinguish between the two. While anthropological linguistics is considered a subsection of linguistics, linguistic anthropology is generally considered a subsection of anthropology. Anthropological linguistics also uses clearer linguistic methodology and studies languages as "linguistic phenomena." Ultimately, anthropological linguistics focuses on the cultural and social meaning of language, with more emphasis on linguistic structure. Conversely, linguistic anthropology uses more anthropological methods (such as participatory observation and field research) to analyze language across cultural frameworks and define rules for its social use. While anthropological linguistics uses language to define cultural representations, sociolinguistics views language as a social institution. Anthropological linguistics is largely interpretive, seeking to define the meaning of the use of language through its forms, registers and styles.

Sociolinguistics instead explores how language relates to different social groups and identities such as race, gender, class, and age. In the theoretical and methodological study of attitudes in the social sciences, two main directions can be distinguished - mentalistic and behavioristic. The mentalistic tendency views attitude as a mediating concept, while the behaviorist tendency operatively defines it as a concept of probability, although in research practice both derive their measures of attitude from variation in response. While there are many different views on the structure and components of a relationship, the vast majority agree that relationships are internalized, enduring, and positively associated with behavior. Relationship research methodology includes direct and indirect measurements of all kinds, but questionnaires are more commonly used in the study of linguistic relationships than other methods.





Fitting the guise method - a sociolinguistic experimental method used to determine the true feelings of an individual or community towards a language of a particular dialect or accent - is widely used for research relating to the social significance of languages and varieties of language.

A special adaptation of this technique, called mirroring, seems promising for measuring consistent assessments of language switching at a situational level. Situational self-reporting tools, such as those used by Greenfield and Fishman, also promise to be very effective research tools regarding normative views of the situational use of languages and linguistic varieties. The adherence measure has been found to be particularly suitable for collecting data on behavioral trends. Data obtained from interviews can be difficult to process and evaluate - and can cause bias on the part of those surveyed - but exploratory interviews can be especially effective in assessing attitudes, especially when used in addition to observation.

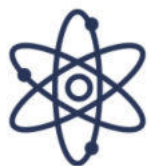
Observational data can be formally treated like more formalized tools if attempts are made to record the data in more generally accessible forms, rather than just using the approach most characteristic of the kind of data used before so far. Many linguists believe that comparisons of linguistic and social behavior are blocked by the fact that linguistic and anthropological research is rarely based on comparable datasets. While the anthropologist's description refers to specific communities, linguistic analysis refers to a single language or dialect, as well as behavior shaped through verbal signs and structural similarities. The process of linguistic analysis is focused on the detection of uniform, structurally similar wholes. The result of these procedures is the selection of one single variety from the many varieties that characterize everyday speech and behavior.

And so this conformity provides opportunities for reliable research, the object of which is the reasons for this, so there is a good knowledge of development. In addition, it will allow to create the reconstruction of individual cultural trends. For this reason, antropolinguistics is inextricably linked to various anthropological, psycho-logical, linguistic and scientific disciplines.

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BILINGUISM AS A MEANS OF TOLERANCE IN SOCIETY

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Abstract

The article examines bilingualism as a multidimensional process, in which tolerance is formed in society, provides the theoretical foundations of language policy.

Keywords: bilingualism, phenomenon, multiethnic state, interpretation, intercultural dialogue;

Introduction

The problem of bilingualism has been widely discussed in the scientific literature of recent years, while there is a shift in emphasis, in principle consistent with the dynamics of general scientific approaches to describing the work of the human linguistic/speech mechanism. Thus, many traditional concepts of the theory of bilingualism receive their first interpretation from the standpoint of cognitive theory. Bilingualism (bilingualism) is the subject of close attention of many researchers and this is explained not only by the multifaceted nature of the problem of bilingualism, but also by its real fate, which largely depends on the language policy, which does not always take into account the nature of the interaction of languages and cultures of peoples living in the same territory. The connection between language and culture [ND Arutyunova, I.T. Wolf, V.V. Vorobiev, V. Humboldt, E.M. Vereshchagtn, V.G. Kostomarov, A.A. Potebnya, Yu.E. Prokhorov, I.A. Sternin, E.F. Tarasov, V.V. N. Telia and others] is characterized by interdependence.

Main part

One of the ways to preserve the national culture and language in a multi-ethnic state is bilingualism and its artistic interpretation. The phenomenon of artistic bilingualism is manifested, first of all, in the fact that on the basis of the interaction of two languages and cultures, original creativity is created. If we use a broad understanding of culture [G. P. Vyzhletsov, M.S. Kagan, E.B. Markaryan, M. Frank, etc.]





as a set of material and spiritual values of society and people, then we can say that a special dialogue of cultures is created in the bilingual text, which goes beyond the boundaries of the mechanical correlation of one culture with another. The Russian language is a form of expression of thoughts, feelings, and moods of the author. At the same time, when reading a bilingual work, the reader is immersed in a nationally specific world of images, things, phenomena, relations and maintains an intercultural dialogue, contributes to the formation of ethnic, social, ideological, communicative and pragmatic tolerance. Such a broad understanding of bilingualism leads, however, to ignoring its social nature, since both those for whom proficiency in two languages is a socially conditioned necessity and those who study any foreign language without definite prospects for its further use fall into the category of bilinguals.

In the theory of bilingualism, the reasons for the emergence of polylinguism are considered, i.e. social sources. Types of contacts:

a) The commonality of the territory of residence of people of different nationalities (mixed population). Thus, apart from Russians, Armenians, Jews, Tatars, Ukrainians, Georgians, Germans and others live in Moscow. All of them are bilingual, if, of course, they have not forgotten their native language. There is also an increased percentage of bilinguals in adjacent territories, near the borders: Spanish-French, Polish-Lithuanian, etc. Some states can serve as examples of the common territory: Switzerland - French, German, Italian; Canada - English and French. There are also many countries in which, unlike Switzerland, Canada, there is an inequality of languages, sometimes leading to acute conflict situations. But despite the conflicts, bilingualism is both inevitable and necessary;

b) Emigration and immigration for political, economic reasons: to Russia from France after the Great French Revolution and from Russia to France after the 1917 revolution. On the basis of resettlement in search of sources of income from Europe to North America, a great multinational and multilingual state was formed - the United States of America;

c) Economic, cultural ties, tourism and wars. All these reasons not only contribute to the resettlement of people and the mixing of languages, but also stimulate the development and learning of languages. A living example:





a descendant of Russian emigrants of the first wave of D.N.S. lives in Paris, he is fluent in Russian (the native language spoken by his parents), French (the language of his homeland, education, everyday life), Latin (his university specialty), Modern Greek (his wife's language), Japanese, which he studied for five years in Japan, teaching Latin at the University of Tokyo.

He also speaks fluent English and German - these are the languages that were taught at the lyceum where he studied. This is the face of the linguistic personality of the philologist of modern France: a worthy example, but not exceptional. Representatives of mobile professions are fluent in languages: sailors, diplomats, merchants, intelligence officers (employees of the secret services);

d) Education and science: non-native foreign languages are studied in all countries in secondary schools and universities, in families, by self-education, etc.

Knowledge of languages enriches a person spiritually, develops his intellect, opens up to him the possibilities of education, and allows him to read foreign literature, scientific works in the original, and travel around the world, communicate with people without an interpreter.

Over the past two centuries, the theory and methodology of teaching foreign languages has developed, both scientific forces and practical teachers have been trained. Problems of the named science: comparative, comparative study of the taught and native languages in the fields of phonology, grammar, vocabulary and word formation, etc.; study of the interference of the native language in the study of a foreign language and the search for ways to overcome the interference; description of the studied language for educational purposes and the selection of theoretical and practical material for study, inclusion in textbooks, etc.; substantiation of methods for studying non-native languages, their verification, a comparative study of the effectiveness of a particular method; development of practical methods and so-called learning technologies; study of the psycholinguistic foundations of mastering the second, third languages, study of the mechanisms of their interaction, in particular translation from language into another language; research of ways of bilingualism formation.

In this regard, according to V.N. Gerashchenko, it seems possible to formulate an approximate definition of bilingualism, which makes it possible to distinguish between its two main types - social (natural) and educational (artificial).





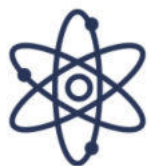
Bilingualism is a purposeful practice of alternating use of two languages by a certain group of individuals, called bilingual, due to the need to ensure social interaction within a multilingual continuum. Thus, social and individual bilingualism is understood in work as a process, activity, and not as a state, quality. Russian researchers offer the following definitions of bilingualism: “bilingualism (bilingualism) is a fluency in two languages at the same time”; “Bilingualism should be recognized as equally fluent knowledge of two languages. In other words, bilingualism begins when the degree of knowledge of the second language comes close to the degree of knowledge of the first”.

The following definition of bilingualism is given by VD Bondaletov:

“Bilingualism is bilingualism, that is, the coexistence of a person or an entire nation of two languages, usually the first - native and the second - acquired”. Mastering a second language is a term meaning either special mastery of a foreign language or spontaneous mastery of another language. Behavioral theories of the 1950s and 1980s explained the acquisition of a second language in accordance with the general laws of the influence of various factors on human behavior (imitation, experience, trial and error).

The general bilingual situation cannot be imagined without understanding artistic bilingualism as a kind of aesthetic derivative of natural linguistic interaction. Artistic bilingualism is an objective consequence of the general sociocultural situation. Depending on the diverse territorial, cultural, historical and other conditions, it acquires its own specific features. Artistic bilingualism is embodied in a speech work, which is created on the basis of two code systems. Literary translation is a special kind of creativity that inevitably presupposes the contact of national languages; it is a fact of literature. The translated text in a transformed form enters the context of the new culture, but is not appropriated by this culture as its own, retains a monocultures look. The translator's strategy is aimed at accurately reproducing the individual manner of the author - the carrier of another culture. Basic values make it possible to regulate cultural and intercultural social relations within the framework of mutual understanding, mutual interaction.

We can say that today tolerance as a category that is considered, primarily interpersonal relations, has come to be perceived as a guarantee of successful interethnic interaction. Interlocutors who pursue the solution of strategic communication tasks, who have the necessary background knowledge, which are implemented in the process of intercultural contacts, enter into communication.



Conclusions

Thus, a look at the linguistic situation reveals an organic connection between communicative tolerance and bilingualism, its specific manifestations in the speech tissue of dialogues - within cultural and intercultural ones. This connection is especially vividly manifested in the sphere of aesthetically specified communication.

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WORKING WIDTH AND SPEED OF THE HARROW DEPENDING ON SOIL RESISTIVITY

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Annotation

Pre-sowing leveling of fields before sowing is one of the most important methods of agricultural technology that contribute to increasing the yield of agricultural crops in the area of irrigated agriculture. One of the ways to solve this problem is to increase the productivity of levelers by rationally choosing the speed of movement and the width of the gripper of the unit.

Keywords: Working speed, gripping width, traction resistance, optimal speed, speed of movement.

Leveling the fields before planting is one of the most important agronomic techniques to help increase crop yields in irrigated agriculture. This allows efficient use of water, fertilizers and mechanization equipment. Flattened fields create the best conditions for plant growth and development. When planting in poorly leveled fields, the exact location of plants is not ensured, it is difficult to get good and friendly seedlings, the quality of watering and post-irrigation treatments deteriorates, the effectiveness of fertilization decreases.

It is known that the leveling of cotton fields before planting is carried out in a very short agro-technical period. In order to implement this agrotechnical technique in a timely manner, it is necessary to use a large number of leveling aggregates or judicious use of existing units.

One way to solve this problem is to increase the operating speed of these leveling machines and the working width of the machine by choosing wisely.





The speed of operation of agricultural units is selected, first of all, on the basis of the conditions necessary for the implementation of the technological process. For some operations, the pressure of the bench mass must be slowly distributed to the soil (or compaction), the unit must greatly reduce weight and speed of movement, and in other cases, especially cotton fields during leveling before planting, minimum soil density is required. To do this, you need to reduce the time of contact of the machine with the ground. This is achieved by increasing the operating speed of the units.

The performance of a mobile agricultural unit can be determined by its working width and speed of movement or by the engine power and the specific resistance of the unit / 1,2 /:

$$W = 0,1BV \quad (1)$$

$$W = \frac{27N_e}{K_v} \varepsilon_{N_e} \eta_{TP} \quad (2)$$

Where:

W = hourly productivity, ha / h;

B = working width of the unit, m;

N_e = effective motor power in kW;

V = operating speed of the unit, m / s;

K_v = unit resistivity, N \ m;

$\varepsilon_{N_e} =$ utilization factor of effective engine power;

$\eta_{TP} =$ efficiency of the tractor.

The working width of the "B" hole is a complex function of a number of independent variables and the speed of movement / 47 /:

$$B = F(K_v N_e \eta_{TP} V) \quad (3)$$

The specific resistance of the tool K_v , depending on the speed of movement, is one of the influencing factors on its width of capture and the speed of the unit.



The specific resistance of the leveler, depending on the speed of movement, can be expressed as:

$$K_v = K_n + \alpha (V_p - V_n) \quad (4)$$

where K_n is the specific resistance of the equalizer at low speeds, $N \setminus m$;

V_p - increased speed of movement, m / s ;

V_n - reduced speed of movement, m / s ;

A - coefficient of proportionality, taking into account changes in resistivity depending on the speed of movement.

When the unit is operating, all the effective power developed by the engine is not completely spent on useful work. The power balance of the seedbed leveler can be presented as follows. (!!!)

$$N_e = N_f + N_m + N_n + N_b + N_{cr} \quad (5)$$

Where: N_f = friction force of gears, kW;

N_m = power consumed for rolling, kW;

N_n = power expended to overcome the rise, kW;

N_b = power dissipated, kW;

N_{cr} = power consumed for weighing agricultural machinery, kW.

If the components of the tractor's power balance are expressed in terms of maximum effective power, speed, transmission efficiency, displacement coefficient, tractor weight and equalizer traction resistance, then (5) can be written as / 24 /

$$N_e = N_e (1 - \eta_{tp}) + \frac{v P_f}{270} \cos \alpha \pm \frac{R}{270} \sin \alpha + N_e \eta_{m6} + \frac{KBV}{270} \quad (6)$$

Where: rolling resistance, n / m ;

d - slip coefficient, %

R is the total resistance of gravity, n / m ;

The slip coefficient can be determined by the following expression / 47, 55 /

$$p_h = m s_1 + d \quad (7)$$

where: m_1 is the coefficient of viscosity weight utilization, ie. the ratio of traction resistance to the weight of the tractor propeller on the moving part;

c, d are constant coefficients for the area prepared for planting. You can take $C = 0.2$ and $d = 3$.



As you know / 47, 48 /, the mechanical efficiency of an agricultural unit is the efficiency of a tractor - the efficiency of moving tools is:

$$\eta_c = \eta_{TP} \cdot \eta_T \quad (8)$$

where: the overall efficiency of the system

η_{TP} = Tractor efficiency

η_T = Tool efficiency

The efficiency of the tractor depending on the speed of movement is a complex function that takes into account the losses in the electrical transmission of the flywheel, the losses in the self-movement of the tractor and the losses in displacement. Given the general characteristics of many aggregates and the inconvenience of determining tractor efficiency, we are limited to determining the equalizer efficiency.

The components of the total resistance of a seed mixture can be divided into two groups. Components (the shear resistance of a leveler) represent useless or "dead" resistances. The components R and R_{pr} (the strength of the reaction of the soil to deformation and the strength of the resistance of the prism of gravity) are the useful resistances. Here, the efficiency of the equalizer can be expressed in terms of the following relationship:

$$\eta_T = \frac{R + R_{np}}{R_f + R + R_{np}} \quad (9)$$

In this case, the overall efficiency of the system:

$$\eta_c = \eta_{TP} \left(\frac{R + R_{np}}{R_f + R + R_{np}} \right) \quad (10)$$

Delivery 4; Solving 2 and 1 and 2 of 6 and 10 together, we obtain the formula for determining the width of the plane:

$$B = \frac{\theta 270 N_e \left\{ \varepsilon - \left[1 - \eta_T \left(\frac{R + R_{np}}{R_f + R + R_{np}} \right) \right] \right\} R_f V}{V + \frac{270 N_e \eta_T \left(\frac{R + R_{np}}{R_f + R + R_{np}} \right) \left(C + \frac{d}{V} \right)}{C_{cu}} \left[K_H + a(V_n - V_H) \right]} \quad (11)$$

Where: is the utilization factor of the working width.

During operation, the pre-sowing leveler should overlap the previous aisle of the machine by 40-50 cm, without the formation of inter-joint unevenness. From here

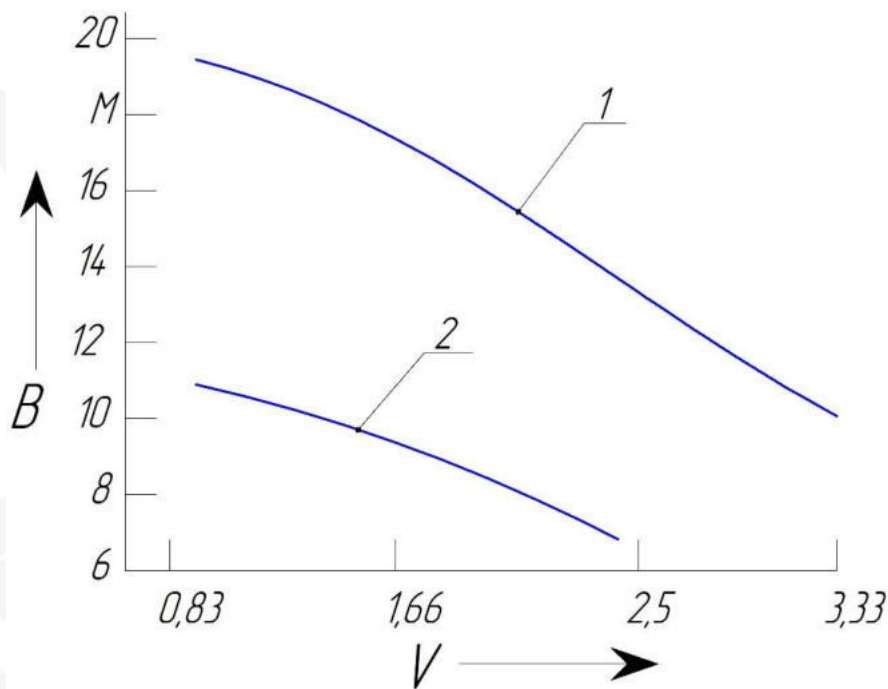


$$\theta = \frac{[B-(0,4...0,5)]}{B} \quad \text{or} \quad 0,93...0,96$$

The resulting equations make it possible to determine analytically the width of the leveler

An analytical study of the established functional relationship in order to determine the most optimal speed leads to a higher-order equation.

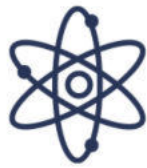
More simply and with satisfactory accuracy, this problem is solved by the graphic-analytical method. To do this, initially, setting sequentially the values of the speed of movement according to equation 11, we determine the working width of the equalizer.



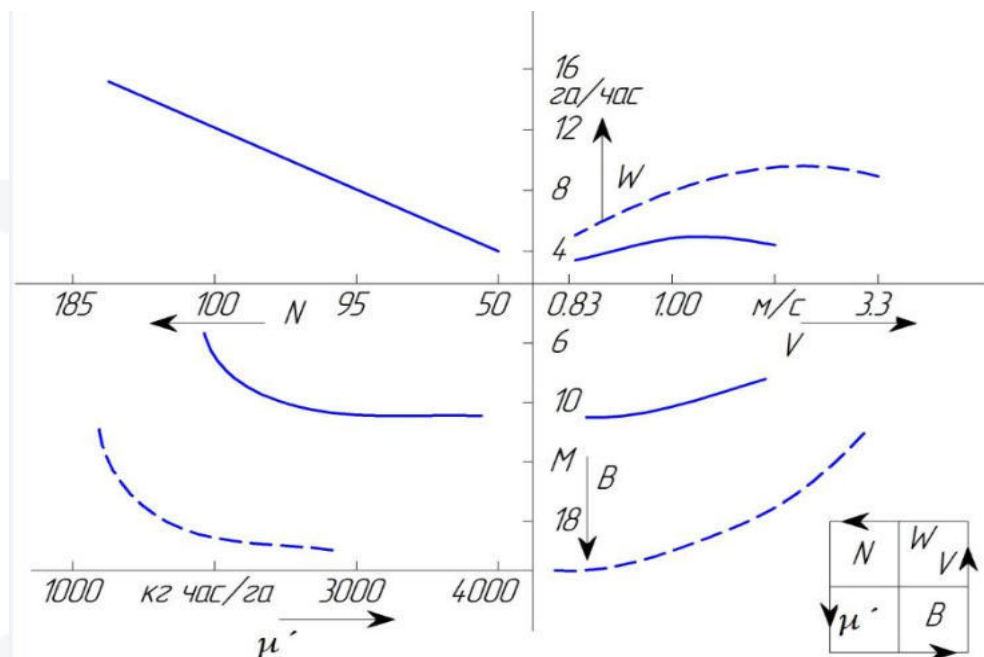
Pic. Diagram of the change in the working width of the leveler depending on the travel speed.

For Class 1 - 5 tractors; For 2nd to 4th grade tractors.

As can be seen from the graph (Pic. 1), the working width of the leveler before planting decreases with increasing speed of movement. But because of the large volume and metal consumption, it makes no sense to use wide-angle levelers.



For more complete use of tractor power and ease of use, the working speed should be increased with a smaller working width. As the speed of movement increases, productivity increases accordingly, so that the specific consumption of metal per hectare of treated area decreases. This reduces excessive consolidation of the soil. The resulting graphical dependencies allow you to set the speed modes for each value of the working width and determine the theoretical efficiency and determine $W = 0.1BV$ according to the generally accepted formula, taking into account formula (11). Figure 2 shows the nomogram, according to which it is possible to determine the maximum speed and width of the work for the received power tractor, thus ensuring maximum productivity.



Pic 2. Nomogram to determine the working width, speed and performance of the seed rope:

----- A seed grower in a machine with a 5th grade tractor

The _____ seed claws are connected by a Class 4 tractor

The upper left quadrant of the nomogram shows the change in maximum productivity depending on the tractor power, in the first upper quadrant - the maximum productivity depends on the unit speed, on the lower right - the working width. the unit on the speed at which maximum productivity is provided, on the lower left - the dependence of the specific metal consumption from the working width and unit weight (μ).

From the above we can draw the following conclusions:

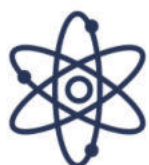


1. The width of the nail holder on which the seed is planted depends mainly on the speed of movement and the specific resistance of the nail. This is directly proportional to the motor power and inversely proportional to the speed of movement and the specific resistance of the nail.
2. Before planting, the width of the leveling drlzhnv cover should be 12 m, the speed of movement should be 2.8-3.0 m / s.

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UZBEK POP ART AND ITS PLACE IN PEOPLE'S LIFE

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Annotation:

Although the origin of pop music is associated with folklore, it emerged as a specific (commercial-popular) art form in the 19th century in the democratic socio-cultural environment of major European cities. The main form of pop is a regular pop concert in special places. It consists of small performances of several (or solo) artists (wordsmith, singer, dancer, actor, etc.) in an artistically complete, unique way, the conciseness and brilliance of the means of expression, originality, the audience of the participants. is characterized by direct communication with. Variety shows are sometimes based on a conference-themed program. In Europe, pop shows were first held in cafes and restaurants, and later in adapted theaters and other venues. This article covers Uzbek pop art and its role in the life of the people.

Keywords: variety, art, music hall, popular, art, entertainment, timeless, music, dance, spectacle, concert, spectacle, traditional art, acrobatics, juggling, focus, playwright, play, director, play, actor, image.

Introduction

Variety (Spanish - board), pop art - 1) in the broadest sense - a general expression of genres and forms of entertainment, popular art (eternal, musical, dance, spectacular, etc.); 2) in the narrow sense - a type of professional performing arts. In Russia and other countries, pop music is referred to as music hall in the UK, variety in France, cafeshantan, cabaret, and show and review in the US. Although the origin of pop music is associated with folklore, it emerged as a specific (commercial-popular) art form in the 19th century in the democratic socio-cultural environment of major European cities. The main form of pop is a regular pop concert in special places. It consists of small performances of several (or solo) artists (wordsmith, singer, dancer, actor, etc.) in an artistically complete, unique way, the conciseness and brilliance of the means of expression, originality, the audience of the participants.





Is characterized by direct communication with. Variety shows are sometimes based on a conference-themed program. In Europe, pop shows were first held in cafes and restaurants, and later in adapted theaters and other venues. They included lyricists, singers, dancers and dancers, as well as acrobats and magicians. Currently on the pop scene are genres of speech such as monologue, feuilleton, comic story, Variety (national, ball, etc.) dance, couplet and Variety song, many types of circus (acrobatics, juggling, tricks, etc.), theater there are miniatures, puppet shows, pantomimes and more.

By the end of the 19th century, the term began to mean solo, small-scale performance. A playwright creates a play, a director creates a play, an actor creates an image. All three processes take place in one person, and if he creates a small show, it is called a number. The art of performing has been called pop since the 20th century. The person who created the number and performed it at the level of art became known as a pop actor. It is well known that the twentieth century was a period of dramatic renewal in the art of Uzbek music, with the emergence of unconventional compositions and new forms of concerts. In this regard, the concept of variety has entered the musical culture.

In Uzbekistan (as in other Eastern countries), the development of pop music was as follows: on the one hand, traditional works of art were adapted to the requirements of the stage (for example, stage interpretations of the peoples performed by Tamarakhonim and M. Qoriyokubov, Yusufjon interesting askiya conference performances based on traditional traditions, etc.) or new types of performances based on national genres (popular stage dances such as "Pakhta", "Pilla" created by M. Turgunbaeva together with Usta Olim). On the other hand, Uzbek pop music is enriched by the adoption of foreign art forms and styles (for example, jazz, pop orchestra, music hall). From 1956, the Uzbek Variety Theater, and later the Uzbek State Variety Association (until 1996).

Currently, the Uzbeknavo Association is responsible for the development of pop art in Uzbekistan, coordination of the activities of pop groups and soloists. Variety is included in the system of special education as a field of study. Since 1996, the Tashkent Variety College, the State Conservatory of Uzbekistan and other art (music) educational institutions have been operating Variety Faculties.

Initially, it was characterized by a wide range of applications. In this regard, the following comments of O. Bekov are noteworthy: - The pop concert, which is based on bright, colorful, dramatic changes, but not interconnected, presents virtually all types of art, from poetry and music to the circus.





Z demonstrated its ability to pull the strings, and finally, in contrast to philharmonic concerts and theatrical performances, pop art became the basis of the performing nature, such as a distinctive dialogue between the audience and artists, a light connection. In particular, the constant, direct contact with the listener during the performance led to the emergence of a variety genre, such as a unique conference. The author interprets the term pop as a defining feature of the performing arts, emphasizing its defining qualities - lively, simple musical forms, and sometimes the authors' bright, well-directed intonation, as well as their approach to popular dance techniques. These ideas apply to the Uzbek musical culture, mainly in the 1920s and 1950s. It should be noted that in the reality of modern Uzbekistan, the term pop is used not only in connection with the stage, but also to describe a specific direction in music. Thus, in music culture, the term variety in a narrow sense refers to samples of music based on a certain unity of performance and artistic elements.

Consequently, the term variety is used here as a private concept. Therefore, it is expedient to understand the whole set of genres of stage music based on the dynamic method, using the concept of pop music in this section.

Thus, from the lexical meaning of the word variety, that is, in its broadest sense, as a general concept of performing arts, and in its narrowest sense, musical variety, that is, the listener without special training, is easily apply simple, quick-to-remember melodies and, most importantly, dance-like forms (to the extent known to the ground - a bit, that is, an accelerated method) to music samples that have a form and content that can be understood (used) for leisure purposes. Expedient. In our view, the use of the term "pop music" in the narrow sense ultimately achieves the same meaning as the term "pop music" and the convenience of classifying works created in this style at the level of the music industry. At the same time, interrelated intersections and differences in terms can be eliminated.

It should be noted that the process of formation of Uzbek music has become an important basis for folklore. It was accompanied by songs, lapars, and especially dances, light melodies. At the same time, it has become one of the means of providing the national basis of Uzbek music.

Uzbek pop music, which began to take shape in the early twentieth century as a socio-political situation, can be divided into two periods:

- Traditional genres - the period of development of songs, lapars, yallas;



- The period of stylistic processing of folklore genres on the basis of the requirements of the musical variety.

Songs about the Motherland, independence, freedom and the nation have been among the works of art created since the independence of Uzbekistan. Among other arts, a new system, a new system for the development of the most popular art form - music has been introduced.

By the Decree of the First President of the Republic of Uzbekistan (No. PF-1419) of April 5, 1996, the Uzbeknavo Tour-Concert Association was established. In 2001, the Cabinet of Ministers issued a resolution on the further development of the art of pop singing (No. 272 of June 26, 2001). The resolution is based on the proposals of representatives of the broad musical community, prominent figures of pop art, the Council of Spirituality and Enlightenment, the Ministry of Culture and Sports, Uzteleradiocompany, the Writers 'Union, the Composers' Union, the Academy of Arts and other stakeholders. The National Council for the Development and Coordination of Pop Art was established under the chairmanship of the People's Poet of Uzbekistan Erkin Vahidov.

1. Coordination of the activities of pop groups, soloists and other artists, protection of their creative, economic and legal interests;
2. Defining the role of modern pop art in the development of Uzbek musical culture, ideological and artistic directions, the principles of its development in harmony with national and universal values;
3. Preparation of recommendations for national holidays, festivals, competitions, shows, folk festivals and other cultural and educational events;
4. Organization of monitoring of national pop art, holding various conferences, scientific and creative symposiums on the development of the industry, the establishment of its own periodicals;
5. To nominate candidates for state awards for artists who make a worthy contribution to the development of the industry, to establish its own prestigious awards, to provide material and spiritual encouragement to pop stars, especially young people, to the relevant educational institutions. Recommendation and so on.

In order to increase the effectiveness of the work on the development of pop art, the Uzbeknavo Tour-Concert Association will be liquidated and the Uzbeknavo Variety Association will be established on its basis. Year A council of creative support groups has been set up under the auspices of the association.





The decision of the Cabinet of Ministers of the Republic of Uzbekistan opened a wide way for the creative activity not only of entities operating in the field of pop singing, but also of groups and individuals engaged in the performance of music in general. put. In particular, the Uzbeknavo Variety Association issues special permits (licenses) based on the creative prestige, skills, professionalism and repertoire of artists. This content was an important factor in setting the standard for professional performance, while limiting the negative impact of shallow, artistically weak songs on spiritual education. The status of self-licensed artists has been equated with that of professional performers. Simply put, a special organization has been set up to support and develop real creativity.

The Uzbeknavo Variety Association will lead the activities of the Republic of Karakalpakstan and its regional branches, as well as ensure the centralized management of the tasks set by the organization, as well as ensure artistic and ideological integrity. Composers such as Anor Nazarov, Alisher Ikramov, Alisher Rasulov, Doni Ilyasov, Bahrulla Lutfullayev, Dilorom Omonullayeva, Sultanali Rakhmatov, Kadyr Muminov, Shokir Ahmedov, Mamura Ergasheva, Nasiba Madrahimova, Muyassar Sotvoldiyeva, Uzbeknavo Variety Association choreographers such as are collaborating creatively. This cooperation includes Ozodbek Nazarbekov, Gulomjon Yakubov, Zulayho Boykhonova, Sabir Muminov, Ilhom Farmonov, Gulsanam Mamazoitova, Avaz Olimov, Izzat Ibragimov, Abdulla Shomarupov, Rayhon Ganieva, Rashid Khalikov, Anvar Ganiev, G'iyos Boytoev, Mahmud Namozov, Mavluda Asalkhodjaeva, Tohir Sodiqov, Sevara Nazarkhan, Shuhrat Qayumov, Feruza Jumaniozova, Dilnoza Ismiyaminova, Samandar Hamrokulov, Yodgor Mirzajonov, Jahongir Otajonov, Jasur Mirsagatov, Sardor Rahimxon, Iroda Dilrozov, Iroda Dilroz, Lola, Lola Hulkar Abdullaeva, Abduvali Rajabov, Sevinch Muminova, Shahlo Rustamova, Ogabek Sobirov, Anvar Sobirov, Akmal Isroilov, Hosila Rahimova, Toshpolat Matkarimov, Aziz Rajabi and others played an important role in the thematic enrichment of their work.

Their works have been performed at Mustaqillik, Navruz, Uzbekistan - My Homeland, Nihol, Sharq Taronalari and dozens of other international and national competitions, festivals, forums, celebrations and talk shows. Among them are songs performed by dozens of singers, such as Ozodbek Nazarbekov, Nasiba Abdullayeva, Gulomjon Yakubov, Giyos Boytoev, Mahmud Nomozov, Gulsanam Mamazoitova.





It is no exaggeration to say that the nationalism reflected in the songs, the devotion to the Motherland, as well as the thinking that is taking shape in the hearts of the singers - a sign of serious research in pop music, the process of finding new directions.

Types of variety and its distribution currents

Currents in modern Uzbek pop music. New to the Uzbek listener, the music scene is a rising tide of rap, immersed in an ocean of words, and young people have no time to think about its origins. It should be noted that the combination of sound, which is far from the analysis of rap, the content of certain unregulated methods and tones as a novelty, there is a large number of blind assessors. Critics also do not see rap as a genre that has any aesthetic impact. The expressive nature of rap, that is, the broken methods, the vague melody system that is considered a novelty, is the beginning of a new trend, and the main feature of its artistic aspects is consistency. This issue is also unusual in terms of musicology - it can be adapted to indifference.

Raping raps not only national, but also pop, rock, etc. instruments used in performance styles that are awkward, or rather vague, expressions. This style does not require loudness, timbre and range from the performer. The melody system, as we have seen, is shaped by intonation, far from the canons of musical melody. It is not related to the content of the singer's body movements, legs and arms. As a background, there is no synchronization between the movements of the dancers and the movements of the rappers. Integrity-composition is not observed in their actions. Existing actions and rapper performance are not subject to the same goal. Both the rapper and the dancers and dancers are limited around their particular type of movement.

Due to the lack of pure intonation, it is impossible to think of the movement of sounds that evoke national symbols in the ranks of percussion instruments. The reason, as we have noted, is that in this direction of performance, pure intonation is understood as a sign of complexity. The purity of the singer's intonation is an important factor for them, as it consists of a set of sounds close to indifference.

There are uncertainties both in the implementation of the goal of artistic enrichment by directly copying the foreign rap sound system, and in the application of personal interpretation to the performance. While pop and, in part, rock performers take part in various folk ceremonies (weddings, celebrations, etc.) outside of the stage, rap only remains on stage.





His work will not be popular unless the idea of the rapper is embedded in the psychology of modern foreign music, especially in the minds of the Uzbek audience. Its aesthetic and spiritual influence should not confuse the psyche of young people who have not yet learned and enjoyed the national music and its true masterpieces with artistically imperfect, abstract content. The task of Oriental aesthetics should be a product of creativity for them as well.

Gone are the days of unsuccessful research during the early days of rap. As the creators of such works began to copy from the artists of the East and the West, as they were making new discoveries, they also began to impose this principle of creativity on like-minded artists at their level. For example, songs created by rap artists are being adapted to the requirements of show business, and it is becoming commonplace for people to get out of the shell of artistic thinking. There are also ambiguities in the opinions of some famous pop singers. In particular, why can't artists perform for three or four days, and yesterday's rapper gave a concert for three days? There are not enough tickets. Show business needs to be taken seriously. Many have now abandoned the idea of what kind of rap style or genre young people should block or eliminate. At the same time, their only goal is to buy tickets and gather people, to teach the art of singing, which is far from the artistic thinking of the people, in defiance of the national musical requirements and the art of singing, those who say that singing without zlasting have also changed.

Also, while some of the sounds of rap songs, dances, and accompanying instruments are artistically appropriate to the specific nature of rap, their function as a work is aesthetically distant, meaningless, and thought-provoking. is able to think philosophically.

Now it is a mystery in which genre the rapper was brought up, because of the imperfect sound background, the dancing body movements and the manual expression of the content of the song - this is due to the fact that it is far from a holistic artistic flow. So, the fact that there is an Eastern norm in this direction also clarifies the content of this stream. In the shell of existing pop genres as a completely independent genre, the principles of singing will have to be mastered by rappers, even if they are not dependent on them. Otherwise, the principles of its creation and execution may remain abstract.

Modernity and nationalism in pop. Composer arrangers I. Akbarov, Ye. Shiryayev, E. Salikhov, E. Zhivayev and others have created works based on nationalism.





The twentieth century - the second half of the last century - pop music began to take shape as an art form at the level of a separate genre. Because their first works were performed to the accompaniment of a variety symphony orchestra, then electrified guitars, and later ensembles with guitars and other instruments. Although the mentioned instruments do not take part in the performance of Uzbek national music, various approaches and researches have been carried out for their national expression.

However, the use of the national musical instrument, the national instrument, was not widespread. In recent years, the performance of national instruments has been reflected in the activities of the Variety Symphony Orchestra under the Ministry of Culture and Sports.

Nowadays, pop songs emphasize the elements of performance, such as copying, intonation, dry melody system, etc., which are based on national canons.

The professional level of a pop singer, along with the understanding of the artistic idea and inner world of the nation as a classical music performer, should be complemented by the history of the people, social changes and spiritual needs. It is not determined by the pursuit of a particular musical movement or form, but by the artistic idea of the period, the heritage of the people.

Pop music is a genre of music that reflects the artistic ideas of different cultures and peoples. However, in all its forms, light music is considered to be the only factor that brings a sense of vitality to the human soul.

Research in this area has expanded the ranks of singers by writing and stealing among professional musicians. Along with artificial weaving, computer-assisted correction of defects in the singer's voice has also been introduced. It's about introducing an incubator look that denies membership, even continuity that has become a tradition in real art.

The pursuit of world pop stars, the blind fanaticism of them, and even the worship of the unseen are on the rise. This has broadened the horizons of Uzbek pop music as a transitional genre or independent genre.

Pop music has moved to a different system, allowing for the proliferation of theses that are now said to be difficult or impossible to popularize. As a result, the concept of national pop music is still unbalanced and is not taken seriously as an art form with its own aesthetic value among the genres of national music.





However, Botir Zokirov and his followers, contemporaries Yunus Turaev, Stakhan Rakhimov, Alia Yoshpe and others, who laid the foundation stone of the Uzbek national pop singing, as a result of synthesizing the national and nominal style of singing on the Uzbek stage, gave it a form and content. Who have achieved harmonization?

This relationship has various normative forms. After all, in many Uzbeks, the ornaments of Uzbek professional singing are not present. Even in the nature of a number of world pop stars, we do not have such sound decorations. So why should some stellar styles be forced on us?!

Probably, their performance technique is in many respects superior to that of our professional pop singers. However, they do not seem to be artistically and ideologically superior to the representatives of the people, who have preserved and enriched their ancient culture, traditions and values for centuries. B. Zokirov, Yu., Who had a secular vision in terms of the laws of life in the executive system, which has these national elements in common. Torayev, N. Abdullayeva, M. Mavlonov, G'. Yakubov, O. Nazarbekov, M. Nomozov, G. Mamazoitova, and others. You can see how colorful their sound dynamics, range and timbre are.

The author of one of the well-known critics said: "A person with immorality and spiritual poverty cannot encourage the audience to purity and nobility from the stage, in our opinion, not only to theater actors, but also to every performer (singer, dancer, interesting, etc.) also applies.

All arts have a special place in the spiritual development of our people. We all know that the art of singing is very important in this regard. Because every time we hear a song on TV, on the radio, on the streets, in the markets, even in cars. We have to listen to it, whether we like it or not. Older people are also used to steam. That's why today, no matter where we go, no matter who we talk to, it's all about the pop singers. Indeed, there are more and more new voices.

Our country is rich in talent. All conditions have been created for these young people to create freely. But as with rice, there are many who enter the industry unprepared. Shallow, dull lyrics are on the rise because of such illiterate singers. There are frequent statements in the media about this. Unfortunately, such speeches are often read by most intellectuals. One wonders if any of the singers have read critical articles. Obviously, today the art of singing and singers have a lot of tasks.





The song is a unique reflection of the culture of the nation, the singers embody universal values, express the aspirations of our people, inspire hope and confidence in the future, raise the glory of our country. We think that they should constantly search for ways to create skills and learn from the lessons of teachers. The heart of a true artist is always awake. Only good melodies from such hearts will reach the hearts of the people.

In pop music - the infiltration of "popular culture".

From the first days of independence of the Republic of Uzbekistan, as in all spheres, the Uzbek national music culture has received more serious attention than ever. March 21 is widely celebrated as the national holiday of Navruz. Our religious values, such as Eid al-Fitr and Eid al-Adha, have been revived and widely celebrated as a national holiday in all regions of the country. Inspired by this process, our art historians, musicologists, folklorists and cultural scientists have set themselves great tasks. Musical folklore expeditions were organized throughout the country. The persecuted musical heritage, repressed by Soviet ideology, has been re-examined among the population. The result is a rich musical heritage. This music, which is associated with the way of life of the people, has been introduced into the curriculum of preschool and secondary schools. Extensive teaching of music lessons per week in secondary schools of the public education system has been intensified. The study of folk songs is widespread in the curriculum. As a result, the sounds of national music have had a positive effect on the upbringing of the younger generation.

Dr. François Gerard Marie Léotard, a French musicologist, organized a musical folklore expedition in Uzbekistan from 1997 to 2012 and commented on the Uzbek national music culture, saying that Uzbek folk music culture is extremely rich and colorful. It is a historical miracle that it has not lost its purity and originality. We French have already forgotten the purity and originality of our art and culture. Now we are looking for it in the culture of other nations. As a proof of my point, if we bring together the French, Swedish, German, English, Belgian and other European peoples, it is indistinguishable from their facial features or dress, if not from their language alone. The Bukhara-Samarkand, Khorezm, Surkhandarya-Kashkadarya and Tashkent-Fergana melodies of the Uzbek people can be distinguished from each other by their local (local) style of melody, and even by their unique dress code and dialect.





It was a testament to the nation's historical identity, its rich spiritual heritage, and even its devotion to its cultural heritage.

It is true that the musical culture of the Uzbek people has a rich and colorful historical heritage. The work done is commendable, but the onslaught of popular culture did not go away on its own. Instead, he is trying to change his appearance and infiltrate the lives of our young people. So what part of our youth is being given to popular culture? What additional measures should be taken to get rid of such a poisonous virus?

In our opinion, those who imitate popular culture are mainly high school students. No doubt at this age they will be imitative, curious, mature adults. We should not expect them, as spectators, to be left to their own devices during this period. In this regard, it is necessary to organize music, fine arts and sports clubs in secondary schools on the basis of regular special programs, to increase the share of music and art classes in primary school. As a result, first of all, it is easier for students to master mental and exact sciences. Second, one aspect of popular culture is undoubtedly the avoidance of noisy rhythmic sounds. Third, our young people will be educated under the influence of national music. Fourth, under the influence of national music education, students are brought up in the spirit of love for the Motherland, respect for adults, respect for friends, love for parents, devotion to the nation and religion, national pride and pride.

It should be noted that the organization of various musical and artistic events, competitions and contests in secondary schools also gives good results. In particular, the organization of the competition of young performers in the field of national music in secondary schools, the organization of Uzbek national instrumental ensembles, the organization of music clubs in schools and the performance of folk songs. Extensive dissemination of the study will help to further improve the issue under discussion.

At a meeting of the Writers' Union of Uzbekistan, a well-known writer of the nation said: "The storm of popular culture is breaking the borders of the world. This danger has come to us as well. The danger of popular culture is that those who oppose the crisis are in the majority today, but as the years go by, does one become accustomed to such tragic events? What percentage will be against it in ten years, and what about in fifteen years? What about twenty or thirty years from now? "

Concerns are justified. There is reason to be sad and upset. The writer is right. 20-25 years ago, we used to see in European, overseas films, playing with a girl, a woman. It's in our imagination through movies and rock concerts.





First in our imagination. Then... Then, years later, they started appearing before our eyes. Hey, we were told what, this is not our compatriot, he is a tourist, he comes and goes. Then... Then, frankly, today, we started to see our own ones among those who wore earrings on their navels, rings on their noses, and allambalo jewelry on their ears.

Hey, is that an Uzbek, a boy or a girl? Uzbekmasdirov. We were shocked... But even if the ground cracks and you go in, that's what happened to Uzbek children. What is this? Where is this from? The answer is short. A catastrophe caused by the lavish ideas of popular culture, universality, and the pursuit of common character!

Today, one or two girls who have lost their temper, or a self-proclaimed free-spirited person. Our whole nation is against them, perhaps. It's good. Many look back at the curse. But if the ranks of those who fall into the whirlpool of popular culture and are cursed by God increase by one or two tomorrow, and their circle widens, will not the ranks of those who oppose such shame fall by themselves? It's not just about those who wear earrings on their bellies and walk around naked, or about those who have changed their appearance, but about those whose ideology is distorted, and without ideology one can expect worse.

Popular culture is entering the shadow of globalization. The generosity of the cloud of shadow, which blocks the light of goodness and brings rain, does not help the earth to prosper. The earth needs light and fresh air, as well as winds.

Popular culture - be like us, think for yourself, do what you want, don't wear clothes, get married to your partner if you want, be lucky with an animal if you want (!?), Live freely, go around silta, you live for yourself, what kind of parent? What kind of relatives? in other words, non-verbal beliefs are propagated through embedded methods and means. These include computers (internet), mobile phones, some TV channels, various pornographic programs, movies, shows, etc.... For the fate of adolescents in the age of separation of good from evil, black and white 'ra is even more dangerous. The bullet in the gun targets one person, and the bullet in popular culture targets the minds of thousands and millions of people.

There are both grounds and examples for us to worry about today. We didn't have time to write it down and explain it. However, it is true that the world is deteriorating, the world is deteriorating, and the ideological test site is becoming more dangerous than the nuclear test site.





As the great writer said, goodness, consequence, goodness, kindness - love, devotion, love, faithfulness, enlightenment, morality and morality, the flowering, secular representatives of literature are silent for some reason... Nobel Prize-winning writers - poets and today the world is falling apart, the world is falling apart, they can't keep quiet, and they're not shouting that we shouldn't keep quiet. They are sitting quietly. It's like feeling frustrated, drowsy or frustrated... No, the world shouldn't be bothered by such frustration.

You and I are part of the world. If necessary, our family can be a world bigger than the world itself. If we all protect ourselves, our children, our homes, our ideological roots, we will save the world.

The principle of systematization, consistency, continuity in music education and upbringing should be organized on a scientific basis with its structure and content in each lesson. The main factor is to pay attention to the wide range of knowledge about music, music education and upbringing. It reflects the rules, conclusions, and generalized musical experiences of man-made music. All the learning activities of the lesson and the logical interrelationships of the following lessons form the basis of the system. In short, the general didactic principles of pedagogy play an important role in the lessons of music culture and play an important role in the harmony of music and life, the development of work skills, the focus on creativity. Continuing education creates the necessary conditions for the formation of a creative, socially active, spiritually rich person and the training of highly qualified competitive personnel.

This means that music lessons also cover all types of competitive training, the State Education Standards, the training system and its operating environment.

Aesthetic education of students through music education

From time immemorial, Eastern and Western cultures have struggled and evolved in opposition to each other. The advantage of the East over the West is that the East pays equal attention to education and upbringing. In the West, the focus is on education.

Popular culture, known as the plague of the XXI century and a great threat to the whole world, attracts inexperienced, uneducated young people who are far from their nationality, culture, traditions, art and national aesthetic education.





With the rapid development of the world, the acceleration of information, access to the Internet via mobile phones, receiving and sending invalid and unnecessary information is having a negative impact on the minds of young people.

In the process of rapid development of modern technologies, the blind imitation of young people in popular culture requires more attention than ever before to the issue of education and upbringing.

It is unfair to ignore our young people, who wear foreign flags or pictures of various half-naked girls, wear headphones, and perceive rhythms as noisy sounds. Such light, noisy rhythmic sounds shallow the minds and thinking of young people and put them in a small mold. This could lead to their future exposure to currents that are not specific to the culture and spirituality of our different peoples.

Every teacher who works as a music teacher in a school should pay special attention to national music in the process of educating students through the art of music.

Because the diversity of the content of our national music art: allayu-song, yalla, termayu-lapar, yor-yoru-olan, big ashulayu-maqom, which genre is its charming melody, cheerful methods moan? sings the nature, unique customs and traditions of the Uzbek people through musical melodies, and it is natural for every student to understand it, to feel it with excitement and to enjoy it to the fullest. holdir.

When a teacher seeks to achieve unity of education and upbringing in the primary grades, it should be borne in mind that the success of this education can be achieved through the teaching of the following pedagogical conditions. They are:

- each lesson is aesthetically oriented;
- choose the right musical materials, teaching methods, methods and tools for the lesson;
- The teacher takes into account the specific characteristics of each class, each student, musical abilities, performance and cognitive abilities;
- logical, purposeful continuity aimed at the formation of musical aesthetic culture in students;
- In the process of musical aesthetic education, the teacher ensures the balance of emotional, creative and moral activities of students.

The coexistence of education and upbringing in music education must be achieved in strict adherence to the principles of education, such as scientific consciousness, demonstration, comprehension, consolidation of acquired knowledge.





In music lessons, if the teacher aims to form students' musical aesthetic culture, then the following key indicators should be kept in mind:

1. Increased interest and enthusiasm for music lessons among students;
2. Increased creative activity and initiative of students in the classroom and extracurricular music lessons;
3. To develop the skills of listening to songs with pleasure, listening to music attentively and passionately, to understand the pleasure, kindness and beauty of works, to express one's attitude to it;
4. acquired the knowledge, skills and abilities necessary for musical aesthetic activity;
5. Under the influence of the art of music, students acquire moral and aesthetic concepts, such as the pursuit of beauty, honesty, appreciation of friendship. They need to be able to behave in class, to form a number of qualities of aesthetic culture, such as manners, dress.

When it comes to music, education and upbringing, the focus should be on developing a healthy taste in young people.

All forms of art are important in cultivating a high artistic taste, and each of them has its own characteristics and potential. The implementation of aesthetic education in the schools of our country is an important network to prepare the necessary ground for the development of high aesthetic taste in students, to instill in young people the aesthetic essence of works of art. In this regard, in the implementation of music education at school, special attention should be paid to the musical knowledge of students, equipping them with musical knowledge in accordance with the requirements of the program. Knowledge of music is one of the most important tasks to master.

The basis of artistic taste education is formed at school, in the classroom, in the classroom. So in today's schools, are students' artistic tastes shaping the way we want them to?

As a question, we can see that the interest of many of our students in Western music is growing, they are not interested in the melodies and songs in the school curriculum, and even ask them what kind of melodies and songs they like. ralsa, of course, cite the current popular songs in western countries as examples. They even ask me to play songs. As a result of their devotion to the culture of the West, their artistic tastes have developed accordingly.



This is evidenced by the appearance of some students. We firmly strive to make our schools an aesthetic school, not just an educational school.

Music education has a special role to play in cultivating aesthetic taste in students, even though the whole of school life is equally involved. That is, music lessons are an effective tool for cultivating artistic taste. The most important task in this regard is assigned to music teachers.

It is the responsibility of every music teacher to begin their artistic education in the first grade. From the very first lessons in the first grade, the teacher should teach students to listen carefully and attentively to each studied work, to fully comprehend its means of expression and content, so that it becomes so habitual and artistic taste. plays an important role in sterilization. In addition, the teacher should conduct the lesson using the following basic tools of art education:

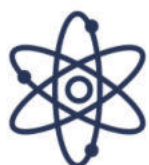
1. Ability to collect interesting repertoire;
2. Training of executive skills;
3. Improving singing skills;
4. Ability to listen and analyze music;
5. Improving the knowledge gained from the lesson in music clubs.

Here are the opinions of some of our famous artists: - The role of music in our lives is invaluable. Feelings of love, kindness and compassion are instilled in our hearts by the Mother Goddess. Especially in the field of dance, folklore and pop art, which are our national values, we are preserving the spiritual heritage.

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INFLUENCE OF LOW-TEMPERATURE NITROCEMENTATION MODES ON THE STRUCTURE AND PROPERTIES OF R6M5 STEEL

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Abstract

This article presents the result of studies of the influence of modes of low-temperature nitrocarburizing on the structure and properties of steel R6M5. Shown the possibility of carrying out a combined technology with nitrocarburizing.

Keywords: nitrocarburizing, cyanidation, austenite, martensite, hardening, dislocation.

Introduction

To obtain a higher wear resistance of high-speed steel tools, the last tempering is combined with low-temperature cyanidation, which is usually carried out in cyanide salts. To build a more rational process of hardening a tool made of R6M5 steel, we researched the effect of the final tempering temperature on the hardness of steel and also researched to determine the optimal temperature of nitrocarburizing to obtain high hardness values with a general reduction in tool processing time.





To determine the effect of the tempering temperature on the hardness of steel R6M5, samples were prepared that were quenched from standard temperatures of 1200-1230 °C and subjected to tempering at various temperatures. Studies have shown that the highest values of hardness are achieved during tempering at 540-560 °C, and with a further increase in the tempering temperature, up to 620 °C, there is no critical decrease in steel hardness. This circumstance makes it possible to carry out a one-time final vacation at a temperature of 600-620°C. It is known that the intense release of vanadium carbides occurs at a tempering temperature of 560°C, and the release of tungsten carbides, which is the main alloying element, at temperatures above 600°C. Also, an increase in the temperature of nitrocarburizing from 540 to 600°C - 620°C makes it possible to intensify the process of nitrocarburizing. A slight decrease in hardness during tempering 600°C - 620°C should be compensated for by an increase in surface hardness due to the combination of tempering with the nitrocarburizing process. which is the main alloying element at temperatures above 600°C. Besides, an increase in the temperature of nitrocarburizing from 540 to 600°C - 620°C makes it possible to intensify the process of nitrocarburizing. A slight decrease in hardness during tempering 600°C - 620°C should be compensated for by an increase in surface hardness due to the combination of tempering with the nitrocarburizing process. which is the main alloying element at temperatures above 600°C. Also, an increase in the temperature of nitrocarburizing from 540 to 600°C - 620°C makes it possible to intensify the process of nitrocarburizing. A slight decrease in hardness during tempering 600°C - 620°C should be compensated for by an increase in surface hardness due to the combination of tempering with the nitrocarburizing process.

Experiment and Result

To investigate the possibility of carrying out a combined technology with Samples of steel R6M5 were prepared by nitrocarburizing. Samples that underwent standard heat treatment, including quenching from 1200-1230 °C and three-hour tempering at 550 °C, were subjected to nitrocarburizing at 550 °C for 1 to 4 hours. Specimens quenched from 1200-1230 °C without tempering were subjected to nitrocarburizing at a temperature of 620 °C for 1 to 4 hours. The composition of the saturating medium was selected based on the results of studies on the saturation of die steels (60% soot + 40% carbamide). As in the case of die steels, containers were prepared in which steel samples were placed with appropriate backfill.





The lids of the containers were covered with refractory clay. The finished containers were placed in an electric furnace preheated to a predetermined temperature. The saturation depth was investigated depending on the temperature and holding time (Fig. 1) According to Fig. 1. It can be noted that the nitrocarburizing process takes place most intensively at a saturation temperature of 620 °C. Moreover, the saturation depth of 0.1 mm is achieved at this temperature within one hour. The further saturation process at this temperature leads to a saturation depth of 0.15 only after 4 hours. During tempering, high-speed steel has two mutually competing processes:

1. The process of transformation of retained austenite into martensite with simultaneous precipitation of finely dispersed carbides of alloying elements.
2. The beginning of the tempering process of martensite was obtained after quenching.

The first process gives an increase in the hardness and heat resistance of steel, the second is a partial drop in the hardness of martensite obtained in the hardening process. It is known that when hardened steel is heated to temperatures of 550-600°C and a certain exposure at this temperature, special carbides are precipitated. This increases the martensitic point, which leads to the transformation of retained austenite into martensite, respectively, to an increase in the hardness of the steel. Usually, after the first tempering, the retained austenite decreases from 25 to 10% (Fig. 2.)

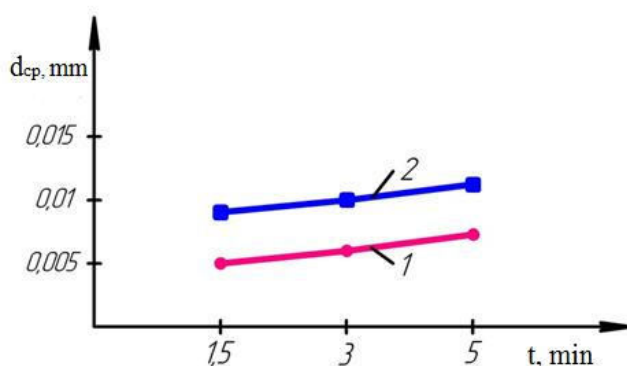
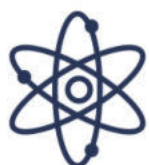


Fig. 1. Influence of holding time on the depth of the diffusion layer of steel R6M5:

1 - vacuum 560 °C, three times, 2 - vacuum 620 °C, single

Studies of the effect of temperature and saturation time on the microhardness of the carbonitrided layer of steel R6M5 showed that the surface carbonitrided layer of steel can reach values of microhardness HV 11000 MPa (Figure 3-4).



Analyzing the data obtained, it can be noted that saturation temperatures practically give one value of microhardness. With an increase in the holding time, the microhardness values slightly increase. The drop in microhardness with increasing saturation depth is insignificant. Thus, it can be noted that an increase in the holding time during low-temperature nitrocarburizing of R6M5 steel does not give a noticeable increase in the microhardness of R6M5 steel.

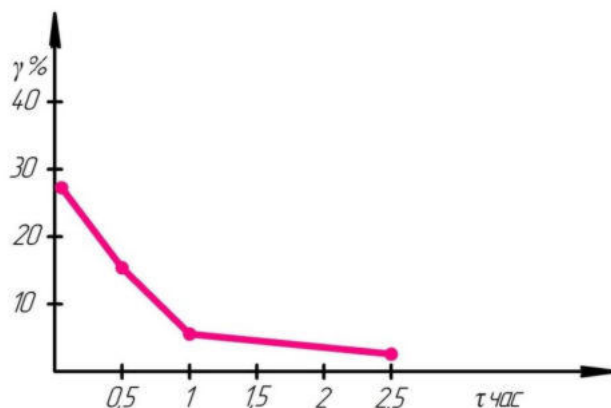


Fig. 2. The influence of the tempering time 550 °C on the amount of residual austenite steel R6M5, hardened from 1200-1230 °C

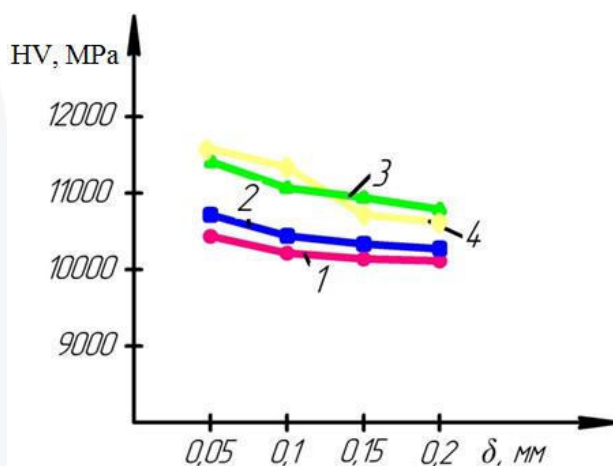


Fig. 3. Change in the microhardness of the cyanide layer according to the saturation depth of steel R6M5. T sat = 550 °C

Exposure time: 1 - 1 hour, 2 - 2 hours, 3 - 3 hours, 4 - 4 hours

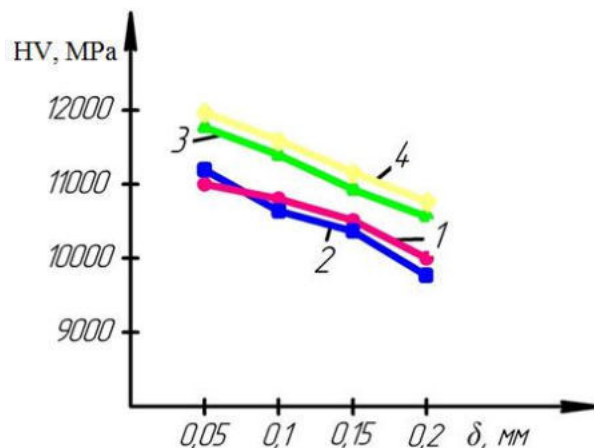
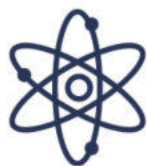


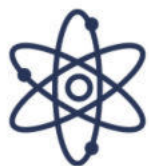
Fig. 4. Change in the microhardness of the cyanide layer according to the saturation depth of steel R6M5. $T_{\text{sat}} = 620\text{ }^{\circ}\text{C}$
Exposure time: 1 - 1 hour, 2 - 2 hours, 3 - 3 hours, 4 - 4 hours

CONCLUSION

It should be noted that the holding time during the nitrocarburizing process of the tool mainly depends on the size of the tool and the size of the packing box (container). The process of nitrocarburizing in solid media lasts from 1 to 4 hours. Large tools usually take longer to process than small tools. Therefore, the exposure of the instruments is prescribed in steps, with steps from 20 to 30 minutes. In our case, the holding time was chosen from one to four hours to obtain data on the saturation depth of R6M5 steel.

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**INFLUENCE OF QUENCHING TEMPERATURE AND TEMPERATURE ON THE
STRUCTURE FORMATION OF STEEL R6M5**

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ABSTRACT

This article presents the result of studies of the influence of modes hardening for structural components of die tool steels. Shown ambiguous influence of high-temperature hardening on the growth of austenite grain will prolong the retained austenite.

Keywords— austenite, martensite, hardening, dislocation.

INTRODUCTION

When steels are heated above the phase transformation point, there are extreme temperatures from which, upon cooling, a structure with the maximum defectiveness of the crystal structure is created. The extreme heating temperatures for tool steels are 1100-1200 °C.





This is due to the dissolution of impurity refractory phases, as well as the beginning of the dissolution of special carbides. When these carbides dissolve, areas of uneven alloying appear, which, upon cooling, creates additional dislocations between micro volumes. The heating temperature for hardening high-speed steel R6M5 reaches 1230°C. At this temperature, the carbides do not completely dissolve in the solid solution. At low heating temperatures of 950-1000°C, carbide M dissolves $_{23}C_6$, and at 1200 °C the main carbide M₆C dissolves. First of all, M₆C carbides, containing more chromium, but less tungsten, dissolve; at higher temperatures, M₆C carbide dissolves with a large amount of tungsten.

However, even at a high heating temperature, most of the M₆C carbides with a high tungsten concentration remain insoluble. Thus, the possibility of the existence of an extreme heating temperature for hardening in high-speed steels remains minimal, since any increase in temperature above 1230 °C leads to the additional dissolution of some more carbides and homogenization requires more time. It should also be noted that since R6M5 steel belongs to precipitation-hardening steels, the maximum increase in hardness up to HRC 65 falls on the tempering temperature of 550-560°C, with 2-3 times tempering.

Results and Discussion

To create a combined chemical-thermal treatment of high-speed steel R6M5, it was necessary to establish the most suitable hardening and tempering modes for carrying out the process of low-temperature nitrocarburizing. The essence of the combination was to combine the processes of tempering and low-temperature nitrocarburizing. To establish these modes of heat treatment, it was necessary to determine the main parameters of the steel structure. As in the case of die steels, studies were carried out on the effect of the hardening and tempering temperature on the parameters of the steel structure (physical width of the X-ray line, dislocation density, crystal lattice parameters, and hardness of R6M5 steel). The research results are shown in Figures 2-4.

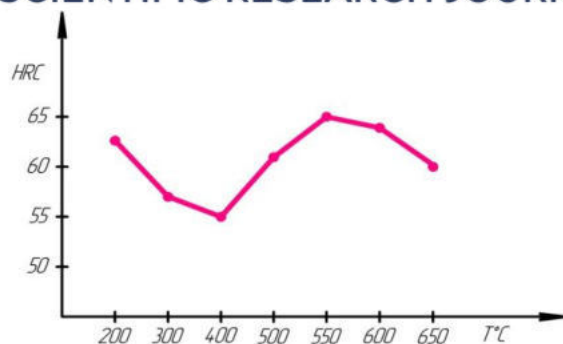


Fig. 1. The effect of tempering temperature on the hardness of steel R6M5. Quenching from a temperature of 1200 °C

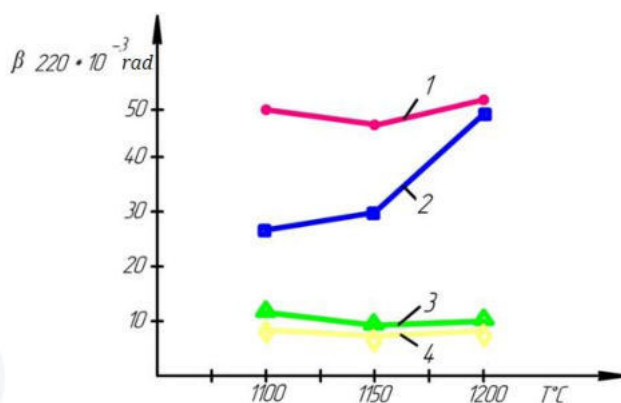


Fig. 2. The effect of the hardening and tempering temperature on steel R6M5, the width of the physical line β (220):

1 - tempering 560 °C, 2 - tempering 620 °C, 3 - tempering 700 °C, 4 - tempering 730 °C

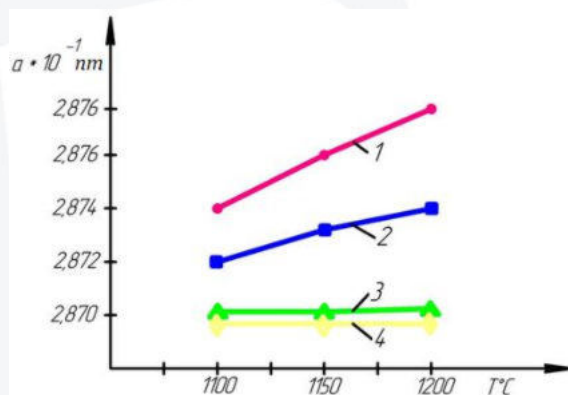


Fig. 3. Influence of the hardening and tempering temperature of steel R6M5 on the parameters of the crystal lattice:

1 - tempering 560 °C, 2 - tempering 620 °C, 3 - tempering 700 °C, 4 - tempering 730 °C

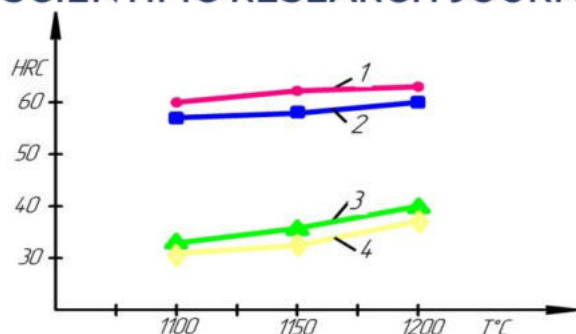


Fig. 4. The effect of the hardening and tempering temperature of steel R6M5 on hardness:

1 - tempering 560 °C, 2 - tempering 620 °C, 3 - tempering 700 °C, 4 - tempering 730 °C

Analyzing the above data on the effect of the hardening temperature on the parameters of the structure, we can conclude. That for steel R6M5 the extreme hardening temperature is the standard hardening from 1200-1230°C when, after hardening, the maximum dislocation density is formed. Also, the alloying of the solid solution is maximal, and softening during tempering is the smallest. It is known that at a sufficiently high heating temperature for hardening high-speed steels, the heating time for hardening has a strong effect on the size of the austenite grain. To determine the effect of the holding time for hardening steel R6M5 on the size of the austenite grain, studies were carried out separately (Fig. 5-6) on the effect of the size of the austenite grain on the holding time for hardening. As can be seen from Fig. (5-6), the growth of austenite grains can be avoided by reducing the holding time of the steel when heated to quenching temperatures. The introduction of accelerated and short-term heating changes the austenite grain size up to 12 points ($d_{av} \approx 0.0055\text{mm}$).

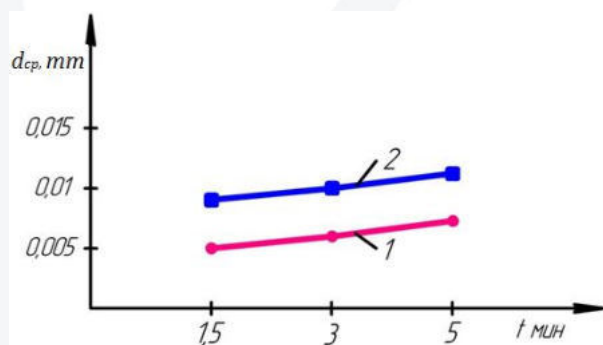
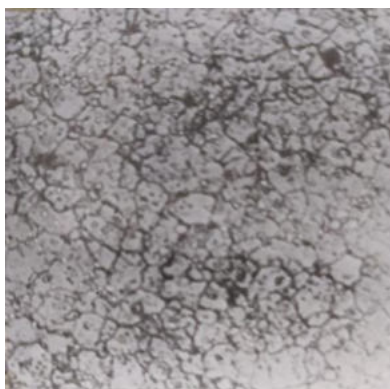


Fig. 5. Influence of holding time at a quenching temperature of 1200 °C on the grain size of austenite of steel R6M5:



1 - tempering 560 °C three times for 1 hour, 2 - tempering 620 °C single, 1 hour.



a) x 500

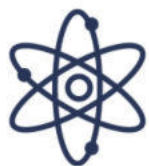


b) x 500

Fig. 6. The grain size of austenite steel R6M5 when quenched from 1200 °C:
a - exposure 1.5 min, b - exposure 5 min

CONCLUSION

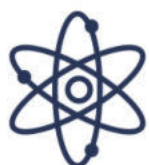
In general, the structure of hardened high-speed steel consists of martensite retained austenite, and undissolved carbides of alloying elements. The subsequent tempering of the steel leads to a decrease in retained austenite and to the precipitation of finely dispersed carbides of alloying elements, which provide the steel with the required level of heat resistance. As a result of heat treatment of R6M5 steel, a complex structure is formed, the basis of which is tempered martensite interspersed with finely dispersed carbides, residual austenite, and inclusions of special carbides that are not dissolved during heating for quenching.



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COMPETITORS: KNOW AND UNDERSTAND

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Annotation:

In the most general form, market research includes two levels: macroeconomic analysis and the study of the so-called "working environment", which includes consumers, intermediaries in sales channels, suppliers and competitors. More often, the emphasis of the marketer's efforts is shifted towards consumers and partners, but competitive analysis takes a back seat. As a result, a market player may have a fairly poor idea of who his competitors are and how they work. There are objective reasons for this.

Keywords: Consumers, digital market, objectivity, competitors, forecasting, vision, optimization.

Working with a competitive environment is not the easiest, but it is a very important part of the functionality of a marketer

Why is competitive analysis so difficult to do?

This question accompanies any marketer who is engaged in market analysis in one way or another. But it is especially acute for those specialists who work in poorly structured markets, where it is often not completely clear who is a competitor at all, and how to collect reliable information about it. In digital markets, the situation is simpler, but even there this problem is systemic. Here are some thoughts on this matter.

1. Competitive analysis is psychologically uncomfortable, especially for business owners and team members who are "rooting for the cause".

It is always quite difficult to look at those who compete with you "on the same field", especially if they are more successful. Rationally, everyone understands that this is important, but emotionally it is unpleasant to learn information about the achievements of your competitors, to see how they have advanced, to realize that in some ways you are lagging behind. Once again, remember the frenzied pace of the market, and how tired you are of this chase without a clear final result.





If you are an owner or a "manager with high responsibility", then these feelings visit you. If you are a marketing analyst, you can abstract yourself from such an unspoken competition, but you are forced to give information in a way that meets the expectations of your superiors, and therefore you will have a desire to dose your "objectivity".

This approach can develop into a desire to "hide your head in the sand", which has quite serious consequences, up to the loss of business. On the other hand, there may be an inadequate assessment of competitors through the prism of self-confidence based on past achievements and successes, which can become the "Achilles' heel" of any market leader.

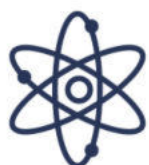
In simple terms, competitive analysis is difficult to do, because it is not very pleasant to once again put yourself in the "zone of discomfort", especially if you do not understand why it is necessary.

In such cases, it is especially important to look from the outside and attract outsourcing, since the third-party observer is devoid of the experiences of a "market participant" and is relatively independent of the management and owners of the company compared to a full-time marketing employee.

2. Competitive analysis requires a lot of time and resources, and the results obtained are quite difficult to verify.

The study of the competitive environment is a labor-intensive and quite expensive event, especially for small and medium-sized businesses. Episodic and superficial assessments of competitors can be made by the head or owner of the business, the head of the sales department, but there is a high risk that the low representativeness of such an observation will lead to incorrect conclusions, and, consequently, a wrong understanding of the market and its position on it.

When a marketer or other person responsible for the study of the competitive environment makes a plan for such work, it becomes clear its scale and cost. It may be necessary to purchase databases of customs statistics, industry research, the implementation of competitive intelligence tools, etc., which entails large financial costs. And often there is simply no one and no need to justify them: the manager does not want to increase costs, and the marketer does not have the motivation for this work – very ungrateful. After all, a large amount of information obtained about competitors is difficult to check and verify.



In many ways, this situation is explained by the following reason why competitive analysis is so difficult for business.

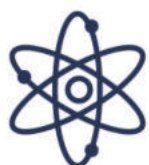
3. The level of qualification and motivation of the manager and performers to conduct competitive analysis.

The study of competitors is difficult, among other things, because this type of activity is one of the most demanding for the qualifications of both the task manager (management) and the performers. The study of the competitive environment in many markets is closer to art, since it requires the ability not only to know what to look for and where, but also how to extract this information correctly and in accordance with the requirements of the legislation. This requires special competencies of the marketer, and the entire team of the organization, since buyers, salesmen, and even technical personnel should become "scouts". Objectively, a very small proportion of marketers of enterprises, especially those working mainly in the field of advertising, are able to solve these intellectually and emotionally complex tasks, which is not facilitated by the lack of a clear motivation for this.

Moreover, even many marketing research companies are quite reluctant to study competitors in those markets where there are no well-developed information collection systems (which, by the way, often give ambiguous and contradictory results). It is easier to interview consumers or form a focus group than to be sophisticated in obtaining systematic information about the customer's competitors. Therefore, in complex and unstructured B2B markets, saving the drowning is the work of the drowning themselves. At least without a clear statement of the task and writing a competent technical task, it will be difficult to get really useful and representative information even from research agencies.

4. Lack of understanding of the value of information about competitors and the mechanism of its use in the company's work.

It is difficult to set yourself up to perform complex and lengthy work if you do not understand its meaning and purpose. Moreover, it is always easier to refer to the fact that I already know everyone in my market, or that it is impossible to collect any useful information without spending a lot of time, and therefore it is not worth starting. Sometimes it is really not worth starting, since collecting information without its subsequent systematization and use is ineffective (this is also true for irregular work). The idea that the knowledge of consumers is much more important than the knowledge of competitors is quite common in business.



This is largely due to the fact that the mechanisms for converting information about consumers into management decisions are more developed and widespread. But it does not mean that information about competitors is less useful. And here's why.

Why do we need to do competitive analysis?

In order not to waste too much time on the description of the basic provisions that are already clear to everyone, going back to the great saying "who owns the information, owns the world", let's move on to some less trivial ideas.

1. Competitors are always or almost always much smaller than consumers, and they give a better picture of the industry / market.

The value of information from competitors is important because it allows you to get more systematic and representative data on the market relative to the study of consumers. By looking at modern markets through supply, rather than demand, it is possible to capture a larger share of it over the same time, and, consequently, to improve the quality of assessments of the state of affairs on it.

2. Forecasting future technological / product market trends.

There are different points of view on the philosophical problem of the primacy of supply and demand, but for business practitioners, especially those working in B2B markets, the importance of forming new offers from manufacturers has long been clear. Studying consumer demand, it is much more difficult to see the future product structure of sales, while knowing the development plans of competitors allows you to "keep your finger on the pulse" of product innovations with less cost, and therefore at least keep up with the market.

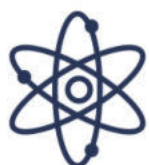
3. Search for sources of organizational efficiency improvement.

Here we are talking about benchmarking as such. It can be carried out not only on direct competitors, but it is in any case a pleasant bonus. It is always useful to know the "life hacks" of your rivals, especially if they can be improved and implemented in your business.

4. Vision of corporate trends and market structure.

This task is important for medium and large businesses, as competitive analysis allows you to quickly track the procedures of mergers and acquisitions, assess the value of your company and competently catch the moments of "business bifurcations"-diversification, buying and selling assets, even leaving the market.





5. Optimization of costs for working with the market.

This area of work has many aspects, but you can give one that explains why competitive analysis is important, for example, to promoters. To develop an effective advertising campaign, it is useful to know how key competitors will build their promotion in order to attack free niches, devalue the advertising messages of competitors, and so on. Such information significantly reduces the cost of an advertising company with a higher efficiency.

In fact, there are many more theses confirming the importance of competitor research. But even these examples give a serious reason to think about the importance of this system work. The question arises – how to approach its organization.

General logic of competitive analysis and selection of tools

One of the most important messages for organizing a system for collecting information about competitors is to fix the fact that competitors are both opponents and partners in the development of the market. On the one hand, successful competitors take away your piece of the general pie, and on the other-increase this pie, offering the consumer a high-quality product that provokes further demand. As the institutionalists say, this is a non-zero-sum game. That is, the victory of one is not always equivalent to the loss of the other. Then the competitors can be considered not only as opponents, but also as partners in the development of the common field of the game. In the analysis, it is necessary to place such accents that bring qualitatively different dividends within the framework of partnerships and collaborations.

The second important question is how to outline the area where we are looking for our competitors, so that we can analyze them later. Such boundaries should be drawn according to different criteria. Geographical – at first glance, the simplest, but with the development of modern forms of trade and marketplaces, local markets are becoming less common. The boundary where a random purchase from a company from the other side of the world becomes a trend in consumer behavior is set individually.

Then there is a more complex criterion – the boundary between competitors within the market of a certain product and the markets of substitute products. Whether and how deep it is necessary to penetrate into the analysis of companies offering substitutes, and which substitute products are the most dangerous or promising for us as a direction of business diversification. There is no universal answer to this question, but it should be remembered.





Finally, the hardest part is competitors within the market, where there are niches and clusters of companies with similar market strategies or products that are more homogeneous for this market. Who do we consider a competitor, and who is no longer there? What is more important – the type of product, the business strategy, or maybe just the amount of revenue? Again, everything is individual. Moreover, the list of competitors may change for a specific task and aspect of the study.

It is extremely important to choose the right list of competitors, since a large number of them leads to a decrease in the quality of each study and an increase in costs, and an unjustified reduction in the list can provoke low representativeness and incorrect results.

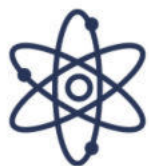
The third basic point is that competitive analysis should be systematic, and the information should be updated with optimal frequency. At the same time, different information may have different periods of updating, for example, the list of competitors – annually, and data on their prices – monthly. The longer the observations are made and the database is formed, the more interesting patterns can be found during the analysis.

Fourth, it is necessary to build a clear mechanism for converting the received and systematized data in support of management decisions. At the simplest level, you need to create a system of reports and the frequency of their submission to interested managers. It is also desirable to consolidate the key links between the recorded events in the market and the reaction of the company's management system. For example, if the market share of one of the competitor's changes by more than 25% in a year, a meeting on this situation is necessarily prepared and held to take retaliatory steps.

Fifth, a system of tools for collecting information about competitors from the market is being formed. It may include working with data collected by third parties, surveys, control purchases, working with competitors' counterparties, and other numerous tools, but it is especially important to clearly define the list of internal competencies of the organization in order to compensate for important but weak "links" with external resources.

Following this simple logical sequence, you can create a successful model of competitive analysis, which will definitely contribute to the strategic development of the company and increase the efficiency of operational activities.

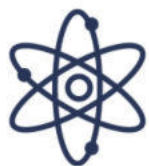




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PSYCHOLOGICAL ANALYSIS OF THE ATHLETE PERSONALITY

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Annotation

The article reveals the study of the psychological patterns of the formation of athletes and teams of sportsmanship and the qualities necessary to participate in competitions, as well as the development of psychologically sound methods of training and preparation for competitions.

Key words: personality, activity, character, science, object of research, subject of research, pedagogical design, scientific methodology, methodology of artificial design. Sport occupies an important place in the life of modern society. It not only ensures the all-round physical development of a person, but also contributes to the education of his moral and volitional qualities [1].

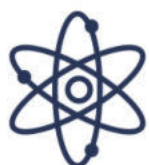
Sports are varied, but they all require participation in sports competitions and systematic training. The development of effective methods of sports training is impossible without studying, on the one hand, the characteristic features and patterns of sports activity, and on the other, the personality of an athlete as a subject of this activity. Along with other sciences, the psychology of sports is called upon to analyze the most important aspects of sports activity and to help the rational solution of many practical issues related to it.

The main goals of sports psychology are the study of the psychological patterns of the formation of athletes and teams of sportsmanship and the qualities necessary to participate in competitions, as well as the development of psychologically sound methods of training and preparation for competitions [1].

Achieving the goals of sports psychology involves solving the following specific tasks:

1. Study of the influence of sports activity on the psyche of athletes:
 - psychological analysis of the competition (general and specific for individual sports);
 - identification of the nature of the influence of competition on athletes;





- determination of the requirements of the competition to the psyche of the athlete;
 - determination (together with representatives of other sports sciences) the set of moral, volitional and other psychological qualities necessary for athletes to successfully perform at competitions;
 - psychological analysis of the conditions of training activities and sports life.
2. Development of psychological conditions to improve the effectiveness of sports training.

The psychology of sports is designed to reveal the mechanisms and patterns of improving sportsmanship, ways of forming special knowledge, abilities and skills, as well as the conditions that ensure the success of collective actions of athletes [1]

Sports psychology is a field of psychological science that studies the patterns of human mental manifestations in the process of training and competitive activity.

The subject is the psychological characteristics of sports activity in its various types and the psychological characteristics of the athlete's personality.

The main goals of sports psychology are to study the psychological patterns of the formation of sportsmanship and the qualities necessary for participation in competitions in athletes and teams, as well as the development of psychologically sound methods of training and preparation for competitions.

One of the most important features of a person is that he is able to work, and any kind of work is an activity.

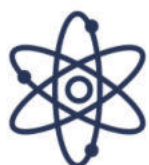
Activity is a dynamic system of the subject's interaction with the world.

The motivating causes of human activity are motives. It is the motive that prompts the activity that determines its direction, that is, determines its goals and objectives.

Human activity is a very complex and diverse phenomenon, in the implementation of which all components of the hierarchical structure of a person (physiological, mental, social) are involved [9].

What is the subject of the psychological study of activity? Considering this issue, S.L. Rubinshtein wrote: "Analysis of mental mechanisms of activity leads to functions and processes that have already been the subject of our study. However, this does not mean that the psychological analysis of activity is entirely reduced to the study of functions and processes and is limited to them. Activity expresses a person's concrete attitude to reality, in which personality traits are actually revealed, which have a more complex, specific character than functions and analytically distinguished processes" [1].





At the same time, limiting the study of activity to internal mental processes and states of the subject would be one-sided. Consequently, the subject of the psychological study of activity should include the external objective actions of the subject [6].

Analyzing the problem of the relationship between activity and psyche, it should be noted that any activity has an external and an internal side, and they are inextricably linked.

The division of activity into external and internal is an artificial division. Any external action is mediated by processes taking place inside the subject, and the internal process, one way or another, manifests itself outside. The task of psychology is not to first separate them, and then look for how they are connected, but in studying the "outer side" of activity, to reveal the "inner side", or rather, to understand the real role of the mental in activity [2].

The task of the psychological study of activity is to reveal the system of its theoretical principles, to reveal how in the process of purposeful activity of a person the practical transformation of the objective world takes place, what is the mechanism of mental regulation of activity, how the person himself changes in the process of activity, how activity affects the development of human capabilities and on the completion of its nature and how the activity itself takes on an individual character [3].

Sport has a positive effect on the formation and development of the personality of those involved. It was noted that participation in sports competitions contributes to the education of perseverance, valuable moral and volitional qualities, masculinity, etc. Research in this direction is still developing, but the data obtained should already make one think before assessing the actual role of sport in the life of a child or young men.

Werner and Gottheil made an attempt to find out what impact on the personality traits of the military academy at West Point have systematic sports and participation in competition. For this, high school graduates - athletes and non-athletes - were examined before and after entering the military academy. Based on the results, it was suggested that the formation of personality is practically completed in early adolescence and after this sports activities do not cause any significant changes. Interestingly, in spite of the wide range of sports opportunities provided to future officers and West Point, their attitude towards sports and the qualities that are formed with its help remain almost unchanged; they continue to be influenced by positive or negative school experiences.



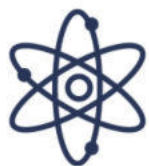


The results of Ogilvy's study of swimmers of different age groups give some idea of the nature of possible personality changes in children under the influence of very intense and intense training and competitive loads. The personality traits of boys and girls aged 10 and 14 were compared with those of nineteen-year-old high-class swimmers. It turned out that as young athletes matured, their self-control improved, the level of personal anxiety increased, they became more affable, sociable, persistent, cheerful, stable and less withdrawn and egocentric [1]. Personality change can be associated not only with sports, but also with the actions of a number of additional factors. For example, individual personality traits and their combinations change significantly as a result of puberty, etc.

In 1968, at the Second International Congress of Sports Psychology in Washington, Professor Ikegami presented the results of one of the most fundamental studies examining the effect of long-term and systematic sports on personality change. He divided his sample of 1,500 athletes into different groups depending on the length of service: 1-2 years, 3-4 years, 5-6 years, 7-8 years and 9-10 years. With an increase in sports experience, the subjects became more active, more aggressive, carefree, experienced less anxiety and a tendency to depression and frustration, less aspired to leadership when communicating with others, and less often felt a sense of their own inferiority. According to Ikegami, sports did not affect the overall change in emotional stability [1].

There are only superficial and fragmentary data on changes in moral and moral qualities under the influence of sports. Kistler (1957) and Richardson (1962), examining the value orientations of university students, found that athletes had a less favorable attitude towards concepts such as sporting honor and nobility than non-athletes. It can apparently be assumed that the existing practice of selecting athletes to large universities, and sometimes even condescending attitude towards them, lead to the formation of a certain attitude towards sports, which often does not coincide and even contradicts the generally accepted ideas about moral and ethical values allegedly inherent in sports. (on the need to conduct an open and honest sports fight, to treat an opponent with respect, etc.) [3].

Over the past forty years, the psychological literature has paid much attention to the assessment of personality traits. Studies have also been carried out using well-known psychological methods to characterize the personality of an athlete.

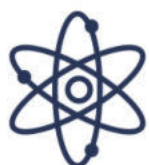


And despite the fact that the results of these studies do not yet provide a clear idea of what could be called the "athlete personality", the available data are still of interest to coaches working with athletes. These data allow the coach to better understand the personal characteristics and individuality of athletes, to better know their students and their capabilities.

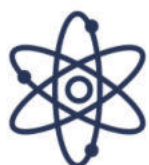
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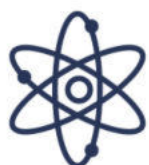


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FORMING THE PHYSICAL AND CREATIVE SKILLS OF PRIMARY SCHOOL STUDENTS

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Annotation

In primary school, the stage of development of children's creativity is interconnected with the content and methods of education in the educational institution. Using different forms and methods of training, have the ability to logically and deliberately to instil in students the flexibility of thinking.

Key words: school, formation, creativity, student, flexibility, physical education

In modern conditions, the main goal of the school as a social institution is the comprehensive development of children, their cognitive interests, creative abilities, physical abilities, general educational abilities, self-awareness, self-awareness unique and creative personality is a gift. from the gods. Perhaps there is some truth to this, as it is known that Pushkin and Mozart were born very rarely. But education and upbringing in school is not the upbringing of geniuses, but the formation of an independent, outward-thinking individual.

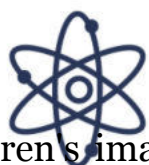
Indeed, through the development of high mental functions such as thinking and imagination, it is important to create new, unusual things in childhood, to develop physical qualities such as agility, endurance, strength, ability to play moving games. There has been a lot of talk lately about creative thinking and wellness. Why has the development of students 'creativity and physical mobility become one of the current challenges of modern education?

Creativity is "a personal quality, the ability to be creative in different areas of life, as well as the ability to support other people's creative self-awareness." - Ln. Kulikova.

My own vision of "creativity" brought me to the understanding that our children know a lot, but few know how, and if they know dedut is at a low creative level.

Therefore, I set the following goals and objectives:





- develop children's imagination, cause and effect thinking, language flair, creative imagination;
- develop the ability to write stories and fairy tales;
- solve complex problem tasks;
- to form curiosity;
- the desire to learn new, unknown;
- to form the ability to think logically, outside the box;
- develop speech, logic thinking;
- increase motivation for self-improvement.

I use the basic principles of creative education:

- individual approach;
- personal example ("do, as I!»);
- formation of search activity (interest, craving for new knowledge);
- do not impose your opinion and the opinion of others, no matter how true it may be;

Methods of education and training:

Active (games; independent activity under the guidance of an adult; search, research, practical, related to the independent search and discovery of certain truths by students, contributing to the activation of cognitive and creative activity).

Passive (own example, conversations).

It is important to take into account that it is necessary to create conditions for the successful development of creative abilities.

These include:

- ☐ early onset;
- ☐ creating an environment that is ahead of children's development;
- ☐ providing great freedom in the choice of activity, in the alternation of cases, in the choice of ways of work;
- ☐ help from adults (the freedom given to the child not only does not exclude, but on the contrary, assumes unobtrusive, clever, benevolent help of adults. The most difficult thing here, perhaps, is not to turn freedom into impunity, and help – a hint). The level of development of creative abilities depends on the content and methods of teaching in school.



Using a variety of teaching methods, including games, systematically, purposefully develop children's mobility and flexibility of thinking, teaches them to reason, not to cram, and to think, to draw conclusions, to find new original approaches, evidence, etc.

Development of creative abilities is carried out at all lessons and extracurricular activities.

Lesson – remains the main form of training and education of primary school students. In the framework of educational activities of primary school children in the first place solved the problem of the development of his imagination and thinking, imagination, ability to analyze and synthesize. Educational programs for which primary school teachers work in our school involve solving the problems of developing the creative abilities of the child in educational activities.

For the development of creative thinking and creative imagination of primary school students are offered the following tasks:

Classify objects, situations, phenomena on various grounds;

- ☐ establish cause-and-effect relationships;
- ☐ see relationships and identify new connections between systems;
- ☐ consider the system in development;
- ☐ make predictions;
- ☐ to highlight the opposite signs of the object;
- ☐ to identify and generate contradictions;
- ☐ separate conflicting properties of objects in space and time;
- ☐ to represent spatial objects.

The greatest effect in the development of creative abilities of the younger student can have:

- ☐ daily inclusion in the educational process of creative tasks and exercises,
- ☐ implementation of study groups or extracurricular activities at the specially developed program,
- ☐ involvement of students in creative interaction of applied nature with peers;
- ☐ didactic and plot – role-playing games in the classroom and after hours;
- ☐ excursions, observations;
- ☐ creative workshop.





The most effective area for the development of children's creative and physical abilities is art, artistic activity, sports. Literary creativity and Russian language, music, fine arts, technology, sports, movement games, physical education classes help with this.

At present, there is a need to improve the quality of the educational process and the organization of children's lives in preschool education. At all stages of educational and health work of preschool educational institutions the organization of life of children in age groups has been improved.

The research of physiologists, psychologists, educators was the basis. Preschool pedagogy has developed the following general principles of organization of children's lives and activities:

1. Lifestyle of children in each age group. Based on this principle, it is envisaged to provide equal conditions for the full development of all children in the group and their upbringing in the spirit of community.
2. The age principle of grouping requires the presence of one or two children in each group of children and ensures the process of education and upbringing, taking into account their age characteristics.
3. Create the necessary material environment for the children of the group to engage in all-round activities and communication. According to this principle, the rooms and plots of the groups are equipped and beautified on the basis of a single unit of pedagogical, hygienic and aesthetic requirements.
4. The continuity of the agenda and its dependence on age. The rhythm of basic life activities in early and preschool age is not the same. The lack of voluntary ability to control their own behavior in the first and second groups of children of the first age, the inability to organize their lives, is too much to take care of each child.

The need for time allocation. Due to the ability to self-organize in the implementation of the agenda, there is time for training, games, work.

5. Introduction of various activities (play, work, education): their place in the agenda, the addition and sequencing of these activities according to the level of development of children, the role in the formation of the child's personality.
6. Organizing the life of children in age groups aimed at protecting their life and health. In the relationship between educators, nurses and children, as well as children, a spirit of composure, nobility, humanity prevails. Conflicts are prevented and resolved fairly, and children's nervousness is cut short.



7. Adherence to aesthetic requirements in the organization of children's lives implies their use not only in the furnishing of rooms, but also in the pedagogical process.

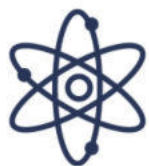
The introduction of the child into the system of social education is carried out gradually. The efforts of the pediatric service in the preparatory stage, parents and preschool institutions have helped the child's body to adapt to the new conditions of life, its biological adaptation.

The pedagogical literacy of parents and their communication with educators is a prerequisite for the implementation of these requirements. Parents receive advice on the organization of the child's life in the preparatory period through individual interviews, reminders. They get acquainted with the methods of feeding, sleeping, receive advice on the formation of self-service, the organization of object and play activities. The educators, in turn, visit the children's homes, get acquainted with their lives, the little ones' hobbies, favorite games and toys, and establish the first emotional connection with the child in the conditions in which he is accustomed. Moving games, combined activities in physical education and music, reduce emotional stress, bring joy and pleasure, and increase the need for interaction. Thus, the expansion of social ties, the proper organization of pedagogical influence, facilitates the passage of the period of adaptation, allows the child to quickly get used to living with other children.

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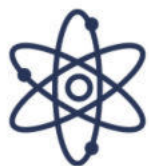
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**LINGUO CULTURAL FEATURES OF PROVERBS EXPRESSION OF
HOSPITALITY (Materials Of English And Uzbek Languages)**

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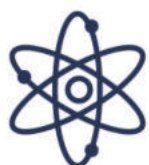
Annotation:

Many works have not yet been done on the semantic-cultural analysis of phraseological units between English and Uzbek languages. However, linguocultural analysis of proverbs is one of the interesting directions in linguistics. This research has involved national-cultural, etymological and semantic proverbs representing hospitality in English and Uzbek languages.

Key words: phraseology, phraseology, paremiology, parema, proverb, semantics, hospitality, linguistic difference, lexical, etymology, national and cultural property.

It is well known that, language is the most important means among people, developer public thinking which is passed down from generation to generation as well as historical tradition, and main source of exchanging of ideas. Language is also a treasure of national culture. The national-cultural semantics of the language is the integration of the economic and social system, art, culture, literature, traditions, folklore of each nation from generation to generation. Uzbek parimologists have expressed such views in their works. Semantics is present in all units of language: grammar, lexicon, phonetics. But the national cultural semantics is very clearly expressed in the moving units of language. Such language units are words and stable compounds. In the process of speech, we do not only express our thoughts with the help of words, but also, we also use units that are formed from a stable connection of two or more words, coming into the speech ready. Those units not only describe our speech, but also describe it in a meaningful, and significant way, brief, colourful way. Phraseological wealth of a particular language expresses the mythological, historical-ethnographic, emotional feelings, culture and tradition of representatives of the language.





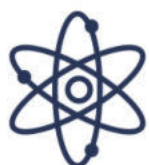
The fact that English and Uzbek languages belong to different language families, radically different from linguistic and cultural ones, is also evident in its phraseological units, which express hospitality. The Uzbek people have been hospitable since ancient times, for this reason, the paremas and the proverbs about hospitality are in large quantities. For instance:

- 1) Mehmon - otangdan ulug'
(A guest is great as your father);
- 2) Osh - mehmon bilan shirin.
(Meal is sweet with guest);
- 3) Qo'noqqa osh ber, otiga yem.
(give meal your guest, feed his horse);
- 4) Mehmonning oldida mushugingni pisht dema
(Don't push your cat in front of the guest)

These examples show that the term hospitality plays an important role in the Uzbek language. In the first example, the guest is described as "a person who must be respected", in the fourth example, "the guest must be treated very carefully", even with a small gesture, it is important not to offend the guest. During this research, unlike Uzbek, it is relatively difficult to find a suitable variant of paremiological units for some hospitality due to the relatively small number of parems expressing hospitality in English, but we can express such phraseological units in English with the help of proverbs borrowed from other languages. For example:

- 1) Guest coming into house – God coming into house (polsha xalq maqoli)
(mehmon kelgan uyga Xudo keladi) Mehmon – atoyi Xudo
- 2) A constant guests never welcome. (lotin maqoli) (doimiy mehmon hech qachon xush kelmas) Oyda kelganga – oyoq, kunda kelganga tayoq.
- b) a) Fish and guests smell when they are three days old. (hind maqoli) (uch kunlik mehmon va baliqning hidi bir xil hid taratadi) Even the most welcome guest is more than enough for three days. (venger maqoli) (hatto eng yoqimli mehmon ham uch kun qadrlanadi) Mehmonning izzati - uch kun.

The vocabulary of each language develops and enriches on the basis of several sources. They are primarily divided into two groups: 1) on the basis of their internal capabilities (internal resources); 2) on the basis of words from other languages (external source). There is no language in the world that develops on its own merits without mentioning other languages. In the English language is no exception.



Many of the phraseological units that have emerged as a result of cultural interactions are units that have come from other languages. We can cite the above examples as a clear example of our thinking.

Linguocultural analysis and study of phraseology is one of the most topical and controversial issues in phraseology today. It is important to identify the national and cultural features of phraseological units, to identify similarities and differences, to study its origin and etymology of clear and meaningful coverage. The etymological study of the Uzbek language shows that in this language there are more phraseological units that express hospitality than in other languages, and special attention is paid to this area. Such units can be categorized according to their use in different senses. For example:

1) Proverbs expressing the dignity of the guest:

a) Mehmon – aziz, mezbon – laziz

(The guest is dear, the host is pleasant);

b) Mehmon izzatda, mezbon xizmatda

(The guest is honored, the host is in service);

c) Mehmon kelgan uyning chirog'i ravshan

(The light in the guest house is bright);

d) Mehmon – uy ziynati

(the guest is the adornment of the house) and etc.

2) Proverbs about the need to treat a guest:

a) Osh – mehmon bilan aziz

(plaf is dear with the guest);

b) Qo'noqqa osh ber, otiga – yem

(Give soup to the guest, feed to the horse);

c) Mehmonga osh qo'y, ikki qo'lingni bo'sh qo'y

(Put soup on the guest, leave both hands empty);

d) Mehmon kelsa pastga tush, palov bermoq ahdga tush

(When a guest comes, go down and make a pact to give plaf).

3) According to the fact that no matter how much the guest is glorified, there are limits to it, and the guest should know his honor and dignity:

a) Oyda kelganga – oyoq, kunda kelganga – tayoq

(for every month - a foot, for every day - a stick);

b) Chaqirilmagan mehmon – sariq itdan yomon



(An uninvited guest is worse than a yellow dog);

c) Chaqirilmagan qo'noq – yo'nilmagan tayoq

(An uninvited guest is an untrimmed stick);

d) Betamiz mehmon meznonni qistar

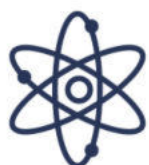
(Barefaced guest hastens the host).

We can cite many such examples. In conclusion, we can say that the number and colorful of paremas on a particular topic depends on the etymological aspect of the language, the everyday life of the people, worldview, customs, historical development, the expression and content of paremas and reflects national characteristics. In the linguocultural comparison of the phraseological riches of the two languages, we can encounter differences and similarities using many similar examples.

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**EDUCATIONAL UNION AND PUPIL DEVELOPMENT IN PHYSICAL
EDUCATION**

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Annotation:

The article discusses the educational unit in the process of physical education and the impact of physical education on student development Action games that help students develop physical abilities, movement skills and abilities in the process of physical education.

Key words: Physical education, education, upbringing, pedagogy, science.

The principles of comprehensive formation of the student's personality are important in the system of physical education of students. They are determined by the instructions to bring up the younger generation from the earliest school age to be physically and spiritually strong, harmoniously developed, physically strong.

It involves an approach that promotes the development of physical abilities, motor skills and abilities in students, the development of the student's personality in a joint and at the same time comprehensive (moral, intellectual, aesthetic, labor education). Such a comprehensive approach in the system of physical education is "concretized according to the individual characteristics of people, the characteristics of the stages of age development, the characteristics of the types of physical education activities selected as the main activity at one time or another."

Involvement of people in physical education and sports activities will naturally arouse students' interest in these activities. Schools support this interest by teaching students about physical education, sports, and games through an appropriate program.





The purpose of education is to prepare students for the successful mastering of the requirements of "Alpomish" and "Barchinoy"; at the same time, students are taught to respect famous athletes, their qualities such as patriotism, hard work, courage, endurance, skill, friendship and mutual assistance.

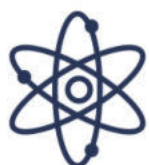
The importance of wellness is reflected in the performance of student health promotion tasks. Therefore, the choice of exercise is not only a prophylactic goal, but also the pursuit of comprehensive health of the student's body, the development of his physical qualities in an emotional-positive state, in a happy mood in life. Physical activity should be managed in a way that takes into account the laws of health promotion when planning physical education classes. This work is carried out under the regular medical supervision of the teacher, doctor and principal.

The following didactic principles are used in the process of physical education and upbringing of students: systematicity and consistency; consciousness, independence and creative activity; optimal combination of visual, oral and practical methods of teaching; the principle of comprehensibility and individualization; unity of frontal, group and individual forms of education, the principle of increasing demands. They are very important conditions of pedagogy and represent the methodological laws of a single pedagogical process of education and upbringing.

Activities used for physical education (diet, exercise, movement skills) are mandatory. The process of physical education during the school period consists of continuity, regularity, regularity, a clear sequence of physical education classes based on the obligatory exchange of physical weight and rest, the sequence, sequence, interrelation of content. That is, it is manifested in the interconnectedness and interdependence of knowledge, skills, and abilities: the mastery of material allows students to rely on it to move on to the mastery of new material, and the new material. which in turn prepares students to know the next one.

Systematic performance of various physical exercises (morning gymnastics, physical training, movement activities during the trip, etc.) at a certain time each day, as well as training activities will help students to enter the established health-educational regime. rgatadi. When systemic training is stopped, there is a decrease in the level of functional capacity achieved during the breaks between them, and sometimes a regression of morphological parameters. This is manifested in a decrease in the specific gravity of active muscle tissue, changes in its structural components and other adverse effects.





Physical education requires the repetition of acquired motor skills. Dynamic stereotypes of movement are formed only when repeated many times. For effective repetition it is necessary to have a system in which the learned movement is associated with a new one, in other words, the process of repetition depends on the nature of variability (change of exercises, conditions of performance, variety of methods and techniques, differences in form and content of training). will have. In addition, repetition provides long-term adaptation in the morphological and functional areas. Based on them, physical qualities develop.

The introduction of new stimuli into the resulting dynamic stereotypes will take place without abrupt changes under conditions of gradual adherence. IV Pavlov noted that in pedagogy, slowness and exercise are considered to be the basic physiological rules. The principle of awareness, activism and independence is based on the student's conscious and active attitude to his / her activities: in order to achieve this or that goal successfully, it is necessary to have a clear idea of what to do and why not.

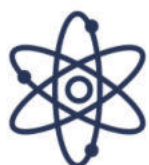
The principle of consciousness was first developed by P.F. Lesgaft. He was adamantly opposed to the mechanical study of motion. Lesgaft argued that it was necessary to "teach students to understand as one word in a common way, without being imitated in any work, that is, to be as independent and show willpower as possible in action."

The student's independent activity is related to the interest in the given task, to understand it consciously, to understand the purpose of the task and ways of its implementation, to apply problem-based learning methods, to try to find ways of students to perform the task will be. Further development of movements depends on the ability of the student to be creative, to perform creative tasks (independent change of exercises, creating their own version, inventing something new). Unlocking promising opportunities for creative activity requires a sincere and attentive approach to students' first initiatives, and a systematic incentive to seek innovation.

Cognitive activity is the practical union of a set of emotional cognitive processes.

In the process of learning to move, these integral parts of cognition are interconnected. However, their sequence will vary depending on the task at hand: teaching and explaining to students; the exercise can begin with an oral explanation and its performance by the students in action. In either case, the visual model does not preclude thinking, and the explanation does not preclude the notion of action. Thus, visual speech and action are integral, interrelated components.





Demonstration in physical education means a wide range of interactions of all indicators of external and internal analyzers that connect a person with the external environment. Any cognition begins with the emotional phase. The formation of movements takes place primarily through the interaction of receptors, vision, hearing and proprioceptive receptors. The interrelationship of different receptor indicators enriches the image of movement, providing a deeper understanding of it while serving to form motor skills.

In the study of new movements, the principle of demonstration is realized by the educator showing the movements very clearly (direct visual example). It is aimed at creating an aesthetic perception, a concrete imagination of the action, a sense of correct action and a desire to repeat the action.

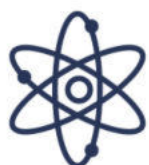
Since the comprehensive development of the senses is one of the tasks of physical education, it is possible to activate the cognitive structures, to train them for the same purpose with the methods of selective action (for example, the orientations of light and sound exhibitions).

In addition to direct visual perception of the external environment, mediated visualization plays an important role in explaining certain details and mechanisms hidden in direct perception (e.g., the use of motion pictures, filmstrips, motion pictures that expand the perception of action).

Demonstration is closely related to consciousness: an oral task is understood by the person, tested in practice by repeating the action. Instincts, especially movement senses, play an important role in this. In addition, the relationship between the figurative and the figurative is very important. This connection builds on the student's life experience, his or her imagination, and creates a concrete image of the action. The role of the word, which is important for indirect demonstration, increases with the experience gained by the reader. Such a connection between these forms of demonstration is determined by the emotional and logical stages of cognition, that is, the interrelationship of the first and second signals.

It involves taking into account the age characteristics and abilities of the students and, accordingly, setting tasks according to their strength. It is especially important to follow this principle in the system of physical education of students, because the performance of various exercises directly affects the vital functions of the student's body, which is not yet strong, and excessive physical exertion can adversely affect health.





The optimal level of comprehension is determined by the age of the students and the level of difficulty of the tasks. Despite the program's existing control requirements, it is also important to consider the student's individual strengths and readiness for greater demands. Student opportunities are determined by a combination of factors: fractures according to the requirements of physical fitness, medical examination, direct pedagogical observation.

Comprehension does not mean that there are no difficulties, but rather that the student can overcome them successfully through physical and psychological exertion. True comprehension is confirmed or denied under the supervision of a physician-educator using pulsometry, chronometry, and so on. One of the key conditions for understanding is consistency and the increasing complexity of exercise. The relationship between the various forms of sequential movement is expressed in terms of their interactions and structural commonality. In practice, this is achieved through the proper distribution of material between classes. It is also important to take things in stride before moving on to more challenging tasks. In this regard, it is important to emphasize the need to use training and auxiliary exercises in order to master many movement skills.

Individualization involves specific effects that take into account the specific functional capabilities of the person (student) (mastery of movements varies, the body responds differently to physical exertion, the dynamics of adaptation, etc.).

However, individualization is not just about taking into account the typological characteristics of a student (they cannot be taken into account in the optimal goals of education and upbringing, but they cannot be defining features). The purpose of individualization is to develop innate qualities, to cultivate new positive qualities, abilities, and, if necessary, to change the typological features of the nervous system in a purposeful way. Achieving quality behaviors involves a single focus on students' emotionally-conscious, purposeful activities, and coherence when using different teaching methods. For example: the frontal method requires the simultaneous, conscious and harmonious performance of the task; the group approach requires the promotion of responsible, independent and mutual assistance; the individual approach requires the teacher to provide the necessary support to some students and differential guidance, which is expressed in increasing the demands on other students who are more prepared. The use of the listed methods of teaching serves to effectively carry out educational health-improving tasks with students.





The main condition for a gradual increase in the requirements is to set and perform more difficult tasks for the student, and gradually increase the scale and intensity of the load.

A variety of life skills can be acquired by updating and modifying the exercises that are performed. In the process of updating the exercises, the range of movement skills and abilities expands and enriches. This will help the student to master the new movement activity, to improve the movements he has already mastered. As the forms of movement become more complex, the physical load on the student's strength gradually increases. The laws of development of these physical qualities are determined by the relative strength, endurance, agility of the student.

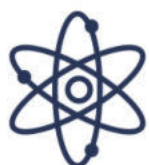
Consistency, regularity, and alternating workload with rest are also mandatory. The transition to new, more complex exercises should be gradual as the skills and adaptations that are being developed in relation to the load are strengthened: it will take some time for the adaptive change to take place, which will allow for a new, higher level of engagement.

All the activities considered are interdependent and common in their content. They all reflect certain aspects and laws of a process that are unique and only conditionally considered separately. Therefore, all of the above activities can be carried out only in the interaction.

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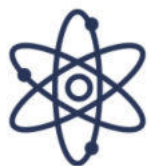
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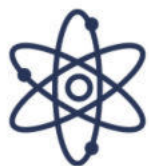
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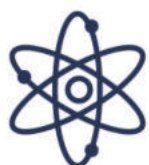


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DEVELOPMENT OF OBSERVATION AND ATTENTION IN YOUNG HANDS

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Annotation:

The article discusses the development of observation and attention in young handball players. Interests in the formation of the personality of the handball player. it has been suggested that it may increase interest in utero.

Key words: Sports, handball, personality, Psychology, Physical training, endurance, physiology, education.

In psychology, there are the terms observation and observation.

Observation is a simple perception. For example, players come to the competition and watch the match. It shows what combinations and methods athletes use and who wins. Observation is a characteristic of this person, which is manifested in the perception of serious signs of less noticeable objects and events. Attention is an integral part of observation. Observations, such as personality traits, are manifested not only in sports, but also in other areas of activity: life, study, marriage, etc.

To improve the observation, it is possible to re-show the matches played, which are followed by a special questionnaire developed by the coach. now the athlete must be able to distinguish the less noticeable aspects of the game without being overlooked. Keeping track of the details found during the observation will help the player to enhance their personal experience and gather a variety of information. Such trainings should be conducted frequently, according to a specific plan, in a single system, as this is part of the overall training.

The interests formed in the formation of the personality of the handball player are of great importance. His interest in his sport always increases the athlete's interest in regular training, sports skills, the growth of sports results.

How to increase interest in your sport? There are many ways to do this, for example:

- creative conduct of lessons in the same way and without the same pattern;
- Training should be conducted in such a way that players fully understand the tasks assigned by the coach, whether it is technical training, tactical or physical training; -





Creating an environment of creative approach in athletes in the study of training materials;

-training athletes to improve their sports skills, ie technical, tactical and physical qualities, independently, without a coach, leaving part of the training time;

holding competitions and training games with teams with more equal sports skills;

-discuss the results of the game with the players;

- Conducting competitions and quizzes with athletes to know the winners of world championships, winners of international competitions;

-interest in the personal life of players, their living and financial conditions, study, work.

In the process of arousing interest in handball, the interest in other disciplines, such as biomechanics, physiology, psychology, food hygiene, etc., expands. The trainer should provide opportunities for this, for example: conversations and discussions on scientific topics, inviting experts to give lectures, interest in reading a lot, various types of art.

One of the main tasks of psychological training is the formation of the personality of the handball player. As long as the coach develops in the athlete a sense of self-improvement and encourages him to solve problems in training and competitions independently, these actions will be successful.

The basis of self-improvement is self-knowledge and the ability to evaluate their strengths, capabilities and actions. In order to influence oneself in a certain direction, one must critically evaluate one's own behavior based on social interests. Self-knowledge is realized in the following ways:

1. Observation of the actions and methods, tactical features and willpower of the athlete (the value of the coach, teammates, psychologist, etc.), the athlete.

1. Monitor your mental and physical condition.

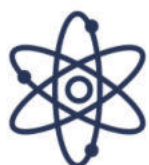
2. Analyze the athlete's activities, actions, determine the reasons for victories and defeats.

3. Assess their physical, volitional, mental and other qualities; keep a diary to express your feelings and thoughts.

All of the above should always be monitored and monitored by the coach, and if necessary, it is advisable to talk to the athlete about the pitfalls he encounters at home.

One of the most important personal qualities of a handball player is the ability to determine the level of his aspiration.





The level of aspiration depends on whether the goal is set for the athlete or not. If the goal of the handball player does not match his capabilities, then the player will have a negative emotional state, his interest in training and competitions will decrease.

The level of aspiration is based on self-assessment. High self-esteem leads to high aspirations, low self-esteem leads to low aspirations. If the self-assessment is optimal and appropriate to the athlete's abilities, then the level of aspiration is adequate. This is determined by comparing the subjective assessment of the athlete with the objective results. The level of aspiration is not innate in a person, but it is formed and changes in the process of activity. Therefore, the coach should conduct tests in training, and in the competition process to determine the level of aspiration and, if necessary, correct mistakes.

The age of the players, their interests, motivations and opportunities for sports should be taken into account during the training. Motive is an inner force that drives a person to action. If the goal of the activity is what the person wants, the motive is what he or she wants to do.

The study of motives in sports shows that they are multifaceted. These are: the motive to join a sports team, to have or improve a good level of physical fitness, a conscious desire to engage in socially useful activities, the desire to be recognized by the team, and so on.

Motives are unstable, that is, they can change under the influence of various factors. For example, these include: personal, vital, social, communication, and so on. Therefore, the constant management of the motives of athletes is an important part of the coach's work related to the psychological training of their students.

As skills increase, new aspirations (motives) emerge. It is important for coaches to know the motives of sports, because it allows them to improve the moral and volitional qualities of athletes, increase their activity, and, most importantly, to achieve high results in competitions.

Motives in sports are divided into 4 groups:

Group 1 - "soloists" (solo motives), which are athletes in which the narrow personal interests prevail in the context of the motive.

Group 2 - "community members" (collective motives). In such athletes, the motives associated with the interests of the team, the group prevails, the motives of solitude are manifested as subordinates.





The practice of sports shows that when an athlete combines the two motives, a positive environment is created.

Group 3 - "process motives". In this case, the priority is not for the athlete to achieve sports results, but for the training process: wearing a sports uniform, being in a team, and so on.

Group 4 is called the "resultant motive". At the same time, athletes are interested in high results.

It is important that the coach understands the role of the athlete in the dynamics of motivation. The coach should monitor the development of players' motivation for the ball. It should be adjusted if necessary. To do this, the coach:

- Always watch your students and what they like must determine whether or not to like it;
- In order to get information about the motives of the student, it is necessary to communicate with people who know him well, teachers, friends, family members;
- From time to time, invite participants to think about why they are doing sports.

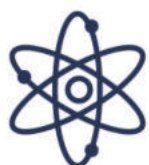
The team plays an important role in the psychological training and formation of the individual. Therefore, one of the main tasks of the coach is to form a cohesive team of athletes. For a group of athletes to be a team, this association must combine the functions of socially useful activities. For example, the team has the following goals: to improve health, to win medals in international competitions, to raise the prestige of the sports community and to instill a sense of patriotism, and so on.

Sports practice shows that well-educated, hard-working, high-class athletes often come out of strong teams with strong traditions, strict discipline and high consciousness.

How does the team affect the formation of the athlete's personality?

First, through community relations. When team relationships are strengthened, the interactions of athletes within the team cover all aspects of their lives, and their behavior improves. When character traits are demonstrated during training and competitions, it is easier to overcome difficulties within the team.

Secondly, in the process of developing a friendly relationship is carried out in the form of counseling, support, correction of errors during training, psychological application during the competition.



Thirdly, it is done through mutual adherence to the established agenda, discipline, hygienic rules and the implementation of the tasks and instructions given by the coach. When the demands on peers are matched by the high demands on team members, mutual demands are valued in the team.

Fourth, by achieving team cohesion. In order to achieve this, discipline, interest in the game, sports, training is increased. It is very important to create useful traditions in uniting the team: to congratulate the winners of the competition, to invite the audience to the exhibition, to organize training sessions, to congratulate the athletes on an important date, photo-montage about collective life and activities, etc.

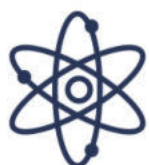
Fifth, through the organization of self-government. At the same time, it is necessary to improve relations with all members of the team, to avoid rudeness, obscenity, to ensure that each player takes into account the views of the team.

One of the conditions for cultivating respect for the sports team, to appear on the field with active intentions, to promote the success of its other members, to develop and strengthen the sense of patriotism in athletes. Thus, high success in major competitions is a patriotic duty of every athlete.

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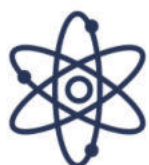
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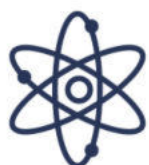
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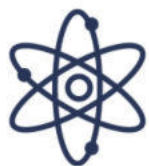
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THE PHENOMENON OF INDEPENDENCE AND ITS CONFORMITY

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Annotation:

This article demonstrates the identification of the Conformity phenomenon in adolescent swimmers in children through several methods of distinguishing it from some similar phenomena.

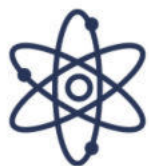
Keywords: conformity, behavior, phenomenon psychology, behavior, individual, social, beliefs, values, habits and skills, social beliefs, values, habits and skills.

Фарзандлар тарбиясига эътиборли ёндошиш давлат сиёсати даражасига кўтарилган бир даврда яшаймиз. Шу нуқтаи назардан ёшларда мустақил фикрлашни, мустақил позицияга эга бўлиш ҳақида кўплаб давлат ҳужжатларида фикр билдирилган. Давлатимизни биринчи раҳбари И.Каримов бу ҳақида шундай деб ёзади: "...ёшларимизни ҳар томонлама соғлом ва баркамол этиб тарбиялаш, ҳаёт абадийлиги, авлодлар давомийлигини таъминлайдиган маънавий қўғонни бўлмиш оилани мустаҳкамлаш бутунги кунда барчамизнинг наинки асосий вазифамиз, балки инсоний бурчимизга айланишини истардим" [1.23].

Мустақиллик деб аталган психологик феномен ғарб психологиясида мустақилликнинг бошқа қутби ҳисобланган конформлилик орқали ўрганилган. Конформлилик, конформ ҳулқ-атвор шундай хатти-ҳаракатни англатадики, гуруҳ билан шахс ўртасида бирорта масалада келишмовчилик кузатиладиган бўлса индивид гуруҳий таъсирга берилади. Бунга, яъни конформизмга қарши тушунча – мустақил, ўзгалар таъсирига берилмаган хатти-ҳаракат бўлиб, бунда индивид ўз фикрини ўзи ишлаб чиқади ва ўзгалар олдида уни қўллаб-қўлтиқлайди.

Конформлилик ҳодисасини унга ўхшаш баъзи ҳодисалардан фарқлаш лозим. Масалан, ижтимоий эътиқодлар, қадриятлар, одатлар ва кўникмаларнинг гуруҳий босим билан алоқаси йўқ.



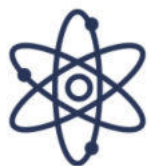


Турли хил этикетларга, модага, ижтимоий шарт–шароитларга амал қила туриб, одам ўзининг мустақил фикрига эга бўлиши мумкин.

Машҳур олим И.С.Кон конформизм тушунчаси ҳақида қуйидагича ёзади: конформлилик тушунчасини индивид билан гуруҳ ўртасидаги зиддиятни ечишнинг маълум усулига қўллаш мумкун. Конформлилик ўлчови индивиднинг талаблари ва стандартларига бўйсиниш даражасидир. Бу бўйсиниш соф ташқи кўринишга эга бўлиши мумкун. Индивид ўз қарашларини ўзгартирмайди, бироқ у уларни ошкор этмайди, ўзини гуруҳнинг позициясига бўйсингандай кўрсатади. Бу ҳолда босим тугаши билан ёки одам маълум гуруҳнинг назоратидан чиқиши билан, у яна ўзининг шахсий установакасига мос ҳолда ҳаракат кўрсатади. “Ички конформлилик” ўта мураккаб тушунча бўлиб, бунда гуруҳнинг таъсири остида одам ўзининг илк фикрини ўзгартиради кўпчиликнинг нуқтаи назарини ўзлаштириб олади [2].

Мустақиллик тушунчасига нисбатан ҳам шу ўринда аниқлик киритиб олиш зарур. Гуруҳий босимга берилмаган ҳар қандай киши ҳам “мустақил” деб аталавермайди. Оддий турмушда ҳам, психологик экспериментларда ҳам тез–тез негативизм ҳодисаси ҳақида, яъни аксинча гапириш ва ҳаракат қилиш установакасига тўқнаш келинади. Бу индивиднинг гуруҳга нисбатан душманларча муносабати билан тушунтирилади ва ўзининг улардан фарқли фикри борлигини кўрсатиб қўйиш истаги мавжуд бўлади. Одатда бу ҳолатнинг ортида шундай факт яшириниб ётадики, мазкур индивид учун ўта обрўли референт ҳисобланган, ўзга нормаларга ва қадриятларга эга бўлган қандайдир бошқа гуруҳ мавжуд бўлиши мумкин. Масалан, ўсмирларнинг ота–оналарига, умуман катталарга нисбатан ўзининг мустақиллигини кўрсатиб қўядиган ҳаммага маълум негативизми тенгдошлари жамоаси ичидаги ўта қаттиқ конформлилик билан қўшилиб кетади.

Конформизм ҳодисаси илмий жиҳатдан ўтган асрнинг 50 йилларида ўрганила бошланди. Америкалик психолог С. Аш шундай тадқиқот ўтказган. 7 та талабадан иборат гуруҳга қуйидаги инструкция берилади: “Сизларга иккита оқ қоғоз кўрсатилади. Чап томондагисида битта чизик ўнг томондагисида ҳар хил узунликдаги 3 та чизик берилган. Улар тартиб билан 1, 2, 3 рақамлари билан рақамланган. Шу чап тарафдаги чизикқа ўнг тарафдаги 3 та чизикдан биттаси тенг. Мос рақамини айтиш билан ўша тенг чизикни айтишингиз талаб этилади”.



Ҳар бир одам навбат билан ўндан чапга қараб жавоб беради. Жавоблар махсус шаклда қайд қилинади. Улар бир синалувчи ёлғизликда сўралганда ҳеч ким хато қилмайди. Бироқ экспериментнинг сири шундаки, битта одамдан бошқа барча синалувчилар экспериментатор билан келишиб олишади ва барча синалувчи илгаридан келишилган нотўғри жавобни айтади. “Содда синалувчи” сўнгги ёки сўнггидан олдинги ўринда туриб жавоб беради. Унга ундан олдин жавоб берувчиларнинг нотўғри жавоблари таъсир қилади. “Содда синалувчи” ўз кўзи билан кўрганига ишонадими ёки ўзгаларнинг фикрига ишонадими? Агар ўз кўрганига ишонса, у киши мустақил фикрлайдиган ҳисобланади. Аксинча бўлса, у конформ хулқ-атворли киши бўлиб чиқади.

Шу ўринда савол туғилади: гуруҳнинг фикри билан шахсий идрокнинг ўртасида фарқ кузатилганда одамлар ўзларини қандай тутишар ва нимани ҳис этар эканлар ҳамда уларда қандай реакциялар кузатилар экан?

1) Одам ўзининг компетент эмаслиги ёки шахсий камчиликлари натижасида ўзгалардан бошқача фикр юритганлигини ўзини англайди. Бу ўринда одамда ўз–ўзини паст даражада баҳолаш ва ўзига ишонмаслик ҳолатлари кузатилади.

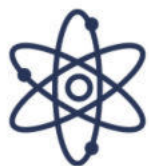
2) Одам гуруҳни айблайди. Бунда унинг фикри билан гуруҳ фикридаги фарққа сабаб “ўзгалар масаласини тушунмаган”лигида ёки тез қарор чиқарганлигида” деб ҳисоблайди. Бундай позиция, табиийки, гуруҳ босимиға қарши туришға ёрдам беради

3) Индивид ўз фикрларидаги фарқни объектив шароитлар билан тушунтиришға ҳаракат қилади. (“Ҳар томондан қаралгани учун ҳар хил жавоб бўлади”). Бунда индивид ўз фикрида туриб олиши керак бўлади. Бироқ нимагадир бундай кишилар кўпроқ гуруҳ таъсирига бериладилар.

4) Баъзи бировлар қарашларидаги фарқларни индивидуал фарқлар билан тушунтиради. Айниқса масала шахсий ва субъектив ҳисобланса шундай фикрга келишади. (“Дунё шундай қурилган, ҳар кимнинг ҳар хил дунёқараши бор”)

5) Баъзи бировлар фикрлардаги фарқни “сезмасликка ҳаракат қилишади.

Юқоридагилардан шуни хулоса қилиш мумкинки психология фани мустақиллик феномени масаласида қуйдаги саволларға жавоб бериши талаб этилади:



- 1) Мустақил хатти-ҳаракатнинг асоси қандай?
- 2) Мустақиллик қандай шахс сифатларига эга бўлган кишиларда кузатилади? Умуман мустақил шахс ҳақида гапирса бўладими?
- 3) Мустақил хулқ-атвори қандай психологик механизмлар таъминлайди ва бунда қандай мотивацион ҳимоявий механизмлар ва когнитив омиллар ўзаро алоқада бўлади?

4) Мустақил хатти-ҳаракатнинг қандай психологик оқибати кузатилади? Ўз фикрида туриб олиш учун қандай установкалар, эмоционал ҳолатлар, эътиқод ва шахснинг ижтимоий ҳолатлари кузатилиши зарур?

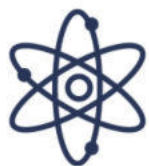
Юқоридаги саволларга жавоб бериш баробарида мустақиллик феноменининг мазмун-моҳияти очила боради. Саволлардан баъзилари қуйидагича жавоб бериш мумкин:

Р.Крачфильднинг фикрича, ҳар бир одамнинг реакцияси гуруҳий босимга нисбатан конкрет шароитларга боғлиқ ҳолда кечади. Бундай конкрет шароитларга қуйидагилар киради:

- гуруҳнинг таркиби ва структураси;
- гуруҳнинг одам учун аҳамиятлилиги (обруилилиги);
- унинг гуруҳдаги шахсий мавқеи;
- кўтарилган масала синалувчининг шахсий манфатларига қай даражада “тегиб кетади”;
- синалувчининг тайёргарлик даражасини (компетентлигига);
- ўзаро мулоқатдаги иштирокчиларнинг синалувчи олдидаги образига ва ҳ. [2].

Р. Крачфильд мустақил фикрлайдиган ва мустақил хулоса чиқарадиган кишиларга хос сифатлар тўғрисида қуйидагича ёзади:

- билиш соҳасида: нисбатан юксак интеллект, фикрий жараёнларнинг тезлиги, оригинал ғояларнинг мавжудлиги;
- мотивация ва эмоциялар соҳасида ҳаракатининг юксак даражадаги кучи, стрессли ҳолатларда юксак ўз-ўзини бошқариш, ховотирликнинг йўқлиги;
- ўз ўзини англаш соҳасида: шахсий жихатдан мукамаллиги туйғусининг мавжудлиги, ўзини ўзи юқори даражада ҳурмат қилиш, ўзига ишонч, ўзи тўғрисида реал тасаввурларга эга бўлиш;



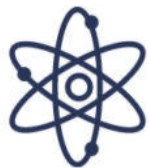
- мулоқот соҳасида: ўзга кишиларнинг унинг тўғрисидаги фикрига кўп эътибор бермаслик фаоллик, таъсирларга берилмаслик, мутелик шахслараро муносабатларда ишонч ва ҳадикнинг йўқлиги [2].

Одамлар тўғрисида тўғри ҳукм чиқара олишлик қобилияти мустақил кишиларда баланд ривожланган бўлади. Бундай кишиларга догматизм, тафаккурнинг стереотиплашуви ёт бўлади. Аксинча, конформ одамларга невротизм, хроник ховотирланиш, авторитарлик хос бўлади.

Шундай қилиб, биз юқори хорижий психологияда мазкур мавзу бўйича ўтказилган тадқиқотлар ва уларда н чиқарилган хулосаларга тўхталиб ўтдик.

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INDIVIDUALIZATION OF PSYCHOLOGICAL TRAINING OF QUALIFIED HANDBALL PLAYERS

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Annotation:

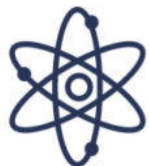
The article is devoted to the study of the psychological training of qualified handball players. It was found that its individualization contributes to a significant ($p < 0.05$) increase in the level of functional capabilities, an increase in the indicators of concentration and attention switching, a complex sensorimotor reaction, and emotional stability.

Key words: handball, training, psychology.

Statement of the problem and its connection with important scientific or practical tasks. Psychological preparation of athletes is a complex methodological education, consisting of separate elements, each of which performs a specific function and does not correspond to others. In the training of qualified athletes, the main task is to search for the reserves of the body of athletes precisely in psychological training. The working model of the structure of the process of psychological training can include only those means of this type of training that are certainly necessary for it. They are either absent or used and cannot be included in its structure. This, of course, does not mean that they should not be used in sports training, but they should be studied further.

The study was carried out in accordance with the plan of the research work of the Department of Theory and Methods of Physical Education and Sports of Zaporozhye National University "Theoretical and methodological foundations of individualization of the educational and training process in game sports".





Analysis of recent research and publications. Modern sports games are characterized by a high intensity of game actions, fast switching during the game, a wide variety of used game techniques in attack and defense, as well as complex tactical schemes [4, 12]. All this requires from athletes not only good technical and tactical readiness, but also a high level of psychological stability, which will ensure their implementation in various game situations [1, 3]. The state of tension, anxiety caused by dissatisfaction of needs, objectively insurmountable (or subjectively so understood) difficulties, obstacles on the way to overcome them during the match - leaves its mark [6, 9].

Analysis of the literature on handball showed that the attention of researchers is directed to the study of ways to control the training process based on the analysis of the dynamics of mental functions of athletes [1]; taking into account their individual psychological characteristics [11]; the use of special exercises for the development and improvement of individual mental and psychophysiological functions that affect the quality of technical and tactical actions [2, 4]. The works of these authors make a certain contribution to the improvement of the training process in sports games, including handball. Nevertheless, the formulation of the issues under study is somewhat generalized. At the same time, the analysis of the available scientific and special literature in handball indicates that the possibilities of using special exercises in the leading microcycles of the training process between rounds of the competitive period to correct "weak" psychomotor and psychophysiological qualities in athletes - handball players were not specially studied.

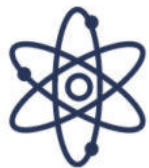
The aim of the study is to increase the level of psychological training of qualified handball players in the preparatory period of the macrocycle.

Research methods: analysis and generalization, pedagogical observation using instrumental techniques, pedagogical experiment, methods of mathematical statistics.

Research results. At the first stage of the research, we carried out pedagogical observation using a complex of psychological, psychophysiological and pedagogical methods to determine the level of psychological readiness of athletes [5, 8, 10].

The analysis of the results of pedagogical observation made it possible to reveal in some athletes the level of psychological (emotional stability, low frustration tolerance), psychomotor (complex sensorimotor reaction and psychomotor coordination), psychophysiological (concentration and switching attention) and characterological (motivation and exactingness) qualities.





The analysis of the results of our pedagogical observation became a prerequisite for the development of the psychological and pedagogical characteristics of each athlete. The structure of the characteristic included:

- analysis of the features of the functioning of the psychomotor and psychophysiological spheres;
- analysis of the level of development of special readiness of athletes with the concept of "strengths and weaknesses" of its sides and factors;
- personalized recommendations, taking into account the CMC, physical, psychological and functional readiness.

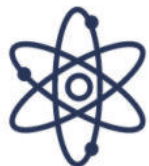
The experimental factor of our research was the individualization of the psychological preparation of a team of qualified handball players for the next round, improving the level of development of "weak" psychophysiological qualities of athletes.

The selection of the means of sports training was carried out on the basis of the principle of conjugate influence on the technical-tactical and psychological aspects of the athletes' fitness. We recommended special preparatory and basic exercises, which made it possible to improve the level of development of "weak" psychophysiological qualities of athletes. At the same time, their technical and tactical actions were improved. The methods of sports training were planned based on the characteristics of the competitive activity of handball players and their neuromuscular activity. So in the lead-in microcycle, repeated, interval-serial and sensory training methods were used.

Summarizing the data of scientific and methodological literature [2, 7] and practical experience, we have developed two leading microcycles for training qualified handball players, which are based on the individualization of the training system with an accentuated impact on the "weak" psychological aspects of each of the athletes. The prerequisites for their implementation in educational and training work were the following:

- the use of special exercises for correction, taking into account the strengths of the handball player (throw in motion, outplay and "fly-in" on step 2, false swing, etc.);
- exclusion of reasons limiting the effectiveness of performing a certain action (weak legs, poor imitation, etc.);
- use in the main training session up to 30% of special corrective exercises of the total volume;





- the frequency and time of special corrective exercises fulfillment were determined depending on the level of development of one or another sports significant quality.

- Qualified handball players improved the "weak" psychological qualities 30% of the time from the total amount of sports training. In addition, given that the load in the lead-in microcycles should functionally prepare handball players for a large volume of loads in the shock microcycle, we recommended:

- in training sessions aimed at developing special endurance, reduce the duration of the series until the end of the session in the following options: 14, 12, 10, 8, 6, 4 minutes. or 12, 12, 10, 10, 8 min. etc. The rest intervals between them were 3-5 minutes. (the time required to restore the heart rate after exercise to 110-120 beats / min.), by the nature of the rest - active (special exercises were used to develop tactical skills);

- in training sessions, which are aimed at improving technical and tactical actions, while maintaining the existing level of functional capabilities, the alternation of the duration of the series of exercises was: 10, 5, 10, 5, 10 minutes. etc. At the same time, the duration of the rest intervals almost doubled and amounted to 6-8 minutes. (the time required to restore the heart rate after exercise up to 90-100 beats / min.), the nature of the rest remained active (special exercises were used to develop technical skills);

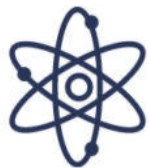
- "throw" training was carried out from the favorite points of the athletes' site, without resistance of the opponent and external stimuli, from a distance of no closer than 9 and 10 meters in series of 20 throws each, the number of series from each distance - 8-10, the rest interval between series - 1 minute

-; increased resistance in group and team exercises on the principle of "handicap".

Since the integral indicator of the fitness level of athletes in handball is the final result of the match, which is determined by the largest number of goals scored into the opponent's goal, we were interested in analyzing the effectiveness and playing actions of athletes.

Pedagogical observation of the competitive activity of the handball players of the "UzMU" team in the Championship of Uzbekistan made it possible to determine that, in general, the team coefficient of the effectiveness of game actions was quite high and amounted to 0.61. It should be noted that a special place in our observation was occupied by shots at the goal from the 6-meter line and long distances.





As a result of our research, we found that even with an opponent of the same class, the players had excessive excitement. This factor influenced the effectiveness of throwing the ball into the goal from the 6-meter line and, especially, from the 9-10-meter distance, which can be explained by the peculiarities of competitive activity and insufficient level of psychological readiness.

At the second stage of the study, at the end of two realized leading microcycles with an individual approach to improving the psychological preparation of each handball player, pedagogical observation was carried out.

The analysis of the results obtained made it possible to establish a significant ($p < 0.05$) increase in the level of functional capabilities of the body of athletes, indicators of concentration and switching of attention, complex sensorimotor reaction, emotional stability, with the formation of a motivational target setting for training, with a program of focusing consciousness on the fulfillment of motor actions. ... In addition, a tendency towards improvement of such factors as frustration tolerance and psychomotor coordination was revealed.

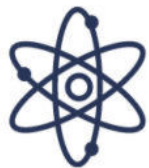
Thus, the data obtained by us confirm our assumption about the expediency of individualization of the psychological training of qualified handball players in the use of special preparatory and basic exercises in the leading microcycles between rounds of the competitive period.

At the end of the pedagogical experiment, control games were also held, which made it possible to reveal an improvement in the accuracy of throws from the 6-meter line among the leading players of the team. The coefficient of the effectiveness of the implementation of throws was stable in all games and amounted to (0.74). This made it possible to predict the successful performance of the team in the next rounds of the Championship of Uzbekistan and win all subsequent matches, which made it possible to lead the standings.

Conclusions and prospects for further development

1. It has been established that the individualization of the psychological training of qualified handball players with an accentuated impact on the "weak" sides of psychological preparedness, using special preparatory and basic exercises in the lead-in microcycle, contributes to a significant ($p < 0.05$) increase in the level of their functional capabilities, concentration indicators and switching attention, complex sensorimotor reaction, emotional stability.



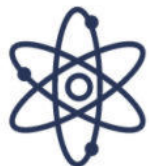


2. It was revealed that during the first and second stages of the pedagogical experiment, the coefficient of the effectiveness of game actions increased by 0.13 and amounted to 0.61 and 0.74.

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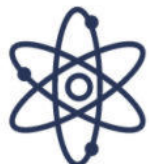
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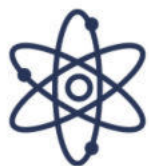
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THE QUALITY ASSESSMENT TECHNOLOGY AND DEVELOPMENT TECHNIQUES IN VOLLEYBALL PLAYERS

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Annotation

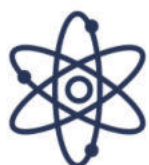
The article is scientifically based on the method of developing the jumping skills of volleyball players aged 19-21.

Keywords: Jumping, jump endurance, jumping technique, vertical jump, competition cycles, jumping exercises, jump coordination

Law 6 of the Republic of Uzbekistan No. 637 of the Republic of Uzbekistan dated No. 637, "On Physical Culture and Sports" in May 26, 2000, 76-II Measures to radically improve the territory of the physical culture and sports, "On measures to further develop physical culture and mass sports on March 5, 2017" on March 5, 2017 "Measures to radically improve the system of public administration in physical culture and sports Decree of the President of the Republic of Uzbekistan No. PF-6099 of the President of the Republic of Uzbekistan "On measures to implement a healthy lifestyle" Gi 2020 Decisions on additional measures for the support and increase of a healthy lifestyle No. 735 of the Cabinet of Ministers of the Republic of Uzbekistan on the Cabinet of Ministers and the 735 November 735 of November 19th of the Republic of Uzbekistan to physical education and sports The tasks set out in the government decisions, all tasteless Current issues of M. CEOs today, the strengthening of physical culture and sports movement among the Ya'i population, including physical and agile, educating the younger generation in the spirit of all educational, patriotic spirituality is physical The organization and conduct of upbringing and sports through new methods and means, the most students are aimed at attracting and developing young sports and organizing public-sporting events.

As a result of visual surveillance of numerous volleyballs, volleyball, and making volleyball processes this thing is kineaid and coordinated in accordance with these methods in accordance with these methods in the use of exercises on forming playing methods Serily attention is not paid to elements and phases.





It is evident that the concepts of jumping, mass-sagging Teaching and forming them in the crop types is based on the same principle. However, in teaching the play methods to be performed, massiveness and jump in the development of the fortification, the air (back-down), in the air, in the air (In the base), special attention is of special practical attention to cinematic phase, such as the preservation of necessary coordination, method of landing, landing and balance. To effectively organize this process, the use of a number of access-templates developed from us is believed to be a positive result. Instantly moving, hazing, blocking, ball transmission, including the strike, the complete (maximum) jumps, including the complete (maximum) and kinematic elements applied to the zone, are completely moved from different zones, or the co-kinematic elements applied in ball transmission. different. Therefore, training in playing methods to be played and improved by various zones should be modeled based on the resistance tactics of a particular rival team or opponent player.

Falling clubs, volleyball clubs and volleyball clubs and the national teams focus on physical qualities such as the ability, saccular and jumping resistance of specialist classes. But not all trainers always use effective exercises in the development of these abilities and qualities, and evaluation of formation (growth) dynamics in accordance with the help of corresponding tests is not taken as a serious matter. However, the choice of targeted exercises in the development of jumping skills, the selection of targeted exercises, regularly monitoring the dynamics of development of these qualities) allows this process effectively.

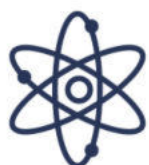
Taking into account these current issues, we have organized a series of research on volleyball players with various ages and sports.

The study was attended by children from 19-21, which is involved in volleyball in 2 years:

The following cinematic elements of vertical jump have been studied using a special appliance:

- a height of jump on the basis of the active movement of two hands (classic option);
- Only a jump height on the basis of the active movement of the right hand (left hand handle to the body);
- Only a jump height on the basis of the active movement of the left hand (right hand is connected to the body);
- Heightsight without the active movement of two hands (both hands are connected to the body);





- Height height on the basis of the right foot with the right foot;
- alone on the basis of left foot with left leg;

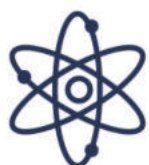
Using modified tests, the number of quick sittings in the right and left foot is determined (the right and left foot).

The results of the study showed that the right and left of the vertical jumps, the right and left footstorm, the right and left footstorm. It is inextricably linked to the synchronous movement of the hand (their inner movement). In particular, the height of vertical jumps on the platform, the height of the place is to switch back to the same speed, and bend the legs on the optimal corner of the legs and the explosive power of the finished legs. This cinematic factors have had different "power" in the research participants (Table 1). Cinematic factors (functional movement of leafy elements) The jump height in the weakest formed tester is 31 cm., And 53 cm is a relatively "strong" formed. expressed by. Average statistical indicator ($\bar{ch}$) 43.6 cm. formed. As the minimum and maximum indicators were large (the range), the average square deviation of the average pointer was also distinguished with a large amount (4,32).

Table 1 In volleyollists of 19-21 year olds, indicators representing the role of a vertical jump and some cinematic factors that provide it (n = 16)

VerticalJumpTerms	Results obtained	
	min – max	$\bar{X} \pm \sigma$
Vertical jumping from place on the platform (cm)	31 – 53	43,6 $\pm$ 4,32
Only jump on the active action of the right hand (cm)	28 – 47	38,2 $\pm$ 3,28
Only jump on the basis of the active action of the left hand (cm)	25 – 46	38,2 $\pm$ 3,28
Jump (cm) without the active movement of two hands (cm)	25 – 46	18,2 $\pm$ 3,16
Only jumping (cm) in the right foot (cm)	27 – 39	32,8 $\pm$ 3,74
Only jumping and jumping (cm)	29 – 43	37,2 $\pm$ 3,22

On the basis of the active movement of the right hand is 28 cm, which is recorded on the vertical jump on the right hand., Max pointer 47 cm. formed. This indicative range (diatarno) 19 cm. was equal to. The average statistical indicator is 38.2 ± 3.28 cm. It is clear that the vertical jump height is 43.6 ± 4.32 cm from a place in the traditional place in the traditional manner. If the left hand is equal to the body, only a vertical jump recorded on the active action of the right hand is 38.2 ± 3.28 cm. formed. This means that the height of the jump is 5.2 cm with the "absorbity" of a cinematic factor. diminished to.



Only on the basis of the active movement of the left hand is 35.4 ± 4.02 cm to the height of the vertical jump (right hand body). was equal to. 12.2 cm from the order of jumping in the traditional manner. was expressed in a small amount.

Only the active movement of the right hand was more than 3 cm from the left-handed height of the jump in the left hand active movement. Hence, the Asymmetrical difference in the active movement of the arms performed during the jump for the jump was confirmed by the minimum and maximum results of the individual indicators.

For example, the range between the mining height observed on the basis of the active movement of the right hand was 19 cm, the digesters of the left hander jumping passage 21 cm.

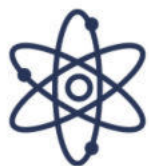
The results of this test showed that the bashing height (14 cm) and maximum (25 cm) indicators are minimized in the research-volleyball players. It is possible that such a large bandly narrative is based on the fact that the leg muscles have a variety of vegetation in the study.

The average indicator of jump height depends on the hands is 18.2 cm. was equal to. So without help of hand, the jump height is traditional in the traditional order (43.6 cm.) 25.4 cm. distinguished with little quantities.

The results obtained on the left leg, but on the right leg, the results were shown in the left leg that the explosive force of the feet explodes is asymmetrical properties. Including on the right foot, the average of 32.8 ± 3.74 cm. In case of formation of the left foot 37.2 ± 3.22 cm. was equal to. It is clear that when the legs are synced in vertically jumping from the place, the explosive force of the left foot is stronger than the right foot. It can be noted that if the explosive force of the right and the left foot was well developed in the symmetrical ratio, the vertical jump is 43.6 cm. It was clear that it would be higher than it.

It is also said that the active signs of the hands in the analysis of the mentioned indicators shall be expressed in the jump, even if the foot explosive power is formed in symmetrical order, and running from the place, running from the place, running from the place, running He was lur.

The development of the legs asymmetric ratio of the legs was confirmed on the right and left foot, at maximum speed and maximum sitting test tests (Table 2). For example, the minimum token pointed to the right foot is 3 times, the maximum pointer was 16 March. These figures were 13 times the diaper. The average statistical indicator was characterized by 6,5 times times.



At the maximum speed and maximum number of sittings in the left foot was 5-15 times, the signal diaper is 10 times. The average statistical indicator was 8.8 ± 2.7 times. So, the explosive force of the left foot is higher than right leg. Asymmetry of the explosive force is also clear from the results of these tests.

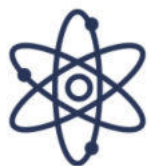
As mentioned above, jumping in today's volleyball is one of the most important factors that ensure the effectiveness of the game. The resistance of the study is 25 cm from the hand ascending. The complex hanged in the balance was studied through the maximum "times jumped test test" (see Table 2).

The minimum indicator of individual results received was 4 times, and the maximum pointer was 11 March. The indicators difference was 7 times. The average statistical indicator was characterized by 6.7 ± 1.04 times. There is no doubt that Jump Encouragement recorded during this study, if only to jump 242-394 times, to perform the attacks only during a match, the study is required during this study (6 , 7 times) can be concluded that in general. So, testingollockers can also jump a lot of jumps, but jump height is 25 cm. is less than. At such a height, leaping, the jump does not allow the strokes of attacks to effectively perform efficiently.

Table 2 Pictures that represent the right and left foot explosive strength and jump in volleyollists of 19-21 and left footing (n = 16)

Testexercise	min – max	$\bar{x} \pm s$
At the maximum speed and maximum of (times) at maximum speed	3 – 16	$6,5 \pm 2,4$
Maintal speed and maximum sitting in the left foot	5 – 15	$8,8 \pm 2,9$
25 cm from the rose hand. Take a maximum jumping on the balance T / Ball (times)	4 – 11	$6,7 \pm 1,04$

1. The result of various age and prepared volleyball players As long as it was.
2. In 2020, research on the innocence and jump research on development of development dynamics is indicates this. The growth dynamics of poemers agreed these qualities is very slowly growing in vertelies, which (mass giving 2cm. found to have reached the level of demands.
3. Integrality and jump have proven that the main cinematic elements that mark the corresponding jump, and the integration function that will be played, and the integration function that will be performed. It is this situation that will result in the abbreviation and resistance to the player of the volleyboards, - lets conclude.



4. In the volleyballs, first of all, to teach usually implemented, teaching a matching technique to be performed, it needs to be improved using a suitable jump, using local and integrating special exercises. In organizing this process in accordance with the target, we offer to use the 1st, 2nd and 3 blocks listed in this chapter. In addition, it is advisable to include the concepts of "jumping equipment and cinemational elements," cinemational elements that provide "jumping and tactics and tactics" in the process of developing volleyball.

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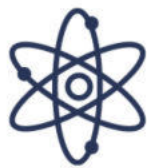
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THE DEVELOPMENT OF EFFECTIVE WAYS TO IMPROVE REPRODUCTIVE HEALTH OF MARRIED STUDENT GIRLS

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Abstract

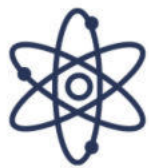
The article discusses the theoretical aspects of the study of reproductive health: the essence of the concept, the factors that negatively affect reproductive health, the current state of reproductive health of students, the means to improve it and the social consequences. Research on the sociological study of reproductive health of students of Gulistan State University was conducted. The theoretical conclusions of the study were aimed at shaping the reproductive culture of young people, which allowed developing a number of proposals and recommendations on various social services that can be provided by higher education institutions.

Keywords - Health, Reproductive Health, Contraception, Healthy Lifestyle, Students, Abortion, Gynecologist, Psycho-physiologist.

I. INTRODUCTION

Relevance of the topic. Since the beginning of the 21st century, the reproductive health of student youth and its social consequences have become one of the most pressing issues. In society, students represent a special social group characterized by unique living conditions. The need for in-depth study of students' health is related to the prevalence of dangerous diseases among them, difficulties in psychophysiological adaptation to the conditions of study in junior courses, the large number of subjects taught and the need to remain active in acquiring professional knowledge.





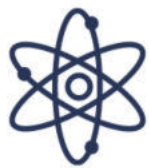
The aim of our study is to identify, analyze and develop measures to improve the knowledge of students in higher education about reproductive health. Reproductive health of students depends on the influence of socio- economic, biological, environmental, medical and organizational factors. All of this calls for a comprehensive approach to addressing maternal issues, educating young people on sexual issues, and shaping positive attitudes toward birth and family formation (including knowledge of contraception, abortions, infections, etc.).

Studies show that most female students in higher education now start getting married in the early stages of their studies. This situation makes it necessary to provide them with specialized knowledge in the field of reproduction. Student health is a large part of the state's reproductive potential. Adverse conditions negatively affect the health of all newborns. At this point, the need to protect reproductive health, which is a new direction in the development of demographic policy, manifests itself.

The reproductive health status of the population is the most important component of the socio-demographic development of a country, which determines the level of development of society as a whole. State support for research to improve the reproductive health of citizens of Uzbekistan, the introduction of modern methods and technologies, improving the medical knowledge and medical culture of citizens, including students, training in the field of reproductive health, the realization of their reproductive rights The main directions for them are medical and social, as well as psychological assistance to the Republic of Uzbekistan Law of the Republic of Uzbekistan "On protection of reproductive health of citizens" (March 12, 2019, No. URD-528).

The population of the Republic of Uzbekistan, which exceeds 34 million, has a 33.6% share of young people; so many demographic problems are determined by the attitude of young people to childbirth, methods of contraception and their reproductive health. The period of puberty is much higher than before; the question arises as to how trends in sexual, reproductive and family behavior of young people in sexual activity meet the criteria of a healthy lifestyle and how these criteria are actually reflected.

In January-June 2019, 104.2 thousand marriages were registered in Uzbekistan, of which 16.0 thousand ended in divorce. One of the main reasons for this is the lack of reproductive culture.



Early onset of sexual activity, harmful habits and defects in sexual education are clearly observed to be inextricably linked with the health of the population. Often, a girl who does not have a confident idea about the work of a gynecologist, receives information

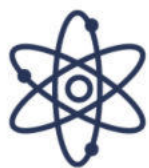
-on the street, is ashamed to turn to a specialist with complaints and questions. Early onset of sexual life, low level of health, lack of adequate culture of the population in the field of family planning lead to an increase in abortion and premature birth.

The quality of services in this area in the health care system does not fully meet the standards. Quality advice on family planning, high medical care reduces the chances of unwanted pregnancies and abortions. This allows young women to maintain their reproductive health. According to statistics, prevention of pregnancy in women over 19 and 35 years of age, adherence to the age range of 2-2.5 years between births can reduce maternal mortality by 2 times and infant mortality by 4 times. Such data confirm the imbalance in the number of births (815.9 thousand) and deaths (155.0 thousand) in Uzbekistan in January-December 2019, the need to introduce appropriate services. In this regard, there is a need to create state programs for priority research in the field of reproductive health. The study of students' attitudes towards their own reproductive health is receiving serious attention.

II. THE MAIN FINDINGS AND RESULTS

The attitude of students of Gulistan State University in the areas of -Development of women's sports, -Primary education, sports and educational work and "Physical Culture" to reproductive health was studied with the help of social research. In conducting it, the questionnaire method was used. The main objective of the study was to determine students' attitudes toward reproductive health and their knowledge of reproductive health. Married students aged 18 to 26 years were selected as the object of applied research. In the study, students were divided into two groups according to their areas of study: students studying in the field of -Development of women's sports and -Physical culture to participate as respondents in the experimental group, -Primary education, sports and educational work to participate as respondents in the control group. The results of the survey allowed us to conclude that students have a positive attitude to their health in general.





So, -Do you know about reproductive health? 89% of respondents answered -no and -average to the question. The majority of the control group respondents (85%) said -average or -no, while the experimental group students had the same attitude, but their number was slightly higher (90%).

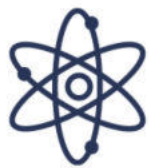
-How many times a year do you visit specialist doctors? The answers to the question are as follows: at least 48% of the representatives of the experimental group visit medical institutions. Of the control group, only 27%. In addition, the majority of respondents in the second group (69%) chose the -when needed option. Thus, respondents in the experimental group were more concerned about their health and were more closely monitored by physicians than those in the control group. The students in the pilot group asked, -Which doctor have you visited recently? 48% answered -gynecologist, 14% -gastroenterologist, 13% -endocrinologist, 6% -cardiologist and another 50% -other doctors. These results suggest that representatives from the experimental group surveyed visited physicians directly involved in sexual health protection.

Representatives of the control group who answered the same question gave the following answers: 24% -gynecologist, 20% -cardiologist, 14% -allergist, 11% -gastroenterologist, 11% -endocrinologist, 3% -urologists and 51% -other physicians preferred the answer. These figures suggest that members of the control group are less likely to have sexual health control than those in the experimental group.

Respondents were asked -What types of health do you know? when asked, the responses of the experimental group participants were as follows: 80% -reproductive, 100% -physical, 97% -mental, 65% -social. The following results were obtained in the experimental group: 50% -reproductive, 100% -mental, 97% -physical, 30% -social.

Thus, the results show that almost all of the respondents surveyed knew about physical and mental health. But among them, only 47% and 28% chose -reproductive and -social health responses, indicating that many students are unaware of these types of health.

Most of the students in both groups asked, -Do you think reproductive health...? answered the question incorrectly. -Reproductive ability was 75% and 86%, respectively, in the experimental and control group that responded. 8% of the experimental group participants and 14% of the control group respondents chose the wrong answer.



Responses from respondents (94%) show that the majority of participants believe that diseases that pose a risk to reproductive health are sexually transmitted infections. Most of the students in both groups asked, "Do you think reproductive health...?" answered the question incorrectly. Reproductive ability was 75% and 86%, respectively, in the experimental and control group that responded. 8% of the experimental group participants and 14% of the control group respondents chose the wrong answer. Responses from respondents (94%) show that the majority of participants believe that diseases that pose a risk to reproductive health are sexually transmitted infections.

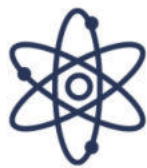
The study found that a large proportion of students in both groups (56% in the experimental group and 43% in the control group) had insufficient awareness of youth about reproductive health. To sum up, the majority of students admitted that they wanted to know more about reproductive health problems.

Is anemia a reproductive disease? The answer to the question indicates that there is incorrect information. Thus, while 14 percent of the experimental group representatives chose a "yes" answer, 17 percent of the respondents in the control group chose the same option. The experimental group asked the students, "How do you feel about early marriage?" analyzing the answer to the question, it is possible to distinguish serious differences: 58% of respondents are absolutely against, 19% "positive", 17% "do not know" and 6% "good". The proportion of responses from female students who participated as respondents in the control group varied slightly: 37% "positive", 34% "absolutely against", 23% "don't know" and only 6% "good".

What is the best age to get married? In response to the question, participants in both groups answered the question openly. The responses of the experimental group respondents were placed in the following sequence: 47% chose 19-21 years old, 44% chose 16-18 years old, and 6% chose other youth option and 3% chose 13-15 years old. In the second group, the following data were obtained: 57% "16-18 years old", 26% "19-21 years old", 14% chose the other age option and only 3% answered "13 to 15 years old".

The answers to the last two questions showed that the female students who participated as respondents in the experimental group were strongly opposed to early sex. "19-

21 years" has been confirmed as the optimal age for marriage. The second group of students demonstrated loyalty to their views, choosing "16-18 years old" as the optimal age for marriage, with the answer "not opposed to early marriage at all".



It is also worth noting the positive knowledge of students in the field of reproduction: all participants asked - Do you think a woman should prepare for childbirth? to the question, most students (94% in both groups) believe that it is necessary to prepare for the birth of a child for at least 1-2 years, and only 6% say that it is not necessary.

Also, - What do you do in your free time? interesting results were obtained as a result of studying the answer to the question. Approximately the same numbers of representatives of both groups (54 percent) were involved in different types of sports.

CONCLUSION

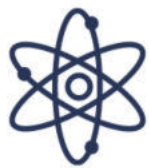
The study of student reproductive health and its social consequences led to the following conclusions. Human reproductive health includes not only physical condition, but also financial status of life, attitude to family and marriage, birth of a healthy child, sexual health, awareness of all aspects of family planning and the main means of preparing for marriage.

Students are a special socio-demographic group of the population of the Republic of Uzbekistan in need of psychological and social assistance. The issues of formation, maintenance and strengthening of reproductive health of more than 449.2 thousand students in our country have a special social significance, because the health of the nation depends on the health of the population of this group.

The study found that the majority of female students have little knowledge about reproductive health (10%). 94% of respondents are aware of only popular infections of sexually transmitted diseases, while only 50% of students are aware of the remaining diseases. Although both groups positively assessed their health (TG 89%, NG 85%), the answers to the questions showed that students majoring in Physical Culture and Development of Women's Sports care about their health. Thus, 69% of female students in this field seek medical help only when necessary, 48% do so at least once a year, and 19% do it every six months. It should be noted that students in the field of Physical Culture, "Development of Women's Sports" often turn to doctors for the maintenance and improvement of sexual health (experimental group 50%, control group only 25%).

In addition, gender issues are more important among the first group (6% of the experimental group, 33% of the control group answered that this topic is not raised at all) and many parents talk to their children about reproductive health (56% in the experimental group, in the control group) 31%).

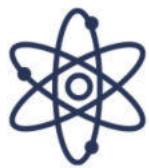




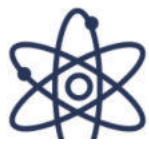
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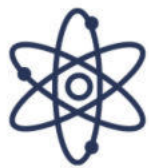


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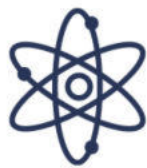
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TECHNICAL AND TACTICAL TRAINING OF FOOTBALL PLAYERS

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Annotation:

The article shows the continuity of education and sport in the preparation of future football players and the psychological and pedagogical foundations of their preparation for the competitive process.

Keywords: tactics, physical training, skill, technique, competition.

Thanks to the initiative and support of President Sh.M. Mirziyoyev, physical culture and sports today have become one of the priorities of the country's social development. This is evidenced clearly by the Act of President #3031 (June 3, 2017) "About the further development of physical culture and mass sports", aimed at the further development of physical culture and sports, including mass sports.

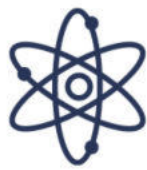
Football is the most popular and, as well, the most popular means of physical development of the population, strengthening its health. This is a really popular game for adults, teenagers and children.

At the heart of a football match is a struggle between two teams that unite players to achieve a common goal - the desire to win. The drive to win teaches players to act as a team, to help each other, and to develop a sense of friendship and camaraderie.

Since football training and competition often last almost a year in the face of dramatic climate and meteorological changes, this game not only helps you train, but also increases your body's resistance and adaptability.

In other sports, football (or some exercise in football) is often used as an additional sport. This is because football has a special effect on an athlete's physical development, so it can help you prepare well for your chosen sport. Playing football can be a great way to improve your overall fitness.





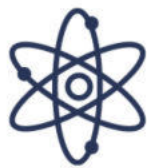
Different running with a change of direction, different types of jumps, different body movements in structure, kicks, passes, stopping and carrying the ball, moving with maximum speed, developing willpower, tactical thinking - allows you to consider football as a sport that develops many important qualities, necessary for an athlete of any specialty. In football, the emotional properties of ball control technique make it possible to use it as a means of active recreation.

In football, as in other sports, there are two teams that want to win. The fight for victory requires athletes to have very strong physical, mental and strength qualities. Only players who are able to fully utilize their skills can succeed in individual battles against an opponent of equal strength. Throughout the game, when they have the ball, each team has to do a lot of attacking moves using different means and methods of fighting. Therefore, the most important thing in tactics is to know the specific means of attack and defense, the methodology and the widespread use of their capabilities in the attack, which will ensure the achievement of the goal - all this characterizes the tactical maturity of individual athletes. generally. The success of training young qualified athletes implies a long-term training process, in which all components of sportsmanship depend on the level of development, which primarily consists in the development of physical qualities, technical and psychological training, available to every athlete. ... However, the most important thing in sports, especially in football, is tactical preparation.

The essence of a football player's tactics is to be able to effectively use his abilities (physical, technical, mental) and to effectively use the methods of carrying the ball, which helps to overcome the opponent's resistance in a very short time.

Tactics are one of the most powerful and important components of modern football. Tactics slowly but surely began to influence the development of the game of football without deviations and became a leader among other components. Tactics are not only changing the face of modern football, but also profoundly influencing the form, means and methods of training. This, in turn, forces coaches to travel long distances in order to see the opponent in front of them in order to better understand him, as well as organize video recordings of the game, record the most effective tactical movements, record meetings and analyze matches in detail.

The tactics that make a game successful are well thought out, thoughtful interactions that make each player stronger and the entire team stronger.



In this case, based on the interests of the team, the strengths of each player, the weaknesses of the players in terms of interaction and mutual support in the game, the success of the chosen tactics depends on them.

No matter how carefully the tactical idea and plan is developed, it will change and be adjusted according to the situation that arises during the game. Therefore, the practical elements of tactics can be seen as a way to solve tactical tasks that arise directly during the game.

The practical tactical elements of a football game are:

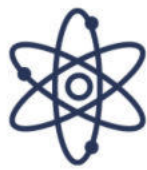
- appropriate way of combining and oscillating players' offensive and defensive movements based on the opponent's actions and game logic;
- the method of orderly distribution of power during the game;
- psychological influence on the opponent is a way to disguise the real possibilities.

In modern football, the process of training in technical techniques and competitive tactics continues at all stages of long-term training. Careful mastery of all aspects of the technique, based on the use of the laws of biomechanics and taking into account the individual characteristics of the participants, predetermines the successful application of the technique in the complex conditions of play activities. The development of excellent playing skills is based on a high level of physical fitness of young and qualified players.

In the stages of training and improving the skills of young football players, the usual methods of physical education are used: exercises, games, competitions, demonstrations, oral speech, error correction. All methods are used in close connection with each other. However, the percentage of their use depends on many factors: the stage and objectives of training, the age and individual characteristics of the participants, their level of training.

In today's football, the technical-tactical system is the organization of team play based on the individual characteristics of each player, correctly placed on the football field. Each tactical system has more or less constant features, including the placement of players and the way and form of the game, as well as the tasks of the players.

In modern football, team play is a very complex process. Tactical competitive systems are also an expression of team play. Usually, the game is very interesting when the offensive and defensive forces are relatively well balanced. But let's say a coach has developed a new option for organizing team actions in defense.



For a while, the defense prevailed over the attack. In time, the necessary method of organizing offensive actions will be developed as a countermeasure. Thus, instead of one tactical system, another, more advanced system is created. However, while innovations often occur in individual tactical moves, tactical systems that depend entirely on game development will change over time.

Focusing on the physical training of young players to become mature players, strengthening their health and harmonious development, the acquisition of a variety of skills, will be a great basis for mastering the techniques and tactics of football.

It is also important to train young athletes to master game techniques and improve their skills in performing a wide range of techniques in a variety of game contexts. When comparing the accuracy of the technical and tactical movements of athletes playing for young players and highly qualified teams, there is a negative consistency: methods made with many mistakes in childhood are performed with similar shortcomings in the period of inaccuracies in sports.

A low level of technical and tactical training is associated with problems in the learning process in childhood and adolescence.

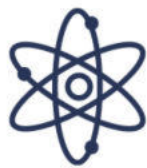
This is the result of a mismatch between the training and competition activities of young football players, according to some studies. But at the moment, the problem is almost unexplored.

It is possible that such a situation will lead to the formation of the basics of sports technique, as in practice, in the early stages of the training period for future athletes, when the planned and goal-oriented work on the formation of motor skills.

It is known that the organization of the initial training process in football technique, based on the rules of the theory of step-by-step formation of movements, allows you to manage it and help to increase the efficiency of the training process.

The first stage of specialization, based on the development of motor skills, is the use of the body's accumulative adaptation, i.e., the formation of basic motor systems due to repetitive effects. Thus, in the early stages of training, variability is promoted, which helps to cover the whole variety and large volume of training tools.

Teaching game techniques is a long-term process, divided into learning paths (in which each year repeats the program cyclically, but at a much higher level of quality), so planning should play a special role in it.

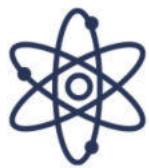


The process of training in football techniques can be divided into two stages, which determine the level of technical equipment in the future. The first stage includes the first, second, and third years of training, with the acquisition of many simple and complex technical elements, football techniques, and a rich reserve of movement skills through appropriate exercises.

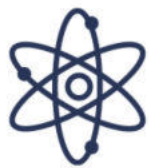
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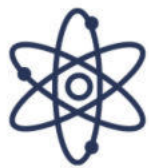




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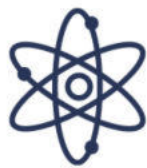
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PHYSICAL TRAINING AND SPORTS ARE THE MAIN TOOL IN THE FORMATION OF A HEALTHY LIFESTYLE

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Annotation:

In the article, how to maintain health and lead a healthy lifestyle through physical education. It is indicated what agenda should be used for this purpose and when it should be followed.

Key words: Health, Herodotus, Aristotle, "Avesto", "Alpomish", "Gorogly", "Shahnameh", "Ramayana", Abu Ali ibn Sino, Purity, Diet, Physical Education.

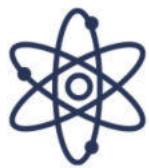
The importance of physical education and sports in the formation of a healthy lifestyle. Recommendations in this regard are given in the research of AK Atoev, GI Bagdanov, VI Gulukhov, NI Muhammedov, MT Toirov and other scientists. "It is no secret that in developed countries, physical education and sports are the main factors in improving health. This means that we, too, have a sacred duty to develop in a way that suits our growing generation. "

II Pavlov describes the effect of physical activity on human health, which is closely linked to the human environment. Metabolism is improved, the tissues absorb nutrients, the decomposed substances are eliminated more quickly from the body. The heart beats faster and faster. For this reason, those who engage in physical activity are alert, mentally fit, energetic, in a good mood, and cheerful.

The adoption of the Law "On Physical Culture and Sports" in the country, the establishment of the Order "Soglomavloduchun" will be the first basis for improving sports. They take care of healthy, strong, strong-willed, hard-working and skilled people who will defend the honor of our country. In the process of physical education, not only health, but also educational tasks are performed.

- Everyone in the world wants to be healthy, to raise their children physically, to live a healthy life, to live a long life. Ancient Greek scientists Herodotus, Aristotle, and others proved that in addition to the recommendation of a number of other measures to restore health, it is necessary to perform physical activity in the open air.





Health education, combat training "Avesto" (previous book 2700), "Alpomish", "Gorogly", "Shohnoma", "Romayana" and other legends, found in historical sources. The books written by Alisher Navoi and others testify to the fact that they were regularly engaged in physical training.

- Our wise people have created such proverbs as "Healthy mind, healthy mind", "One day you will live until you suffer from a hundred diseases".

- The main reasons for a healthy lifestyle are:

- Strengthen your health and increase immunity.

- Get rid of stress.

- Stay physically and mentally healthy.

- Set an example for children and others.

- Proper development and health of children.

- Awakening with every effort.

- Be happy every day and always be in a good mood.

- For example: If we create an agenda for a healthy lifestyle, then the regime is a prerequisite for a healthy lifestyle. The approximate order can be seen as follows:

- 6.30-7.00- Lift, one glass of water.

- 7.30-8.00- Breakfast.

- 8.00-10.00 - maximum operating time. You can do sports, then relax, visit a SPA center or a cosmetologist.

- 10.00-11.00- the body is ready for the opportunity.

- 11.00 p.m.

- 14.00 lunch.

- 14.30-16.00 - an awkward time for solving global problems. Brain activity is at an all-time high among creative people and intellectuals.

- Tea after 16.00-17.00.

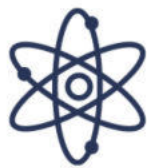
- 17.00-18.00 - time for negotiations, meetings or discussion of the schedule with the students.

- Return home 18.00-19.00.

- 7:00 p.m.

- 19.30 - 20.00 - Attention to the human body (bathing, skin care, etc.)

- 22.00-22.30 - preparation for bed and growth.



The great thinker Abu Ali ibn Sina in his time praised the improvement and strengthening of physical health, prevention of disease, and the widespread use of other means in his works.

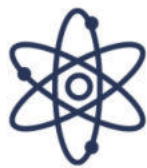
That is why Abu Ali ibn Sina did not say, "If a person does not run when he is healthy, he will run when he is sick," or if a person is moderately engaged in exercise, he will never need medicine. Or, "One of the doctors I'm leaving is cleanliness, the other is diet, the third is fitness, and the rest is customer satisfaction." Physical training is aimed at strengthening health, achieving high performance, acquiring vital motor skills. It is important to prepare a person for hard work. In addition to physical characteristics, valuable spiritual qualities also develop. In their conditions, at school, children are engaged in sports schools. Physical education for a variety of tasks.

Thus, in the scientific literature, the most important examples in life allow me to believe in the great role of human health: the development of negative communication skills in relation to evil. Recommendations are based on five main categories of smoking: smoking, malnutrition, alcohol consumption, inactivity and obesity. When I have one or more of these conditions, I am more prone to diabetes, heart disease and mental illness than others.

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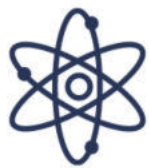
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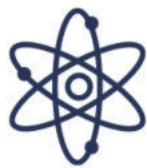


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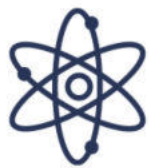


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TRAINING LOAD OF YOUNG ATHLETES

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Annotation:

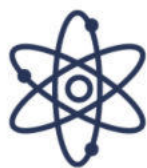
The article To solve the problems of training athletes, it is necessary to apply heavy loads in classes (in terms of volume, intensity, coordination complexity of exercises and mental tension). Of course, this must be approached gradually. An increase in the load in group athletics classes is achieved by increasing their density (group starts and acceleration, streaming performance of jumps, the use of a large number of shells in throwing, group performance of smooth running and running with obstacles, relay races, games, special exercises).

Key words: Training, athletes, games, special exercises, jump

The impact of training means on the athlete's body - on his mental sphere is called training load. Naturally, in competitions this is a competitive load. Depending on the type and nature of exercises, methods and amount of work, the conditions in which it is performed, the load can be more or less, affect the entire body as a whole or only some organs, systems and muscle groups. In some cases, the load is especially felt in the muscles, in others it manifests itself in shortness of breath, thirdly - in mental fatigue, etc. But always the load should be considered as a combination of the effect on the body of the volume of training work (quantity, duration), intensity and complexity exercise performance (degree of neuromuscular effort, mental tension) and the size of the rest intervals. Therefore, when determining the load, all its component sides are taken into account.

To solve the problems of training athletes, it is necessary to apply heavy loads in classes (in terms of volume, intensity, coordination complexity of exercises and mental tension). Of course, this must be approached gradually. An increase in the load in group athletics classes is achieved by increasing their density (group starts and acceleration, streaming performance of jumps, the use of a large number of shells in throwing, group performance of smooth running and running with obstacles, relay races, games, special exercises).



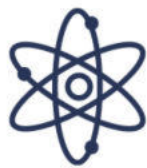


Training loads are also increased by more intensive exercise in the preparatory part of the lesson, greater repetition of running, jumping, throwing, reducing the breaks between them, using the flow and circular methods. To increase the load, training exercises are used, conducted in the form of competitions, relay races and games, including competitions for throwing accuracy, responsiveness, etc. Emotional lifting allows you to perform such exercises more intensively. Along with this, exercises are included that do not cause emotions, but require great perseverance and perseverance.

To increase the load (especially in volume) and protect the muscles and joints of the legs from injury, running, jumping, throwing and special exercises are performed on elastic soil (lawn, sawdust path, etc.). At the stadium, you can use a sawdust track for jumping and other special exercises, but it is better if there is an elastic, synthetic one. High jumpers and pole vaulters have now significantly increased the number of jumps by using high cushioning pads for landing. The growth of sports results is facilitated by an increase in the volume and intensity of funds aimed at developing general and special endurance, speed-strength qualities, coordination of movements and flexibility, as well as an increase in the amount of funds for improving the technique of movements. Experience has shown that an increase in the volume and intensity of training for the development of special endurance and speed-strength qualities created a solid foundation for increasing the absolute speed of running, improving results in jumping, throwing and all-around events. The number of repetitions of the main exercise with high intensity per season should be:

Number of attempts (jumps, throws)

Nº	View	number
1	Triple jump	400-500
2	Long jump	700-750
3	Pole vaulting	1200-1500
4	High jump	1500-1800
5	Hammer throwing	2000-2500
6	Shot put	3000-4000
7	Discus throw	5000-6000
8	Mine throwing	8000-10000

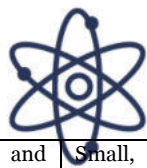


Focusing athletes on the intensity of training, and, consequently, on increasing the load, one must be aware that the above figures are not the limit, that today some of the strongest athletes in the world already have higher levels, that an even greater amount of exercise is performed in the chosen form of athletics. if the intensity is slightly lower than the competitive one, it can be very useful on the way to high skill. Variation plays a special role in increasing training volume. The coach and athlete must learn to use the great art of all the rich arsenal of training tools, their volume and intensity. And here the variability of the training process comes to the fore. Training must be able to be structured so that, despite the large volume or intensity, it does not deplete the body, and especially the athlete's nervous system.

If one and the same training option and the same means are used day after day, if the exercises are unemotional, uninteresting, then it will not be possible to withstand the training for a long time at the required level of load. Both theory and practice speak of that. that such monotony inhibits growth.

Table 1 Training objectives and the approximate level of the training load.

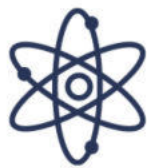
№	Preparation tasks	Approximate level of training load				
		generally	By volume	By intensity	By coordination	By mental
1	Strengthening organs and systems, improving the functional capabilities of the body in	Medium, large	Medium, large, maximum	Small, middle	Small, middle	Малый
2	Building a special	Middle, large	Middle, large, maxima linen	Middle	Small, middle	Small, middle
3	functional "foundation" in relation to the requirements of the chosen type	Large, maxima linen	Middle, large, maxima linen	Middle, large, maxima linen	Small, middle, large	Small, middle
4	Achieving the greatest functional capabilities of the body through hyper compensation (restoration of functional capabilities with an excess of the level available before the load)	Middle, large	large, maxima linen	Middle, large	Small middle large,	Small, middle



5	Consolidation and maintenance of functional capabilities, as well as morphological and biochemical changes at the achieved level	Small, middle	middle large	Middle, large maximalinen	Small,middle, large,maximalinen	Small,middle, large,maximalinen
6	Acquisition of motor skills and abilities in sports technique and tactics	Large, maxima linen	Small, middle	Large, maxima linen	Large, maxima linen	Small,middle, large,maximalinen
7	Strengthening motor skills in sports technique and tactics	Small, middle	Middle, large	small	small	small
8	Providing more active recovery after exercise, training session, competition, (active rest)	Medium, large	Small, middle	Middle, large	Middle, large	Small, middle

Physical qualities, impairs motor skills and leads to overtraining. Continuous variation of the means used creates conditions under which the athlete's fatigue is excluded, the recovery processes in his body are activated and the athlete has the opportunity to progress continuously. Variation should take place in a training session, a weekly cycle, a monthly plan, as well as in competitions that are different in scale, objectives and behavior. However, it must be remembered that when different tasks are violated and different means and methods are used, the increase in volume and intensity is not the same (Table 1).

The level of load is judged by subjective feelings and objective indicators. The former include feelings of general and local difficulty in performing the exercise, a feeling of inability to continue working at a set pace (muscles weakened, lack of breath, volitional tension decreased, pains in the liver or spleen, etc.). An experienced athlete very accurately evaluates his condition by subjective sensations (based on the assessment, he can change the volume and intensity of the exercise).



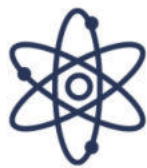
But the main role is played by objective indicators: changes in the effectiveness of movements and actions (running speed, jump height, throwing range, etc.), deterioration in the technique of movements. Indicators of changes in the functions of organs and systems, heart rate per minute (HR) and respiratory movements, blood pressure, pulmonary ventilation, oxygen consumption, blood picture, recovery time, etc. are gaining more and more importance. shifts in heart rate. The load level can be roughly determined based on the data specified in (Table 2).

Table 2
Load value and heart rate

Load value	Heart rate (bpm)
Small	До 120
Average	120-150
Big	150-180
Maximum	180-240

Of course, one must reckon with the level of fitness of athletes, so that along with its growth, the body improves, the work is economized and the athlete performs the exercise with a lower heart rate than before. At the same time, a more prepared athlete is able to tolerate significantly greater shifts in heart rate than an unprepared one, and, therefore, can achieve very high performance in work.

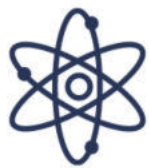
It is also necessary to take into account the fact that for various reasons the heart rate with the same work can be higher in hot weather, in a warm suit, following a great physical and mental stress, after an illness, etc. In addition, in different types of athletics cardiac requirements are not the same. For example, in running at 400 and 800 meters, as well as during finishing accelerations at longer distances, the heart rate reaches a very high value. In the 100 and 200 m sprints, a high heart rate is observed once after the finish. In jumping and throwing, the heart rate does not rise high under the influence of the exercise itself, but under competition conditions it can reach 150-170 beats / min.



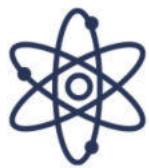
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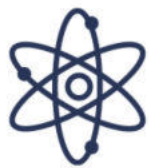




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SPORTS SUPPLEMENTS FOR TRACK AND FIELD ATHLETES: EVERY DAY, IN TRAINING, IN COMPETITION

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Annotation:

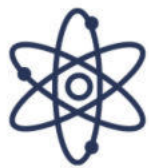
Running is a democratic sport not only in terms of equipment - put on your sneakers and run - but also in terms of nutritional requirements. However, it is more difficult for a runner to perform well without some supplementation.

Key words: Sport, track and field athletes, training, running, exercise, vitamins
What is sports nutrition?

Sports nutrition is a complex of supplements used by people who are actively involved in sports to replenish expended energy and increase productivity during training or competition. Most often, these supplements come in the form of gels, bars, tablets, or powder mixtures. Natural products are used as raw materials for their manufacture: milk, eggs, meat, soy or cereals. All raw materials for sports nutrition undergo special processing at special factories and purification, and at the end of production, a concentration process takes place, which allows you to increase the concentration of nutrients by 100 grams of the product. Thus, sports lovers receive highly concentrated complexes that are convenient to use depending on the purpose, time and type of use. Sports nutrition in one form or another is almost a must if you are serious about jogging or other cyclic sports.

There are several reasons for this:

1. Athletes spend many times more energy during training and competition than ordinary people. They don't have enough "normal" food simply by quantity. Regular jogging depletes the body's internal resources. The general acceleration of metabolism, due to active exercises, coupled with increased sweating during running workouts, contributes to the fact that the necessary minerals are actively washed out of the body, which it is important to replenish in a timely manner.



In order for the body to maintain the necessary balance of the necessary substances, sufficient for the training period and for competitions, athletes have to consume much more carbohydrates, proteins, etc. This means that they would have to eat several times more food than non-exercising people: instead of one chicken - two, instead of one sandwich - two, etc.

2. "Sports" nutrition is balanced, taking into account that the person who uses it is intensively involved in sports. The proportions of carbohydrates, amino acids, fats, proteins, minerals in percentages are verified, optimal and exactly correspond to their purpose. No more, no less.

3. Sports nutrition is assimilated by the body more easily, because it does not contain "ballast" of unnecessary substances from ordinary food, which means that it is absorbed by the body much better.

4. Runners along with sweat during training and competition lose a significant amount of minerals necessary for the body: potassium, calcium, zinc, magnesium, etc. Only sports nutrition can fully and quickly restore the full spectrum of trace elements in the body, both during the training period and during the races.

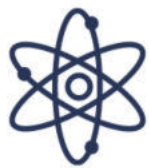
5. During long distances, for example - marathon races, runners have no opportunity to carry with them the necessary set of food that would compensate for their energy costs. Sports nutrition is available in convenient packages that you can take with you: gels, bars, tablets.

Sports nutrition is absorbed by the body more easily than the same substances from regular food, which means we recover faster. In addition, it can be difficult to include the full range of essential micronutrients in the daily diet.

Before taking sports supplements, it is recommended to consult a dietitian and have a complete blood count for trace elements and vitamins in the body. This will help balance nutrition and meet the needs that the body really needs.

Everyday Protein or protein is needed to build muscle tissue and strong immunity. In the case of runners, it is mainly relevant for vegetarians, because meat eaters get enough of it from food. Protein is enough for runners in the amount of 1-1.5 grams per kilogram of body weight per day. During vigorous workouts, you should increase it to 2 grams per day.

Omega-3 has a wide range of positive properties: accelerating metabolism, improving lipolysis, suppressing catabolism, reducing inflammation in joints and ligaments, etc.



We can say that omega-3 improves the general condition of the body. Nutritionists recommend consuming 1 gram of omega-3 per day.

Vitamin and mineral complexes. The balance of vitamins and minerals greatly affects the biochemical processes in the body and muscle tone, so without enough of them, you will be tired, drowsy and simply cannot exercise. They can be obtained with food, but for this you need to constantly monitor the balance of the diet. In addition, the quality of the same vegetables is not always in order - growing for several years in a row on the same soil, hydroponics and artificial growth acceleration leads to the fact that vegetables lack trace elements.

Amino acid complexes are the elements into which protein breaks down during absorption. They are necessary for the body to recover faster after exercise.

Amino acids help in the production of important hormones, antibodies and enzymes, accelerate protein synthesis, suppress catabolism, and burn fat. By taking amino acids, we do some of the work of processing food instead of the body, so recovery is less energy-intensive than when we eat meat.

Usually, runners who do a lot of work (acceleration, long workouts, uphill running) take amino acids when they feel that their muscles are very overworked and it is difficult to raise their legs after training.

Complex amino acids are available as capsules, tablets and caplets. Usually they are recommended to take 2-3 capsules 2 or 3 times a day.

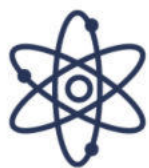
In training

Isotonic drugs are composed of water, carbohydrates and some electrolytes (two or more salts). They help to quickly restore the balance of minerals in the body, which are responsible for the transmission of nerve impulses to cells.

There are three main reasons for drinking isotonic:

- 1) the loss of water by only 2% relative to the normal state leads to a decrease in productivity by 20%;
- 2) with sweat, a lot of electrolytes come out, which are involved in the conduction of a nerve impulse, without them, muscles can contract and they can contract worse;
- 3) the loss of water makes the blood thicker and harder for the heart to work.

Drinking isotonic should be in small portions from the very beginning of the workout and until the thirst is completely quenched after it.



Depending on the weather and individual characteristics, athletes alternate the concentration of drinks from hypotonic to hypertonic (more or less carbohydrates and electrolytes). The concentration is selected individually based on personal experience. Isotonics are sold in liquid form, ready to use, in the form of powder and liquid concentrate. There are also salt tablets, which are similar in composition to isotonic in everything except water - they need to be washed down.

At the competition

BCAA are three amino acids: leucine, isoleucine and valine, which usually prevail in the muscle composition 35%, therefore, the athlete's need for these amino acids is higher than for others. Use BCAA to restore and improve endurance.

With prolonged physical activity during cyclic sports, the recommended dose is 3-5 grams - before or during training.

Glucose tablets are fast-digesting and fast-acting carbohydrates. A glucose tablet is enough for a short acceleration at the finish line or uphill.

Energy gels are usually composed of fast and slower carbohydrates. They are needed so that the body can maintain fat metabolism, that is, receive energy from fat over long distances.

For beginners who have low glycogen stores, they are relevant when running for more than 40 minutes. Professional athletes by training increase their glycogen stores and can run for up to two hours without burning fat. It is very easy to determine when it is time to eat the gel - when you are tired and your legs do not rise.

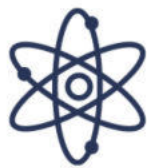
Runners usually don't eat gels in their workouts. This is how the body realizes that it needs a lot of energy and trains itself to store more glycogen.

Gels come in a variety of sugar compositions. For example, in Sis gels, carbohydrates are faster than in many others, they are enough for 30 minutes, but the effect is very noticeable.

There are gels that last longer but are less intense.

In addition to carbohydrates, electrolytes can be part of the gels, so the gel begins to perform the function of isotonic.

Also, the gel sometimes contains substances that tone up the nervous system: caffeine, guarana extract, etc. Such gels are taken when you need to wake up the nervous system, for example, when you start to want to sleep. You need to be careful with tonic substances in hot weather, because they put additional stress on the heart.



You should not use them every day, because the body gets used to it and the effectiveness is lost.

Energy bars are more balanced and longer lasting than gels and include proteins. They are used by ultramarathon runners, ultramarathon trail runners, cyclists and skiers. Bars are a good snack when you run for more than 6 hours and gels are running low. But still, they do not replace normal nutrition - you should not eat more than 2-3 bars a day.

L-carnitine moves fatty acids into the mitochondria of our cells, where they are burned. L-carnitine is used for weight loss, it also increases endurance (by triggering fat metabolism) and maintains a healthy cardiovascular system. Runners use it on demanding long runs or long special work to increase endurance.

The body quickly gets used to taking carnitine and stops producing this element on its own, so you should not take it often.

Creatine helps maintain the levels of ATP / ADP (energy) in cells. It short-term improves strength performance during training, helps to increase the body's endurance, inhibits the secretion and action of lactic acid, and helps muscles restore energy after exercise. Of the runners, it is relevant mainly for sprinters.

Creatine is neutralized by caffeine, so it doesn't make sense to take them together.

It is worth noting that not all athletes, taking creatine, feel the effect. How much this drug affects performance can only be understood by trying it on yourself.

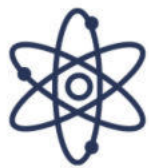
Limitations and contraindications.

1. Restrictions on the use of special food may be related to personal preferences regarding the taste, texture and chemical composition of isotonic drinks, gels or bars. We highly recommend checking the effect of any sports nutrition before responsible starts in training, during long runs in conditions as close as possible to real ones.
2. Contraindications for the use of sports nutrition - allergies, diseases of the gastrointestinal tract, metabolic disorders, diabetes, chronic heart, kidney and liver diseases. Before using sports nutrition, it is advisable to consult a doctor about its use.

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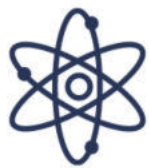
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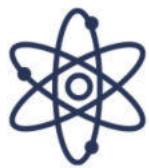


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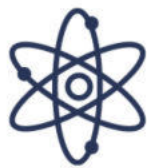


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PHYSICAL TRAINING OF YOUNG ATHLETES AND ITS IMPORTANCE

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Annotation

The article shows how to increase the physical activity of young athletes and ways to train young athletes through the amount of workload applied to them.

Key words: Education, general physical training, special physical training, physical ability, physical quality.

Physical training of young athletes is one of the most important components of sports training and is understood as a process aimed at comprehensive development of the body, strengthening health, improving physical abilities and creating a solid functional base for all other types of training.

High demands are placed on modern exercise.

This can be explained by management factors:

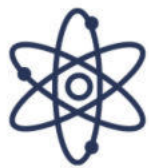
1. The study of achievements in sports always meets the requirements of a new stage in the development of physical activity from the athlete:
2. A prerequisite for managing a high level of physical training and competition loads. Depending on the nature and direction of the effect of the means used, the physical fitness of young athletes is studied in groups of general physical training (GPT), auxiliary and special physical training (SPT).

The general physical fitness (GPT) of a young athlete is the foundation, the necessary foundation, to achieve high results. It is aimed at solving the following tasks.

1. Improving the functional capacity of the body of young athletes
2. Physical qualities Development of strength, speed, endurance, agility and flexibility:
3. Overcoming deficiencies in the physical development of young athletes.

Auxiliary physical training of young athletes is aimed at creating a functional basis for effective activities aimed at the development of special physical abilities. It has a special direction and is aimed at solving the following tasks:





1. Development of functional abilities of young athletes, which are reflected in the movement activities specific to the chosen sport.
2. Improving the body's ability to withstand high levels of special loads.
3. Increasing the intensity of recovery processes.

Special training of young athletes (GPT) is carried out regardless of the sport in which they meet the requirements for participation in competitive activities in the chosen sport.

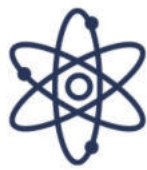
Solves the task of managing the special performance of young athletes.

- _ improvement of mandatory treatment specific to the chosen sport;
- _ deepening and development of motor skills necessary for successful technical and tactical improvement of the chosen sport;
- _ selective development of individual muscle groups that are more involved in performing specialized exercises;

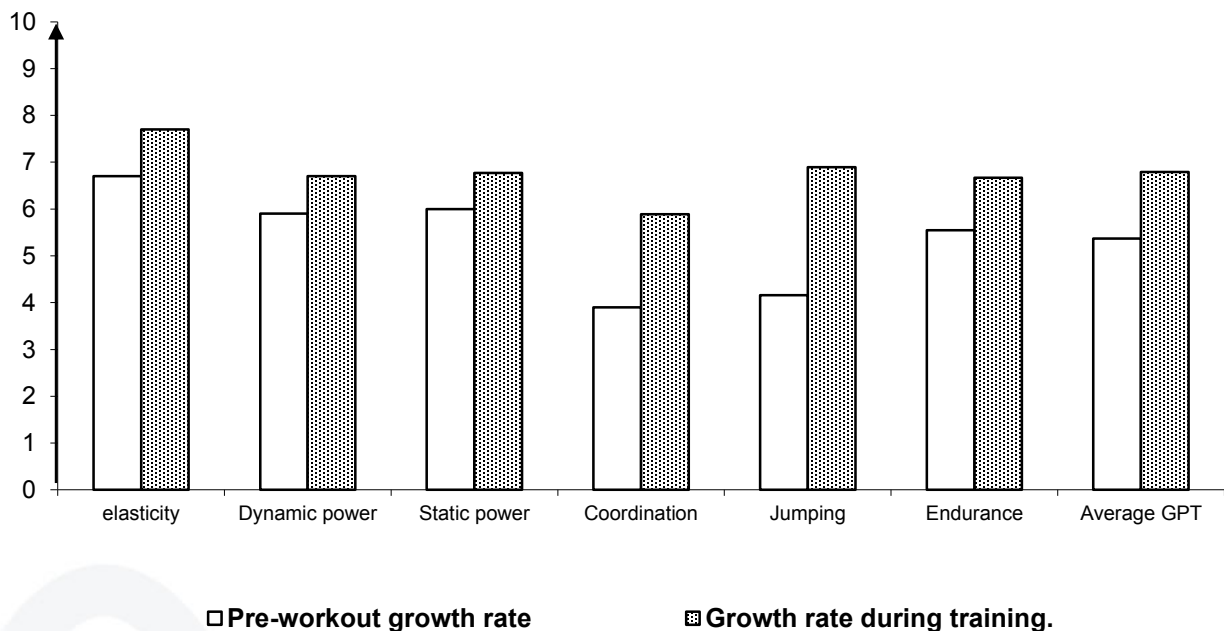
It is aimed at developing the most important movement qualities in the system of GPT movement skills of young athletes. To do this, competitive exercises conducted by the main management of special physical training are used with various complicating elements that affect the body of the athlete.

All types of physical training have certain similarities. Physical training of young athletes is closely linked with sports specialization. Inadequate assessment of any type of physical fitness during exercise will eventually hinder the development of sports skills. In the training of young athletes, the tasks set in the ratio of GPT and SPT, the age and qualifications of athletes, their individual characteristics, stages and periods of the training process, change the current state of the body. As the skill of the athlete increases, the contribution of MJT tools increases and the volume of SPT tools decreases accordingly.





The level of physical development of young athletes during training. (Table 1)

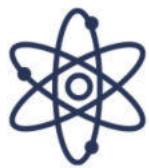


In addition: The formation of the physical culture of young athletes also remains an important factor. The process of shaping the physical culture of such young athletes not only assimilates the movements of the practitioners and the knowledge associated with them, but also develops their own physical activities. Currently, "physical activity" and "physical qualities" are used to describe the ability of athletes to move. Although these concepts are similar in some ways, but not the same. Physical control is a complex of psycho-physiological and morphological actions that meet the requirements of a young athlete and ensure their implementation. In physical education and sports, the terms "strong," "fast," "agile," and "flexible" are reflected in the quality of athletes' performance.

It is now accepted to distinguish five basic types of physical abilities: strength, speed and coordination skills, endurance and flexibility. Each of them manifests itself in different forms in different types of movement activities.

Now there are also basic laws of development of physical abilities.

1. Movement is a leading factor of physical abilities
2. Dependence of skill development on the mode of movement activity
3. Stages of development of physical abilities



4. Uneven and heterochronous development of abilities (belonging to different times)
5. Reversibility of ability indicators
6. Transfer of physical abilities
7. Interrelation and unity of motor skills and physical abilities

In doing so, there is no change that affects the performance of young athletes, depending on their mastery of this or that movement in the belt they are considering. To do this, the person who conducts the pedagogical process of physical education must build it based not only on the principles of education and upbringing, but also on the principles of development of physical activity. At the same time, it is necessary to accept that all sports competitions in physical education reflect the same requirements: in them, any pedagogical process must be built on the basis of awareness, activism and other principles. However, the clear implementation of these principles must be consistent with the tasks at hand.

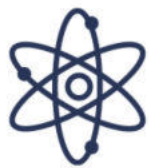
Thus, the actual values of the maximum load can be determined only in relation to the specific physical condition of the trainees.

Of course, in the development of physical abilities, the maximum load should be applied when the trainees have the appropriate training, taking into account their age, individual characteristics, as well as the specifics of the load, in accordance with other principles. The magnitude of the physical load is characterized by its volume and intensity. Accordingly, it is possible to clearly distribute the workload.

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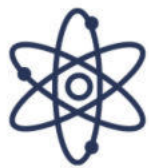
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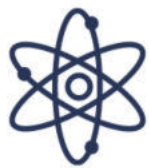


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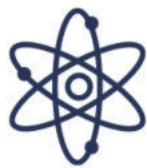


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METHODS OF TEACHING PUPIL PHYSICAL ACTIVITY IN PHYSICAL EDUCATION CLASSES

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Annotation

The article discusses the methods of teaching physical activity in physical education classes and the methods used to teach pupils students physical activity..

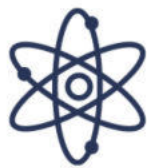
Key words: Physical education, education, training, lesson, method, pupil, exercise, movement, method.

Each individual method is a whole complex of different methods that combine in terms of the task and the same approach to solving it.

A part of a method, a detail that complements and concretizes it. The complex, creative application of different methods of the teacher in accordance with the tasks enriches the educational process, individualizes it, eliminates the homogeneity.

In the process of teaching children to move, methodological methods are selected in each case according to the tasks and content of the movement material, the level of mastery by students, their general development, physical condition, age and typological characteristics of each child.

In this sense, teaching methods are combined in various combinations that, on the one hand, have a comprehensive impact on all analyzers when students perceive tasks, and on the other hand, ensure that the student performs movement tasks consciously and independently. The combination of methods in teaching students to move is determined by their interaction. The teacher's use of more visual methods, such as demonstrating a movement pattern at all stages of learning and in different age groups (which is common in some practices), can be done mechanically by students without understanding them. can lead to imitation.

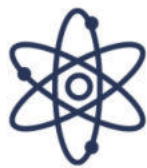


In this case, exposure to more cognitive organs enriches his perception, at the same time weakens the necessary mental process, does not help to consciously remember all the elements of a particular exercise in a logical sequence, sometimes depriving the student of the opportunity to perform the exercise voluntarily reaches

However, using only the verbal method, regardless of the age of the student, deprives him of figurative perception of actions, the reliability of perceptions, the process of concrete figurative thinking. Therefore, the teacher uses a variety of teaching methods: visual, oral and practical, in an effort to achieve a high level of education in teaching students the right actions. In this way, it helps children to develop in all respects, to master the exercises consciously, to use them independently and creatively in certain situations. A variety of visual aids are used to teach students actions. Visual acuity depends on the educator's accurate and clear demonstration of an action or individual movement elements; imitating the life around them; use of distance targeting; visual aids — movies, screenplays, TV shows, pictures, and so on. Tactile-muscular demonstration is provided by the introduction of physical education manuals into students' movement activities.

For example, in order to develop the ability to run with the knees high, a series of arched gates are used. Raising the foot over these obstacles while running will help the student develop the ability to lift the knee high. In addition, the subjects allow the student to feel and understand the mistakes made. The retention of the teacher's task of "not touching the gate" in the student's mind is associated with skin-muscle sensation when he makes a mistake, and the child is able to determine for himself whether his movement is wrong.

Tactile-muscular visualization is also expressed with the direct help of the teacher, who controls certain parts of the student's body (for example, adjusting the posture by touching the hand, which evokes a sense of correct muscle tone). However, such teacher support should be short-lived. Otherwise, the signal in the system of constant excitors, which serves to create a certain dynamic stereotype, may become important. The skill is then reinforced through verbal instruction. Clear auditory methods are based on sound control of movements. Instrumental music and singing are the best auditions. They evoke aesthetic feelings and emotional uplift in students, determine the nature of movement, control its speed and rhythm.



Thus, visual methods allow the student to correctly perceive and imagine actions, to expand emotional consciousness, to establish self-control in the performance of actions, to control the speed and rhythm of movements by hearing, serves to develop sensory ability.

Verbal methods of teaching actions are characterized by: the ability to describe and explain new actions to students in a clear, concise manner, based on their existing life experience and imagination; in the commentary when specifying the actions or identifying some of its elements; instructions for re-performing the actions indicated by the teacher or for students to perform the exercises independently; in a pre-interview when required to introduce new exercises and movement games or to explain them in action training, to clarify the plot of an action game, etc .; in the questions the teacher asks students in order to determine the level of understanding of the sequence of actions before the exercise or to check the perception of the images of the plot action games, to determine the rules, game actions, etc. These methods are also used to convey various commands, commands, and signals in a clear, emotional, and effective way. The musicality and rhythm of the rhyming texts evoke an emotional spirit in the students, as a result of which the rhymes are easily mastered by them and then used in independent games.

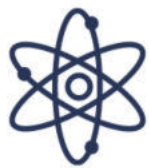
Research by psychologists and educators has shown that children as young as 4.5 and especially 6 years old are adequately prepared to understand the tasks and conditions of the various behavioral activities that are appropriate for them. This allows for the widespread use of verbal methods in the formation of motor skills. They not only increase the speed of acquisition of skills, but also their quality.

“In the later stages of a child’s development, with the help of the verbal system, the traces of previous impressions are revived in new combinations and combinations. This is the first time that pure verbal instructions and explanations provide an opportunity for new success, communication, and the acquisition of new knowledge and skills. ”

The formation of motor skills at school age largely depends on the child's understanding of the content and structure of the exercise, that is, the sequence and how to perform all its elements.

Therefore, it is not allowed to dryly imitate the example given by the teacher. At the same time, the process of acquiring motor skills by students is often mechanical. In such cases, students do the exercises correctly on the surface.





However, when a student is asked how to act after an exercise, in most cases he or she will not be able to answer the question clearly. Rather, the student repeats the action instead of answering.

P.F. Lesgaft wrote, "If a student learns a mechanical method without fully understanding the meaning of some of its methods, he is acting mechanically — he cannot apply that method to a particular situation." According to P.F. Lesgaft, the "perception of motion" is derived from the perception of the moving parts of the body, the amplitude, direction, speed, tension, and other components of motion. Therefore, in such cases, the student has an image of the moving parts of the body, which is integrated with all the components that he feels. Once the students have completed the exercises based on the oral task, the teacher will determine if the individual elements have been performed correctly using any of the methods required, such as instruction, demonstration, or explanation. This serves to determine the task perceived by the children through practical examination.

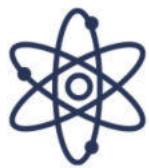
The above method of teaching movement activity is based on the research of Professor AI Puni. It explores the role of imagination in the formation of motor skills and the training effect of movement. This is expressed in a specific process in psychology called the "ideomotor reaction."

Ideomotor reactions are based on the famous law of IP Pavlov: "If you think of a certain action, you do it involuntarily, without realizing it." When a person imagines movement on his own, a central excitation process of kinesthetic cells takes place in the cerebral cortex. This indicates that there is a revitalization of the temporal nervous system, which is formed and strengthened during the performance of this action.

A word that plays the role of an external stimulus can be the cause of a central stimulus. The word spoken during the action task helps to visualize the content and structure of the action. At other times, the word may be irrelevant if the person expresses his or her opinion about the action. It also stimulates the kinesthetic cells. That is the consequence of an interconnected world. "

Relationships are formed during the acquisition of exercises, and these connections are refined even when imagining any, including repetitive exercises, resulting in improved performance of the exercises (A.TS.Puni).

With all this in mind, the teacher uses a variety of movement activities in the process of developing students' skills.



For example, when the formation of skills in the process of teaching students to move reaches a stable level and the children have to perform different actions independently, the teacher suggests to one of them to recall its sequence without performing the action at the same time.

As the student recalls the sequence of movements, for example, he says, "First raise the wand and look at it, then lower it to the raised right knee, then raise it again and lower it." At first, children usually tell their stories with certain actions. In such cases, the word and the simultaneous action are expressions of the visual-motor imagination of the memory and facilitate the student's response to that imagination. Sometimes the teacher asks all the students to remember the actions, that is, to imagine what they will do. These methods of teaching help to develop an idea of action. This imagination is reinforced by the correct performance of the actions by the students, their enthusiasm, emotional state, concentration and stability.

When these methods are used regularly, children do not expect the teacher to perform the actions: they focus on explaining the task, and then perform the exercise correctly and confidently independently.

The teacher can then use oral methods to learn new exercises. Every new movement has elements that children are already familiar with, so it is essentially just a new combination of familiar elements.

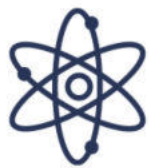
As a result of continuous practice, all students successfully master the requirements of the teacher, which allows students to respond correctly and consciously with practical actions. Children have a good understanding of oral tasks and are able to apply them clearly in action. Children can then suggest a simpler version of an action and create a new combination of familiar action elements.

The response of students always has different individual characteristics, which depend on the overall development of the student, the characteristics of his nervous system, the level of concentration.

The described process of developing motor skills in students corresponds to the mental and physical preparation of the student.

In the early stages of developing motor skills in students, the very clear, concise nature of the oral assignments given by the teacher plays a crucial role.

In the process of forming an idea of movement, it is necessary to monitor the accuracy of these ideas. This can be described orally and in terms of concrete actions.

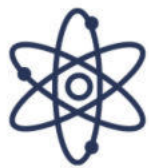


The training effect of the imagination is reflected in the child's ability to independently control their actions and improve the quality of their performance. Understanding the content of the action (the whole movement activity) by the students helps to form his motor skills correctly and more quickly, to develop creative activity, to successfully apply the action in new situations.

The purposeful combination of visual and verbal methods in teaching students, their interdependence, on the one hand, the concreteness and imagery of the perception and repetition of actions, on the other hand, the action tasks performed by children - their content and ensures a conscious understanding of the consistency of all elements of each movement activity. "It simply came to our notice then. What is heard plays a key role in this," Sechenov said.

Uses a set of different practical methods that interact with visual and verbal methods to teach children to move. She performs exercises, some roles in action games, a managerial role, encourages students to take part in competitions by engaging them in assignments and setting an example: for example, who is more likely to complete an action task faster, better, more accurately? does; he plays the role of tournament referee, team captain, and shows the decisions they make about the players, how to behave, and how to act. Organizes practical activities and plans the whole educational process in accordance with the objectives, content and structure of the training. It provides students with frontal education; divides them into groups in order to improve familiar movements, suggests independent action; repeats it several times while teaching students the exercises and changes the whole exercise process in a planned way; encourages children to be creative, and gives them tasks such as exercises, modifying action games, creating their own options, and inventing new ones.

The student acquires great knowledge and practical skills at each stage of the educational process. As a result, independence of action, ingenuity in the application of acquired skills in play and life will increase. As the teacher guides the students' practical activities, he or she also remembers to perform educational tasks in the child's mental development. She takes care of the formation and maintenance of a very stable interest and emotional response in students to the active tasks assigned to them. These tasks require active thinking to find the solution needed to complete the task. (For example, when walking, running, and jumping, the following tasks are given:



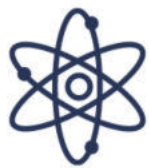
invent a signal form to change movements, suggest a sequence of alternating them, and give reasons for doing so, and so on).

Experience has shown that students are taught such exercises (elements and easy-to-perform exercises), as well as the knowledge and movement skills they have acquired (movement techniques and methods of performing them, targeting in space, alternating movements in lessons, etc.).) show that they show activity and enthusiasm when an interesting solution is proposed based on. These tasks contribute to the development of intellectual and creative activity, organizational skills, purposeful action, ingenuity and the ability to focus on the environment.

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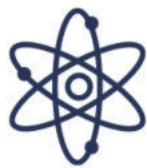
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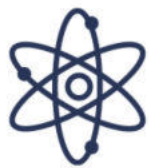
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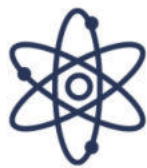
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THE PLACE OF PHYSICAL TRAINING AND SPORTS IN THE LIFE OF SCHOOL STUDENTS

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Annotation

The article discusses the health issues of young people with strong knowledge and aspiring students who will raise the flag of the country in the future. It discusses the extent to which students apply them, taking into account their physical development, morphofunctional, individual, and mental characteristics. This study conducts research to identify the categories of “health” and “healthy lifestyle”.

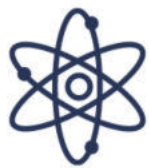
Keywords: healthy lifestyle, sports, student, factor, physical education, school, survey.

Importance

One of the priorities of the most important policy for our free Uzbekistan, which keeps pace with the times, is to protect and strengthen the health of our people, to promote a healthy lifestyle. Our President SH.M. Mirziyoyev's decisions and decrees, his attention to sports are proof of this. Sport, development, modern society is a dynamically evolving and especially changing process. It would not be fair to say that changes and innovations in various fields at every moment, every second, are proof of this. And the provider of his movement is man. For thousands of years, man has been looking for ways to live longer and always look younger, which has been important to him. The key to all of this is simple, which is to lead a healthy lifestyle and to engage in physical activity.

The aim of the research. The relationship with physical education for the full development of the child's personality is focused on the ability to self-analyze and self-assess.





Research methods. Theoretical development and experimental substantiation of the methodology of physical education of students, taking into account the formation of physical development and physical fitness, functional status and motivational needs of secondary school students.

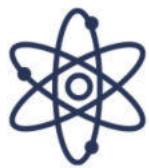
A rapidly evolving society requires a radical restructuring of the educational process and education in physical education and sports schools, as well as increasing the interest of every student in physical education and improving physical education. The health of schoolchildren can be determined by a number of specific and non-specific factors. Typical factors:

- a) intense mental activity, emotional overload;
- b) the discrepancy between the level of need and the level of material resources, ie personal daily work;
- d) the presence or absence of independent thinking in the proper nutrition and organization of life.

Non-specific factors:

- a) biological factor;
- b) climate,
- d) environmental factors;
- e) social factor;
- f) behavior; g) medical conditions. [1]

Experts in the social sciences have come to an agreement in recent years. To solve the problem of promoting a healthy lifestyle among students, of course, the cooperation of pedagogy, psychology, as well as physical education is necessary, because the risk factors (inefficient use of time, neglect and lack of control, bad habits, such as smoking, drinking and drug use) It is inextricably linked with behavior, upbringing, physical and mental condition. [2] The introduction of innovative forms of cultural and sports activities in schools will increase the interest of students in sports and help them to actively engage in a healthy lifestyle. Different conditions and factors determine the driving force of a student's formation of a healthy lifestyle. Because students act differently in personality development. We can divide these factors into basic (leading) and non-basic, objective and subjective, temporary or permanent, direct or indirect, and so on. It is impossible to imagine any industry without innovative processes.



In modern times, every educational institution is trying to create new forms of promoting a healthy lifestyle. The five important initiatives put forward by our President serve as a prelude to the development of each sector.

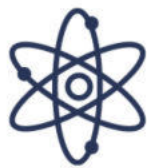
Physical education and sports have a special role in the overall system of physical development of each person, as well as in the formation of the human personality. Because it teaches, strengthens physical and mental health, helps to understand the duty to the motherland, teaches to be responsible. It also helps students develop awareness and confidence, important professional and work activities, the need for a healthy lifestyle, harmonious development, effective work and creative longevity as an important factor, and the formation of a conscious attitude to family life.

Research results and discussion.

We conducted a small survey to determine the extent to which students were successful in creating a healthy environment and ways to influence it. 64 students took part in the survey. Their age index is 8-9-10-11 grade students. Of these, 14.5% are in 8th grade, 13.1% in 9th grade, 32.2% in 10th grade and 40.3% in 11th grade. Boys make up 80.6% and girls 19.4%. In the first question of the survey, what does a healthy lifestyle mean to you? - Given the options of components that make up a healthy lifestyle, students could choose one or more of them. Of these, 53.4% follow the rules of cleanliness and hygiene, 58.2% do not use drugs, 68.5% do not smoke and do not drink alcohol "follow a proper diet and routine" - 65.3%; and the most popular answer was "You need to do sports," with 83.7% of our students choosing this option.

According to students, malnutrition is primarily explained by the clutter of the day and lack of funds. The most common answer is sports. 60.1% of students play sports in physical education classes, also participate in additional sports clubs, 29.7% play sports only in physical education classes and only 10.2% of them do not play sports. This result confirms the previous conclusions. According to a survey on the components of a healthy lifestyle, we found that students are trying to follow a healthy lifestyle, but there is no 100 percent result. The question arises: "Why?". We also got the answer to that question. We ask students, "What's stopping you from leading a healthy lifestyle?" When we approached the question, they gave different answers to our question, the most common of which were "lack of time", "lack of motivation", "lack of motivation", "lack of self-control" and "lack of self-control". laziness ".





From what sources do you get information about a healthy lifestyle? - We got the answer that the Internet is the most popular, because the Internet is becoming an integral part of our lives, especially of the younger generation. There were other answers: such as “exercise”, “physical education”, “healthy lifestyle culture” and sports.

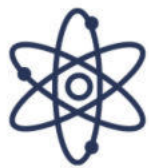
Conclusion

According to the results of our research, students have a good idea of a healthy lifestyle and try to follow it. They get information about healthy lifestyles from training and sports, from their closest partners, as well as from the media and the Internet. Most of the students do not have bad habits and regularly participate in sports, not only in physical education classes, but also participate in various sports clubs. Students also strive for a daily routine and proper nutrition. Most importantly, the students said they lacked “motivation” to lead a healthy lifestyle, “lack of self-control” and “their own laziness. If he learns to appreciate every moment, he will not succumb to the vices of indifference. He will live a healthy life and a long and beautiful life. Diseases, no bad vices can not dust the life of a person who lives a healthy lifestyle and accompanies sports. development of criteria, forms of innovation, finding and applying new methods and techniques. [3]. We found it appropriate to conclude with the thoughts of the great scientist IM Tarkhanon. There will come a time when a person will be ashamed to take before a hundred years, we believe perfect! [4]. For this, of course, a healthy lifestyle is the main bridge he shoots. It should not be forgotten.

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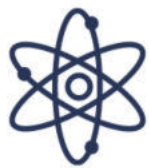
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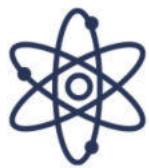
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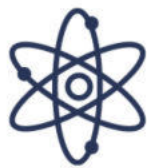
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**METHODOLOGICAL METHODS OF TEACHING CHILDREN FOR
MOVEMENT ACTIVITIES IN THE PROCESS OF PHYSICAL EDUCATION
CLASSES**

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Annotation

The article discusses the methodological methods of teaching children physical activity in the process of physical education and the methodological methods used in teaching children physical activity.

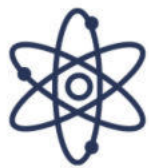
Key words: Physical education, education, upbringing, method, child, exercise, movement, method.

Each individual method is a whole complex of different methods that combine in terms of the task and the same approach to solving it.

A part of a method, a detail that complements and concretizes it. The complex, creative application of different methods of the teacher in accordance with the tasks enriches the educational process, individualizes it, eliminates the homogeneity.

In the process of teaching children to move, methodological methods are selected in each case according to the tasks and content of the movement material, the level of mastery by students, their general development, physical condition, age and typological characteristics of each child.

In this sense, teaching methods are combined in various combinations that, on the one hand, have a comprehensive impact on all analyzers when students perceive tasks, and on the other hand, ensure that the student performs movement tasks consciously and independently. The combination of methods in teaching students to move is determined by their interaction.

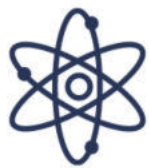


The teacher's use of more visual methods, such as demonstrating a movement pattern at all stages of learning and in different age groups (which is common in some practices), can be done mechanically by students without understanding them. can lead to imitation. In this case, exposure to more cognitive organs enriches his perception, at the same time weakens the necessary mental process, does not help to consciously remember all the elements of a particular exercise in a logical sequence, sometimes depriving the student of the opportunity to perform the exercise voluntarily reaches

However, using only the verbal method, regardless of the age of the student, deprives him of figurative perception of actions, the reliability of perceptions, the process of concrete figurative thinking. Therefore, the teacher uses a variety of teaching methods: visual, oral and practical, in an effort to achieve a high level of education in teaching students the right actions. In this way, it helps children to develop in all respects, to master the exercises consciously, to use them independently and creatively in certain situations. A variety of visual aids are used to teach students actions. Visual acuity depends on the educator's accurate and clear demonstration of an action or individual movement elements; imitating the life around them; use of distance targeting; visual aids — movies, screenplays, TV shows, pictures, and so on. Tactile-muscular demonstration is provided by the introduction of physical education manuals into students' movement activities.

For example, in order to develop the ability to run with the knees high, a series of arched gates are used. Raising the foot over these obstacles while running will help the student develop the ability to lift the knee high. In addition, the subjects allow the student to feel and understand the mistakes made. The retention of the teacher's task of "not touching the gate" in the student's mind is associated with skin-muscle sensation when he makes a mistake, and the child is able to determine for himself whether his movement is wrong.

Tactile-muscular visualization is also expressed with the direct help of the teacher, who controls certain parts of the student's body (for example, adjusting the posture by touching the hand, which evokes a sense of correct muscle tone). However, such teacher support should be short-lived. Otherwise, the signal in the system of constant excitors, which serves to create a certain dynamic stereotype, may become important. The skill is then reinforced through verbal instruction. Clear auditory methods are based on sound control of movements.



Instrumental music and singing are the best auditions. They evoke aesthetic feelings and emotional uplift in students, determine the nature of movement, control its speed and rhythm.

Thus, visual methods allow the student to correctly perceive and imagine actions, to expand emotional consciousness, to establish self-control in the performance of actions, to control the speed and rhythm of movements by hearing, serves to develop sensory ability.

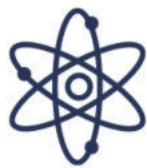
Verbal methods of teaching actions are characterized by: the ability to describe and explain new actions to students in a clear, concise manner, based on their existing life experience and imagination; in the commentary when specifying the actions or identifying some of its elements; instructions for re-performing the actions indicated by the teacher or for students to perform the exercises independently; in a pre-interview when required to introduce new exercises and movement games or to explain them in action training, to clarify the plot of an action game, etc. ; in the questions the teacher asks students in order to determine the level of understanding of the sequence of actions before the exercise or to check the perception of the images of the plot action games, to determine the rules, game actions, etc. These methods are also used to convey various commands, commands, and signals in a clear, emotional, and effective way. The musicality and rhythm of the rhyming texts evoke an emotional spirit in the students, as a result of which the rhymes are easily mastered by them and then used in independent games.

Research by psychologists and educators has shown that children as young as 4.5 and especially 6 years old are adequately prepared to understand the tasks and conditions of the various behavioral activities that are appropriate for them. This allows for the widespread use of verbal methods in the formation of motor skills. They not only increase the speed of acquisition of skills, but also their quality.

“In the later stages of a child’s development, with the help of the verbal system, the traces of previous impressions are revived in new combinations and combinations. This is the first time that pure verbal instructions and explanations provide an opportunity for new success, communication, and the acquisition of new knowledge and skills.”

The formation of motor skills at school age largely depends on the child's understanding of the content and structure of the exercise, that is, the sequence and how to perform all its elements.





Therefore, it is not allowed to dryly imitate the example given by the teacher. At the same time, the process of acquiring motor skills by students is often mechanical. In such cases, students do the exercises correctly on the surface. However, when a student is asked how to act after an exercise, in most cases he or she will not be able to answer the question clearly. Rather, the student repeats the action instead of answering.

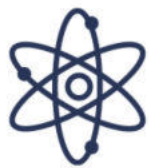
P.F. Lesgaft wrote, "If a student learns a mechanical method without fully understanding the meaning of some of its methods, he is acting mechanically — he cannot apply that method to a particular situation." According to P.F. Lesgaft, the "perception of motion" is derived from the perception of the moving parts of the body, the amplitude, direction, speed, tension, and other components of motion. Therefore, in such cases, the student has an image of the moving parts of the body, which is integrated with all the components that he feels. Once the students have completed the exercises based on the oral task, the teacher will determine if the individual elements have been performed correctly using any of the methods required, such as instruction, demonstration, or explanation. This serves to determine the task perceived by the children through practical examination.

The above method of teaching movement activity is based on the research of Professor AI Puni. It explores the role of imagination in the formation of motor skills and the training effect of movement. This is expressed in a specific process in psychology called the "ideomotor reaction."

Ideomotor reactions are based on the famous law of IP Pavlov: "If you think of a certain action, you do it involuntarily, without realizing it." When a person imagines movement on his own, a central excitation process of kinesthetic cells takes place in the cerebral cortex. This indicates that there is a revitalization of the temporal nervous system, which is formed and strengthened during the performance of this action.

A word that plays the role of an external stimulus can be the cause of a central stimulus. The word spoken during the action task helps to visualize the content and structure of the action. At other times, the word may be irrelevant if the person expresses his or her opinion about the action. It also stimulates the kinesthetic cells. That is the consequence of an interconnected world. "

Relationships are formed during the acquisition of exercises, and these connections are refined even when imagining any, including repetitive exercises, resulting in improved performance of the exercises (A.TS.Puni).



With all this in mind, the teacher uses a variety of movement activities in the process of developing students' skills.

For example, when the formation of skills in the process of teaching students to move reaches a stable level and the children have to perform different actions independently, the teacher suggests to one of them to recall its sequence without performing the action at the same time.

As the student recalls the sequence of movements, for example, he says, "First raise the wand and look at it, then lower it to the raised right knee, then raise it again and lower it." At first, children usually tell their stories with certain actions. In such cases, the word and the simultaneous action are expressions of the visual-motor imagination of the memory and facilitate the student's response to that imagination. Sometimes the teacher asks all the students to remember the actions, that is, to imagine what they will do. These methods of teaching help to develop an idea of action. This imagination is reinforced by the correct performance of the actions by the students, their enthusiasm, emotional state, concentration and stability.

When these methods are used regularly, children do not expect the teacher to perform the actions: they focus on explaining the task, and then perform the exercise correctly and confidently independently.

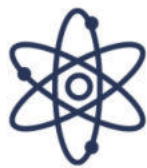
The teacher can then use oral methods to learn new exercises. Every new movement has elements that children are already familiar with, so it is essentially just a new combination of familiar elements.

As a result of continuous practice, all students successfully master the requirements of the teacher, which allows students to respond correctly and consciously with practical actions. Children have a good understanding of oral tasks and are able to apply them clearly in action. Children can then suggest a simpler version of an action and create a new combination of familiar action elements.

The response of students always has different individual characteristics, which depend on the overall development of the student, the characteristics of his nervous system, the level of concentration.

The described process of developing motor skills in students corresponds to the mental and physical preparation of the student.

In the early stages of developing motor skills in students, the very clear, concise nature of the oral assignments given by the teacher plays a crucial role.



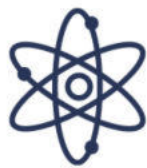
In the process of forming an idea of movement, it is necessary to monitor the accuracy of these ideas. This can be described orally and in terms of concrete actions. The training effect of the imagination is reflected in the child's ability to independently control their actions and improve the quality of their performance. Understanding the content of the action (the whole movement activity) by the students helps to form his motor skills correctly and more quickly, to develop creative activity, to successfully apply the action in new situations.

The purposeful combination of visual and verbal methods in teaching students, their interdependence, on the one hand, the concreteness and imagery of the perception and repetition of actions, on the other hand, the action tasks performed by children - their content and ensures a conscious understanding of the consistency of all elements of each movement activity. "It simply came to our notice then. What is heard plays a key role in this," Sechenov said.

Uses a set of different practical methods that interact with visual and verbal methods to teach children to move. She performs exercises, some roles in action games, a managerial role, encourages students to take part in competitions by engaging them in assignments and setting an example: for example, who is more likely to complete an action task faster, better, more accurately? does; he plays the role of tournament referee, team captain, and shows the decisions they make about the players, how to behave, and how to act. Organizes practical activities and plans the whole educational process in accordance with the objectives, content and structure of the training. It provides students with frontal education; divides them into groups in order to improve familiar movements, suggests independent action; repeats it several times while teaching students the exercises and changes the whole exercise process in a planned way; encourages children to be creative, and gives them tasks such as exercises, modifying action games, creating their own options, and inventing new ones.

The student acquires great knowledge and practical skills at each stage of the educational process. As a result, independence of action, ingenuity in the application of acquired skills in play and life will increase. As the teacher guides the students' practical activities, he or she also remembers to perform educational tasks in the child's mental development. She takes care of the formation and maintenance of a very stable interest and emotional response in students to the active tasks assigned to them.





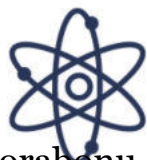
These tasks require active thinking to find the solution needed to complete the task. (For example, when walking, running, and jumping, the following tasks are given: invent a signal form to change movements, suggest a sequence of alternating them, and give reasons for doing so, and so on).

Experience has shown that students are taught such exercises (elements and easy-to-perform exercises), as well as the knowledge and movement skills they have acquired (movement techniques and methods of performing them, targeting in space, alternating movements in lessons, etc.).) show that they show activity and enthusiasm when an interesting solution is proposed based on. These tasks contribute to the development of intellectual and creative activity, organizational skills, purposeful action, ingenuity and the ability to focus on the environment.

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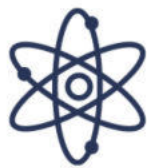
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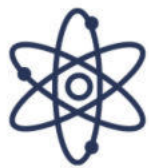
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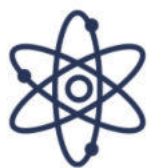
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**PHARMACOLOGICAL AND MEDICINAL ACTIVITIES OF
RESURRECTION PLANTS**

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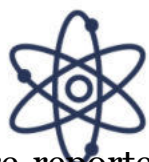
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Abstract

Resurrection plants are special kinds of plants in that they can survive almost complete desiccation from their vegetative parts. They do so by shutting down their metabolic systems to tolerate dehydration and the plants are obviously lifeless. In the recent past, invaluable bioactive compounds from resurrection plants have attracted much attention cognizance of their potential application in medicine. Some of these



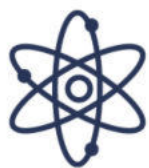


metabolites are reported to have antibacterial, anticancer, antifungal, and antiviral biological effectiveness. In this review article, particular emphases are made on pharmacological and medicinal applications of some resurrection plants.

Key words: Desiccation, Medicinal Plants Metabolite, Resurrection Plant and Pharmacology.

Introduction:

Drought stress affects plant growth, development, and yield in contrast to the normal water supply required for regular growth. Drought stress tolerance is the ability of a plant to thrive with an economic value under limiting water supply [1]. Different plant species exposed to drought stress at a different level of growth shows tolerance to stress depending on the period of exposure through the induction of various biochemical, physiological or morphological factors. Changes that occur in plants during the stress period are influenced by a range of physiological and molecular interactions developed to adapt (withstand) drought stress [2, 3]. Resurrection plants are a group of plants that has the potential to tolerate and withstand extreme dehydration of their vegetative tissues when exposed to severe drought stress, and still resume their normal physiological and metabolic activities following rehydration [4]. They are special kinds of plants in that they can survive almost complete desiccation from their vegetative parts. They do so by shutting down their metabolic systems to tolerate dehydration and the plants are obviously lifeless [1]. To adapt to severe dehydration, resurrection plants have developed special molecular responses to withstand desiccation-induced injury. Dinakar and Bartels summarized these responses to include, over-expression of dehydration associated genes (dps-22) generation of protective metabolites, as well as rapid rearrangement of transcriptome and metabolome upon exposure to drought stress [5]. Resurrection plant species constitute more than 1300 species of bryophytes, pteridophytes, and about 300 angiosperms [6]. Over the years, essential genes and metabolites of resurrection plants have attracted much attention cognizance of their potential application in biomedical sciences. A polyphenol-rich extract of the South African resurrection plant *Myrothamnus flabellifolia* was shown to inhibit viral (M-MLV and HIV-1) reverse transcriptases. Dell'Acqua and Schweikert reported the use of *Haberlea rhodopensis* extract (glycoside myconoside), to strongly stimulate antioxidant skin defense and extracellular matrix protein synthesis.



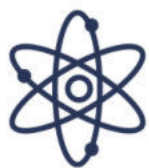
Amentoflavone, a bioactive compound from *Selaginella tamariscina*, has also shown strong anticancer/pro-apoptotic, antibacterial, and antifungal activities [7, 8, 9, 10, 11].

In this review article, particular emphases are made on pharmacological and medicinal applications of some resurrection plants.

Metabolites of Resurrection Plants:

Metabolomic approaches such as gas chromatography-mass spectrometry (GC–MS), liquid chromatography (LC)–MS, capillary electrophoresis (CE)–MS, and nuclear magnetic resonance (NMR) spectroscopy are common techniques used in plant metabolomics studies. These approaches give quantitative details of metabolic molecules present in plants. The primary metabolites of resurrection plants are central to their physiology. Some of the desiccation-induced metabolites include amino acids, peptides, nucleotide derivatives, polyamines, antioxidants, and defence compounds. In the case of stress-induced dehydration, the primary metabolites act as osmoprotectants for this condition. An exhaustive metabolome profiling of some resurrection species such as *Haberlea rhodopensis*, *Stapfianus sporobolus*, and *Lepidophylla selaginella* has been carried out [12, 13, 14]. Plants protection against stress also occurs through the metabolism of sugar. In plants like *Lepidophylla selaginella* the presence of sugar is more abundant than it is found in some plants like *Moellendorffii selaginella* that are sensitive to desiccation [15, 16]. The presence of different sugars such as melibiose, trehalose, raffinose and sucrose are high in *H. rhodopensis* as compared to other resurrection species [17]. During dehydration condition in most of the resurrection species, the accumulation of sucrose is observed [18, 19, 20]. Another abundant sugar which acts as osmoreceptors and is present in resurrection species is raffinose. Galactinol and raffinose play a protective role against cellular damage caused due to oxidative stress [21]. Acidic and alcoholic sugars present in resurrection species, when combined with other sugar, protect these species from reactive oxygen species (ROS) which cause damage by alleviating the dehydration consequences and stabilized the protein and macro-molecules. The level of glycerate, erythronate and threonate are more in *H. rhodopensis* as compared to *T. halophila* and *A. thaliana* for the alleviation of dehydration condition. Different resurrection species used amino acid and dicarboxylic acid.

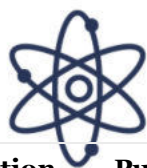




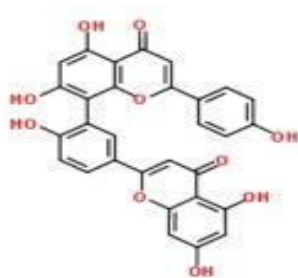
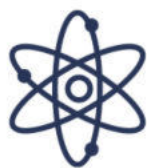
The metabolism of lipid also changes during dehydration. Most of the lipids present in *L. selaginella* accumulate during dehydration and they play a significant role in the stabilization and hydration of membrane. In stressed-free plants the presence of poly-unsaturated fats is abundant. The role of lipid is also crucial and like sugar, they prevent plants from damage and act as a signalling molecule and a good energy source. In Resurrection plants, secondary metabolites are also present. They perform a different function related to their physiology. Resurrection species not only used secondary metabolites for protection against dehydration but it is equally effective against other stresses like herbivore attack and ultraviolet light. Some examples of these secondary metabolites include luteolin, apigenin, anastatins b and a, di-caffeoylquinic acid, caffeoyl, alcohol dehydrodiconiferyl, di-hydroxybenzoic acid 3,4, kaempferol, quercetin, luteolin and silybins [22, 23, 24].

Medical Applications of Resurrection Plants:

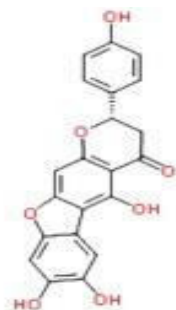
Resurrection plant species	Pure component or their extract	Biologically effectiveness
Anastatica hierochuntica	A and b anastatin	It gives protection from galactosamine, d which induced hepatotoxicity.
	A isosilybins and B, luteolin, quercetin, (+)- balanophonin	It causes the melanogenesis inhibition in b16murine 4a5 melanoma cells.
Haberlea rhodopensis	Myconoside-enriched fraction	Increases skin elasticity in humans (3%the extract of haberlea cream) and protect human fibroblast dermal against hydrogen peroxide damage by stimulating the synthesis of elastin.
	Ethanol–water (70:30, v/v) extract	Dose-dependent reduction of chromosomal aberrations which caused by γ -radiation in rabbit blood lymphocytes (120 mg kg ⁻¹ body weight)
Myrothamnus flabelifolia	Tri 3,4,5 O-galloylquinic acid	It inhibits HIV and reverse transcriptase also inhibition occurs in murine Moloney leukemia virus.
	Acetone-water (70:30, v/v) extract	Activity against herpes simplex type 1 virus (Herpes Simplex Virus-1; IC ₅₀ 0.4 μ g mL ⁻¹)
Moschatus myrothamnus	Essential oil (steam distillation for 3 h)	It shows anti-fungal activity against candidas albicans & anti-neoplastic activity by inhibiting the breast cancer cells.



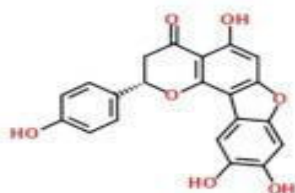
Resurrection plant species	Pure component or their extract	Biologically effectiveness
Polypodium polypodioides	Water extract (decoction or infusion)	It acts as diuretic agent & shows number of ethno-pharmacological uses.
Bryopteris	The Water-extract	Promotes the growth of mouse macrophage (BMC2) and Spodoptera frugiperda Sf9 cells Protects Sf9 cells from Ultra violet-induced damage and hydrogen peroxide induced apoptosis (1–10% extracts) Reduces the methyl isocyanate and induced apoptosis epithelial cells of human kidney (HEK-293) and epithelial cells of human colon (FHC) reduced the incidents of dimethyl benzopyrene which induced lung carcinogenesis and benz[a]anthracene-mediated skin papillomagenesis in Swiss albino mice
Lepidophylla s	Methanol water (10:90, v/v) extract	It shows Activity against Helicobacter pylori (strains 43505 and 25), with MIC ₅₀ 200 and 400 µg mL ⁻¹ , respectively
Tamariscin s	Water extract	in human leukemia cells it induces the apoptosis (HL-60; cytotoxicity observed at 400 µg mL ⁻¹)
	Ethanol–water (50:50, v/v) extracts	Antimetastatic activity in osteo-sarcoma cells (50 µg mL ⁻¹)
	Amento-flavone	It shows anti-bacterial effect against staphylococcus aureus and apoptotic and anti-proliferative effect against cervical cancer and these cells are siha and caski.
	Isocryptomerin	It shows resistant against staphylococcus aureus and shows anti-microbial characteristic against candidas albicans.
Recurvata tillandsia	Cycloart-23-ene-3,25-diol-enriched extract	It shows anti-neoplastic activity in case of prostate cancer and also inhibits different kinases which associated with these types of cancer [4].



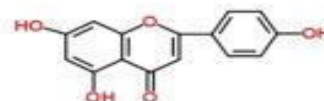
amentoflavone



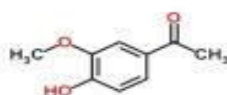
anastatin A



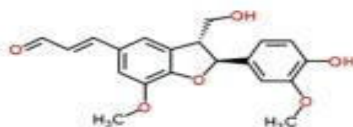
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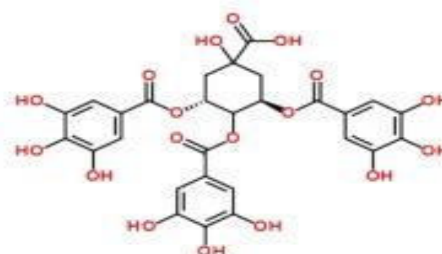
apigenin



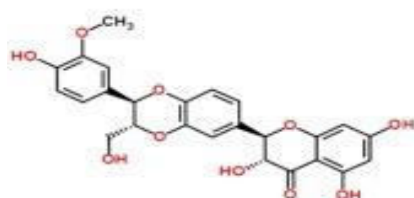
apocynin



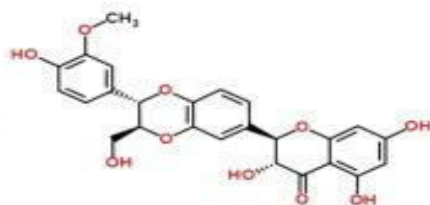
balanopholin



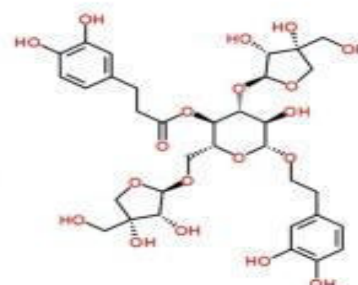
3,4,5-tri-O-galloylquinic acid



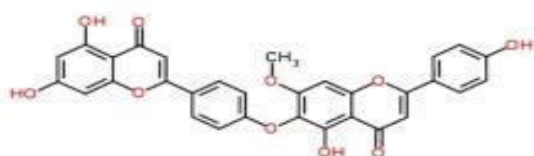
isosilybin A



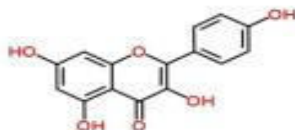
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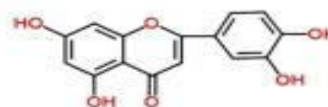
myconoside



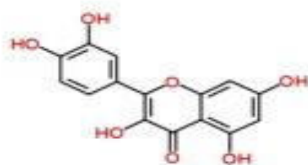
isocryptomerin



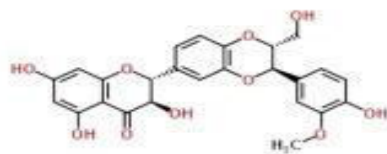
kaempferol



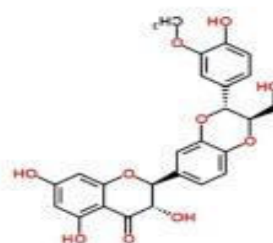
luteolin



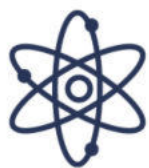
quercetin



silybin A



silybin B



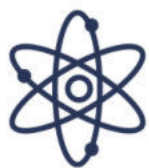
Hierochuntica l. anastatica:

This resurrection plant is mostly cultivated and distributed in different parts of Asia and Africa. The extract obtained from this plant contains different component like terpenes, glucosinolates, and flavonoids. Other secondary component include glucoiberin, b and a isosilybins, quercetin, isovitexin, b and a silybins, luteolin, 7 glucoside kaempferol, isovitexin, glucoiberin, dihyfroxy-benzoic acid 4-3, glucocheirolin, apigenin, di-caffeoyl quinic acid and caffeoyl. All these compounds present in this species are effective and show different activity, but some are more important which shows significant potential for medicinal purpose and these includes quercetin, luteolin, apigenin [25, 26]. Quercetin is an important anti-oxidant component and their presence observed in different plant because it is an effective dietary flavonoids. Quercetin has the potential to treat cancerous cells by the inhibition of their growth [27], and in human it prevents platelet aggregation when ingested, it is also effective against cardiovascular disease (CVD) [28]. Another important component derived from this plant is silybin which shows hepatoprotective effect, anti-oxidant effect and some extract show anti-cancer activity. Anastatin B is an important flavonoids component derived from the hierochuntica anastatica and this also shows hepatoprotective effect by decreasing the galactosamine d cytotoxicity. Other components of this plant like tyrosinase is effectively used in cosmetics and medicine because it can produce melanin. The extract of hierochuntica also shows anti-microbial properties [29]. Their effectiveness is observed more for gram positive bacteria than gram negative bacteria [30]. In preventing birth pain the extract of hierochuntica shows effective results. Hierochuntica also shows antiepileptic activity, emmenagogue, hepatoprotective and analgesic properties [31].

Flabellifolia myrothamnus:

It is an important shrub which is mostly cultivated in South Africa; it is an important resurrection species which contain different secondary metabolites and shows significant medicinal activities [32]. In African medicine the use of this plant is a common practice. It used for the treatment of health related issue like myrothamnus flabellifolia effective for chest problem, used as ointments for the cure of wounds, effective for cough, mastitis, scurvy, gingivitis, halitosis, abdominal pain, hemorrhoids, backaches, influenza and kidney problem [33].





Rhodopensis harberlea:

The presence of this plant is mostly found in Europe, it belongs to gesneriaceae family and good dicot perennial resurrection plant [34]. This plant draw more significance attention of researchers because of their anti-oxidant effect which are observed in the extract of this plant [35]. Their extract contains important component like caffeoyl which possess different medicinal activities. The extract of haberlea is used against ultraviolet induced oxidation. Extract from this plant are best used for the protection of skin to enhance the elasticity of skin owing to its antiaging properties. Due to this action their used in cosmetics is also effective [36].

Moschatus myrothamnus:

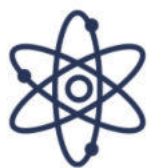
It is an important resurrection dicot shrub. The chemical composition of this plant includes beta pinene, pinocarvone, beta selinene, pinocarveol trans, and acetate perillyl. For the cure of asthma leaves which are in dried form is most effective; for vomiting and cough infusion of leaves is very effective. The oil of this plant is very effective because it inhibits the chances of breast cancer and also shows anti-fungal properties [37].

Ulgare polypodium:

It is an important desiccation plant that is abundant with phenolic compound that mostly accumulate during rehydration and desiccation [38]. Another component of this plant is phytoecdy steroids reported to have shown a significant activity against lymphoma T cells [39].

Selaginella bryopteris

The plant contain sugars, phenolic compounds, and polyols for protection against stress. These metabolites possesses chemo-preventive and anti-carcinogenic properties. Regulatory protein assessment of this plant reveals its potential in 7,12-dimethyl benz (a) anthracene-mediated skin papilloma agenesis and benzopyrene-induced lung carcinogenesis resulting in unperturbed cell-cycle regulation, inhibition of DNA fragmentation, maintenance of intracellular antioxidant defence, prevention of stress-induced senescence, anti-inflammatory activity, and genoprotective effects against methyl isocyanate carcinogenicity [40].



Other resurrection plants:

Recurvata tillandsia a resurrection plant rich in metabolites and show different medicinal activities. The extract of this plant is very effective against different problem. Another important plant is *Polypodioides pleopeltis* which mostly cultivated in Eastern and Latin America. This plant contains different chemical component like cycloartane, hopane, terpenoids, serratane polypodane and malabaricane. This plant and their component is effective for the treatment of liver infection, cystitis, renal stone and diuretic. Their decoction is effective for the treatment of dizziness, bleeding gums, hypertension, fever, bronchitis and headache. *Lepidophylla selaginella* is also important resurrection plant which contains number of secondary and primary metabolites, effective for the cure of soreness of throat and cold. Their methanolic extract is effective for the treatment of gastric cancer. One important component is jericine which is obtained from the aqueous extract of this plant and is effectively used in cosmetic for antiaging purpose. Another important resurrection plant which shows anti-cancer, anti-bacterial and anti-inflammatory effect is *Tamariscina selaginella*. The extract of this plant is effective for the cure of leukemia in human [40].

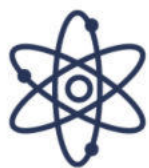
Conclusion:

Many plants found in different geographical location posses pharmacological properties which are used as medicines [41,42,43]. There resurrection species are unique group of plants with invaluable properties that has a wide pharmacological and medicinal potentials that has not been fully harnessed in drug development. In the event where whole extracts from these special plants are used, there is need for further analyses of the individual bioactive compounds and their mode of action. Furthermore, the possibilities of their use to develop economic plants that can tolerate and withstand drought stress should be considered.

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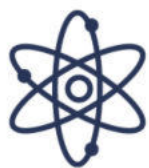
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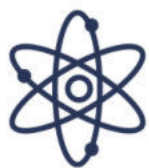
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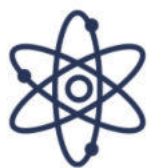
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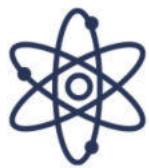
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SECOND LANGUAGE ACQUISITION AND LANGUAGE TEACHING

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ABSTRACT

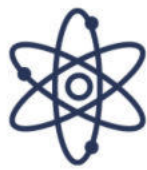
After discussing the ties between language teaching and second language acquisition research, the present paper reviews the role that second language acquisition research has played on two recent pedagogical proposals. First, communicative language teaching, advocated in the early eighties, in which focus on the code was excluded, and then the more recent research-based proposals of integrating some degree of focus on form in meaning-based curricula. Following Ellis (1998), four macro-options of focus-on-form interventions and their theoretical motivations are presented, followed by recent research evidence: input processing, input enhancement, form-focused output and negative feedback. The last section of the paper deals with two related pedagogical issues: the choice of linguistic forms in focused instruction and its benefits depending on individual factors and the learning context.

KEYWORDS: focus on form, form-focused instruction, input processing, input enhancement, negative feedback, form-focused output, explicit / implicit learning

INTRODUCTION

The relationship between SLA and language teaching is not by any means a straightforward one nor is there a consensus about how much of an influence SLA should play on language teaching. However, the fact that there is often a component of Second Language Acquisition (SLA) in TESOL MA programmes attests for the centrality of this field in the education of a language teacher'. Studies on teachers' pedagogical systems also show that propositional knowledge within teacher education courses plays a role in shaping teachers' personal theories of language learning and teaching (Borg, 1998). For example, MacDonald, Badger and White (2001) showed that the two groups of student teachers under study underwent significant changes in their beliefs and knowledge about language learning as a result of the course on SLA research and theory they took within the context of a B.A. and an M.Sc. Me. Nevertheless, these same authors report on their student teachers' avowed aversion





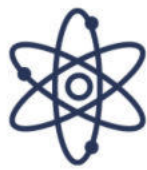
towards the theoretical approach of the SLA course they took, a concern that has also been voiced by several authors in reference to conventional SLA literature. For instance, both Ellis (1997a) and Markee (1997) are of the opinion that basic SLA research tends to be regarded by teachers as difficult to understand (a problem of inaccessibility of the discourse of SLA) and removed from their own concerns (a problem of pedagogic utility).

Contradictory information about the impact of SLA research on teachers, like that found in MacDonald's conclusions to their study, is not uncommon in the literature written at the turn of the century. While there are applied linguists who consider that, for the most part, SLA research has made relevant contributions to language pedagogy (Le., Lightbown, 2000; Long, 1990; Mitchell, 2000), there are others who perceive a gap, sometimes a truly, almost unsurmountable conflict of interests between researchers and practitioners (Le., Block, 2000; Crookes, 1997; Markee, 1997). However, these diverging stances are much better understood if one is aware that they originate from rather fundamental differences in the conception of teaching that these two groups of researchers hold (as conceptualized by Freeman, 1996).

Those critical of the role of mainstream SLA research reject the view of teaching as mainly propositional knowledge, as a set of behaviors that can be prescribed by researchers. Instead, they view teaching as intuitive knowledge that takes the form of theories ('teaching as cognition') or as a craft where the context guides the teachers' moment-to-moment decisions ('teaching as interpretation'). Resulting from these views of teaching, basic SLA research has been criticized for paying little attention to the social context of L2 acquisition (Ellis, 1997a) as well as for excluding the teacher as a focus of investigation (Markee, 1997). Block (2000) has also discussed researchers' exclusive concern with underlying competence at the expense of behaviour, something which, according to him, teachers are primarily concerned with. These are some of the reasons why applied linguists like Sheen (2002), among others, maintain that mainstream SLA research, together with the positivist research methodology that tends to go with it, have contributed little to the improvement or development of language teaching.

Even though those researchers embodying mainstream SLA research would not agree with Sheen, there is an awareness on their part that not all findings in SLA can equally contribute to pedagogy.



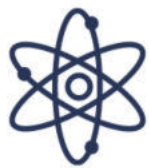


For example, for Gass (1995) the training in SLA that teachers receive should not be used to apply its findings directly but to make them able to be critical with SLA research. On a similar line, Lightbown (2000) is of the opinion that SLA research is not the only source of information teachers should draw on. In any case, both parties, a number of researchers critical with mainstream research as well as most of those advocating alternative ways of SLA research, see the benefits of strengthening the ties between researchers and teachers, or 'users of research', as Mitchell (2000) puts it. However, the main difference on the part of mainstream SLA researchers lies in a faith in 'scientific' pedagogy, a faith that propositional knowledge can be of use to teachers ('teaching as knowing'). From this perspective, there is certainly a sense of SLA having contributed to language teaching. For Mitchell (2000) this contribution to practice is found mainly in SLA ability to elaborate objectives and theories of language learning and in the promotion of experiential methodology as well as of learning activities for the classroom. For Lightbown (2000), this contribution has been especially notorious over the last fifteen years, where one can find a considerable body of research focused on pedagogical questions. In her review of research of this period, two recurrent themes are apparent, one is the revision of some of Krashen's hypotheses and the other is the benefits of a focus on form in the communicative classroom. These are precisely the two topics the remainder of the present article is devoted to. The following section revisits some of Krashen's hypotheses which provided support for a strong version of communicative language teaching (CLT). Next comes a section dedicated to focus on form from a theoretical viewpoint, followed by a section that reviews recent empirical evidence for focus on form. The final part of the article deals with areas of language pedagogy for which research findings may be immediately relevant.

CLT AND SLA

Communicative language teaching came out at a time when teachers were sceptical about the role of grammar in foreign language instruction (Mitchell, 2000) and felt disillusioned with the results of audio-lingual teaching (Lightbown, 2000). But the drastic changes that took place in foreign second language teaching starting in the sixties had their immediate antecedents outside SLA research and theory. Those changes were mainly based on linguistic theories of communication (British functional linguistics and work in sociolinguistics and philosophy) on which scholars like Widdowson and Candlin drew in order to advocate for a view of language as a





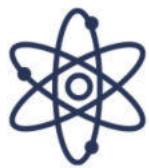
system of communication with an emphasis on language in use. Though scarce at that point, SLA research certainly played a role mainly through Krashen's interpretation of SLA's early research and his theoretical position in the seventies, which were fully compatible with the shift to CLT.

According to Krashen (1985), in order to acquire a second language all that was needed was comprehensible input and motivation. He made a fundamental distinction between learning and acquisition, to argue that the former, entailing metalinguistic information and corrective feedback, could impede language acquisition. These ideas became very engrained among teachers, to the point that Lightbown (2000) reports that in the late eighties 'everybody' believed in comprehensible input and the benefits of group work. Similarly, she mentions that the teachers in her environment took it for granted that it was not good to point out students' errors nor to focus on one single grammatical point at a time. The impact of these ideas was considerable and they fostered the adoption by some of the 'strong' version of CLT. According to this version, communicative activities are an integral part of instruction where students' attention is focused on the meaning of the message to the exclusion of any focus on the code.

Scholars have attempted to understand the surprisingly enormous impact on L2 pedagogy of Krashen's theoretical position. According to Mitchell and Myles (1998), Krashen's theory was so well tuned to the needs of the teachers because there was a feeling of frustration among them given the gap that existed between what was taught and students' accuracy. Ellis (1997b) points out that Krashen's work being a theory instead of just empirical research played as an advantage given that theory-based applications, as opposed to research-based applications, are likely to survive longer, and that theories are less restrictive to apply than specific research studies. This author also remarks the dangers of an SLA theory like that of Krashen where his hypotheses were taken on faith and pedagogical implications were drawn too prematurely.

Even though some of Krashen's claims were empirically based because they relied on "the morpheme studies", his exclusive reliance on those studies, known to have methodological problems, has been criticized. In addition, some of his hypotheses have been said to be too vague and imprecise. For example, the Monitor Hypothesis is impossible to test empirically even if it can have intuitive appeal.





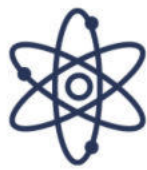
Likewise, his proposal of the existence of a Language Acquisition Device (LAD) lacks any specification as to how it may work empirically. For Mitchell and Myles (1998), Krashen's main weakness is presenting a set of hypotheses as an empirically valid model, when in fact those hypotheses have not been tested. Yet, and in spite of those limitations, Krashen's work continued to be influential for a long time in teaching circles.

Similarly, CLT continued to gain popularity well into the eighties in spite of the fact that there was little evidence available to prove the effectiveness of its principles. Studies that included a communicative component produced unconvincing support for CLT (see for example, Montgomery & Eisenstein, 1985; Savignon, 1972). But, according to Spada (1997), this research evidence had little impact on L2 pedagogy because of the scarcity of classroom research at that point and its descriptive nature. Consequently, the findings coming out of research of this type were limited, and this allowed the strong version of CLT to prevail.

THEORETICAL FOUNDATIONS

The nineties witnessed the proliferation of new proposals for potential pedagogical interventions which, unlike CLT, were grounded in SLA research. A number of these proposals include pedagogical events (which have come to be known as focus on form) where students' attention is drawn to formal elements of language at times in the lesson when the main focus is on meaning or communication². Literature on focus on form (from here on also referred to as FonF) such as Doughty and Williams's edited book (1998) has often also included theoretically grounded work that includes elements of focus on forms, that is, approaches where linguistic features are isolated from context or communicative activity (in Long's terms focus on forms; see Robinson, 1998). Following this criterion, this type of studies will also be included in the present review.

One central notion to the understanding of FonF is Schmidt's Noticing Hypothesis (1990) supported by his own experience learning Portuguese in Brazil. During his stay, he realized that elements of the input that had gone unnoticed (even though they had not impeded comprehension in the past) became noticeable and analysable in the out-of-class input only after they were taught in class.



He then hypothesized that 'noticing', defined as 'paying attention to . . . details and differences . . . ', is a necessary condition to facilitate intake and that it constitutes a first step in the process of language building (Schmidt, 2001). Paying attention to details and differences means that learners notice the difference between their own 1L utterances and those produced by more competent speakers, something that is precisely the intended outcome of a FonF intervention.

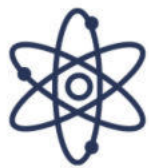
The interest in focus on form also comes as a reaction in the mid-eighties to a number of studies of French immersion programmes in Canada. Even though previous reports of these programmes had shown positive evidence as regards students' listening comprehension skills and ability to use French to learn subject matter, later studies looking at the quality of students' spoken French showed less positive results. These studies often reported that students did not achieve high levels of proficiency in language production and that their spoken French still contained many errors (most obviously in its grammatical features). As a result of these studies, researchers started to question exclusively experiential approaches to language learning, especially in learning contexts where students may have few opportunities to use their knowledge productively and where input is limited to the classroom setting, as in the French immersion programmes (Swain, 1985).

Macro-options

Ellis (1998) identifies four macro-options to foster noticing or processing of linguistic form: processing instruction, explicit instruction, production practice and negative feedback. These four options, each responding to a theoretical motivation, place the focus-on-form intervention at different points in a computational model of L2 acquisition. In more recent work, Ellis (2003) has elaborated on the three first options as different ways in which researchers have set about designing focused tasks, that is of planning pre-emptive FonF.

In processing instruction, an option based on a model of SLA developed by VanPatten in the early nineties, the pedagogical intervention takes place at the input stage when learners are actively engaged in comprehension. It is assumed that focus-on-form interventions taking place during comprehension practice tend to be less cognitively demanding (and therefore more likely to leave attentional resources to focus on form) than those aimed at production practice.



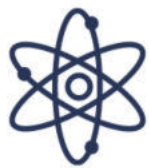


In meaning-based comprehension tasks following processing instruction, the input has been carefully manipulated so that in order to carry out the task learners are induced to notice the target grammatical features. Exerting this control of attention on particular features of grammar during comprehension, VanPatten and Sanz (1995) argue, is an effective way to maximize form-meaning connections in the process of conversion of input to intake.

Other, less explicit instructional options which also operate at the input stage are input flood and input enhancement⁴. Input processing and input flood (with or without input enhancement) constitute comprehension-based focused task (Ellis, 2003). These are designed to obligate learners to process a specific feature in the input, and may be more successful than production-based tasks because learners cannot avoid processing them. In contrast to comprehension tasks typical of experiential CLT, where learners can avoid processing the input syntactically by exclusively relying on semantic processing (Swain, 1985), focused comprehension tasks require syntactic processing.

In explicit instruction the pedagogical intervention is intended to impinge on the learners L2 knowledge by deliberately directing them to attend to form. According to DeKeyser's definition (1995), an instructional treatment is explicit if rule explanation forms part of the instruction (deduction) or if learners are asked to attend to particular forms and try to find the rules themselves (induction). In other words, explicit instruction can be delivered under two modes depending on its directness. Direct explicit instruction takes the form of grammatical explanations that can be delivered orally or in writing. Indirect explicit instruction is meant to have learners discover grammatical rules for themselves by carrying out consciousness-raising task.

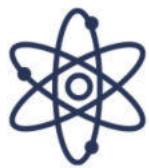
Consciousness-raising tasks, also referred to as grammar-problem tasks (Nassaji, 1999), are intended to develop awareness at the level of "understanding" rather than at the level of "noticing" in Schmidt's (1994) terms. That is, they cater primarily for explicit learning of the targeted feature. In this type of tasks, students analyse data that has been especially designed to illustrate how specific linguistic forms work, and they are required to talk meaningfully about a language point, which becomes the focus of the task (see, for example, Fotos & Ellis, 1991). The intervention generated in these tasks provides learners with opportunities for what Lyster (1994) calls negotiation of form, that is, negotiation about how a language system works.



Such activity can be considered a task because learners engage in meaningful talk to achieve an outcome (a criterial feature of tasks in, among others, Ellis, 2003; Skehan, 1998). Besides, consciousness-raising tasks acknowledge the learner's internal syllabus (since the tasks do not encourage immediate production). According to Ellis (2003), the rationale for the use of consciousness-raising tasks draws partly on the claim that learning is more significant if it involves greater depth of processing, and partly on the hypothesis that explicit knowledge is a facilitator of the acquisition of implicit knowledge. That is, they assume that the explicit declarative knowledge that is generated through this mode of instruction will foster the development of implicit procedural knowledge through intake facilitation (a weak interface position). In addition, the value of consciousness-raising tasks may be seen in the opportunities they provide for learners to communicate.

In negative feedback the pedagogical intervention takes place as a reaction to students' output and it provides information to the learner as to what is not grammatically possible in the target language. Unlike the previous types of interventions, this option occurs on the spot in an unplanned way, and plays no role in task design. There are several techniques that can be used to get learners to self-correct. Some, like recasts, are minimally obtrusive in the communication flow (implicit negative feedback) while others, like the provision of metalinguistic clues, are more likely to interfere with communication (explicit negative feedback). Recasts are viewed as an especially attractive option because, due to their implicit nature, they are hypothesized to contribute to the kind of implicit knowledge used in communication.

In sum, when chronologically reviewing key concepts and theoretical foundations of the four macro-options in FonF, there is the perception of a growing emphasis on cognitive processes. In Long's revision of the Interaction Hypothesis in 1996, learner's cognitive processes are stressed. In Skehan 1998's work, an information processing model to SLA is proposed that integrates theories and findings from cognitive psychology and SLA. One also perceives the centrality of concepts from cognitive psychology (such as implicit/explicit learning, procedural/declarative knowledge, etc..) in the rationales provided for the above macro-options on grammar teaching. More recently, Schmidt's work on attention (2001) has reframed the concept of 'noticing' within a broader cognitive approach.



And in Doughty's later work (2001), focus-on-form terms are translated into cognitive processing terms and two models from cognitive psychology (one of memory and one of speech processing) are used in search of validating pedagogical recommendations and SLA research.

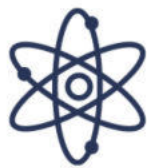
As expected in relation to an emerging area such as this, there is also room for theoretical controversy (see for example the exchange of articles between VanPatten, on one side, and DeKeyser, Salabeny, Robinson and Harrington, on the other, in *Language Learning*, 2002). One of the central sources of disagreement is about the amount and type of attention needed for learning. While the above mentioned Noticing Hypothesis seems to be the most widely accepted position, there are other applied linguists who hold alternative views. According to Robinson (1999), the existence of a central executive, where attentional resources are allocated, comes into play in his redefinition of Schmidt's noticing. Another position is that of Tomlin and Villa (1991) who think that conscious awareness, a requirement in the Noticing Hypothesis, does not intervene in language processing. Similarly, Truscott (1998) is of the belief that noticing should be dissociated from competence, even if it is necessary for the acquisition of metalinguistic knowledge.

Another source of controversy is the relationship between metalinguistic or explicit knowledge and L2 acquisition and performance. As mentioned earlier, while Ellis (1994) believes that this type of knowledge can facilitate the development of implicit knowledge, DeKeyser (1998) believes L2 learning should start with explicit rules that are later on proceduralized and automatized through spontaneous performance. Still, others give a less prominent role to explicit knowledge (for example, see Birdsong, 1989 or Paradis, 1994). These theoretical discussions as well as the awakening of an interest in cognitive psychology in part stem from the fact that nowadays there is a growing number of researchers in SLA who view adult second/foreign language acquisition as general problem solving (Bley-Vroman, 1988) and who are of the belief that one cannot rely on just implicit learning for efficient and effective second/foreign language acquisition.

FOCUS ON FORM: RECENT EVIDENCE FROM SLA RESEARCH

Several thorough reviews on research on FonF and, more generally grammar teaching, have been published that go over work mainly conducted in the eighties and up to the late nineties (Doughty & Williams, 1998; Ellis, 1998; Long & Robinson, 1998;

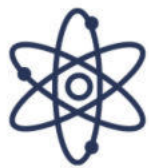




Norris & Ortega, 2001; Spada, 1997)'. The present section will, therefore, pay closer attention to more recent research work (from 1999 onwards), which is not covered by the above mentioned reviews. Since VanPatten and Cadierno's (1993) initial research work, there has been a wealth of studies that have further evaluated the effectiveness of processing instruction (PI). In most of these studies, PI has been compared with traditional instruction (TI) and/or no instruction. Typically PI groups have involved information about the target linguistic form or structure, followed by an information processing strategy and subsequently a number of structured input activities (both referential and affective). On the other hand, TI has involved an initial explanation of the form followed by mechanical and later communicative practice. Most of the studies carried out in the nineties focused on the acquisition of Spanish and used discrete-point tests to measure production. In this respect, Benati's recent work (2001) is of especial interest in that it dealt with another Romance language (Italian) and included a less structured oral production task. The results obtained are in line with findings in previous research in that the PI group's gains were shown to be superior to those of the TI group in the interpretation task but not in the two production tasks (both the discrete-point test and the communicative task), where both groups obtained similar gains. The fact that these results held over time (in this case, three weeks) also comes to confirm findings in previous research studies. Similar results to those of Benati were obtained in VanPatten and Wong's (2003) study involving the French causative and they were taken to mean that learners in the PI group could transfer what they learned to a different type of task whereas those in the TI group just learnt to do the type of task they were trained in. However, even if these results seem to show the effectiveness of this input-based instructional option, one probably needs to be somewhat cautious, given that there are a number of replication studies (like that of Allen's, 2000) that have not obtained comparable results. One must also be aware of the fact that some of the referential activities proposed in PI are similar to traditional exercises in TI, the only difference being that language production is not required.

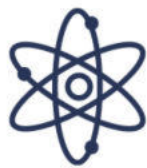
Another relevant line of research operating at the input stage that has been the focus of recent research involves input enhancement. Previous studies that compared the effectiveness of visually enhanced vs. non-enhanced input yielded limited results for this mode of FI in which task design involves preselection of target forms.





This is also what happened in a study by White (1998) that targeted possessive determiners in English in the context of a science class. The enhanced input seems to have been insufficient to focus the learners' attention on the target forms, even if exposure to enhanced texts was considerable (10 hours). More recently, a study on the acquisition of English relativization (Izumi, 2002), where the effects of input enhancement versus output-input activities on learning were compared, also failed to show any advantage for the former instructional mode. Yet, another type of input enhancement, that which is delivered orally through exact repetition, may be more effective, as suggested by Jensen and Vinther's work (2003). These authors hypothesized that through oral repetition learners would have more time to process form as well as meaning. Results show that this mode of input enhancement, in which the items to be acquired are not preselected, led to better acquisition of language form and phonological decoding strategies as well as better comprehension skills.

In contrast to the experimental/quasiexperimental design typically used in research on input enhancement and processing instruction, research carried out in the nineties on form-focused output has been mainly of a descriptive nature. A representative study is that conducted by Kowal and Swain (1994) which proved the validity of dictogloss as a task that promotes attention to form as a result of students' collaboration. In later studies one finds more finegrained analyses of LRE's (language related episodes) when students are engaged in dictogloss tasks. In two of these detailed analyses of students' talk both Fortune and Thorp (2001) and García Mayo (2002) found fewer metalinguistic explanations in the dyads' talk than they had expected. This observation is especially striking in the case of the latter study involving thirdyear English philology students at an intermediateadvanced level. Descriptive analysis of students' talk have also confirmed a previous observation in Kowal and Swain about the grammar aspects the dictogloss intends to elicit. In fact, Swain (1998) reports that her students rarely focused on the targeted linguistic form but on their own needs. In this respect, text reconstruction, another type of collaborative task where learners have to insert appropriate function and linking words as well as inflectional morphemes, seemed to be a more effective procedure to get learners to focus more often on the targeted features in Garcia Mayo's work. In that same study, text reconstruction, in contrast to dictogloss, also generated significantly more LRE's.

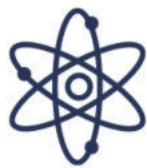


A different version of a text-reconstruction task was the basis of a solid piece of research that measured performance in post-tests (Izumi, 2002). The distinctive features of this version of output task, in contrast with dictogloss, are that (1) the input texts are presented to students, who work on an individual basis, in the written mode and that (2) these texts are presented to them in several shorter sections to lighten the processing load on the learners. Test results from Izumi's work show the benefits of this type of text-reconstruction task both in production and comprehension measures. In addition, this greater attention to form in output seemed not to take place at the expense of comprehension as measured by a recall summary students were asked to write in their L1. This piece of research is also relevant in that it has shown that learning of the form can also take place in form-focused tasks that do not require collaboration between learners in writing the output, as is the case in dictogloss.

Negative feedback Research on negative feedback has been more abundant over the past few years than any other mode of FonF. This has probably been in response to a scarcity of previous research that investigated the isolated effects of this type of interactional moves. While previous research consistently showed the availability of negative feedback in NS-NNS task-based interaction as well as in teacher-student classroom interaction, the focus of later work has been on the evaluation of its usefulness. There are a number of laboratory studies that have shown that recasts contribute to the learners' interlanguage development, as measured by performance tests. Long, Inagaki and Ortega (1998) showed that recasts were more beneficial than models on forms with relatively high communicative value. More recently, Leeman (2003) has provided evidence that recasts can also be beneficial on forms of low perceptual salience and little communicative value. The superiority of negative feedback was also confirmed in a study by Iwashita (2003) involving beginner learners of Japanese, a relevant finding given that previous studies dealt with more advanced L2 learners.

A less complex picture is obtained from more controlled classroom studies that include a salient type of recast and that target on specific grammar items. In Doughty and Varela's study (1998) of ESL learning in content-based science classrooms, recasts were always accompanied by some form of attentional focus (e.g., repetition of the error with stress and rising intonation). Such explicit recasts seem to have led learners to notice the form (in this case, simple and conditional past tense constructions) since the results revealed clear advantages for those students under treatment.

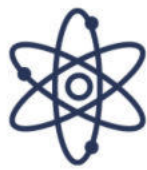




A positive effect for another way of making recasts more salient was obtained by Muranoi (2000) with Japanese EFL learners. In this study, recasts were always preceded by a request for repetition from the learner after all errors with the indefinite article in obligatory contexts.

Other classroom-based studies With the exception of a few studies on corrective feedback, classroom-based research on processing instruction, input enhancement and form-focused output by definition involves some type of intervention through a specific treatment on the part of the teacher or through the implementation of specifically designed instructional materials. Another line of research is found in classroom-based studies that analyse unplanned episodes of focus on form in the course of spontaneous classroom interaction. In Williams' work (1999, 2001) two adult students from four classes of different levels of proficiency were recorded in their interaction with other students and the teacher, and in Ellis, Basturkmen and Loewen's work (2001) two teachers were recorded in their interaction with the whole class as well as individuals and groups of learners in an intermediate and pre-intermediate class. The fact that Williams' study (1999) focuses on the learner and that of Ellis et al. (2001) focuses on the teacher may explain the contrasting results obtained as regards the frequency of the episodes under study. While in Williams' study (1999) LRE's were infrequent at all levels of instruction (for example, 5.85 per session and 2.34 per 10,000 words), in Ellis et al. 'S study (2001) these episodes are much more common (an average of one every 1.6 minutes). The extremely low ratios obtained by Williams in student-initiated episodes, which are especially low in open-ended activities such as free conversation, would provide evidence for the need of focused tasks as a more productive procedure to elicit spontaneous attention to form in pair and group work. Another aspect that is analysed by these authors is the effectiveness of these LRE's although this is measured in different ways. In Williams' (2001) this was measured with tailormade tests for individual students based on the LRE's that had been previously recorded. Results show that both learner- and teacher-initiated episodes led to accurate performance on these tests measuring explicit linguistic knowledge and that students scores raised with proficiency. Ellis, Basturkmen and Loewen (2001), on the other hand, by recording instances of successful uptake (both pre-emptive and reactive focus on form" also came up with positive evidence about the effectiveness of LRE's.





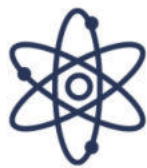
A high proportion of them (74%) led to successful instances of uptake, with reactive moves eliciting the highest proportion of these instances and teacher-initiated preemptive moves the lowest.

How and what to teach

The relationship between research, even research conducted within the classroom, and language pedagogy is a complex one (see Ellis, 1997b for an illuminating discussion). Furthermore, probably research findings cannot always be used to advise teachers about how or what to teach. However, as the previous sections have shown, language teachers have at their disposal a wealth of findings on SLA that may inform their methodological options. For example, teachers may make use of implicit or explicit methodological techniques in order to draw attention to form on the basis of the target language feature to be focused on and the learners' characteristics. If they choose to provide explicit attention to the targeted feature, they may provide it preemptively or reactively (see Ellis, 2003). Or teachers may decide to use a combination of both implicit and explicit techniques in order not to always disturb the communicative flow. Similarly, the choice of the language features or items that may most appropriately receive form-focused instruction has been a matter of concern among SLA researchers, and relevant proposals have been made. For example, Harley (1993) suggests the following as the most likely candidates for a focus-on-form intervention: forms that differ in non-obvious ways from the learners' first language, for example, adverb placement for French and English (White, 1991; Trahey & White, 1993); forms that are not salient because they are irregular or infrequent in the L2 input, or otherwise forms lacking in perceptual salience, for example, conditionals in French; forms that are not important for successful communication, for example, third person singular S in English; and forms that are likely to be misinterpreted or misanalysed by learners, for example, dative alternations in English (Carroll & Swain, 1993).

Williams (1995) suggests that there may be a variety of reasons why some forms are not acquired and these reasons may, in turn, affect whether and what sort of form-focused instruction is appropriate. Forms that are infrequent in the input, that are irregular or superfluous are again mentioned in that respect. For forms that are infrequent in the input and hence unlikely to be noticed, such as conditionals in French, Williams proposes simply to point out their existence and increase their



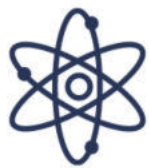


presence in input and practice. For forms that may be difficult to learn because of irregularities, such as the distinction between past tenses in French, this author sees the need of more explicit instruction and corrective feedback. Finally, Williams suggests that form focused instruction may be of little help in the case of forms that have proven resistant to instruction and that are largely superfluous for successful communication, such as third person singular s in English. From a different stance, that of positively advocating for explicit instruction of grammar, Mitchell(2000) points out the need to prioritise those points in the target language system where explicit attention is most likely to lead to measurable and lasting gains in student learning.

CONCLUSION

As seen in this paper, the influence of SLA theory and research on language teaching proposals continues to be strong. After the emphasis given in the eighties to meaningful input and exposure to enable learners to acquire the language, at present it is widely recognised that exposure alone is not sufficient for acquisition to take place. Drawing on cognitive perspectives on second language learning that claim that noticing is necessary for acquisition, recent developments point out the need for selective attention to form in generally meaning-centred classrooms. As a result, an increasing number of research and methodological proposals are concerned with how to include form-focused activities in communicative contexts.

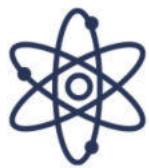
Hence, it is to be expected that the theoretical bases and research evidence from which the new proposals are drawn will provide teachers with insights that are relevant to their own teaching situations. In settings in which purely communicative methodology is dominant, teachers may be provided with an understanding of the need for incorporating focused instruction. In settings in which the instructional format has a structural focus, teachers may understand the need for providing a communicative context in which to embed focused instruction. To finish, and paraphrasing Ellis (1997b: 36), although SLA cannot ensure competent practice, it can indeed contribute to teachers' understanding.



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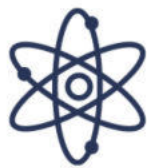
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FORECASTING OF RAINFALL AND TEMPERATURE BASED ON THE ANALYSIS OF HISTORICAL DATA AND FUTURE IMPACTS

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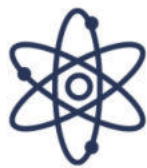
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Abstract

In this paper, temperature and rainfall data series were analyzed from 34 meteorological stations distributed throughout Bangladesh over 40 years (1971 to 2010) to evaluate the magnitude of these changes statistically and spatially. Linear regression, coefficient of variation, inverse distance weighted interpolation techniques, and geographical information systems were performed to analyze the trends, variability, and spatial patterns of temperature and rainfall. Auto-regressive integrated moving average time series model was used to simulate the temperature and rainfall data. The results confirm a particularly strong and recent climate change in Bangladesh with a 0.20°C per decade upward trend of mean temperature. The highest upward trend in minimum temperature (range of $0.80\text{--}2.4^{\circ}\text{C}$) was observed in the northern, northwestern, northeastern, central, and central southern parts while the greatest warming in the maximum temperature (range of $1.20\text{--}2.48^{\circ}\text{C}$) was found in the southern, southeastern, and northeastern parts during 1971–2010. An upward trend of annual rainfall ($+7.13$ mm per year) and downward pre-monsoon (-0.75 mm per year) and post-monsoon rainfall (-0.55 mm per year) trends were observed during this period. Rainfall was erratic in the pre-monsoon season and even more so during the post-monsoon season (variability of 44.84 and 85.25 % per year, respectively). The mean forecast temperature exhibited an increase of 0.018°C per year in 2011–2020, and if this trend continues, this would lead to approximately 1.0°C warmer temperatures in Bangladesh by 2020, compared to that of 1971. A greater rise is projected for the mean minimum (0.20°C) than the mean maximum (0.16°C) temperature.





Annual rainfall is projected to decline 153 mm from 2011 to 2020, and a drying condition will persist in the northwestern, western, and southwestern parts of the country during the pre-and post-monsoonal seasons.

Keywords: Climate change, Temperature. Rainfall. Trends. Variability. GIS, Rainfall forecast, climate change, regional climate model, simulation, calibration, validation, Bangladesh

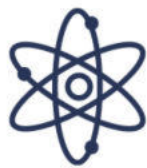
Introduction

Like many other countries, Bangladesh will face tremendous challenges from climate change (Huq et al. 1999, Karim et al. 1999). Climate change refers to a change in the state of the climate that can be identified (e.g., using statistical tests) by changes in the mean or the variability of its properties, which persists for an extended period, typically decades or longer (IPCC 2014). The classical period for averaging these variables is 30 years, as defined by the World Meteorological Organization (WMO). Agriculture and water are the most vulnerable sectors to climate change which can lead to floods, droughts, tornadoes, cyclones (Ali et al. 1999).

The spatial distribution of meteorological data is becoming important as inputs to spatially explicit landscape, regional, and global models. Spatial technologies, such as geographic information systems (GIS) and numerical modeling techniques, have been developed as powerful tools for ecological and environmental assessments (T Lorentzen, 2014). Within the context of the general climate discussion, the evaluation of climate time series is growing in importance. Predicting weather conditions using previous data is one of the real uses of simulation (Krivtsov et al. 2004, Kumar et al. 2006, Rahman et al. 2007). Numerical weather prediction for forecasting involves complicated numeric computer models to predict the weather accurately by taking many parameters into account.

It is accounted that in the SAARC countries 21% of the world population resides on only 4% of the world's total physical area (Field et al. 2014). In this connection, proper planning and judicious management of water resources are essential for this region. In recent years, Atmosphere-Ocean General Circulation Models (AOGCMs) have been used to predict the climatic consequences of increasing atmospheric concentrations of greenhouse gases. These predictions may be adequate for areas where the terrain is reasonably flat, uniform, and away from coasts.

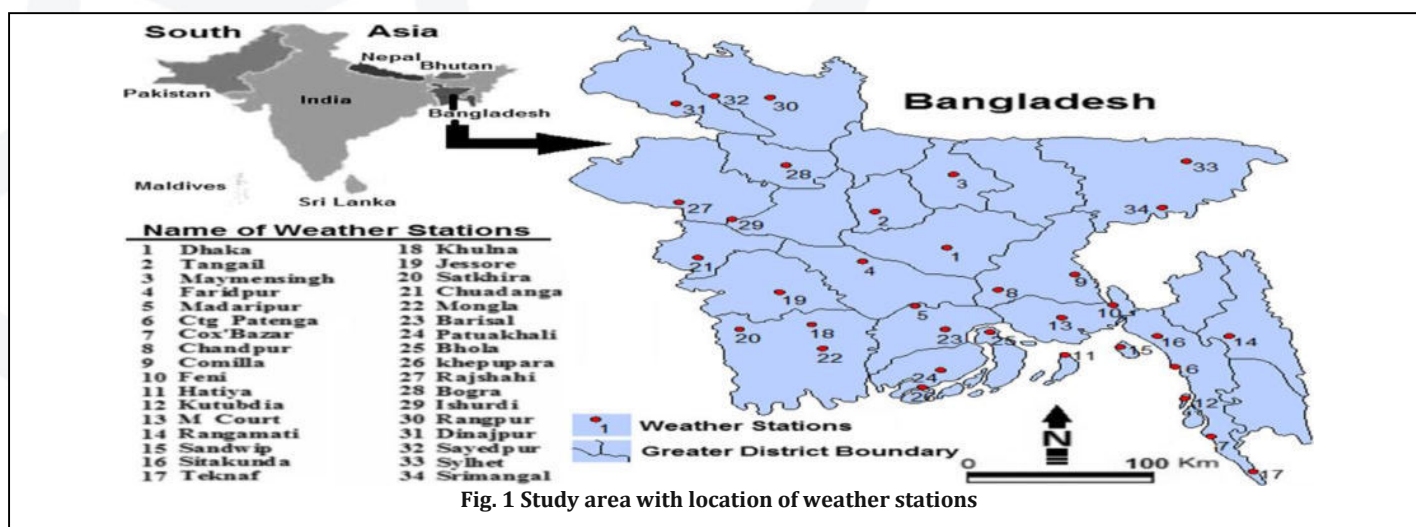


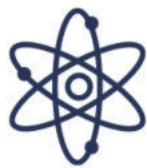


Projections using the global circulation model (GCM) showing that sea and air temperatures will continue to increase, sea level is rising, intense storms and rainfall will become more frequent. The highest horizontal resolution of any AOGCM published is around 300 km. Yet to assess potential impacts of climate change, regional information at a scale of 100 km or finer (typically around 50 km) is needed. The intergovernmental Panel on Climate Change (IPCC) predicted that Bangladesh was on course to lose 17% of its land and 30% of its food production by 2050 (Rahman et al. 2013). This paper examines the calibration and validation of rainfall climatology in Bangladesh derived from an RCM called Providing Regional Climates for Impact Studies (PRECIS) for the baseline period (1961-1990) and 2000-2006 respectively (Mitchell et al. 2004). Calibration and validation for temperature are also performed along with the forecasting of rainfall and.

Study Area

The spatial extent of Bangladesh is between 20° 34'N to 26° 38'N latitude and 88° 01'E to 92° 41'E longitude (Fig. 1) with an area of 144,000 square km. Bangladesh has a subtropical humid climate characterized by wide seasonal variations in rainfall, moderately warm temperature, and high humidity. Three distinct seasons can be recognized in Bangladesh, (i) the dry winter/post-monsoon season from November to February, (ii) the pre-monsoon hot summer season from March to May, and (iii) the rainy monsoon season from June to October. According to Rahman et al. (2013), the historical average temperature of the country is 25.75 °C, with a range of 18.85 to 28.75 °C (monthly average).





According to Rahman et al. (2017), the average minimum and maximum temperatures are 21.18 and 30.33 °C and vary from 12.5 to 25.7 °C (monthly average) and 25.2 to 33.2 °C (monthly average), respectively. January is the coldest and April and May are the hottest months in Bangladesh (Fig. 2a). The historical average rainfall of the country is 2428 mm per year (BMD 2013). And the rainfall is very much seasonal in Bangladesh (Fig. 2b), which varies from 1400 to 4400 mm.

The highest rainfall occurs in June, July, and August. More than 75% of the total rainfall in Bangladesh occurs during the monsoon season, caused by winds blowing from the Southern Hemisphere from mid-May to September, which accumulates moisture and deposits copious amounts of precipitation over the South Asian continent. Concerning global warming and climate change, Bangladesh is one of the most vulnerable countries in the world due to its least capacity to address the devastating impacts (IPCC 2007).

Data and Methodology

The monthly dataset of the minimum and maximum temperatures and rainfall from 34 stations in Bangladesh during the period 1971–2010 that was used and analyzed in this study was provided by the Bangladesh Meteorological Department (BMD 2013). And the locations of the 34 weather stations are shown in Fig. 1. However, out of 34 weather stations, data from 29 stations was available from the last 40 years while from the remaining five stations, namely Tangail (1987–2010), Kutubdia (1985–2010), Chuadanga (1989–2010), Mongla (1989–2010) and Sayedpur (1991–2010), data was only available from the past 20 to 26 years (Rahman et al. 2017). Therefore, a shorter series of measurements (20 to 26 years) was used during analysis, and we considered these five stations in our study because no other stations were in those areas.

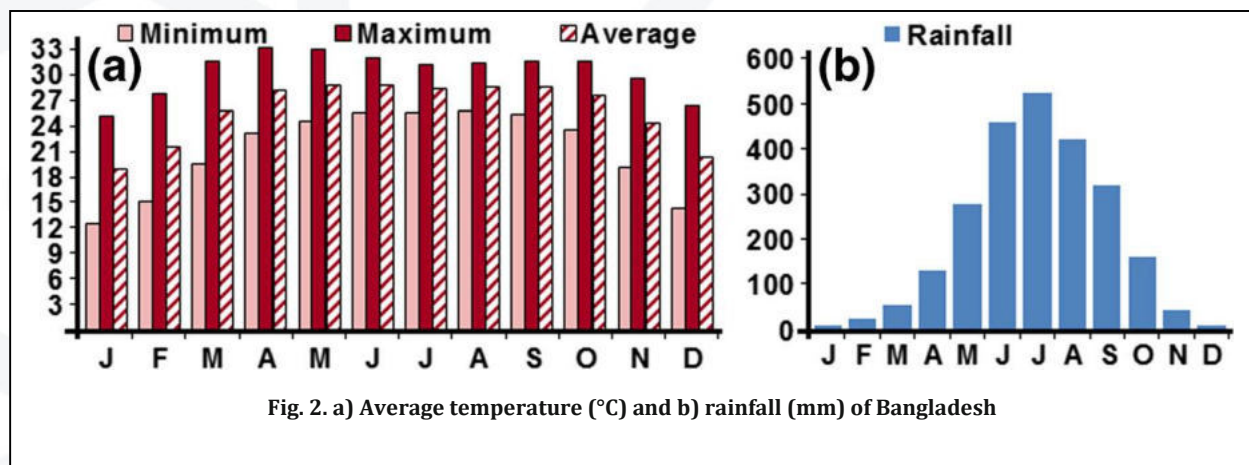
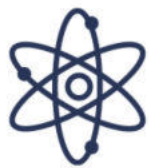


Fig. 2. a) Average temperature (°C) and b) rainfall (mm) of Bangladesh



After processing the data from each station, there was some missing data, which amounted to less than 2 %. When missing data was found, this was replaced by the average value of the same month but from the previous and subsequent years. The data were visually examined using histograms for any potential outliers as well as compared with neighboring weather stations. However, no significant anomalies were found.

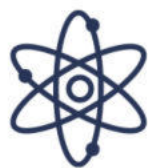
Additionally, subjective double mass was performed to test homogeneity of temperature and rainfall time series data. There were no statistically significant variations existing in the time series data. Besides, in 1971, most of the stations have missed a significant number of observed data. Thus, data for the year 1971 was replaced by the data from 1970 in the data set. A linear regression analysis using the least square method was applied to detect any trends in temperature and rainfall time series data and the confidence level of 95% was taken as the threshold.

For trend and variability analysis, Excel software (Excel version 2010) was used. For mapping, the spatial distribution of temperature and rainfall and their trends and variability, geographical information systems (GIS) were applied. In SPSS software, the Expert Modeler automatically finds the best fitting model for each dependent series and considers both seasonal and non-seasonal models. In the process, if independent (predictor) variables are specified, the Expert Modeler selects those that have a statistically significant relationship with the dependent series. Model variables are transformed, where appropriate, using differencing and/or a square root or natural log transformation. ARIMA model involves explicitly specifying autoregressive and moving average orders, as well as the degree of difference. To validate the model, the first 30 years of observed data (1971–2000) was used to forecast the temperature and rainfall for the decade of 2001–2010 and then the forecasted values were compared with the actual observed values for the decade of 2001–2010. After validation and acceptance, finally, the temperature and rainfall were forecasted for the decade 2011–2020 using the validated model.

Result and Discussion

This chapter discusses the detailed result found from the analysis for temperature, and rainfall. Forecasting on future scenarios of weather is shown with the Geographical Information System. Besides, these results were compared with the earlier literature published by several researchers.





Based on the findings, possible impact is assessed highlighting on Land Area and population.

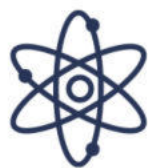
Trends of temperature

From the last 40 years (1971–2010), weather data analysis shows that the annual mean, mean minimum, and mean maximum temperatures of Bangladesh were 25.83, 21.21, and 30.44 °C, respectively. The obtained annual mean, mean minimum, and mean maximum temperatures showed a positive trend of about 0.020, 0.018, and 0.022 °C per year, respectively. These results differ from those of Jones (1995), Ahmad and Warrick (1996), Shahid (2010), and Met Office Hadley Centre (Met Office 2011). Jones (1995) found no significant change in the annual mean minimum and mean maximum temperatures of Bangladesh, while Ahmad and Warrick (1996) mentioned that the trend of the mean temperature of Bangladesh was 0.5 °C over 100 years (0.005 °C per year). Shahid (2010) found that the mean, mean minimum and mean maximum temperatures increased by 0.0097, 0.0091, and 0.0102 °C per year, respectively, in the last 50 the surface air temperature in Bangladesh has warmed at a rate of 0.002, 0.007, and 0.012 °C per year for the annual, June–August (JJA), and September–November (SON) months, respectively.

Since 1960, the mean temperature trend was positive during both the summer and winter seasons in Bangladesh at 0.019 and 0.024 °C per year, respectively. The rate of change of temperature was more accelerated in the last 30 years (Table 1). The changing rate of the maximum temperature was higher than that of the minimum temperature (0.022 vs. 0.018 °C per year for 1971– 2010). Therefore, recent data analysis is likely a key issue to find out the valid trends of the climatic parameters. The spatial pattern of temperature trend is shown in Fig. 3, which was generated using calculated trend statistics for the 34 weather stations, IDW and GIS. As seen in Fig. 3, all the weather stations presented a positive trend, except at the Rangamati and Sitakunda stations for the mean minimum and the Mymensingh station for the mean maximum temperature.

The spatial pattern of mean minimum temperature indicates a 0.02 to 0.06 °C upward trend per year in the northern, northwestern, northeastern, central, and central-southern parts of the country (Fig. 3b), while an extremely high trend for the mean maximum temperature (0.03–0.06 °C per year) was noticed in the southern, southeastern, and northeastern parts (Fig. 3c).





It was also found that the mean temperature trend was remarkably positive (0.02–0.042 °C per year) in the southern, southeastern, northeastern, and extreme

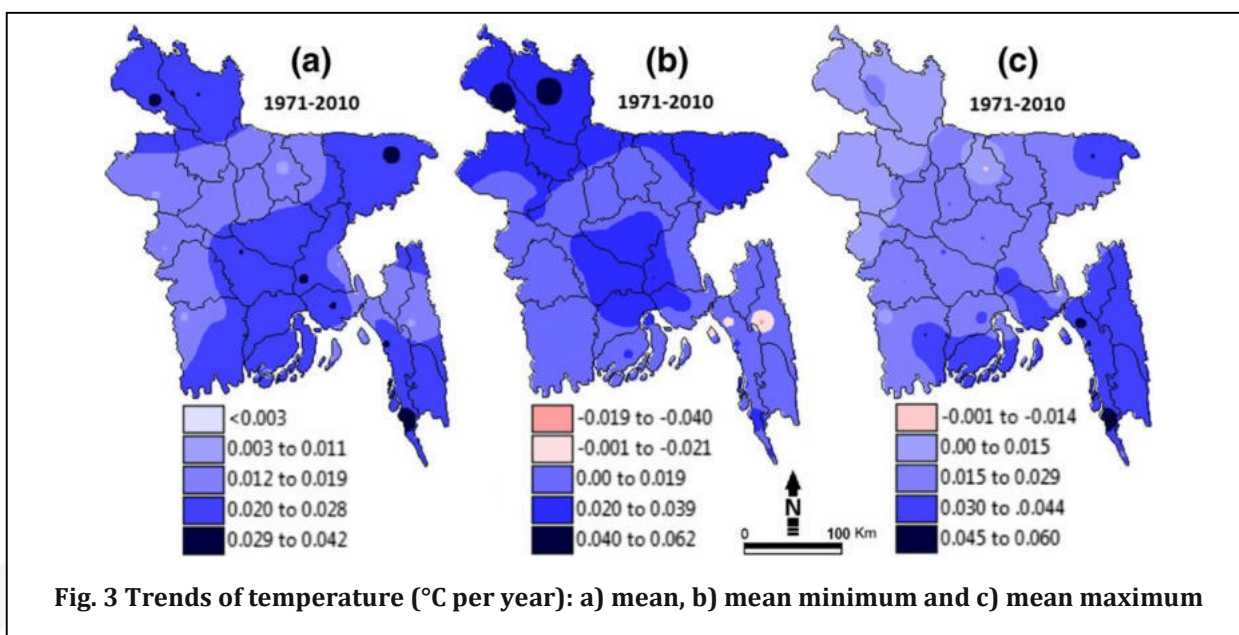


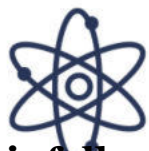
Fig. 3 Trends of temperature (°C per year): a) mean, b) mean minimum and c) mean maximum

northwestern parts of the county (Fig. 3a). The maximum positive trend was noticed at Cox's Bazar, Sylhet, and Dinajpur stations for the mean temperature. On the other hand, a maximum upward trend was found at the Rangpur and Dinajpur stations for the mean

Table 1 Trends of mean, mean minimum, mean maximum temperatures and annual, pre- and post-monsoon rainfalls of Bangladesh

Temperature (°C/year)	1971–2010 (40 years)	1981–2010 (30 years)
Mean	0.020	0.024
Mean minimum	0.018	0.021
Mean maximum	0.022	0.028
Rainfall (mm/year)	1971–2010 (40 years)	1981–2010 (30 years)
Annual average	7.130	–5.616
Pre-monsoon	–0.750	–4.769
Post-monsoon	–0.550	–1.296

minimum and Cox's Bazar and Sitakunda stations for the mean maximum (Fig. 3). A downward trend of the mean minimum temperature was observed at the Rangamati station, situated in the southeastern part of Bangladesh (Fig. 3b). A downward trend of the mean minimum temperature in this area is unknown and further studies are needed to investigate the causes and their influences on the seasonal patterns. Thus, it may be said that the northern, northwestern, southern, southeastern, and, to some extent, central parts of the country are warming at an alarming rate. This may be linked to the impact of global warming and climate change.

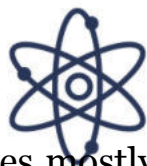


Trends of Rainfall

The 1971–2010 period shows that the average annual, pre-monsoon (MAM months), and post-monsoon (NDJF months) rainfall were 2387, 446, and 77 mm, respectively. Analysis by least-square fitting for the rainfall data reveals the following results: during the investigated period, the annual rainfall rose by 7.13 mm per year (a total of 14 %), while pre-monsoon and post-monsoon rainfall declined by -0.75 mm (total of 17 %) and -0.55 mm (total of 39 %) per year, respectively. Thus, the general trend was positive for the annual and negative for seasonal rainfall in the country. The greatest decrease in rainfall over the year occurred during the post-monsoonal season (Table 1). The analysis further shows that the rate of rainfall change (annual and seasonal) decelerated in the last 30 years (Table 1). Previous studies showed that there was a positive trend in the annual (+5.5 mm per year) and pre-monsoonal (+ 2.47 mm per year) rains and changes to rainfall during the post-monsoon season were not significant (Shahid 2010).

A study by OECD (2003) pointed out a positive trend of precipitation annually as well as during the pre-monsoon and post-monsoon seasons, but there was no appreciable change during the winter in Bangladesh. Meanwhile, Ahmed and Alam (1999) mentioned that there was little change in winter rainfall and an upward trend in rainfall during the other seasons in Bangladesh. According to McSweeney et al. (2010), the mean rainfall over Bangladesh has decreased by 13.2 mm per decade (6 %) between 1960 and 2003, but this was not statistically significant. However, a positive trend (+3.4 %) was observed in the month's MAM and a negative trend (-1.7 %) in the months June–August (JJA) between 1960 and 2003. Conversely, the Met Office Hadley Centre pointed out that there has been a negligible positive trend in total precipitation over Bangladesh since 1960 (Met Office 2011).





Previous studies mostly analyzed data for the long-term and started from 1958 and did not include very recent data, which may explain slight differences with the current study. However, the present study corroborates with the trend in rainfall of South Asia obtained by Solomon et al. (2007) in which it was found that seasonal precipitation significantly decreased in southern Asia. The spatial trend of rainfall shows a regional disparity as well as variations of rainfall in Bangladesh (Fig. 4). When comparing the districts, an upward trend of annual rainfall was highest (9 to 43 mm per year) in the hill

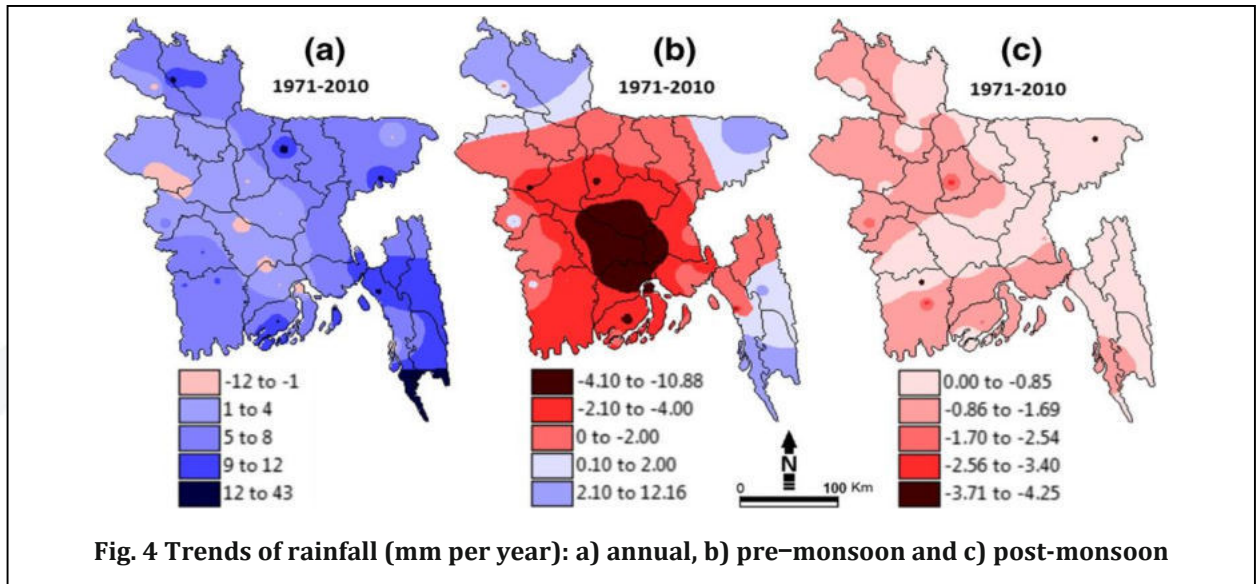


Fig. 4 Trends of rainfall (mm per year): a) annual, b) pre-monsoon and c) post-monsoon

districts, located in the southeastern part of Bangladesh. However, a negative trend of annual rainfall was found at the Rajshahi, Ishurdi, Faridpur, Madaripur, and Patuakhali stations (Fig. 4a). The post-monsoon rainfall presented a negative trend at all the weather stations, and the rate was highest (-1.70 to -3.4 mm per year) in the northwestern, southern, and southwestern parts (Fig. 4c). On the other hand, most of the weather stations also showed negative trends for the pre-monsoon rainfall, except for the stations located at the extreme northwestern, northeastern, and southeastern parts of the country (Fig. 4b). The maximum downward trend of pre-monsoon rain (-2.10 to -10.88 mm per year) was observed in the central, central-western, and central southern parts (Fig. 4b). This implies that dry weather or drought conditions occurred during the pre-and post-monsoon seasons over a wide area of Bangladesh, particularly in the northwestern and southwestern areas.

Though the findings of the present study agree with those of Shahid (2010), in which there was a positive trend in annual rainfall, it does not agree with the spatial pattern of seasonal rainfall trends in Bangladesh. Shahid (2010) found a significant upward



trend of annual rainfall in the western part; however, in the present study, a significant upward trend was mostly observed in the southeastern and northern parts of Bangladesh. In the last decade, low rainfall was recorded in the northwestern, western, central, and central southern parts and high rainfall was recorded in the southeastern and northeastern parts (BMD 2013). The present study agrees with the findings of the pre-monsoon spatial trend of rainfall obtained by Shahid (2010) in which there was an increase in the pre-monsoon rainfall in the extreme northwestern and southeastern parts of Bangladesh.

Variability of temperature

The variability of the temperature shows that the mean, mean minimum, and mean maximum variabilities were 0.081, 0.025, and 0.017 °C per year, respectively. Except for the mean temperature variability, the variability of the mean minimum and mean

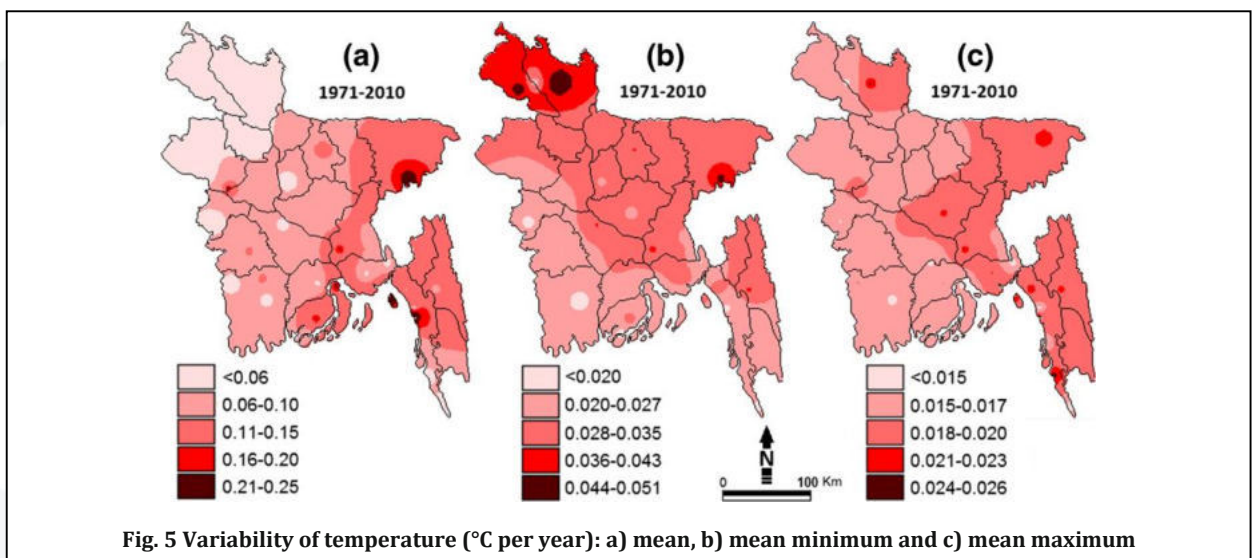
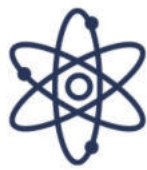


Fig. 5 Variability of temperature (°C per year): a) mean, b) mean minimum and c) mean maximum

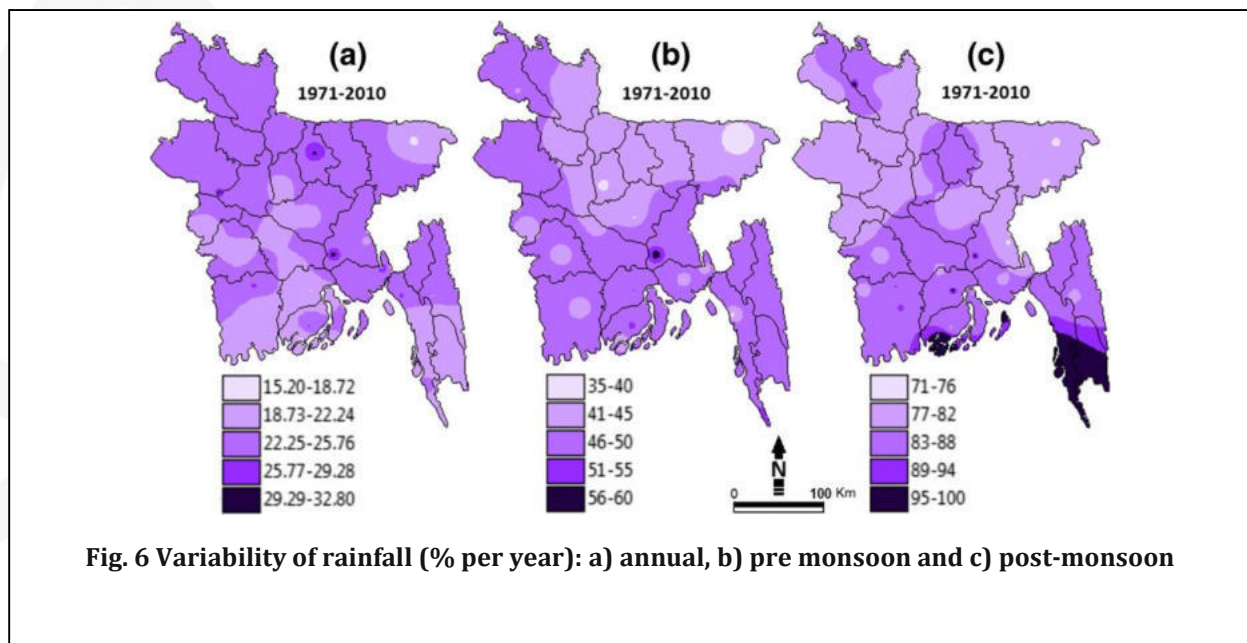
maximum was not remarkable in Bangladesh during the investigated period of 1971–2010. However, the spatial pattern of the mean minimum temperature variability shows that a higher variability (>0.027 to 0.051 °C per year) was observed mainly in the northwestern, northern, and northeastern parts (Fig. 5b). The spatial variability in the mean maximum temperature was higher (between 0.017 and 0.026 °C per year) at the northeastern, eastern, and southeastern parts of the country (Fig. 5c) compared to other parts of the country. In the case of the spatial pattern of the mean temperature variability, maximum variability (0.11 to 0.25 °C per year) was found in the northeastern, southern, and southeastern parts (Fig. 5a).



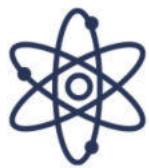
Indeed, some parts of the investigated area showed very low variability of the mean minimum and mean maximum temperatures (<0.02 °C per year) [Fig. 5b, c].

Variability of Rainfall

Further, variability analysis showed that rainfall was erratic during the pre-monsoon season (44.84 % per year) and became much more erratic during the post-monsoon season (85.25 % per year) during the last 40 years in Bangladesh. The annual rainfall variability was found to be 22.59 % per year (range of 15.20–32.80 %) during the investigated period. The spatial pattern depicted that the annual rainfall variability was the highest (between 22.25 and 32.80%per year) in the northwestern, northern, and eastern parts (Fig. 7a). On the other hand, the maximum pre-monsoon (between 46 to 60 % per year) and post-monsoon (between 83 to 100 % per year) rainfall variability was highest in the southern coastal and southeastern hill districts of Bangladesh. The pre-monsoon rainfall variability was also remarkable in the



northwestern and southwestern parts (Fig. 7b). The maximum rainfall variability, particularly in pre-and post-monsoon seasons, may be attributed to the relative dryness observed in those parts of the country during the period since generally, low rainfall areas experience greater variability.



Of course, the southern coastal and southeastern hill districts have early post-monsoon depressions or cyclone rain effects, which have been increasing in recent decades that could also explain the high rainfall variability in the area. It may be noted here that in Bangladesh, tropical cyclones occur during the pre-and post-monsoon seasons. A study on Bangladesh rainfall has shown that, in general, there was a decrease in rainfall during El-Niño years in all the seasons (the pre-monsoon, the monsoon, and the post-monsoon) (Ahmed et al. 1996), which may be linked to high rainfall variability. Further, in a study by Rajeevan et al. (2008), it was shown that the inter-decadal and seasonal variability of rainfall might be linked to the variations and anomalies of sea surface temperatures (SST) over the equatorial Indian Ocean, particularly the East Indian Ocean, which is associated with global warming.

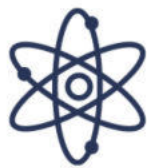
Forecasting of Temperature and Rainfall

It was mentioned earlier in this study that we forecasted (short-term) temperature and rainfall using the ARIMA time series analysis model. To do so, the ARIMA Expert Modeler of SPSS statistical analysis software was used to perform the automatic best-fitted simulation of temperature and rainfall data for each station.

Therefore, in a continuous sequence from January to December (30 years), observed temperature and rainfall data were used separately for each station as a single time series variable (360). We validated the forecasted values for the decade 2001–2010 with observed values of the same decade first and then, finally forecasted the temperature and rainfall for the decade of 2011–2020. When comparing the observed values and the forecasted values for the 2001–2010 period and visually inspecting the plot, it was quite evident that the forecasted values were very close to the observed values.

The observed mean maximum and mean minimum temperatures from the Rajshahi station were compared (as a sample/evident) with ARIMA model forecasted values. Between these two data sets, of observed and forecasted, the coefficient of determination (R^2) was found to be +0.956 and +0.970 (highly positive) for the mean maximum and mean minimum temperatures, respectively, at the Rajshahi station (Fig. 8b, d). Again, when comparing the observed and forecasted values of the annual average rainfall during the 2001–2010 period, this also showed a highly positive (+0.904) coefficient of determination (R^2) (Fig. 9b), indicting validation of forecasting by the model. For other stations, we also found similar statistical comparisons.

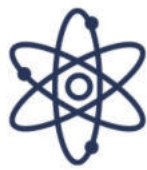




It may be noted here that in Fig. 8d, three horizontal clusters were noticed mainly because of seasonal variations in the data set. Thus, it is apparent that the ARIMA Expert Modeler, which automatically fitted the best ARIMA model for simulation for the specific time-series data set, can be applied with adequate accuracy to forecast temperature and rainfall in the area.

Here, temperature (mean, mean minimum and mean maximum) and rainfall (annual, pre-monsoon, and post-monsoon) of Bangladesh during the second decade (2011–2020) of the twenty-first century was forecasted and yearly statistics were calculated from the monthly data set and then decadal statistics were calculated from the yearly statistics. Afterward, a spatial interpolation technique was followed using IDW and GIS to generate the spatial pattern of the forecasted temperature and rainfall. The spatial variation of the mean, mean minimum and mean maximum temperatures in 2011–2020 are predicted to be 25.11–27.30, 20.04– 23.06, and 29.78–32.08 °C, respectively (Fig. 10). Within this decade (2011–2020), the temperature is predicted to rise by about 0.18, 0.20, and 0.16 °C for the mean, mean minimum, and mean maximum temperatures, respectively, compared to the previous decade of 2001–2010. The forecasted warming of 0.18 °C per decade (mean temperature) during 2011–2020 is consistent with the fourth and fifth IPCC's predictions of 0.2 and 0.17 °C per decade, respectively (IPCC 2007; IPCC 2014). It is also comparable in magnitude to other forecasts (Lean and Rind 2009). Comparative statistics of climate change predictions in Bangladesh are given in Table 2.

Prediction of rainfall shows a decrease of about –153 mm (–15.3 mm per year) rainfall in the decade of 2011–2020, compared to the previous decade 2001–2010. Moreover, from 2011 through 2020, a remarkable low rainfall is projected for the Rajshahi, Bogra, Jessore, and Kustia districts, compared to the others parts of the country (Fig. 11a). However, by 2020, the annual rainfall is projected to increase by about 5.5 % (Table 2), compared to the rainfall in 1971 which is consistent with the IPCC's prediction of a 5–6 % increase in rainfall by 2030 (IPCC 2007). During the pre-monsoon season, the northwestern, southwestern, and western parts of the country will receive low rainfall, which is predicted to continually decrease during the 2011–2020 period (Fig. 11b). On the other hand, during the post-monsoon season, the northwestern, western, and northern districts of the country will receive very low rainfall and this will likely continue to decrease (Fig. 11c). By 2020, the post-monsoon rainfall will decrease by about 13%, compared to 1971 (Table 2).



However, the data predicts that during the post-monsoon season, the southwestern and central parts of the country will receive slightly more rainfall than other parts (Fig. 11c). This is mainly because of the high variability of post-monsoonal rains in these parts of the country.

In summary, the trends of temperature and rainfall during the 1971–2010 period enhanced the attention of the region by climate change, particularly concerning the trend of increased temperature.

Year	Mean temperature (°C)	Annual rainfall (%)	Post-monsoon rainfall (%)	Reference
2020	+0.98 (base 1971–2010)	+5.5	–13	Present study
2020	+0.9 to +1.0 (base 1960–2000)	+5 to 7	+3	Tanner et al. 2007
2020	+0.09 (base 1951–1990)	+5.3	+1.3	Islam 2009
2030	+1.0 (base 1960–1995)	+3.8	–1.2	Agrawala et al. 2003
2030	+1.0 (base 1951–1990)	+5	–2	GOB 2005
2030	+0.8 (base 1960–2003)	+1	–2	McSweeney et al. 2010
2050	+0.5 to +2.1 (base 1961–1990)	–	–12	Rahman et al. 2012a
2075	+2.5 (base 1979–2006)	+1.4	+5.7	Rahman and Ferdousi 2012
2100	+3.0 to +3.5 (base 1960–1990)	+5 to +10	–	Met Office 2011

Table 2. Projected change scenarios in temperature and rainfall of Bangladesh

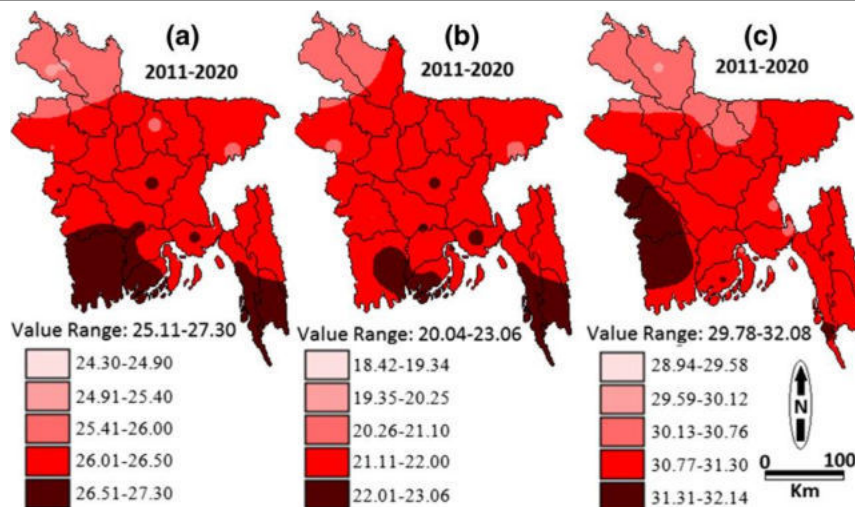
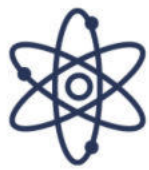
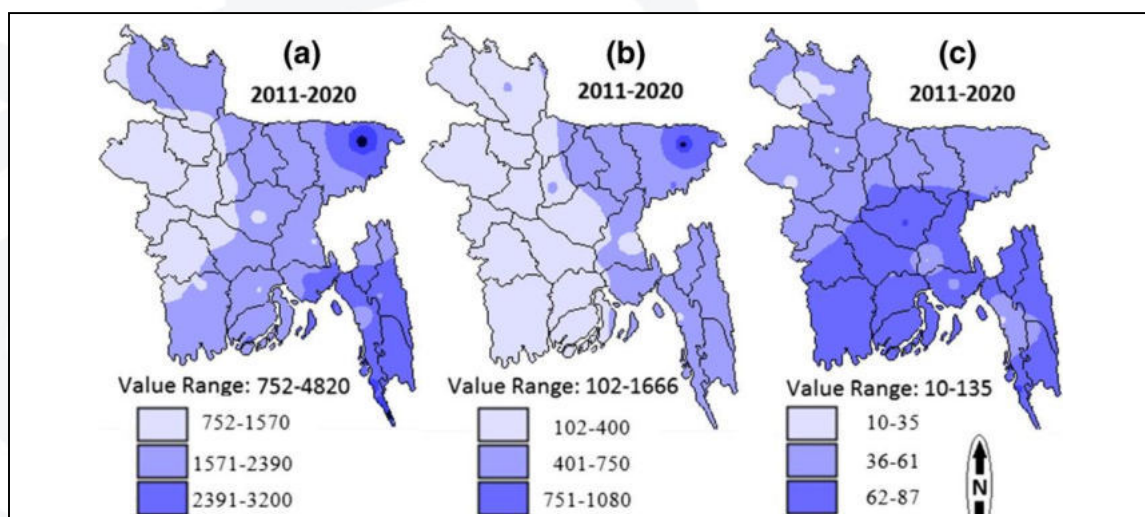


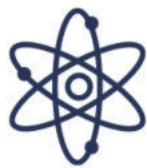
Fig. 7. Spatial pattern of forecasted temperature (°C): 2011–2020. A) Mean, b) mean minimum and c) mean maximum



The results indicate that climate change shows much stronger warming in Bangladesh than what was mentioned by the global view published in the IPCC report (IPCC 2007; IPCC 2014). In Bangladesh, starting from 1971, the mean temperature increased by about 0.20°C per decade in the last 40 years. This is in contrast with the global mean temperature, which increased by $0.074^{\circ}\text{C} \pm 0.02^{\circ}\text{C}$ per decade in the last 100 years (1906–2005) and $0.13^{\circ}\text{C} \pm 0.03^{\circ}\text{C}$ per decade in the last 50 years (from 1956 to 2005) (IPCC 2007). Based on the Global Historical Climatology Network (GHCN) database, global linear trends of 0.10°C per decade in the twentieth century have accelerated since 1950 to 0.16°C per decade (IPCC 2007). Moreover, warming in Bangladesh was even faster than the 1979–2012 period with global warming rates of 0.16°C per decade (Morice et al. 2012). Furthermore, the fifth assessment of the IPCC stated that the average temperature of the Earth has risen by 0.12°C per decade during the period 1951–2012 (IPCC 2014). Again, the investigated temperature trends in this study appear to be higher than most other studies in Bangladesh so far.

This supports the observation that an increase in temperature has taken place more in recent decades than in previous ones in Bangladesh. Besides, the highest positive trend in minimum temperature was observed in the northern, northwestern, central, and central southern parts, while the highest positive trend was noticed in the southern, southeastern, and northeastern parts in the case of the maximum temperature. In these areas, temperatures increased between 0.80 and 2.4°C over the 1971–2010 period.





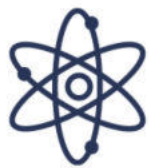
Conversely, this study exhibited a 14 % (+7.13 mm per year) upward trend in the annual rainfall and 17 % (−0.75 mm per year) and 39 % (−0.55 mm per year) downward trend in pre-monsoon and post-monsoon rainfall, respectively, during 1971–2010. The rainfall was also erratic during the pre-monsoon season, which then increased during the post-monsoon season. Furthermore, dry weather or drought conditions were noticed during the pre-and post-monsoon seasons over a wide area of Bangladesh, particularly in the northwestern and southwestern parts of the country during the post-monsoon season. In these areas, rainfall decreased by about 50–70 % during the 1971–2010 period. The areas under a faster warming trend coincided with the areas having this drying trend. The ARIMA time series model predicted that the mean temperature exhibited a 0.18 °C elevation during the 2011–2020 period compared with the previous decade, indicating an approximately 0.98 °C warmer temperature in Bangladesh by 2020 compared to 1971.

On the other hand, there was a prediction for a 153-mm decline of annual rainfall over the 2011–2020 period. Moreover, it is predicted that the pre-and post-monsoonal rainfall would decrease at a small rate (3 and 5 mm, respectively) which might lead to a drying condition that would persist in the northwestern, western, and southwestern parts of the country during 2011–2020. The general tendency derived by the IPCC from analyzing 20 global climate models indicates that winter precipitation in the region will increase and summer precipitation will decrease (Reiter et al. 2012), however, the analysis of rainfall data from our study depicts decreases of both post-monsoon (winter) and pre-monsoon rainfall which do not match with the IPCC's general seasonal tendency. This is mainly due to the high spatial and temporal variability of rainfall from region to region. Even in our study, because of high spatial and temporal variability, we observed a slightly positive trend of pre-monsoon rainfall at the extreme northwestern, northeastern, and southeastern parts of the country.

Conclusion

In this paper, we discussed the last 40 years (1971–2010) of temporal-spatial climate change in Bangladesh based on temperature and rainfall data. The ARIMA time series model-based future prediction of climate change for the 2011–2020 period was evaluated and confirmed a particularly strong recent climate change in Bangladesh based on temperature and rainfall changes.



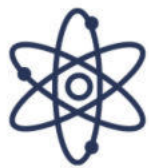


This study also validates the ARIMA time series model for shorter time scale climate simulations and can easily be applied to more localized climate data since the ARIMA modeling focuses purely on the data rather than data generating processes. However, since this model is solely based on a statistical approach, it is limited in terms of extreme and irregular events since this model cannot predict extreme events due to any external force or natural events. For example, if a strong global external force of the atmosphere, like a major volcanic eruption occurs, this might be a sound reason to invalidate the forecast for that time.

Therefore, this should be considered as a limitation of the model since the type of situation is not a regular event. For the climate of Bangladesh, the temperature changes reflect warming as a whole and since 1971, the climate of Bangladesh is warming at a much higher rate of global average warming (0.20 versus 0.13 °C per decade). Prediction of the temperature shows that in the decade of 2011–2020, the mean temperature will increase by about 0.18 °C, indicating the temperature will be 1.0 °C warmer in Bangladesh by 2020 compared to 1971. An even greater rise is projected for the mean minimum (0.20 °C) than the mean maximum (0.16 °C) temperature. The minimum temperature warmed more in the northern, northwestern, northeastern, central, and central southern parts while the maximum temperature warmed more in the southern, southeastern, and northeastern parts during the 1971–2010 period.

In some of these parts, the mean minimum and mean maximum temperatures rose by more than 2.0 °C (0.50 °C per decade), which will likely pose challenges to the population in those parts of the country. On the other hand, the most significant results were related to the dry conditions, since, during the investigated period, a remarkable decrease in the pre-and post-monsoonal rainfalls was noticed (–0.75 and –0.55 mm per year, respectively) with very high variability (44.84 and 85.25 % per year, respectively). High rainfall variability is an indicator of drought, and therefore, the areas under very high variability with low rainfall, particularly the north-western districts, are prone to drought hazards. Predictions of rainfall reveal that declining rainfall will continue and a drying condition will persist during 2011–2020 (153 mm decrease of annual rainfall), especially during the pre-and post-monsoon seasons.





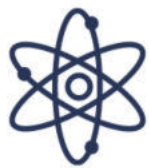
Spatial patterns of trend and variability of temperature and rainfall indicate that the northwestern, western, and southwestern parts of the country are more susceptible to climate change concerning rising temperature, high variability, and rain shortfalls, particularly for the pre-and post-monsoon rains.

It is expected that this study will not only help to delineate appropriate policies and planning to combat the impact of climate change in Bangladesh but also help to understand the regional climate change in this part of South Asia. The trend directions, magnitude, and spatial patterns identified for both temperature and rainfall may also provide helpful information on global warming on a regional/country level scale. Improved understanding of recent climate change helps to elucidate the impacts and vulnerability of the local population to implement the most appropriate practices to cope with climate change and manage the changing situation in a better way.

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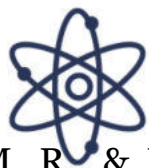
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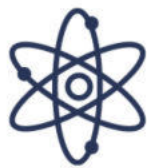
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CAUSES OF CRIME AND VIOLENCE IN THE FAMILY

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Abstract

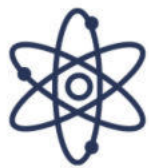
In the article, domestic violence is the physical, mental, sexual, or financial violence that one spouse or other person in an intimate relationship inflicts on the other. Typically, this type of violence involves an attempt by one party to control the lives of other family members. Victims of domestic violence are most often women or young children, but men and the elderly are also perceived to be victims.

Keywords: Family, human race, upbringing of children, domestic violence, physiologically insults, discriminates, organizations.

Introduction

All reforms carried out in our country are aimed at the noble realization of human interests, the creation of a prosperous life for our people. The successful solution of these tasks in the short term depends not only on our current state, but also on the stable and conscious activity of each member of the society in which we live.





"Family is sacred to me. His sanctity is that no matter where he works, no matter who he is, there will never be results if he does not pay special attention to upbringing in the family, environment in the family, honesty in the family, attitude, upbringing. That is why I pay so much attention to the upbringing of my children. I have a different approach to each of my children and grandchildren. I know the individual character of each of my grandchildren, I know their dreams and desires."

Today, there is no doubt that the unique prestige of the family is a reality of great social significance. The family is the basic cell and social unit of society. The happiness and well-being of every family is ultimately a condition for the stability, prosperity and well-being of society[1].

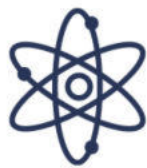
The family is of great importance not only as a factor in the continuation of the human race, but also as a place for educating members of society, especially the younger generation, on the basis of the idea of national independence. In this regard, the Center for Public Opinion Research "Social Thought" conducted a survey on "Society and the family: the spiritual and moral world." The purpose of the study was to study the attitude of Uzbek citizens to family and family relations, national values and the role of the community in family life, the restoration of stable traditions in this area, the level of legal literacy of the population. Residents of Samarkand city districts and villages took part in the survey.

"What is the main role of the modern family in the life of society?" 47.5% of respondents answered that the family is the basis of society and the state.

21.2% of respondents believe that the family is responsible for the upbringing of the younger generation. 11.2 percent of respondents believe that the family helps to strengthen stability and security in the country. 7.9 percent of people believe that the role of the family is in procreation.

Respondents on the importance of the family in everyone's life expressed the following views: "it is necessary for the continuation of the generation, the birth and upbringing of children" (63.2%), "the family is the stronghold of man, gives him confidence in life" (28.8%), "family is necessary to provide for a person as he or she gets older" (4.9 percent).

The fulfillment of the duties of the family is an important condition for the preservation of the historical continuity of generations, the development of the individual and society, the development of society.



However, in the family, which is supposed to prepare the individual for independent living, to guide him, the occurrence of various events that sometimes lead to crime among family members is attracting the attention of the state and society.

Domestic violence is the physical, mental, sexual, or financial abuse of a spouse or other person in an intimate relationship against the other. Typically, this type of violence lies in the desire of one party to maintain control over the lives of other family members.

Victims of domestic violence are most often women or young children, but there are also victims among men and the elderly. Here are some common types of domestic violence[3]:

Husband beats, mentally discriminates against his wife, accuses her offspring due to marital status or actions of parents or relatives, rapes her husband, forces her to satisfy his sexual needs in unnatural ways, or sexually discriminates (physiologically insults, discriminates, not having sex, to betray his wife), financial constraints, not giving money, resisting a woman from studying or working, and so on.

A person's upbringing conditions, the criminogenic environment in the family, are not directly related to his or her crime. Because the environment in the family does not lead to the formation of a person in it, the emergence of certain characteristics and the commission of a crime. However, a person raised in a troubled family is more likely to "respond" with actions that could lead to criminal charges against others in a particular situation.

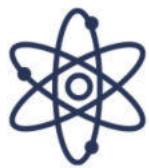
Although violence is a multifaceted concept and subject of debate, all researchers agree that crimes committed through violence are crimes against a person's life and liberty, health, and inviolability that are most valuable to him or her.

In the legal sense, a family can be defined as a set of persons connected to each other by mutual obligations (spiritual, moral, legal) arising from legal facts (marriage, adoption, kinship).

Family relations are a more complex system of relations than marriage, which embodies not only the couple, but also their children, relatives.

Therefore, family members include persons who live together or separately, who live or have previously lived in a legally or unregistered marriage, relatives on the correct family tree or side tree, mixed or non-mixed relatives. Adopted children are also recognized as family members if they are materially, mentally or otherwise dependent on a family member as a result of their inability to care for themselves independently.





According to our sociological research, 80% of the victims of various crimes committed in the family were women and children. Children, women, the elderly, the disabled, or other persons with physical disabilities accounted for more than a quarter of all deaths as a result of domestic violence crimes.

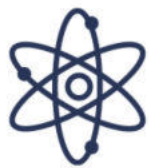
Women perform many tasks in the family and these responsibilities addition is very complicated. Women are partners in the family union, paid and unpaid mistresses and mothers in the household.

Children the heavy burden of care is also often borne by them. The fact that women perform these duties is especially important for family members children's health, level of education, material well-being is a key determinant, as well as women to children they are also role models for performing certain tasks as they grow older serve as a template[2].

Cases of domestic violence against women by both parents and spouses are common in society. These is a serious indication of the existing gender disparities. To women relative violence is often in the form of sexual and domestic violence, murder against them on the basis of alcoholism, drug addiction, sadism and as well as in the delivery of severe injuries of varying degrees manifests itself in other forms of physical and mental violence[4].

The family is a separate front, in which gender equality issues or, more precisely, gender inequality is very acute, often - in a very painful way manifests and resolves them in the same family than elsewhere difficult, at least, difficult to solve using the law. Practice indicates that the woman is established at the level of laws and the principle of equality between men is always applied to life and in some places it may not be applied at all possible. That is why gender equality in the family a mechanism for consolidating ideas and putting them into practice strengthening is very important.

Our analysis of neighborhoods has shown that the role of fathers in child rearing is declining. This is especially true in the family how important it is for upbringing. The father is also the head of the family Along with economic support, the upbringing of children is also empty are responsible for spending their time productively. We directly visited 158 families and studied their attitudes to child rearing and work experience [5].



Some modern, active, the leisure time of the children of exemplary families is meaningful and useful pay special attention to their conduct. This work is done in advance, with the help of parents and children. In some families, parents send their children for a day, or a week teach them to plan an agenda.

That is, with their children setting reasonable pedagogical agendas in consultation they do. For example, "Oh, my son, my daughter, tell me, How are you going to spend this week? " to create their own weekly work regimes, they suggested they have taken a very restrained, psychologically correct approach in reviewing the regime together, supporting its preferred directions, or editing it according to circumstances[6].

In the pedagogical relationship between parents and young people, "time density" syndrome. The second shortcoming is that parents do not pay attention to the positive qualities in their children, they are not encouraged and use the concept of "education" mainly to correct the negative qualities in young people.

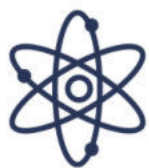
This eventually creates a spiritual gap between adolescents and parents to be, other sources to satisfy the interests of the teenager leads to the search. This is one of the reasons why teenagers fall into the "traps" of religious extremism and terrorism in today's highly developed Internet it is happening[7].

One of our experts, Candidate of Pedagogical Sciences, Associate Professor of Andijan State University Z.Azimova on March 14, 2012 In an interview with us, he analyzed the role of the computer in the encounter of foreign ideas with teenagers as follows: "Parents, my child should be no less than someone else's child, for a certain amount of money we will buy a computer. Our child stays unattended in front of the computer for hours. That's why we now use the Internet. The majority of those who sleep are young people. But there should be control when using the internet. Because terrorism is religious there are many sites that spread extremism. The spiritual connection to them is tragic leading to consequences. Some "discriminatory" interlocutors are teenagers targeting, that is, influencing his spiritual life[8].

When when our child got into the street of crime "Why is that was it Who is to blame for this? " we begin to look for the culprit. In fact most Is the parent the main culprit? When asked to answer, we comfort ourselves by saying, "I'm working for my child, I've provided everything, I'm doing my parenting." But it was too late will be".

Interviews with families have the following conclusions appeared:





- raising children of parents in families or not only in the upbringing, but in the upbringing of the child by the parents we also need to check their ability;
- at least twice a year for each family of community activists targeted entry and interviewing should be facilitated;
- Go abroad once a month with parents whose child has gone abroad to talk about the child in the hand;
- Conducting interviews with citizens traveling abroad, especially young people, with the participation of experts and recording the results, and this strict control of the issue;
- young people on the verge of marriage (separate girl, separate boy) to be interviewed by a psychologist (in which both young people worldview is studied) introduction;
- Compulsory training seminars for parents once a year introduction of the organization;
- Prepared a text entitled "Appeal to parents" (which includes advice and recommendations on religious education, a call to awareness finds), to ensure that delivery to each apartment (Appendix)

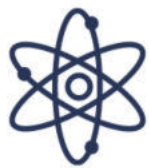
CONCLUSION

In conclusion, although there are more than forty non-governmental non-profit organizations in the Republic of Uzbekistan dealing with family, youth and women's issues, the population is not aware of these organizations. We believe that the wider use of the media will be effective in raising their awareness.

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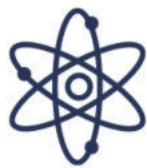
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CONDITION ANALYSIS OF THE EXISTING CYCLONE SHELTER OF DISASTER-PRONE AREA IN BANGLADESH

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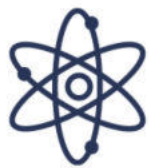
Abstract

Bangladesh is low-lying, mainly riverine country located in South Asia, is crises crossed with the divisional and sub divisional branch of Ganges (Padma), Brahmaputra (Jamuna), and Meghna Rivers. The Bay of Bengal is prone to storms and Bangladesh is often hit by severe weather during the monsoon season, from the middle to the end of the year. Present day Bangladesh, due to its unique geographic location, suffers from devastating tropical cyclones frequently and experiencing the climate change. These papers represent the present condition of the Cyclone Shelter of disaster-prone area in two sub division in Bangladesh (specially Barguna and Bhola). At first the feasibilities of the cyclone shelters are discussed and then find out the common problems. This study finds out the technical assessment for both Architectural and Structural issues as well as the recommendation of future study.

Introduction

Bangladesh has the coastline of 580 km (360 mi) on the northern littoral of the Bay of Bengal. There are around 2,500 cyclone shelters and multipurpose cyclone shelters along the 710 km long coast of Bangladesh. They have gradually been constructed since the devastating cyclone of 1970 to provide a safe haven facility for the coastal population. Constructed by various agencies the shelters are heterogeneous in many aspects; i.e. Funding conditions, location, design, footprint, construction material and technique, and construction process, etc. Until now, spatial distribution of cyclone shelters; structural strength analysis; catchment area; and management issues have dictated design of the shelters.





The coastal zone policy, The Bangladesh Climate Change Strategy and Action Plan, adopted by the Government of Bangladesh in 2009, seek to guide activities and programs related to climate change in Bangladesh. The project was prioritized in the Government's 2010 strategic programme for climate Resilience, prepared under the pilot Program for climate Resilience named Climate Resilient Infrastructure Mainstreaming Project. The intervention is planned to develop climate resilient structures, including Cyclone shelter, rehabilitation of existing cyclone shelter and improving of critical road connectivity.

Faruk et al. (2017) presented a simple random sampling method was used to select the case study shelters. An assessment protocol was developed to evaluate each case study shelter for their inclusiveness. Initial findings show that design of the cyclone shelters failed to address requirements of disabled and older population group; gender discrimination; and specific requirement of the local farmers. Tropical cyclones are devastating hazards causing losses via high winds, intense rainfall, terrestrial flooding and storm surges (Peduzzi et al., 2012). Effects vary depending on the locations of origin and landfall (Lal et al., 2012).

This study represented the critical condition of the cyclone shelter and the connecting road facilities of the shelter.

Accessibility of Cyclone Shelters

The Coastal belt of Bangladesh has been formed by the process of sedimentation, that's why most of the low-lying areas are subjected to the process of inundation even under the normal condition of tides. Due to the triangular shape of the Bay of Bengal region, a tidal surge accompanied by a stormy event make the situation more distressing. Figure 1 shows the Location of Cyclone shelter in Bangladesh.

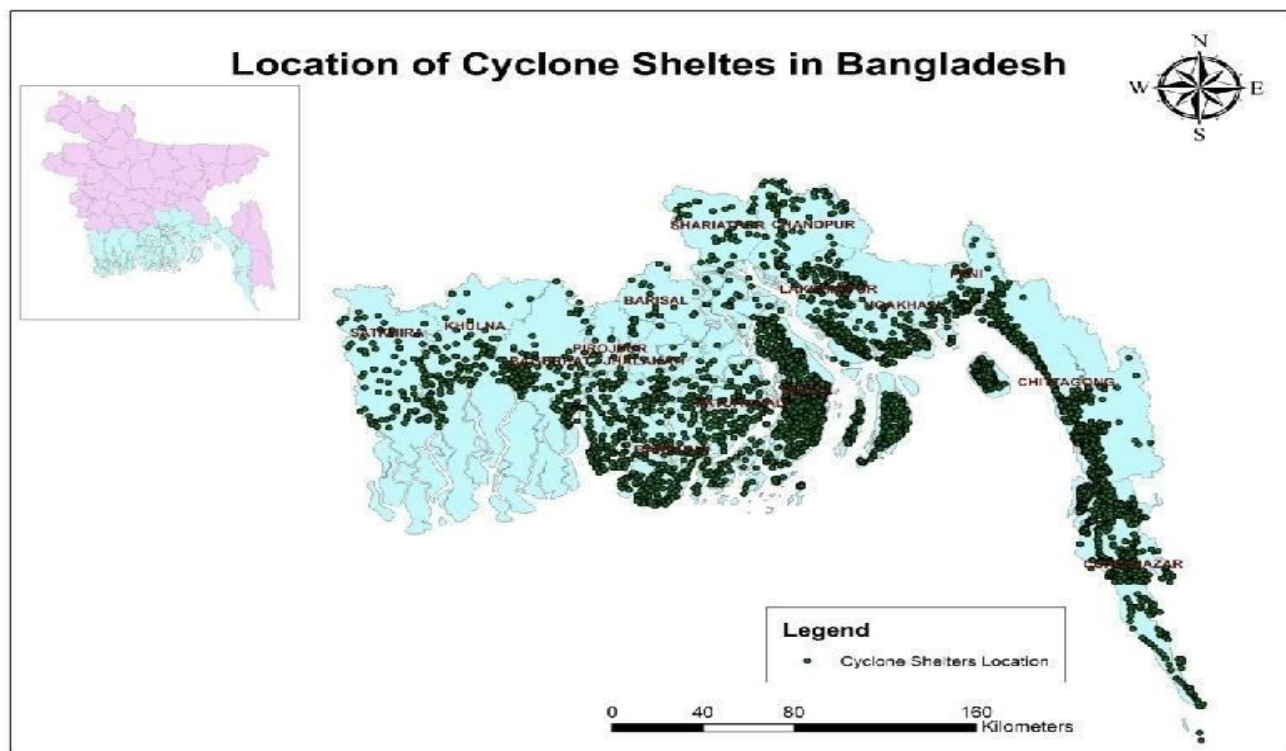
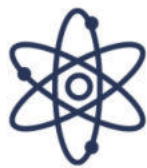
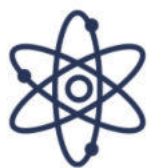


Figure 1 : Location of Cyclone shelter in Bangladesh (after Chowdhury. al., ICERIE 2017)

The study has been carried out mainly in the coastal regions of Bangladesh and the location of cyclone shelters is shown in figure 1 (Source: Ministry of Disaster Management and Relief, Government of Bangladesh). According to Integrated Coastal Zone Management Plan, nineteen districts of Bangladesh located near the Bay of Bengal area has been defined as the coastal areas.

Barguna and Bhola is the most vulnerable coastal region of Bangladesh. The Barguna District is bounded with important rivers include the Paira River, Bishkhali River, Khakdon River, Baleshwar River and Haringhata River. The total area of the river is 160 km² which is 22% of the total area of the district. Moreover, there are 300 natural canals in the district. Bhola is a delta island. There are two rivers in this district which are Meghna and Tetulia. Meghna is in east and north side of the district and Tetulia is in the west side. Bay of Bengal is in the south of Bhola district. Every year Barguna and Bhola are affected with cyclone. From the fig 1, it is clear that most of the cyclone shelters are located in that coastal region. Cyclone shelters have protected human lives and livestock in the coastal region of Bangladesh during past cyclones. In the cyclone Sidr, 15 percent of the affected population took refuge in shelters (GoB, 2008).



Currently there are 3791 usable cyclone shelters with elevated space for livestock and overhead water storage, making them potentially more effective. Most of the cyclone shelters were made after the devastating cyclone of 1991. Most of the cyclone shelters, built during the period from 1991 to 2007, were constructed by the Local Government Engineering Department (LGED). Almost all the cyclone shelters are used for different purposes like education centre, community centre, health centre, office building etc. during non-emergency period. After cyclone Sidr, World Bank constructed some cyclone shelters in the coastal districts.

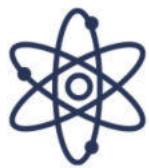
The existing cyclone shelter which are needed for rehabilitation as well as the new proposed cyclone shelters are included in this paper. Table 1 and Table 2 shows the Cyclone shelter of Barguna and Bhola district.

Table 1. Cyclone shelter of Barguna district

Name of the cyclone shelter	Sub District
Mitthalobongola GPS	Barguna Sadar
Hazar bigha	Barguna Sadar
Bistabak	Barguna Sadar
Tafalbari	Patharghata
Moddo bainchotki aziz sikdar	Patharghata
Horidra	Patharghata
Ruhuta	Patharghata
Padma	Patharghata

Table 2. Cyclone shelter of Bhola district

Name of the cyclone shelter	Sub District
Meajanpara	Char Fasson
Ayeshabag	Char Fasson
Mukharbanda	Char Fasson
Char Jamuna	Char Fasson
G.M. Bazar	Lalmohon
South Char Vuta	Lalmohon
South Chachra	Tajumuddin
Borhangong	Borhanuddin
Howla	Doulotkhan
Shukdev	Doulotkhan



Existing condition of the cyclone shelter

The existing conditions of the cyclone shelter and its connecting roads is presented in this section. The physical condition of most of the cyclone shelter is goods. The drainage condition and the connecting road is not sufficient in most cases. The roof of the most of the cyclone shelter are flat as usual residential building. The flat roof has caused many types of problem like the slope of the roof has not maintained properly. For this reason, water get clogging at different places of the roof. That creates damage at the patent stone of the roof and the ceiling gets efflorescence. For the salinity of the coastal zone that efflorescence decays the clear cover of the slab and most of the cyclone shelter have experienced water falling from the roof during calamities that hamper the basic needs of the shelter.

The most important criteria of the cyclone shelter that it is easily accessible from every direction of the cyclone shelter and the boundary wall is the forbidden criteria of the shelter. It is very afflicted things that the connecting road is not properly casted and there are lots of problems like less widening, not paved, the corner of the roads is breached in many places because of polder. These problems make human life miserable during cyclone and most of people fall in danger in the road.

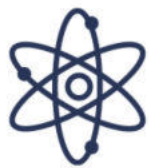
Conclusion

This study presented the existing conditions of the cyclone shelter and its connecting roads. The condition of most of the cyclone shelter is goods. The drainage condition and the connecting road is not sufficient in most cases. This should be renovated for the future stages of the maintenance program of the cyclone shelter.

Reference:

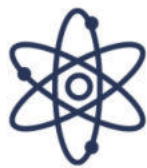
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THEORETICAL BASES OF FINANCING OF INVESTMENT PROJECTS BY COMMERCIAL BANKS

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Abstract

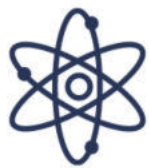
This article discusses the economic nature of investments, their types and classification, the specifics of the development of financing of investment projects by commercial banks in Uzbekistan, the theoretical basis for financing investment projects. At the same time, an analysis of the current state of financing of investment projects by commercial banks and practical recommendations on the prospects for the development of financing of investment projects by commercial banks are provided.

Keywords: investment, capital, savings, financial resources, income, commercial banks, risk.

Introduction

World practice confirms that today investment loans play an important role in the development of the world economy and international integration. Indeed, investment loans serve as the most important factor in the implementation of long-term strategy of commercial banks in the national and global financial markets, and through it the development of international relations and practices. This is evidenced by the fact that investment loans, incorporating a number of traditional and modern forms of lending, are used to establish and develop cooperation with national, foreign and international financial institutions.





In turn, the developed world has a high level of development and rich experience in investment lending, in particular, the share of investment loans in total capital investment in Germany is 49.5%, in the US - 62%, in the UK - 76.5% (Silantev A.E., 2019). Today, the demand for investment loans in Uzbekistan is growing, which makes it necessary to improve the system of investment lending by commercial banks.

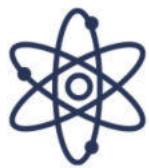
Literature review

The study of modern perspectives on the content and essence of investment shows that they are interpreted differently in different departments and practical activities of economic sciences.

The term "investment" is derived from the Latin word "invest", which means "investment", "mobilization of funds", "capital investment". Broadly speaking, investing means mobilizing capital to increase and recoup capital. In many cases, the concept of "investment" is defined as material and intangible benefits and rights to economic and other objects of activity. Investment means all types of national and intellectual wealth, which must be directed to the objects of entrepreneurial activity to generate income or achieve some positive results. The main purpose of investing is to earn income and achieve a positive social effect.

Until now, the concept of "investment" has been interpreted differently by economists. In particular, the Nobel Laureate in Economics, U. Sharp's most popular textbook, "Investment," describes "investment as the abandonment of a particular value in order to obtain value in the future (possibly indefinitely) (U.Sharp, G.Aleksandr, Dj.Bailey, 2000)." He explains the meaning of the term "investment" as follows: "To make a profit in the future, today is a separation of money, and it is considered possible to invest in either real or financial assets (U.Sharp, G.Aleksandr, Dj.Bailey, 2000)."

According to Swedish economist Klas Eklund, "investment is something that is left for tomorrow to have more consumption conditions in the future. Part of it is consumer goods that are currently being left unused, and the other part is resources that are aimed at expanding production (Klas Eklund, 1991)." This economist has a simpler interpretation of the nature of investment, which is consistent with the definition of "capital inflows".



Also, the founder of the category "Investment Market" J.Keynes describes investment as "the current increase in the value of capital assets as a result of productive activity during this period," "the unused portion of the income earned during this period for consumption." Investments occur as a product of savings, i.e. they accumulate today and can generate income tomorrow. On the contrary, it is profitable today - it would be fair to say that it will emerge as an investment tomorrow (J.Keynes, 1978). Thus, it is almost impossible to clearly define the functions of funds and investments, but our considerations allow us to establish a close link between the concept of "investment" and the organization of capital in the future, that is, investment is a category of return on investment.

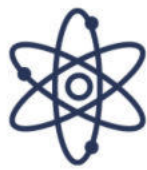
In some works, published in Russian, investment is understood as the expenditure of money, the part of income used for the reproduction of total social or individual capital, consisting of earning a higher income or social benefit in the future, rather than consumption (Tumusov F.S., 1999). In other words, "investment" is the exchange of a certain amount of current capital for an expected, uncertain value in the future.

Many authors understand investments as money spent on the reproduction, maintenance and expansion of capital (Igoshin N.V., 2002).

A similar concept is supported by Uzbek scientists. According to D.Gozibekov, "Investments are generally made when maintaining the current value of capital and (or) converting this value into capital in order to increase savings. Therefore, they are not consumed during this period of time and are attached to specific objects and processes for a certain period of time, they are occupied with them, in which case they are exposed to explicit and implicit risks (D.Gozibekov, 2002).

Effective property and intellectual resources, investments, can take the following forms:

- cash, trust funds in banks, shares, stocks and other securities;
- movable or immovable property (buildings, structures, equipment);
- copyright, property rights, other intellectual property, including the right to use inventions (know-how);
- land use and other natural resources and property rights;
- other riches (G'ozilbekov D.G'. Qoraliyev T.M., 1993).



In our country, other scientists have also expressed their views on the concept of "investment". According to F.Dodiyev, "Investment is the sum of all types of property, financial and intellectual wealth invested in the objects of entrepreneurial activity in order to obtain future profits or social benefits (F.Dodiyev, 1998)." Another great scientist, Professor A.Olmasov, describes investments as "investments in production to generate income to ensure economic growth."

Data and methodology

Investment means spending material and financial resources on certain objects for future income. Therefore, it can be said that the investment activity of commercial banks means their multifaceted activity, i.e. these activities are financial resources spent on various objects in order to create material wealth. The picture below shows the directions of investment activities of commercial banks.

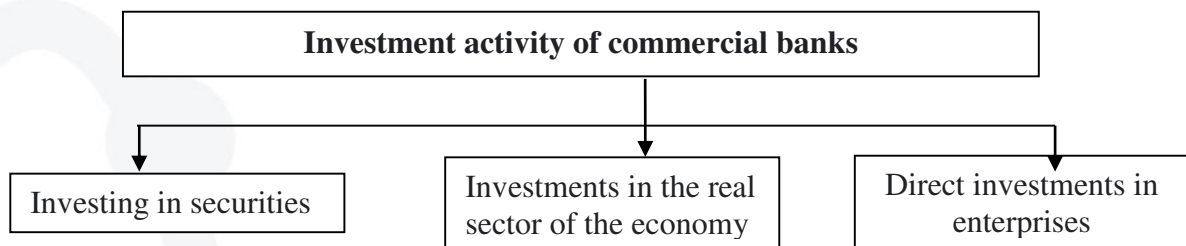
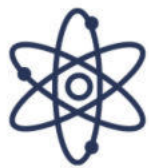


Figure 1. Types of investment activities of commercial banks

The picture above shows that the investment activities of commercial banks are divided into different areas based on their nature. Investments of commercial banks in securities serve to form their investment portfolio.

Currently, one of the most comprehensive fundamental textbooks in the field of investment is the textbook "Investment", written by U.S. economists W. Sharp - Nobel Laureate in Economics in 1990, G. Alexander, J. Bailey. all types of securities and stock markets are described, their operation is described theoretically and practically, with concrete examples, graphs and tables.

Also, the basics of management risk in investment projects, the general theory of risk management are described in the book "Risk management of the investment project", edited by the Russian economist M.V.Gracheva. It describes the main stages of risk management in investment projects, certain approaches to project risk classification, qualitatively described and classified project risk management tools, and the basics of



economic-mathematical models of risk management in investment projects, in particular, sensitivity analysis, simulation modeling scenario approach.

The book "Organization and financing of investments" by Uzbek scientists B.S.Mamatov, D.Yu. Khojamkulov and others, who conducted research in this area, describes the economic significance of the organization and financing of investments, the main stages of investment financing processes, the role of foreign investment in economic development. The role of the investment climate in the organization and development of investment financing, capital construction in investment activities, syndicated lending of investment projects, assessment of financial and economic efficiency of investments were also studied.

Also, the textbook "Investment Risk Management", written by E.I.Nosirov and others, describes the theoretical foundations of risk management in the organization and implementation of investment activities. The types and forms of investment risks are described, and the experience of international financial institutions in risk management is presented. Effective methods, tools and opportunities for investment risk management in Uzbekistan are revealed.

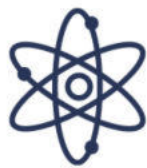
The important role of investment loans of commercial banks in ensuring the sustainable development of the national economy has been scientifically proven by economists. In particular, J.M. Keynes scientifically substantiated the fact that an increase in the money supply leads to a decrease in the interest rate and, as a result, a decrease in the alternative value of investments and an increase in the volume of planned investments of firms and companies (J.M. Keynes, 2012).

Well-known Russian Economist T.Mazurina justified the existence of the following conditions for the development of lending to the real sector of the economy through loans from commercial banks:

- Existence of effective investment and industrial policy of the state (with indication of directions of exact allocation of financial resources);
- development of investment infrastructure, which is the main direction of risk reduction associated with the implementation of investment projects;
- Increasing the investment attractiveness of enterprises (T.Mazurina, 2013).

According to I.Yudina's research, a necessary condition for the development of long-term lending practices of commercial banks in developing countries is the diversification of risks (I.Yudina, 2013).





Professors D.Gozibekov, T.Bobokulov, N.Karimov from Uzbek scientists have also implemented issues related to the improvement of investment lending potential of commercial banks and the mechanism of its implementation, as well as made the following scientific proposals:

- reduction of the requirements for statistical reporting in the investment project, generalization of the required information, i.e ensuring the maximum independence of producers;
- The responsibility of the responsible staff for their decisions in the implementation of the project should be slightly increased, so that their illegal actions will be limited to some extent;
- In the new project, the primary goal is to set a strategy for entering the world market (D.Gozibekov, T.Bobokulov, N.Karimov, 2007).

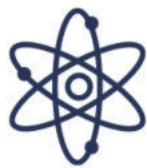
Many foreign and local economists have been working on the effectiveness of investment projects and their evaluation. Foreign economists F.V. Mike and W.Rong, who conducted research on this issue, suggested the need to establish external financial restrictions on the effective use of investment projects and, on this basis, to encourage domestic investment projects. At the same time, scientists conclude that as the cost of external financing increases, the value of cash will increase significantly (Faulkender, Michael W.W. and WANG, Rong., 2006).

H.Wang, P.Liang, H.Li, R.Yanglar studied the interrelationship between investment projects focused on technological developments and their sources of funding, as well as sources of funding for scientific developments, research, investment risk (Wang H., Liang P., Li H., Yang R., 2016).

Investment lending is a form of bank lending, which focuses on the reconstruction or modernization of production facilities, construction and organization of new production. The basis for granting this type of loan is an investment program aimed at the transition to a more efficient stage of production or service of the existing product in the enterprise.

According to this definition, if we focus on the main features of investment loans of commercial banks, it is appropriate to recognize the following aspects:

- investment lending should be targeted only, for example, to finance projects of socio-economic significance or aimed at increasing the export potential of the country;
- long-term investment loans, ie investment loans can be issued for a period of 3 to 15 years. This is enough time to implement projects under the state investment program;



- the source of return on investment lending is the income from the project.

According to Yescomb, attracting long-term investment loans to finance large projects through financial engineering depends on assessing the risks associated with construction, operation, revenue, and the distribution of risks between investors and lenders (Yescomb E.R. (2008)).

Yescomb's conclusion is of great practical importance for Uzbekistan. The high level of inflation and the rate of depreciation of the national currency increase the risks in the process of lending to investment projects.

According to I.Kamilova, the expansion of investment loans by commercial banks will be sharply affected by changes in inflation and interest rates. In particular, interest rates are the price of investment loans of commercial banks. Therefore, an increase in interest rates on investment loans leads to their appreciation (Kamilova I.X., 2019).

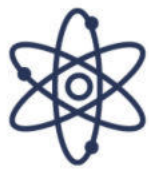
Qiu and Wang's research suggests that the form of investment is greenfield or merger and acquisition, mainly due to market size, differences in production costs between multinational companies and local firms, the level of competition in the market determined by the number of local enterprises, and the cost of opening a new business. depends on factors (Qiu D. and Wang Sh. (2011)).

Indeed, the high cost of starting a new business in the country where the investment is planned, the strong competition in this market and the relatively low cost of domestic production compared to the world market encourage foreign investors to take advantage of what is available.

In order to develop investment loans of commercial banks, the types of investments attracted to our economy at the initiative of the state, mainly resource and market-oriented foreign investment, import-substituting and stimulating exports, pursuing long-term strategic goals, producing products from raw materials to consumption enrichment with.

Economist N.Simonyants as an investment activity of commercial banks «universal and specialized commercial banks to finance investment projects on the basis of loans and shares, organization and placement of securities in the primary market, asset management, investment company management, real estate transactions, consulting recognizes activities aimed at analytical and broker-dealer operations.

Also, the research conducted by A.Naryana states that risk management processes in the investment activities of commercial banks are carried out at the following stages:



identification and analysis of the nature of risk; assessment and calculation of risk-related losses; development of risk management recommendations, risk reduction through the authority of risk management officials; control over the preparation of risk management reports in accordance with the established criteria and rules; earnings depending on the level of risk (high risk high profit, low risk low profit); risk-benefit coordination (Ismailov D.A., 2018).

According to O.I.Lavrushin, banks are a kind of "blood vessel" of the economy, without which it is impossible to imagine a modern economic mechanism. In this system, the monetary resources of various economic entities, state-owned enterprises, foreign investors are circulating.

In her research, O.V.Savvina conducted research on the activities of international financial organizations and their role in the economy, V.A.Slepova and E.A.Zvonovoy on international financial markets. Local economists S.S.Gulomov and O.Yu.Rashidov in their research worked on the activities of banks, the order of lending in them, the improvement of its activities (Islomov A., Egamov E., 2003).

Innovation in the context of the formation of modern economic knowledge is a key factor in ensuring economic growth. From this it can be concluded that the more active and dynamic the innovative activity in the region, the higher the level of economic development. It is well known that it is very difficult to ensure this task, especially in the long run, without supporting and implementing innovative changes.

It is necessary to emphasize the need to develop measures to stimulate innovation at all levels, which is the only way to achieve certain results in the field of innovation. According to G.H.Rozikova, "the creation of favorable conditions for the development of innovations will allow to modernize the technological base and radically increase the competitiveness of the national economy."

The situation in the country's investment lending market in recent years shows that a disproportionate segment of banks has been formed (Table 1). This reflects the various levels of participation of banks in the process of financing projects based on the export of finished products, which are able to modernize the economy on the basis of advanced and competitive technologies, create energy-efficient and high value-added.

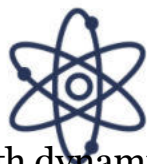


Table 1 Growth dynamics of investment loans provided by commercial banks, (billion in soums)

No	Name of commercial banks	2016	2017	2018	2019	In 2019 compared to 2016, +/-
1	Asakabank	1 381	3 017	10 268	7 077	5 696
2	National Bank	2 539	2 914	9 847	15 862	13 323
3	Uzpromstroybank	1 540	1 842	3 562	13 115	11 575
4	Qishloqqurilishbank	1 191	1 178	1 256	4 624	3 433
5	Ipotekabank	938	1 173	2 801	9 668	8 730
6	Agrobank	831	1 034	2 296	7 925	7 094
7	Xalq Bank	833	978	1 251	5 758	4 925
8	Microcreditbank	448	567	681	3 134	2 686
9	Other banks	2 501	3 381	6 786	21 149	18 648
	Total	12 202	16 085	38 748	88 312	76 110

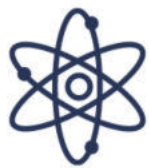
Source: Prepared by the author on the basis of the annual report of the Central Bank of the Republic of Uzbekistan (www.cbu.uz).

According to Table 1, the largest share in investment lending in 2017 (18.8%) and 2018 (26.5%) fell to the share of Asaka Bank, which is the object of research, and compared to 2016 amounted to 8887 billion. soums or more than 7.4 times. In 2019, on the contrary, there was a decrease (7.077 trillion soums). In particular, in the National Bank, this amount increased during the analysis period and in 2016 increased by 6.24 times compared to 2016. In general, the volume of investment lending in the country during the analysis period increased by 7.24 times, mainly the activity of 8 banks, ie their share in the market of investment loans in 2018 was 82.5%, and in 2019 - 76.1%.

Conclusion

At present, it is impossible to imagine socio-economic life without the activity of commercial banks, without their financial support. This is due to the fact that commercial banks play an important role in financing investment projects in the country, providing loans to participants and customers of investment projects. In this way, it contributes to ensuring overall macroeconomic stability in society.

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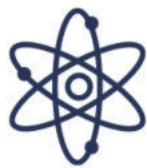


The importance of financing investment projects by commercial banks in the transformation of the country's economy is growing from year to year. With the help of loans from commercial banks, important sectors of the economy are being financed, new investment projects are being built, additional jobs are being created for the population, and new products are being developed.

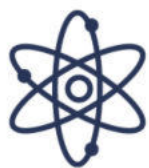
Although Uzbekistan has developed a sufficient legal framework for the implementation of syndicated lending of large investment projects by commercial banks and financing of investment projects, in the process of modernization of the digital economy with modern information technologies to improve the country's investment attractiveness, transparency of investment projects requires.

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OUR NATIONAL MUSICAL INSTRUMENTS AND THEIR IMPORTANCE

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Annotation

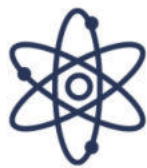
This article provides information about the art of music, its ancient history, national musical instruments and their ancient history, their importance in educating the younger generation, and a number of related musical instruments.

Keywords: Art of music, musical instruments, cultural heritage, performance, tanbur, dutor.

The art of music has been an integral part of the culture of the peoples of Central Asia since ancient times, and it is still relevant today. Its directions, genres and forms are the product of the creative activity and thought of the ancient Sogdians, Khorezmians, Parthians, Bactrians living in modern Central Asia, Afghanistan, Pakistan, Iran and East Turkestan, the ancestors of the Uzbek people. has been formed and developed over the centuries.

By modern Uzbek music we mean all types of music performed today. They are diverse in terms of genre and include simple musical samples as well as complex works. So, these are examples of Uzbek folk music, maqoms, traditional composition and modern composition. Among modern Uzbek music, composition has become very popular. That is, the best works in the genres of opera, ballet, symphony, oratorio, cantata, musical drama, suite, poem, which are part of world music culture. In a short time, a number of composers became famous.



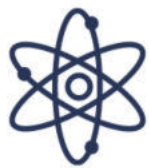


Musical instruments are a means of glorifying human spirituality in melodies, a product of folk art, a miraculous and expressive instrument that has been formed among the masses from time immemorial, created by masters of the word, and is constantly improving. The national pride, traditions and values of each nation are reflected in the instruments, and the sound they emit is in accordance with them. All this is the basis of the form of the instrument to be created and the criterion of nationality. Throughout history, musical instruments have always received a great deal of attention, as well as educational value. In the modern process, special attention is paid to such factors as a new look at the traditions of the past, the proper use of advanced technology and the education of the perfect man. After all, the role of music in the education of the perfect man is considered to be unique, that is, a factor that can be the basis for the spiritual and spiritual upbringing of man.

It is known that musical instruments are the material and spiritual wealth of nations. For example, each nation has its own national heritage, the traditions of the times, which are sung through national melodies and have the appropriate musical instruments created by the national spirituality of the people. It should be noted that the world of Uzbek musical instruments is rich and diverse, both spiritually and materially. In addition, the higher the spirituality of a nation, the greater its history and heritage. It is known from history that Uzbek folk instruments have developed over the centuries in a colorful, unique way, forming instruments suitable for all branches of music.

The Uzbek cultural heritage is rich in musical instruments, each of which has a long history, structural development and technical improvement. According to the performance criteria, Uzbek folk instruments are divided into two groups. The first group includes all traditional folk instruments. The second group includes the instruments that have been improved (reconstructed) in connection with the cultural development of the twentieth century. Traditional folk instruments include tanbur, dutor, sato, rubob, ud, nay, surnay, qo'sh nay, karnay, g'ijjak, chang, qonun, doira, and nog'ora. Words used in folk art include changqo'biz, sibizgi, safoil. Recycled instruments include rubab, gijjak, dutar, and chang, as well as soprano, alto, tenor, and bass. Traditional instrumental performance has long been formed in the practice of folk performance, and their use in various forms and compositions has become a tradition. Each of you're the first of all traditional instruments has a highly professional individuality feature.

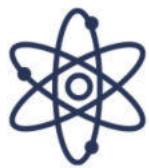




In the practice of folk performance, the corresponding possibilities, conditions and methods of performance have emerged. Centuries-old performance practices (folk and traditional) have also required the instrument to be performed as a group. Therefore, the instruments have been used by musicians in the form of group compositions within their respective types and sound capabilities. The group of tambourines and percussion instruments consisting of trumpets, horns, drums and doiras has long been formed in the practice of performance and has become an active participant in all public events of our people. Traditional instrumental ensembles are used because of their characteristics. A large ensemble of instruments has been formed from all the instruments in order to have a wide range and great sound potential in the performance. In the practice of instrumental music and maqom performance, performing in small groups has also become a tradition. Including: each instrument performed with a doira accompaniment; tanbur dutor bilan; tanbur, dutor doira with accompaniment; tanbur, dutor, g'ijjak doira with accompaniment ud, and others. Nowadays, Uzbek music can be divided into three main areas. Folk music direction, folk classical music direction and compositional music direction. In the direction of folklore, more commonly used instruments with sound and technical aspects are used. For instance: rubob, nay, g'ijjak, chang and doira instruments. It should be noted that the conditions and place of performance in folk folk music will be unique. Therefore, instruments also require the ability to adapt quickly and perform in any conditions. Bands that are typical of folk classical music tend to be more chamber-based, based on location, conditions, and environment. The full ensemble composition covers all instruments, and even the use of gijjak, dutor, tanbur instruments in a double form creates great opportunities. In this case, the ensemble will have the opportunity to sound great.

It should be noted that the performance and technical capabilities of Uzbek instruments are huge. The practice of performance has shown that Uzbek folk instruments have the ability to perform world classical music in harmony with the music of different nations. This is a testament to the diversity and variety of your instruments in folk and professional performance. Uzbek national words are our national values, our national wealth.

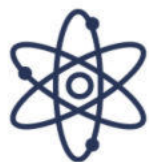




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**MEASUREMENT OF EFFECTIVENESS TRAINING & DEVELOPMENT PROGRAMS IN
THE CASE OF RESEARCH AFFAIRS OF HARAMAYA UNIVERSITY, OROMIA
REGION, ETHIOPIA COUNTRY - EMPIRICAL STUDY**

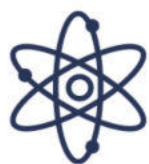
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ABSTRACT

Effectiveness of training is measured in terms of development in KSA and on job performance enhancement. Here Training effectiveness is measurement based on the effective determination trainer performance and trainee performance. Different studies have evaluated the effectiveness of the training in different perspectives here is empirical studies. People are considered to be the source of competitive advantage. Many forward looking organizations are giving more emphasis to employees and their related issues. In the cut-throat competitive world, the organizations have realized that their most valuable asset is their human capital and many are convinced for large investments in employee training and development. However mere investment is not adequate; they have to ensure that the investment made will generate good returns. As a backdrop to this, the present study is undertaken to analyze training & development effectiveness in an organization. The present study was conducted in the research affairs office of Haramaya University is one of the first and oldest institutions of the higher learning in Ethiopia. The results of the study revealed that here is a positive correlation between the four dimensions of training program- effective determination of training needs, good training design, efficient trainer and trainee performance and overall training effectiveness which is significant at 0.01 levels.





This indicates that effective determination of training needs, good training design, efficient trainer and trainee performance will increase the effectiveness of the training & development program.

Keywords: Effectiveness of Training and development, Human capital.

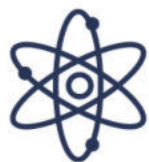
Introduction

Haramaya University is one of the first and oldest institutions of the higher learning in Ethiopia. The University strives to be among the leading nationally and internationally recognized Universities for excellence in Teaching -Learning, Research and Community engagement. Currently, HU has been undertaking various research and outreach activities. As a pioneering institution of research and extension in Ethiopia, the university has developed and released considerable number of technologies. It has also been disseminating the generated technologies and knowledge to end users in partnership with a number of local, national, and international stakeholders.

Research Affairs Office has re-structured its research activities from the general vision of the institution and currently they are undertakings in different broad research thematic areas and they accomplished a good record of managing on different research undertakings which supported by various organizations including nationally and internationally funding organizations.

One of the main goals of training programs is to build strong, competent and qualified personnel in both the private and public sectors [1]. Taylor (1961) as cited in [1] conceptualized training as a means to bring about a continuous improvement in the quality of work performed; it would equip them with necessary knowledge, skill, abilities and attitude to perform their jobs. Capacity building training development is the process of developing the capacities building of individuals and institutions and shaping the learning processes, such that they are enabled to achieve sustainable results within their own system of reference. Capacity development facilitates change among people, in three dimensions: knowledge, skills and values/attitudes.





As educating and training the future leaders along with conducting researches on several issues of development is extremely challenging, the need for a combination of traditional and innovative capacity development measures is essentially required to deliver the knowledge products.

The modern day business organizations are reeling under intense competition and accordingly there are dramatic changes in the approaches adopted by the organizations to survive and excel in this competitive world. Human capital is a major weapon used by organizations as it is considered to be a source of competitive advantage. This competitive advantage can be made sustainable only when human capital is knowledgeable and dexterous. Training and Development function ensures that human capital inculcates required knowledge and abilities. The organizations have long understood that their most valuable asset is their human capital and many are convinced for large investments in employee training and development [2].

Organizational training activities are capable of becoming sources of competitive advantage [3] through their positive impact on employees' productivity [4] and their contribution to business objectives [5]. It is an undisputed fact that effective training is considered to be an investment in the human resources of an organization that yields both immediate and long-range returns. However mere investment is not enough; firms need to manage training programs more effectively so that they can get the highest returns from their investment. Training alone is not the answer to a sustained competitive advantage for organizations. Training evaluation gives guidance to organizations on their investment on human capital investment because it is a means of determining whether or not the training has been of value to the business [7].

Statement of the Problems

Training is systematic, conspicuous and planned acquisition of ASKs; attitudes (i.e., what we need to feel), skills (i.e., what we need to do), and knowledge (what we need to know) that together lead to improved performance in a particular environment. It is about a permanent change in people's behaviors and action. Both the private and public sectors, regardless of types or nature, agree that training and development is necessary and vital to the growth and development of the business. Effective training creates an environment where trainees can:





Learn the requisite ASKs, Practice applying the learned ASKs, and Receive constructive and timely feedback to improve performance in future. Human resource management (HRM) literature viewed training and development as an important activity that contributes to an organization's overall effectiveness in human resources management and that training and development is required to build and sustains an organization's competitive advantage via skills and knowledge enhancement [1].

Under Directorate of Research Facilities Management, There are more than 9 Research Station Managers. Almost all of these station managers are of agricultural educational background and have yet not taken courses/trainings on human resources management and other office administration related courses. Some of them are managing/administering about 300 permanent employees and plenty contract & casual workers. It has been witnessed that most of these station managers lack basic human resources management skills and knowledge. This has led them to taking none procedural and biased actions against employees. This has in turn affected the moral and time of employees. Similarly, the number of complaints received by our office from research station workers is increasing from time to time, creating unwanted work load and in conveniences.

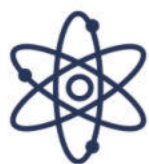
Objectives of the Study

- To study perception of employees towards Training & Development function
- To study the training & development human resource management and development administration prevailing in the organization
- To analyze effectiveness of Training & Development function

Methodology

The study was conducted in the research affairs office of Haramaya University Oromia Region, Ethiopia. This training were given on different topics of human resource management and development administration and office work plan & report writing for research expert, managerial office and research station managers. It was conduct based on participatory learning approach where by the trainer interaction is mostly dominated by discussion with few lecture time. Besides this, the practical parts of the training sessions are design to include brief explanation on the purpose and significance each practical works.





In general, there was a group discussion between the participants of the training. Experienced professional from Directorate of human resources development and management and planning office were delivering the training.

For a population of more than 300 employees working in research affairs office, a sample of 50 (25% of population) respondents is taken using simple random sampling. The required data is collected from the sample respondents using a structured questionnaire. The most popular method which is used extensively for eliciting opinions and attitudes in research is the Likert method of summated ratings and it is used in the present study. The initial part of the questionnaire entails demographic characteristics of the respondents. The later part has 20 statements seeking a response over five point Likert scale. These 20 statements are designed based on research objectives that address different dimensions -Training Needs, Training Design, Trainer Performance, Training Evaluation, Trainee Performance, Satisfaction with Training & Development and Developmental of human resources management administrations. The data is analyzed using various statistical measures. Causal analysis is used to identify the relationship between different dimensions of training with the help of correlation and regression tools. A statistical measure mean is also used in analyzing data.

Results and Discussion

First Objective of study was perception of employees towards Training & Development function. Perception of employees toward training and development function is studied covering various dimensions like training needs, training design, trainer performance, trainee performance training evaluation and satisfaction with training programs.

Determination of Training Needs

Needs assessment is very important as the training & development programs have to be designed based on the training needs identification. Training should be designed and delivered to meet the needs of all employees, and employees should perceive that they are being treated fairly and equitably with regard to the training they receive [8].





In the present study, it is a healthy sign that majority (80%) of the respondents opined that training needs are determined based on employee requirement which in turn facilitates effective design of training program. If the training program addresses needs of trainees, he/she attains a high level of satisfaction and grades the training delivered as very effective [9].

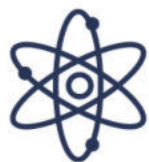
Training Design

Training design refers to the degree to which the training has been designed and delivered in such a way that provides trainees the ability to apply learning on the job [12]. Training design dimension envisage effective design of training material, quality of manuals and schedule of training.

An empirical study [12] & [11] on 30 industrial units revealed that the training design interventions have got the due attention of the industrial units and training design and implementation is significantly related to effectiveness of training. In the present study, 72% of the respondents agreed that training is effectively designed in the company, whereas only 4% disagreed that training design is effective and 24% are neutral. As majority of the respondents opines that training design is good, it can contribute to the effectiveness of training.

Trainer Performance

The performance of the trainer is an important factor that contributes to the effectiveness of the training and development. In this context, the organization has to take utmost care and attention in choosing the appropriate trainer and ensure that trainer can deliver the intended results. The effective trainer's performance requires that the trainer has to make the learner comfortable, emphasize the importance and constituents of the job, and its relationship to workflow, make the learners feel free to interact and ask questions, grab the attention and keep the learners engaged, find out what the learner already knows about his job or other jobs and understand the gap and explain things in a simple manner using examples which are familiar to the learners. The trainer has to choose appropriate methods based on the objectives and the learners' style.



Trainer performance dimension encompasses trainer delivery, use of suitable methods during training program. 74% of the respondents perceived that trainer performance is effective during training programs in the company while 22% are neutral and only 4% of the respondents are not satisfied with the performance of the trainer.

Trainee Performance

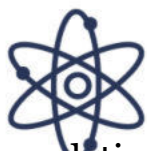
Through training & development, motivational variables of recognition, achievement, growth, responsibility & advancement are internalized and operationalized. It also helps in encouraging & achieving self-development & self-confidence, helps a person handle stress, tension, frustration & conflict, provides the trainee an increase in salary, an avenue for growth & a say in his/her own future. Training is a vital ingredient of the bundles of practices arising from research into high performance work systems (Ashton and Sung, 2002, cited in [15]. [14] Expressed that training and development is most effective in motivating and retaining high quality human resources within organizations when operationalized along with other high performance work practices to which it is interrelated, namely rewards and performance management. Training and development practices have a positive impact on preparing them to be more effective in their work, increasing their technical abilities, interpersonal abilities, teamwork, job confidence and work motivation

It is observed that 54% of respondents agreed that training positively contributes to increase in skills, performance and leads them to take up future assignments confidently 20% of respondents strongly agreed that training program benefits them and 26% are neutral.

Table 1 Mean Scores of the Dimensions of Effectiveness of Training & Development

	Training Needs determination	Training Design	Trainer Performance	Trainee Performance
Mean	3.96	3.84	3.98	3.76

Table 1 shows that the mean scores of all the dimensions of effectiveness of training & development are pretty high. The mean score of trainer performance is relatively high with 3.98 closely followed by the mean score of training needs determination with



3.96 indicating relatively high level of satisfaction with these dimensions when compared to training design and trainee performance

Second objective of study training and development of human resource management and development administration prevailing in the organization Training and Development

Top management commitment towards development of employees, importance given to training programs, sponsoring employees to attend external training and well designed and widely shared training policy in the company determine training and development human resource management and development administration in the institution. Data was collected on these dimensions. 70% of respondents agreed that the organization has healthy training and development human resource management in the institution while 24% are neutral and 6% disagreed.

Satisfaction with training & development programs

60% of the respondents are satisfied with the training & development programs as they provide an increase in salary and promotion to higher levels. This leads to higher job satisfaction and more commitment from the employees. Only 6% are not satisfied while 34% are neutral in terms of satisfaction with training & development programs.

Third Objective of study effectiveness of Training & Development

One important dimension that helps in determining the effectiveness of training & development programs is training evaluation.

Training Evaluation

Training should be evaluated during the process. The effectiveness of any training program is determined not only by the successful acquisition of critical knowledge but also the ability to effectively transfer that knowledge to the performance environment [1], [4], [11], [7]]. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments have to be made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator fails to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals.





In the present study, 58% of the respondents agreed that training is effectively evaluated in the company. 32% of respondents neither agreed nor disagreed with effective training evaluation and 10% are not satisfied with evaluation of the training programs. This indicates that there is scope to improve the effectiveness of training evaluation which is a very important component in the program.

Effectiveness of training & development programs

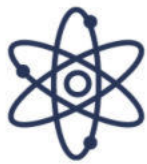
Training effectiveness is based on the effective determination of training needs, training design, trainer performance and trainee performance. It is observed that 28% of respondents strongly agreed that training programs conducted in the company are effective. 60% of the respondents agreed that training programs are effective. Whereas only 4% are of different opinion that training programs are not effective and 8% are neutral in their opinion. It is a noteworthy feature that majority of the respondents perceived that the training & development programs are effective.

Table 2 Correlation between effectiveness of training and training dimensions

		Training Needs	Training Design	Trainer Performance	Trainee Performance	Training effectiveness
Training Needs	Pearson Correlation	1	.555**	.381**	.271	.746**
	Sig. (2-tailed)		.000	.006	.057	.000
	N	50	50	50	50	50
Training Design	Pearson Correlation	.555**	1	.567**	.334*	.735**
	Sig. (2-tailed)	.000		.000	.018	.000
	N	50	50	50	50	50
Trainer Performance	Pearson Correlation	.381**	.567**	1	.292*	.566**
	Sig. (2-tailed)	.006	.000		.039	.000
	N	50	50	50	50	50
Trainee Performance	Pearson Correlation	.271	.334*	.292*	1	.542**
	Sig. (2-tailed)	.057	.018	.039		.000
	N	50	50	50	50	50
Training effectiveness	Pearson Correlation	.746**	.735**	.566**	.542**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	50	50	50	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).



There is a positive correlation between all dimensions (training needs, training design, trainer performance, trainee performance) and training effectiveness. Training need is positively correlated with training effectiveness at 0.746, Training design is positively correlated with training effectiveness at 0.735, Trainer performance is positively correlated with training effectiveness at 0.566 and Trainee performance is also positively correlated with training effectiveness at 0.542.

Among all dimensions, training needs and training design are more positively correlated with training effectiveness.

It is very clear that there is a positive correlation between the dimensions of training program and overall training effectiveness which is significant at 0.01 levels. This indicates that effective determination of training needs, good training design, efficient trainer and trainee performance will increase the effectiveness of the training & development program.

Table 3 ANOVA

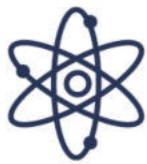
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	19.387	4	4.847	42.662	.000 ^a
Residual	5.113	45	.114		
Total	24.500	49			

Predictors: (Constant), Trainee Performance, Training Needs, Trainer Performance, Training Design

Dependent Variable: Training effectiveness

Table 5.11 Regression analysis of training effectiveness

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.073	.316		.231	.819
Training Needs	.400	.075	.442	5.348	.000
Training Design	.307	.089	.321	3.434	.001
Trainer Performance	.117	.072	.136	1.623	.112
Trainee Performance	.212	.057	.275	3.755	.000



a. Dependent Variable: Training effectiveness

Regression equation

$$Y = 0.73 + 0.40 X_1 + 0.307 X_2 + 0.117 X_3 + 0.212 X_4$$

Where,

Y – Training Effectiveness X₁ – Training Needs

X₂ – Training Design

X₃ – Trainer Performance X₄ – Trainee Performance

Training effectiveness is a dependent variable and independent variables include training needs, training design, trainer performance and trainee performance. The F-value of 42.662 at a significant level of less than 1% indicates that dependent variable is significantly explained by changes in independent variables to a greater extent.

Conclusion

The Measurement of Effectiveness Training & Development Programs in the case of Research Affairs Haramaya University, Oromia Region, Ethiopia Country - Empirical Study. Objectives of the Studies was perception of employees towards Training & Development function, study the training & development human resource management and development administration prevailing in the organization, to analyze effectiveness of Training & Development function. Empirical studies, surveys, pre-post testing, questionnaire, observation are the common things found on various literatures. There are studies which focus on factors contributing to training effectiveness. Also some researches showed how to measure or evaluate effectiveness of training program. Effectiveness has been defined differently according to the demand of the study and interest of researchers.

Training and Development contributes in such a way that employees can enhance their dexterity. There is a causal relation between training and employee performance. Training helps organizations in achieving their strategic objectives and gives organizations a competitive edge. In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness.

It is not just sufficient to conduct a training program. Organizations should evaluate whether training & development programs are effective and producing desired results. Proper evaluation is the base to effective training.



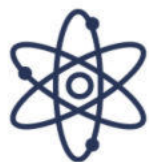


Based on the present study, it can be concluded that effectiveness of training & development significantly depends on training needs determination, training design, trainer performance and trainee performance. In this context, appropriate attention has to be devoted for all the influencing dimensions that have a telling impact on training & development effectiveness.

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CLINICAL AND DIAGNOSTIC FEATURES OF MYOCARDIAL INFARCTION IN YOUNG PATIENTS IN EMERGENCY MEDICINE

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ABSTARCT

Diseases of the circulatory system (DCS) and, first of all, acute myocardial infarction is the main cause of primary disability and mortality of the population. Every year around 70 million people die from DCS in the world, which is 29% of all deaths in the world according to the WHO, and about half of them are deaths from acute myocardial infarction (AMI).

The causes of death are diverse and include both the social determinants of health status and the high prevalence of risk factors in the population. Accordingly, it is necessary to introduce effective measures to preserve health at all levels, including the health care system. [6,7, 8].

In recent years, there has been a rejuvenation of myocardial infarction (MI) and the disease is increasingly developing in people under 45, which is associated with modern





lifestyle changes and an increased risk of early development of cardiovascular pathology. Risk factors include young men, smokers, people with a hereditary predisposition to early development of DCS and having problems with finding a job. For the prognosis of the disease, it is important to assess the risk of developing complications, in particular, heart failure, and in young people the risk of its development is the smallest.

The cause of AMI is thrombosis of the coronary vessel in the area of the existing atherosclerotic plaque. The clinical manifestations and consequences of myocardial infarction depend on the location of the obstruction, the severity and duration of myocardial ischemia. [2,3]. Despite the great progress in the diagnosis and treatment of cardiovascular pathology, cardiovascular diseases continue to be the most urgent problem in cardiology and the entire healthcare [4,5]

The aim of the study was to investigate the most reliable signs of MI among males at a young age, depending on the main risk factors and family anamnesis.

Materials and research methods. We examined 596 men, of whom 162 (27.2%) aged 35 to 45 years old were suffering from ischemic heart disease (IHD).

Each patient was interviewed in the form of a standardized survey, which included the identification of DCS, including a family anamnesis of myocardial infarction. Measurement of blood pressure (BP) was monitored. The data of electrocardiography, echocardiography, Holter monitoring, anthropometry were studied. The concentration of cholesterol (CS), triglycerides (TG), low density lipoprotein cholesterol (LDL cholesterol) in the blood were determined. All signs of family anamnesis and risk factors were analyzed.

The results of the study showed that of 162 men with coronary artery disease, 60 (37.0%) had previously suffered MI. From the anamnesis among 160 patients with coronary artery disease were parents, namely 71 from them were fathers, and 46 were mothers, who were alive at the time of the survey. From the anamnesis among the parents of these patients, the cause of death in 24 male and 22 female parents was a heart attack, 10 male and 16 mothers died of cerebral stroke.

To study the relationship between the development of MI, RF and family anamnesis indices, one of the procedures of multivariate discriminant analysis (DA) was applied, the so-called stepwise DA (SDA), which makes it possible to determine a subset of features that best describe the dependence of the prevalence of MI on RF and the features of the standardized questionnaire "Family anamnesis".





According to the results of our study, all major RFs, with the exception of total cholesterol, LDLCS, and smoking, prevailed in the groups of men with coronary artery disease compared with men without coronary artery disease. Patients with MI were on average older than men without this disease, had a higher education level, higher concentrations of cholesterol, triglycerides, levels of systolic blood pressure and diastolic blood pressure, body mass index (BMI).

Groups of patients with MI were considered separately according to non-strict (26 men) and strict (15 men) criteria.

It was found that the prevalence of MI according to non-strict criteria is associated with such RF as age, cholesterol, LDL cholesterol, DCS in parents, diabetes mellitus in the mother or father, increased systolic blood pressure in the subject. At the same time, the prevalence of MI according to strict criteria depends on a combination of other signs, the first three of them coincide (age, concentration of cholesterol, LDL cholesterol) with informative signs that determine the likelihood of developing myocardial infarction according to non-strict criteria. The next most important is the death of the father from a stroke or heart attack. Finally, the last symptom is the concentration of TG in the patient's blood plasma.

In both cases, the signs, when analyzing the family anamnesis, play an important role among other studied signs. So, out of 6 signs that best describe the dependence of the prevalence of myocardial infarction on them according to non-strict criteria, 5 indicators from the family anamnesis, and out of 5 signs that determine the probable development of myocardial infarction according to strict criteria, 3 indicators were data from the family anamnesis.

At the next stage of the research, based on the selected features, predictive models were built. The calculated estimates of the indices indicate that the higher the RF value taken together, the higher the likelihood of developing MI. At the same time, the results of a comparative analysis of empirical (observed) and theoretical estimates of the likelihood of developing MI indicate a high reliability of the selected features. So, if in the first group, which included the surveyed with the lowest values of the selected signs, the risk of MI is 1 case in 30, then in the men who fell into the sixth group, with the highest values of the selected indicators, the risk of morbidity is almost 10 times higher.

Thus, as the research materials have shown, the structure of the hereditary predisposition to MI is extremely complex. The chosen study design was effective in



studying the role of family history in the prevalence of MI among men in the selected group and made it possible to obtain quantitative estimates of the RF studied.

Identification of features that make the main contribution to the informativeness function, calculated taking into account the size of the feature space and the sample, makes it possible to determine that for MI, according to strict criteria of features, in the order of the most informativeness are as follows: age, TG level, cholesterol, LDL cholesterol level, father's death from a stroke or heart attack.

The use of selected features to construct prognostic indices calculated on the basis of the discriminant model indicates a statistically significant contribution of the totality of features to the likelihood of developing MI. Calculations have shown that the prognostic indices of the empirical and theoretical risk of developing myocardial infarction largely coincide. If individuals according to the selected characteristics are included in the first group of 10% of the distribution, then the risk of developing MI in men 35-45 years old is 1 case in 30, while in the sixth group, every third examined person has a risk of developing MI.

Conclusions

Thus, the data from the family anamnesis questionnaire: death from a heart attack of the father or mother, death of the father from a stroke, the presence of arterial hypertension, stroke, diabetes mellitus in the mother is statistically significantly more common in men aged 35-45 years with coronary artery disease, compared with persons without this disease.

The most informative in terms of assessing the likelihood of myocardial infarction are the following signs: age, increased concentration of total cholesterol, triglycerides, low-density lipoproteins, death from stroke or heart attack.

Calculations of the prognostic indices of empirical and theoretical risks of myocardial infarction, according to the results of this study, indicate that among men aged 35-45, who have the lowest rates, according to the identified set of signs of myocardial infarction, it can develop in 1 out of 30 cases, and among the same men with the highest values of the selected traits, i.e. in the upper distribution groups in 1 out of 3 cases.





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THE ROLE OF FOREIGN INVESTMENT IN THE DEVELOPMENT OF THE UZBEKISTAN ECONOMY AND EFFECTIVE WAYS TO ATTRACT THEM

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Annotation

This article analyzes the role of foreign investment in the further development of the economy of our country, the current state and prospects for development. The positive results that can be achieved through the creation of a favorable investment climate and the development of foreign investment were also highlighted.

Keywords: Investment, foreign investment, investment climate, fixed capital investment, direct investment, portfolio investment.

Introduction

Nowadays investments play an important role in the sustainable development of each country's economy. Our country has been pursuing an active investment policy since independence. Proof of this can be seen in the amount of investment in existing and planned programs and projects for the development, modernization, acceleration of scientific and technological progress, technical and technological re-equipment of the real sector and leading sectors of the economy. The share of foreign investment is especially important.

In particular, in the Resolution of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev № PP-4300 on measures to further improve the mechanisms for attracting direct investment in the economy of the Republic "Development of ready-made investment proposals to attract foreign direct investment, wide use of investment and business forums, presentations and marketing companies, the organization of priorities for the implementation of public-private partnership projects, thereby contributing to the economy of our country", it is planned to





increase the efficiency of attracting foreign investment, inform foreign investors about the opportunities and potential of the country and coordinate the activities of state and economic management bodies, local executive authorities in the field of attracting and attracting foreign investment. [1] In addition, in the Address of the President to the Oliy Majlis of May 24, 2020, special attention was paid to the consistent continuation of active investment policy for the rapid development of the economy, and a significant part of investments in 2020 will be foreign direct investment. and the availability of loans, the introduction of mechanisms for the partial payment of taxes to support investors, partial reimbursement of infrastructure costs, as well as public-private partnership, which is one of the most effective means of attracting foreign investment. He stressed the need for widespread application of partnership mechanisms in transport, energy, roads, utilities, medicine and education. [2] Attracting foreign investment, carrying out structural changes in the economy, production and diversification of competitive and export-oriented products and expanding economic opportunities, modernization of existing industries and sectors and ensuring the economic power of the state through the expansion of production serves.

Analysis of the relevant literature

Article 3 of the Law of the Republic of Uzbekistan on Foreign Investments, adopted on April 30, 1998, stipulates that all types of tangible assets invested by foreign investors in business and other activities not prohibited by law, mainly for the purpose of earning income (profit). and intangible assets and rights to them, including intellectual property rights, any income from foreign investment is recognized as foreign investment in the territory of the Republic of Uzbekistan.[3] Economists of our country D.G`ozibekov, N.Kuziyeva conducted scientific research on the economic content of foreign investment.

In particular, Professor D.G`ozibekov's theoretical views on foreign investment state the following: Foreign investment is the binding of the capital of one economic entity to another economy for a certain period of time, with a wide range of risks from domestic investment. in contrast, it is characterized by changes in legal conditions, the investment climate, and as a result, capital movements across countries and regions.[4] It follows from this view that while foreign investment is capital that moves





beyond the borders of the national economy to another country, it provides a high level of return and differs from domestic investment in the breadth of its risk range. On the importance of foreign investment in the scientific work of Doctor of Economics N.Kozieva: "Wealth of various kinds (movable, real estate, intellectual property, etc.) to countries exporting capital for future profit and the income received from them (profits, interest, dividends, license and commission fees, royalties, maintenance and other bonuses) is called foreign investment".[5] According to the scientist, the classification of foreign investments based on their different characteristics more fully reflects their essence.

It is known from the above research that the development of the foreign investment and credit system leads to high positive results in the sustainable development of the economy in the context of the large-scale impact of foreign investment on the country's economy, the acceleration of effective international capital integration through active investment policy.

Analysis and results

The role of foreign investment in the development of the national economy is high, which is explained by:

- expansion of reproduction;
- Ensuring the competitiveness, quality and volume of national products by accelerating scientific and technological progress;
- development of social spheres;
- increase the economic potential and specialization of the regions;
- strengthening the international integration of the national economy through the import and export of investments;
- to solve the problem of unemployment to a certain extent;
- creating the necessary base for the industry and developing the processing of raw materials, etc.

The large-scale attraction of foreign investment in the national economy is directly related to the existing investment climate and economic reforms in the country:

- 1) Stability of the investment climate in the country;
- 2) Implementation of economic measures to regulate the exchange rate;





- 3) Establishment of legal and material norms for improving the tax mechanism of the country;
- 4) Development of decisions and laws in the tax legislation, regulating the activities of foreign investment and aimed at creating the necessary conditions;
- 5) Existence of favorable market conditions;
- 6) The growing number of enterprises successfully operating with the participation of foreign investment in leading sectors and industries of the economy.

Factors such as the above are leading to an increase in the interest of foreign investors in our country and the development of investment activity.

Distribution of foreign investment and loans by regions. [6]

Nº	Name of the region	The volume of foreign investments, bln. sum	Fixed capital investment in% compared to foreign investment
1	Republic of Uzbekistan	43854.0	45.7
2	The Republic of Karakalpakstan	2362.2	38.1
3	Andijan region	1434.2	35.2
4	Bukhara region	2863.1	52.9
5	Jizzakh region	2222.3	47.0
6	Kashkadarya region	11043.9	71.0
7	Navoi region	6287.3	38.9
8	Namangan region	3629.5	43.6
9	Samarkand region	1557.6	28.6
10	Surkhandarya region	1351.4	61.8
11	Syrdarya region	736.0	46.5
12	Tashkent region	1447.8	33.0
13	Fergana region	829.3	38.6
14	Khorezm region	1118.0	42.2
15	Tashkent city	6971.4	43.3

In particular, the volume of foreign investments in 2019 amounted to 43854.0 billion soums. Soums. At the regional level, Kashkadarya region (11043.9 billion soums) is the leader in terms of foreign investment and the share of fixed capital investment in foreign investment. Syrdarya region (736.0 billion soums) and Fergana region (829.3 billion soums) lag far behind in terms of foreign investment, while Samarkand region (28.6) lags far behind in terms of the share of fixed capital investment. In this regard, President Mirziyoyev should intensify the attraction of investments at the regional



level, the regional, city and district branches of the Investment Committee should attract foreign investment and provide practical assistance to foreign investors on all issues. The mayors of districts and cities also expressed the opinion that each of the heads of sectors should contribute to attracting foreign direct investment to its territory. [7]

In 2019, a total of 8.9 billion. US dollars of foreign investments and loans were disbursed, of which 68.6% or 6.1 bln. The US dollar is the fixed capital. 37.0% or 3.3 billion soums of the total disbursed foreign investments and loans. USD of foreign direct investments, including 2.5 bln. The US dollar is a direct foreign investment in fixed assets. In 2019, 52571.0 billion. UZS or 39.2% of investments in fixed assets were attracted through foreign investments and loans. In the structure of total foreign investments and loans, foreign investments amounted to 25816.8 billion soums. soums and the remaining 26754.2 bln. soums at the expense of foreign loans. At the expense of foreign direct investments in the current period 21448.4 bln. 11492.2 billion soums were disbursed. soums were used at the expense of other foreign investments and unsecured foreign loans. The growth rate of foreign investment and loans in fixed assets compared to 2018 was 2.4 times.[8]

Significant changes are taking place in the structure of the sector of foreign investment in the economy. As a result of the analysis of the structure of foreign investment and loans by type of economic activity, the types of economic activity that attracted the most foreign investment were: 1. Processing industry 36.2%; 2. Electricity and gas supply 23.5%; 3. The mining industry accounted for 10.3%. The type of activity with the lowest share of foreign investment is intimate sector, with the highest rate of 1.5% (health). In order to increase the volume of foreign investment in the social sphere in the future, it is necessary to develop investment projects and programs.

Also, the processing industry, which has the highest growth rate, was the least developed sector in terms of foreign investment in previous years. The growth rate in this area in 2016 was 27.4%, while in 2017 it was 14.8%. To date, the photos of positive growth show that the industry has developed to some extent. Similarly, the agricultural sector is gaining positive growth compared to previous years, the share of foreign investment in fixed assets by type of economic activity in agriculture was 1.6% in 2016 and 1.1% in 2017. formed. Today, the growth rate in agriculture is 6.8%. Although this is not a high result, it shows that the results are much more positive than in the past.





As a result of the improvement of the investment climate in our country, foreign direct investment is actively flowing into sectors of the economy and regions. In particular, as of January 1, 2019, 7,560 enterprises with foreign capital were registered, which is 2,043 or 37.0% more than in the same period last year.[9]

The development of foreign investments and the implementation of investment projects this year is also accelerating. In particular, the total volume of foreign investments disbursed in January-April 2020 amounted to 2.5 billion soums. Foreign direct investment amounted to 1.7 billion US dollars and foreign loans to 831 million US dollars. The growth rate of foreign investment compared to the same period in 2019 will be 1.6 times. The share of disbursed foreign direct investment in total investment also increased to 26%.

During the current period, 336 projects have been launched, including 8 large manufacturing enterprises and 328 industrial facilities of regional significance. On this basis, there is a growing trend in directing foreign direct investment and loans to projects of regional significance, with a total value of 958 million soums in the current period. dollars and increased by 2.6 times compared to the same period in 2019.

Production of electrical engineering (24 times increase compared to the same period in 2019), leather and footwear (2.5 times increase), oil and gas industry (2.3 times increase) and construction materials (foreign investment). growth is 1.6 times) and are the most attractive areas for investors. The total number of countries investing in the economy of our country is 37, and the leading countries in terms of investment are Russia, China, Germany and South Korea.[10]

Conclusions and suggestions

The growing volume of foreign investment in existing industries and sectors is the result of the great attention of the state to this area and the facilities created. Therefore, the promotion of enterprises attracting foreign investment to our country and the creation of the necessary conditions for them is very important in the implementation of future investment projects and programs.

It is expedient to take the following measures to intensify the attraction of foreign investment in our country:

- First, to reduce the impact of inflation on the growth of the cost of investment projects;





- Second, to attract foreign investment in the real sector of production, ie in the processing of raw materials;
- Third, to further improve the system of incentives in order to create a favorable investment climate for foreign investors, in particular, to reduce the tax burden and simplify the tax system;
- Fourth, strengthening the attraction of long-term, low-interest foreign direct investment and credit resources;

The practical implementation of the above proposals will allow to carry out structural changes in the economy of the country, continuous technical and technological renewal of production, consistent continuation of modernization and diversification of industry.

List of used literature

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ELLIPSE PHENOMENON IN ENGLISH AND UZBEK

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Abstract

This research project deals with the use of Ellipsis as a cohesive device in written texts. One of the important aspects of a language is that the variety of amount of use ellipsis. Ellipsis is most remarkable linguistic strategy which greatly participates in the process of creating cohesion. Ellipsis is used to avoid tedious redundancy and achieve cohesive style; its use is valid and licensed as long as the shorthand is understood by readers/listeners. It usually refers to an intentional omission of a word, phrase or clause from a text, often because the omitted items have already been referred to earlier and thus not necessary to be mentioned more.

Key words: phrases, speech omitting words, language level, linguistic, ellipsis.

Introduction

Many scholars have conducted research on the theoretical interpretation of the ellipse in Uzbek and English linguistics. It is known that ellipsis is a syntactic, lingvo-stylistic, and lingvo-poetic phenomenon that acts mainly as a result of the principle of austerity at the syntactic level of language. An ellipse in a literary text can be defined as the deliberate omission of parts of speech by a speaker or writer for a specific methodological-linguistic-poetic purpose in the course of speech. The principle of economy has been emphasized by many linguists as one of the general and fundamental factors of language development, the evolution of language.

Literature review

Significant work has been done in Russian linguistics to find solutions to the problems of austerity and ellipsis. While Y.S.Kubryakova argues that the principle of language saving is one of the most powerful internal principles in all languages of the world, A. Budagov believes that the principle of language saving is not related to language development. The phenomenon of ellipsis occurs as a result of the syntactic realization





of the principle of austerity. As scientists points out, "The ellipse, as a phenomenon based on language saving, plays an important role in stylistics and syntax."

In other words, the occurrence of the principle of austerity at any level of language does not give rise to an ellipse, the ellipse is only a syntactic level phenomenon. But some linguists consider any saving in language to be an ellipse. This neglects the purpose of the speaker or writer in shaping his speech in an elliptical manner. In particular, linguist A. Hodzhiev states: –Linguistic economy ... occurs in all areas of the language system (phonetics, word formation, syntax, etc.) in Tajik linguistics, the ellipse is studied as a phenomenon affecting all language levels. In the Uzbek language, according to F. Ibragimova, the fall of a sound or a syllable is a phonetic phenomenon and has nothing to do with the ellipse. Some linguists believe that a new word can be formed as a result of an ellipse, that is, a certain syntactic construction can be compressed into a single word.

Ellipsis in Literature

The use of ellipsis is related to the description of formal features of texts on one hand, and the functional significance of these features in relation to the interpretation of the text on the other hand. Though ellipsis is commonly used in all forms of literature, it varies in different degrees among other cohesive devices. The fact that ellipsis is widely used in drama can be ascribed to two reasons: first, it is evidently clear that stage directions facilitate the occurrence of ellipsis throughout the play. Second, plays primarily comprise long dialogues which require frequency of ellipsis.

However, it is less than drama used in novels since this genre relies on amplification and narration rather than on brevity or compression. This is quite obvious from mere observation for readers of novels. Yet in poetry, ellipsis seems more powerful than in other literary genres because of the most compressed nature of the poetic language and the limited space allowed for a poem.

In fact, there is virtually agreement about the definition of ellipsis by all grammarians, the absence of linguistic items from the surface or overt constituents of sentence. In most of the definitions, the context obviously appears that one may come across. In fact different linguists have looked at ellipsis from different angles. For example, McCarthy (1996: 43) states "Ellipsis is the omission of elements normally required by the grammar which the speaker/writer assumes is obvious from the context and therefore need not be raised". Ellipsis is defined by Biber, et al. as "the omission of





elements which are precisely recoverable from the linguistic or situational context" (1999: 156). With reference to McCarthy`s definition, this could be noticeable as more comprehensive and precise because it refers to ellipsis which is not concerned only with written but also spoken language. From these two definitions, there is agreement about which part has been ellipted and context on which ellipsis completely depends. Such ellipses, in the opinion of linguists, have no linguistic-stylistic and lingvopoetic value, because the formed units are among the usual words. Such ellipses are not speech-communicative, but linguistic phenomena. In the history of Uzbek linguistics, the phenomenon of ellipsis in the syntactic structure, that is, in modern terminology, was recorded in the 20s of the last century. Fitrat also emphasizes the formation of "incomplete speech" (incomplete speech) as a result of falling parts of speech. –Ellipsis (Greek elleipsis - falling, lowering) - the fall of the element of speech. In speech, the ellipse occurs for a variety of purposes (e.g., by economic demand). It is usually used as a stylistic figure. In language, however, it occurs for a variety of reasons. For example, as a result of the ellipsis of the word 'osh' in the compound 'ugra' (soup made with ugra), the word 'ugra' took on a new meaning (the name of the dish): A dish made on the way back from the market is a hard 'ugra'. Speech ellipsis is a very common phenomenon. For example, let the good increase and not the bad. (the word man is elliptical). In Uzbek linguistics, the terms "elliptical" and "incomplete speech" are considered synonymous. "An elliptical sentence is an incomplete sentence." - Incomplete sentence - a sentence that is incomplete in terms of grammatical structure or content (does not include one or more parts), but this inaccuracy is clearly visible in the spoken text or situation (situation): Channel . Big channel. We released it last year (A. Qahhor). The scientist is bright with the sun - man with knowledge (Proverbs)

Conclusion

According to the analysis conducted, the numbers of occurrence of most of the Ellipsis employed in the dramatic text differ paradoxically from narrative text. Ellipsis is found primarily many in the Dramatic text which is typical for its dialogue on the stage pattern. As this pattern is not typical for a Narrative text in general, the occurrence of ellipsis is expected to be much lower. Although the two analyzed texts belong to literary discipline, there are differences between them from viewpoint of style. Ellipsis is considered to be a dramatic technique used for speeding up action. On the other hand, due to the frequent question-answer pattern in the conversation and due to the





existing of stage in which the action took place, there is expectation of Ellipsis to play important role within dramatic text. Finally language is something not static; it has the feature of flexibility which enables the users to be deferent from one to another in their styles of writing text especially in using certain phenomenon e.g. ellipsis. The relation between ellipsis and users' degree of commitment to the truth of use depends on the purpose of text.

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OPPORTUNITIES AND PEDAGOGICAL IMPORTANCE OF USING E- INFORMATION EDUCATIONAL RESOURCES IN EDUCATION

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Abstract

This article covers information about the advantages and pedagogical factors of creating electronic educational resources. With the help of electronic information education resources, students will have the opportunity to perform practical tasks and further strengthen their theoretical knowledge. One of the main goals of creating electronic information educational resource for users is to find content and develop knowledge about the basics of modern Information Technology in the students. Electronic information education resources are to improve the quality of the educational process, to relieve teacher Labor, to increase the level of knowledge of the students, to open a wide way for the use of computer techniques in the educational process.

Keywords: information, education, resource, educational literature, essence, practical, assignment, theoretical, knowledge.

INTRODUCTION

The main purpose of reforms in the field of education is to introduce new pedagogical and information technologies into the educational process, improve the effectiveness of education, improve its content, serve the socio-economic, scientific and educational development of society. From this point of view, great attention is paid to the work on updating the educational content, improving the level of quality, providing educational institutions with visual weapons and computer tools.

Opening up a wide path towards modern knowledge, increasing productivity from new information technologies in improving education has become today's demand. Day by





day, significant changes are taking place in the educational system of our republic. In the educational system, such concepts as distance learning, internet, intranet, Electronic communication, electronic libraries, information resource centers, e-entrepreneurship are widely used every day.

METHOD

E-learning literature is a resource capable of aggregating, describing, updating, storing, presenting and controlling information in an interactive way on the basis of modern information technologies.

E-information resources education is a comprehensive and effective source of educational materials and scientific information for the application of computer technology-based learning methods, independent education and science.

RESULTS AND DISCUSSIONS

It is noted that the form of electronic educational literature "the Congress of the creation of new generations of educational literature for the system of continuing education" should be as follows:

- educational and scientific materials only in verbal (text) form;
- educational materials verbal (text) and in two-dimensional graphic form;
- multimedia (multi-information environment) applications, that is, information in the form of three-dimensional graphics, sound, video, animation, and partly in the form of a verbal (text);
- it has a tactile (perceptible, perceptible) feature, it is expressed in the form that the reader penetrates into the real world where his stereo copies are depicted in the world of computer screens and creates his imagination in relation to the objects in it.

Electronic information in a given field is not enough of the educational resources or the educational literature itself written in this field to create its computer variant. The electronic information education resources to be created should make it as easy as possible to understand a specific science, to know and remember the essence of the content, to cover its complex areas with the help of examples and issues in place, to ensure that students are connected with the adoption of words, sounds and images. With the help of electronic information resources, students should be able to perform practical tasks and have the opportunity to further strengthen their knowledge of the market.





In creating electronic information educational resources, it is desirable to adhere to the following:

1. It is necessary to divide the educational material into separate modules in accordance with the essence of the subject, so that their sequence creates the opportunity to fully master the science.
2. Electronic materials placed in modules should reveal the essence of the basic concepts.
3. Each module must have placeholders through hyperbole with other modules. This, in turn, should be able to provide the reader with an easy transition from one module to another (and sideways or forward).
4. All modules must be able to be managed by the user. In particular, the reader should have such opportunities as self-examination, independent work, increase or decrease the complexity of the issues, while the teacher should have such opportunities as verification, change the level of complexity of the tasks, ask questions and check the answer.
5. Each part or module of the subject under study must be logically complete, that is, it must consist of the theoretical part, Control questions related to its mastering, life examples, assignments for independent work, questions on the module and specific answers to them, control work, systems of obtaining and explaining help.
6. The electronic information education resource must meet the requirements of its user, that is, it must be able to take advantage of the various possibilities of the electronic textbook in terms of the extent to which it will study the subject.
7. Although the reader is not provided for in the lesson, it is necessary that the computer has the opportunity to use different capabilities of another, for example, calculation, spelling.
8. Electronic textbooks belonging to a particular field have such qualities as merging among themselves, dividing into parts, adding a new subject or data, retrieving data or filling it with new data. This makes it possible to quickly change them depending on the time.

Visibility in electronic information education resources is higher than in printed textbooks. Electronic information is provided in educational resources through the use of multimedia technologies such as visualizations, animations, sounds, hyper junctions, video graphs, etc. Electronic information education provides the versatility, multi-level and diversity of resources Test assignments and tests. Electronic





information education resources provide an opportunity to give all assignments and tests interactive and orderly to the educator. During an ambiguous answer, it is possible to achieve a clear answer through explanations and explanations.

The impact of technology on children and education was enormous, which led to the development of mobile applications in this area. Children and adolescents now have their own smartphones and other similar electronic devices built-in. But the introduction of mobile applications for education was profitable. Now the reader can get the desired information from anywhere, at his fingertips. Reading, in fact, is a continuous process, and the focus has now completely gone to eLearning. With smartphones and training programs focused on a variety of features, students can learn what they want and take the time to understand different things, because everything is simply pressed.

The popularity of mobile games would be desirable if it served human thinking. Usually such games are based on mathematics and mental arithmetic. Of course, logical games will need more artificial intelligence algorithms. The reason is repetitive arrays, if necessary, are also used from the database.

In order to achieve greater visibility of electronic information from educational resources, visualization scenarios will be developed to maximally clear the screen from textual information and to facilitate the understanding of the materials being studied, as well as visualization of texts, that is, computer-aided visualization of created scenarios with pictures, graphics and animations will be carried out. In this process the creation of electronic information education resource will end and the preparation for its use will begin. In the preparation of electronic information for the use of educational resources, sometimes some changes or corrections can be made to its structural and Multimedia organizing limits.

The content of the work carried out in the process of preparing electronic information education resources for use can be as follows:

- Testing electronic information education resources.
- Write a methodical guide on the use of electronic information education resources.
- Development of methodological supply.
- Preparation of the contents of the necessary documents for the official registration of the electronic information educational resource to the state patent Office of the Republic.





- Electronics education resource official registration of the Republic of Uzbekistan state patent Office.
- Commissioning.
- Electronic information in general science has a sufficient volume of labor of educational resource creation technologies and includes the following stages.
- To determine the aims and objectives of electronic textbook creation.
- Development of the structure of electronic information education resources.
- Develop content on the modules and topics of the resource.
- Preparation of separate structure scenes of electronic information education resources.
- Programming.
- Testing.
- Analysis and improvement of e-Information Education Resource Management on test results.
- Preparation of a methodical manual for use.

The establishment of E-information education resource structure in general education disciplines on the basis of a modular system facilitates the achievement of the goal. The modular structure of electronic information education resources is based on modular technology used in traditional teaching system, modular structure of textbooks and teaching aids. Modules are autonomous instructional material that is made up of parts of content and metadata. There may be cross-links between modules to form a modular textbook management system.

In the creation of electronic information educational resources, first of all, it is necessary to determine its structural structure, the order of determining the educational material, the development of the content of modules, the creation of the main content base of the textbook to be created.

We will dwell on the pedagogical factors of creating an E-information educational resource for secondary schools, therefore, the course has a wide range of opportunities for the development of a harmonious generation. The course develops the reader's appreciation, logical thinking, purposefulness forms the qualities of resourcefulness. One of the main goals of creating electronic information educational resource for schoolchildren is the content and development of knowledge about the basics of modern Information Technology in the students.





The State Educational Standard (SES) laid the foundation for the requirements for knowledge, skills and qualifications that school students must possess in creating electronic information educational resource. Therefore, in the creation of electronic information educational resource on the course, the formation of the scientific worldview of students on information processing; formation of the skills and qualifications of students in practical work with computers; providing students with knowledge about information technologies and formation of skills and qualifications in working with them; to acquaint the students with the technologies of solving problems in the computer, to form a clear idea of its main stages; to formulate the skills of the students on the basis of knowledge of basic algorithmic structures, algorithmization and programming; to be able to determine the composition, functions of the software of the computer and the possibilities of their application in place; it is envisaged that the new information technologies will create an impression on the importance of social and economic development of our society and its positive impact on various aspects of human activity.

CONCLUSION

Electronic information education as an aid to the teacher in the organization of education on the basis of resource, textbooks are given on each lesson. The teacher can effectively organize the lessons using it. In particular, the purpose of each lesson, the task, the equipment of the lesson, the methods of organizing the lesson, the new terms and concepts that students should learn, as well as additional materials for use in the lesson are given. One of the advantages of electronic information education resources from printed textbooks is that it is intended for independent education, creative thinking, comprehensive deepening of educational materials and scientific information through the formation of qualifications and skills based on modern information technologies. Alternatively, electronic information education is preferred over traditional educational literature in terms of the fact that resources are concentrated in scientific knowledge, rich in visuals, that is, they use different animations, taking into account the age and physiologic characteristics of the educators.

Electronic information education resources provide a wide way to improve the quality of the educational process, relieve teacher labor, increase the level of knowledge of students, the use of computer techniques in the educational process.





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LINGUOCULTUROLOGICAL APPROACH IN THE STUDY OF LITERARY TEXT

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Annotation

The importance of linguocultural study of literary texts is demonstrated in this paper. The author explains the research's key directions, demonstrating that defining the writer's dominant language and attitudes – basic language personality – allows for the interpretation of individual works of art, cycles, and the entire collection of works as a single language space. The importance of studying the processes of creating a text, including an artistic text, as the most important field of human cognitive and communication activities, determines the significance of this path.

Key words: Linguoculturology, literary text, the writer's language personality, linguoculturological analysis of literary text, interpretation of literary text

Introduction

Linguoculturology is a new area of linguistics that explores a person's cognition of the interrelationship between language and culture, similar to many other recent developments in the direction of linguistics. Johann Gottfried Herder (1744–1803) and Wilhelm von Humboldt (1767-1835) were the first to propose a connection between language and its speakers. However, Franz Boas (1858–1942), Edward Sapir (1884–1939), and Benjamin Lee Whorf (1897-1941) are mainly identified with the ethno-linguistic approach as an exploration of the language through the lens of its spiritual community. E. Sepir has made the most significant contribution to the advancement of the issue of the relationship between language and culture. He defined culture, demonstrated the general characteristics of language and culture, demonstrated their interaction, and defined the role of linguistics in the study of cultural phenomena-exchange.





Linguoculturology is particularly linked to ethno-linguistics (anthropological linguistics), a combination of ethnology and linguistics that studies the relationship between language and culture, as well as how different ethnic groups view the world. Modern linguoculturology is linked not only to ethno-linguistics but also to sociolinguistics, cognitive linguistics, and psycholinguistics, demonstrating the anthropocentric essence of modern linguistics once more. The difference between ethnolinguistics and linguoculturology is in the research direction: ethnolinguistics is concerned with the diachronic reconstruction of cultural, ethnopsychological, and mythological imagination of linguistic data, while linguoculturology is concerned with the synchronous research and description of language and culture interrelations [Khrolenko 2009, 25–26].

Main part

Russian linguists Vitaliy Grigorievich Kostomarov (1930) and Evgeniy Mikhailovich Vereshagin (1939), the pioneers of country studies through language, a research direction that includes teaching a foreign language and knowledge about the country of the target language, stressed the importance of learning one's culture while studying a foreign language. The term "Linguistic problems of country study in teaching Russian to foreigners" first appeared in their work "Linguistic problems of country study in teaching Russian to foreigners" (1971), and it became increasingly popular after the publication of their book "Language and Culture" (1973).

Linguoculturology is characterized as a study of the interrelationship between language and culture, as well as the attitudes and preferences of the individual who produces the culture and uses the language. The subject of linguistic units "... that have acquired a symbolic, normal, figurative metaphorical cultural meaning and that generalize the results of human consciousness - archetypal and prototypical, as recorded in myths, legends, practices, ceremonies, folklore and religious discourses, poetic and prosaic literary documents, idioms, phrasal verbs and metaphors, icons, proverbs sayings, and etc." [Maslova 2001, 36]. In modern science, the literary text, as a multifaceted ideological-aesthetic phenomenon, is examined from various philological perspectives by various philological branches and disciplines.

As a result, the problems of literary text science, study of categorical features and notions, on the basis of which it is formed and exists as a whole, do not have a clear and widely accepted definition today. None of the current approaches to literary text





analysis were found to be optimal or exhaustive. The phenomenon of language and expression, in the words of L.M. Loseva, is one of the "most challenging subjects of study" [Loseva1980, 96]. In this regard, literary text is a more complex formation, since it appears and works in practice as a visual product of the combined action of several variables. The relationship between such dynamic and enigmatic phenomena as culture- thought-language is at the heart of the production and interpretation of literary texts.

That is why, in the broad sense of the relationship between culture, thought, and language, a multifaceted study of a literary text decides its use. These "co-dinats," which exist beyond the "boundaries" of which the literary text's context is concealed, become the epitome of philological divisions and disciplines: the grammar of the text (V.G.Gak, I.R.Galperin, B.M.Gasparov, M.Ya.Dymarsky, N.S.Valgina); text philology (M.M. Bakhtin, Yu.M. Lotman, N.A.Nikolina, L.G. Babenko, Yu.V. Kazarin); cultural linguistics (V.V.Vorobiev, L.N.Murzin, G.G. Slyshkin, S.G. Vorkachev, V.A.Maslova); linguistic and cultural studies (E.M.Vereshchagin, V.G.Kostomarov, A.A.Bragina, Yu.E.Prokhorov); cognitive linguistics (Yu.N.Karaulov, A.N.Baranov, V. A.Maslova, E.S.Kubryakova). Despite a number of significant discrepancies, there are areas of overlap between these sectors and disciplines, such as research into the phenomenon of text in general and literary text in particular.

The research methods are integrative, and the conceptual analysis takes place within the context of the model culture - thought - language. This trend aids in the development of new and more successful approaches to the study of artistic texts, as well as the identification of trends in their formation and functioning.

Cultural linguistics is one of the aforementioned research fields in which scientists are interested in following the particulars of the literary text. The works of G.V.Stepanov, D.S.Likhachev, and Yu.M. Lotman are the first to mention a literary text as a subject of linguoculturological study. The first queue for study of the specificity and role of the "culturally marked expression," which specifies "the coordinate system in which the individual resides, in which the picture is created the world", is the subject of linguoculturological research of literary texts[Lotman 1997, 206]. Yet, it's not just the term "status" that's in the spotlight; it's also the vocabulary of a work of art. According to Yu.M. Lotman, language, which is both a required state and a material for the creation of literary texts, is characterized by a mental stew. In this sense, he "represents a special content, from marked by social interaction even before the hand





of the artist reached him nickname", according to the scientist's description [Lotman 1997, 202-212]. As a consequence, the author "turns to content that condenses the effects of centuries of human interaction directed at the cognition of existence" [Lotman 1997, 202-212].

Results and Discussions

It becomes important for a cultural linguist to treat the study of a literary text as a "formal unit of culture" as a result of this point of view. L.N. Murzin suggests that "culture "decomposing" into a text, consists of texts, but it is not qualitatively reduced to them" [Murzin, 1994, 165]. "First and foremost, it catches a certain image of the world of a given cultural linguistic community," V.V. Vorobyov says of the linguoculturological parameters of a literary text. Second, the text, as a representation of the personality's linguistic realization, represents the level of culture in synchronicity, as represented by a specific homo loguens (homo loguens - an individual speaking) in the present. [Vorobyov, 1997, 302]

V.N. Telia adds another dimension to the "language - word" model, demonstrating the importance of studying not only language, but also discourse, in which various linguistic and discursive units reflect the corresponding picture of the world [See: 1; p.19]. All of this helps to complete the chain of thought that leads to the linguistic and cultural study of literary texts for wives: culture - thinking - language - word - discourse. The text "The brightest result of the symbiosis of language and culture, actualizing and manifesting creating the features of the linguocultural code, provides the basis for "polyphony" artistic text," according to S. V. Ivanova, accomplishes all of this. [Ivanova, 2003, 367].

As a result, the linguoculturological approach to research appears to be successful and promising for the study of literary texts, since each poet is both unique and traditional in his artistic and linguistic manifestations. He represents a specific country, is interested in a specific cultural context and linguistic discourse, and thus has linguistic knowledge. A nation's identity is defined by its people's linguistic consciousness. We may say the same about the writer's language based on W. Von Humboldt's assertion that each national language has its own "Internal type," a special structure due to the identity of the native spirit [See: 1; from. 67]. Each writer's original "internal type" and basic structure, in addition to themes and the language of artistic imagination, are due





to us by the creator's originality, that is, by the features of his personality, thought, and language.

According to Yu.N.Karaulov, "highlighting her life and situational dominants, attitudes, and motives reflected in the processes of generating texts and in their content"[Karaulov 2002, 264], the definition of the linguistic personality with the aim of further study should begin with "highlighting her life and situational dominants, attitudes, and motives reflected in the processes of generating texts and in their content". On the basis of this argument, we can conclude that by analyzing the particulars of a writer's language, we are very close to recreating his linguistic model of the universe. "As units should be called generalized (theoretical or ordinary everyday) concepts, broad concepts, ideas, which are represented by those the same as if the terms of the zero rank, but now dressed with descriptor status," according to Yu.N. Karaulov [Karaulov 2002, 264]. This method is ideally suited for studying a literary text's language "network," in which the author's linguistic consciousness is expressed in its specificity. The conceptual sense of such "sign units" is exposed in this case, resulting in the creation and expression of the linguistic model of the world in the writer's work - a unique linguistic identity.

As a result, over the last two decades, the most common and widely used methods of analyzing literary texts with linguistic and cultural positions among scientists have been those that involve working with concepts. "The method of defining the concept by its associative field" [Alefirenko, 288] and "the method of studying the concept by the lexico-grammatical field of the lexeme that represents it "[Alefirenko,288] are described by N.F.Alefirenko. Despite the fact that linguoculturology and cognitive linguistics today distinguish three approaches to the understanding of a concept, they both agree on the importance of the relationship between culture, thought, and language.

Conclusion

We came to the conclusion that linguoculturology is a new aspect of a complex approach to language and culture, their interrelationship with each other, mutual influence on the growth of culture and language, and their links with social life, psychology, and philosophy after investigating "Linguocultural aspect of interrelation of language and culture. The last time on the system or representations of concepts, linguoculturology-specific methods were developed. As mentioned in the article, the





ideas of the scholars on this topic differ, but taking all of these peculiarities in the differentiations of ideas into account, a general notion on the linguoculturological aspect of language research was still possible. We endorse the linguoculturology concept, which states that linguistic approaches to cultural phenomena should not be viewed as a "transition" of culturological terms to linguistic terms, but rather as a structurally more precise approach to culture as a semantic whole. Thus, the linguoculturological approach to literary text analysis provides the researcher with the ability to solve problem of "finding the whole by section" [1; from. 12]. Researchers lead to the semantic characteristics of the leading semantic dominants of the writer's linguistic consciousness, study them separately and in detail, after the first stage of collecting and classifying language representatives in a literary text, definition and explanation of the general meanings, structural and content analysis, expression, linguistic stylistic analysis, meaningful text analysis, and cultural analysis of basic text

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THE IMPORTANCE OF USING SONGS IN THE EFL CLASSROOM AND REASONS FOR THIS

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Annotation

Nowadays, a lot of attention is paid to teaching foreign languages in fast and modern ways. This scientific article informs about the importance, impact and different reasons of using songs on teaching EFL classes and also ways to use songs in EFL classroom.

Keywords: Chris Boyd Brewer, cognitive reasons, non-communicative environment, colloquial English, suggestopaedia, Georgi Lozanow's method.

Introduction

Using music when teaching English can be beneficial for non-native English speaking students as well as fluent speakers. In his book "Music and Learning," Chris Boyd Brewer explains, "The intentional use of music in the classroom will set the scene and learning atmosphere to enhance our teaching and learning activities." Implementing the use of familiar or easy-to-learn songs is a great way to introduce principles of speaking, hearing and understanding the English language.

Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of a language. This paper aims to verify these claims and confirm the effectiveness of using songs as a means to improve young learners' English





language vocabulary and to determine whether songs influence young learners' motivation to learn English. The paper deals with theoretical explanations of young learners, listening skills, and different aspects of using and teaching songs. It also discusses how songs influence motivation and the connection of songs with some language learning theories. The analytical part of the paper explains the procedure and the results obtained from the pre-tests, post-tests and delayed tests for three different children's songs as well as from the questionnaire that was done in order to collect information about motivation provided by songs. The results showed that songs have a positive influence on vocabulary retention of young learners. Whatever setting is used, aural or aural/visual, the results prove that songs are suitable for different learning styles, they encourage positive learning experience, and enhance their knowledge. Songs aid motivation and help learners develop a love for language learning. Students motivated in this way are imaginative, creative, and eager to learn and succeed.

Music has always been a vast part in people's lives: it is ubiquitous, it surrounds us everywhere, and it is broadly accepted all around the world. Regardless of the extent to which the capacity and sensitivity to music are programmed in the human brain or are by-products of other authorities and tendencies in the culture of music, without a doubt it plays a fully central and fundamental role. Songs have been part of the human experience for as long as we can remember. Adults sing at religious services, bars, in the shower, and listening to the car radio. Songs have become an integral part of our language experience, and if used in coordination with a language lesson they can be of great value. Fortunately, with the expanding prevalence of the Internet and specifically the World Wide Web into both the classrooms and lives of students, access to music and lyrics has been made easier. This paper will focus on the reasons for using songs by demonstrating their effectiveness as a learning tool. A large amount of literature which discusses the value of using songs in ESL/EFL classrooms is not empirically based. However, based upon teacher experience, the first hand knowledge of what actually occurs in a language classroom is, in fact, very valuable. The first step in developing a theoretical rationale for using songs in the classroom is to label the types of listening processes and then identify the reasons teachers and researchers provide. From here, we can see that the teachers' motives are actually grounded in theory. Patterns emerge from the literature as to why teachers and researchers find using songs valuable. These patterns include affective reasons, cognitive reasons, and





linguistic reasons. There are two processes involved in listening, and both can be utilized when songs are used in the classroom. The activity which is selected for a particular song will determine which of these processes is active. The first is bottom-up processing where the listener builds up the sounds into words, sentences and meaning. The second is top-down processing where the listener uses background knowledge to understand the meaning of a message. Practicing both of these processes is essential for developing listening comprehension. The affective, cognitive, and linguistic reasons for using songs which follow, are all grounded in learning theory, and provide insights into the benefits of songs in the classroom. It seems that the passion for music is deeply rooted in human nature. We the people, we are a species to a lesser extent in music or speaking. Presently, avoiding music is not an easy task, for it belongs to many aspects of life. Various kinds of music may be heard in almost every place and during performing important events. Seeing school, it is said that using songs during classes is not so popular. It is perceived in that way because for majority people listening to music is connected with spare time, not with working or learning. Music may be found in every human culture. Namely, we can hear it almost everywhere: while listening to the radio, when watching television and on different family occasions, such as birthday parties, wedding ceremonies, at a funeral, in restaurants, shops, cars, and even in the streets. The authors define music as, on the one hand strange, but on the other hand, a marvelling phenomenon since it has been for such a long time and still surrounds people. It is common knowledge that music can create a wide range of feelings. Moreover, music is so accepted that people all over the world pay a lot of money for musical business. People may naturally make use of music and songs for their own behoves in everyday life. Primarily, they may simply listen to music at any time and at any place. Next, there is a possibility to sing without listening to any recording. Still, some people like humming or whistling while listening to a piece of music. Not only people listen, but they also talk about it, as music seems to be quite a common topic especially among teenagers who share their opinions about the latest news connected with artists or brand-new video clips they have recently seen. Some people find it useful to use songs and music to make a social environment, form a feeling of partnership or just dance. All of the cases mentioned above show that music is really important phenomenon in our lives because it may be with us everywhere, whether we want it or not. Definitely, it has been with people for long times and has become part of our habitual lives.





Very often music is the main source of English outside the classroom. Thus, using it in the lesson seems to be a good idea. There can be distinguished affective and cognitive rationale for playing a song during a lesson. As a matter of fact, affective reasons are connected with Krashen's Affective Filter Hypothesis. In short, it gives an explanation why some learners learn and others do not. The crucial thing is that students need to develop a positive attitude towards learning has it that, for effective learning the affective filter is must be weak. A weak affective filter means that a positive attitude to learning is present. Hence teachers' task is to provide a positive atmosphere favourable for learning. In this aspect music and songs may be one of the methods for obtaining weak affective filter. Eken enumerates eight reasons for the use of song in a language classroom. Firstly, a song may be used to present a topic, new vocabulary or a language point. Then, it may also be used as a practice of lexis. Beyond question, songs can be used as a material for extensive and intensive listening. Some teachers may use them to focus on frequent learner errors in a more indirect way.[1] Not to mention that songs are a perfect source for stimulating discussions about feelings and attitudes. Learners may talk over with another in pairs or in small groups what happened in the song and then share their opinions with the rest of students. Additionally, songs may arrange a relaxed classroom atmosphere and contribute to fun and variety in language teaching. Finally, songs may be said to encourage the use of imagination and creativity during foreign language lessons. Songs also give a chance to develop automaticity which is the main cognitive reason for using songs in the classroom. Automaticity is defined as a component of language fluency which involves both knowing what to say and producing language rapidly without pauses. To put it in other words, songs may help automatize the language improvement process. Essentially, the students should be placed in an environment in which it is possible to use the target language in a communicative way. As a matter of fact, the nature of songs is said to be quite repetitive, logical and persistent. Affective Reasons The Affective Filter Hypothesis is one of five proposed hypotheses developed by Steven Krashen. Basically, it is an explanation of how the affective factors relate to language learning. It is particularly appealing to teachers because it provides an explanation to why some learners learn and others do not.

Cognitive Reasons. Songs also present opportunities for developing automaticity which is the main cognitive reason for using songs in the classroom. Gatbonton and Segalowitz define automaticity as a component of language fluency which involves





both knowing what to say and producing language rapidly without pauses. Using songs can help automatize the language development process. Traditionally, it was believed that automatization would occur through repetitive exercises in a non-communicative environment. However, the major shift towards the communicative teaching methodology requires that automatization occur in a different manner. Gatbonton and Segalowitz state that we must place students in an environment in which it is appropriate to use target utterances in a genuinely communicative fashion. The nature of songs is fairly repetitive and consistent. For example, a song such as *Sailing* by Rod Stewart provides ample opportunities for students to focus on the present progressive tense. The repetitive style of the song lends itself to an activity in which students create their own present progressive sentences based upon their own interest.[2] After listening to the song, students create their own lyrics following the same tune as the song. Lyrics such as, I am writing, I am writing, in my notebook with my friends, are common examples of the type of language that students produce.

Linguistic Reasons. Besides automatization, there is also a linguistic reason for using songs in the classroom. Some songs are excellent examples of colloquial English, that is, the language of informal conversation. A song such as "My Best Was Never Good Enough" by Bruce Springsteen is a prime example of a song that demonstrates colloquial language use. This song is full of phrases like every cloud has a silver lining. and Every dog has his day. Of course, the majority of language most ESL students will encounter is in fact informal. Using songs can prepare students for the genuine language they will be faced with. Finally, two studies, Domoney and Harris and Little investigated the prevalence of pop music in the lives of EFL students. Both studies found that music is often the major source of English outside of the classroom. The exposure to authentic English is an important factor in promoting language learning. It relates directly to both the affective filter and automaticity. If students are exposed to songs which they enjoy, more learning is likely to occur since they may seek out the music outside of the classroom. The repetitive style of songs then helps to promote automatization of colloquial language. Songs almost always contain authentic, natural language. This often contrasts the contrived, stilted language found in many student texts. Of course songs can also go to the other extreme by using overly crude, foul or otherwise objectionable language. With careful screening, an extensive library of usable songs for language learning can be compiled. A variety of new vocabulary can be introduced to students through songs.





Looking to boost student vocabulary with useful phrases, vocabulary and expressions? Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions. Songs are usually very easily obtainable. Cibemba and Silozi notwithstanding, songs are usually not that difficult to obtain. Local sources may be available including the students themselves. There's always the internet which can connect you with song downloads in all but the most obscure languages. Songs can be selected to suit the needs and interests of the students In English especially, so many songs are available that selection of songs with suitable themes, levels and vocabulary is not at all difficult. Allowances can also be made for complexity or simplicity of language, depending on the students, by selecting and using suitable songs. Grammar and cultural aspects can be introduced through songs. Most if not all songs have a recurring theme or story. So excerpting cultural elements is usually a possible, but often overlooked aspect of using songs. I still use "Hit the Road Jack" sung by the late Ray Charles to illustrate spoken contractions. He uses spoken contractions is virtually every line of the song. Time length is easily controlled Whether you have an hour, 30 minutes, or only 15 minutes or so, a song can be used in the course of a planned lesson. Use of songs is very flexible. Students can experience a wide range of accents. A good thing about songs is that you can expose the students to many different kinds of English. British English, American English, Caribbean English are all widely available through songs. Accents too are well represented by songs from different regions and in a variety of types and formats. Gospel, soul, R & B, Pop, Rock, Reggae, Jazz and other styles change not only accents, but vocabulary and usage too. Song lyrics can be used in relating to situations of the world around us Songs have been used as vehicles of protest for civil rights, workers' rights, even prisoners' rights along with an untold number of other causes. They've expounded on pollution, crime, war and almost every social theme or cause. We won't even mention how many songs are about, related to or explore the theme of sex. Students think songs are natural and fun Well actually they are, aren't they? Fun, even silly songs abound in English. Some singers actually made a career out of them. They make offbeat, fun changes of pace with classroom use. These are only some of the many reasons songs are useful in the language learning classroom. They contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom. So EFL, English





as a foreign language, ESL, English as a Second language and foreign language teachers should all consider using songs as a regular part of their classroom activities. Some teachers might not be aware of possibilities of using songs in the classroom. They may feel that such activities are not appropriate for classes which often cause discipline problems. To add more, lecturers may think that using music may create chaos or students may be reluctant to sing. Stanislawczyk and Yavener are of the opinion that a song is an advantageous tool and a teacher should take advantage of it during linguistic practice. She also emphasizes the importance of the engagement learners get when listening to songs or creating own lyrics, In the era when guitar players are ubiquitous, music must be an integral part of language study. It is a part of classroom activities from the start of the work in language, supplying additional language learning and cultural insights. At the advanced level, students become even more actively involved in music by creating songs.[3] The passage below attempts to present rationale for using song activities in English foreign language classrooms. Fundamentally, popular songs touch the lives of learners, and are connected with their various interests and everyday experiences. Almost all popular songs are related to the same topic of friendship, love, dream, sorrow, and the rest which are the common feelings of people. Since most young people nowadays are interested in a wide range of cultural forms outside classes, songs may be a really motivating and unique teaching tool. Experiencing with films, television, computer games and popular music seems to be highly motivating. Accordingly, more time and concentration to popular music in English foreign language classroom would surely increase learners' motivation as classroom tasks would reflect on their knowledge, their music and the vocabulary they already know from the songs. Although motivation is absolutely important in learning all school subjects, this is studying a foreign language that makes motivation play a huge role in, learning a language is a long-term process and learners are in charge of their learning at length. The students need to support their efforts for a long time, very often against numerous failures and difficulties. Another important factor making a song valuable for an English lesson is that it may create really favourable conditions for learning. It is use of the opinion that the use of music and songs can stimulate very positive associations to the study of a language, which otherwise may only be seen as a laborious task, entailing exams, frustration, and corrections. People usually identify songs with fun, which is why learning through songs is associated with an enjoyable atmosphere. Moreover, music may be used to





relax students since for many learning a new language is a new experience. Our mother tongue – our basis of communication, is in some classes forbidden to use and learners may feel lost or helpless. The author also adds that especially instrumental playing silently in the background makes students feel more secure when doing the task at the same time.

Songs played in the background when learners read some conversations, are typical of Suggestopaedia. This teaching method was invented by Georgi Lozanow in Bulgaria and its valuable element is music in the background. Essentially, the Suggestopaedia method involves the students' barriers and negative attitudes such as low self-esteem, anxiety or lack of motivation to learning. Meanwhile, students' learning occurs subconsciously and may be amusing for them as well. These are some important features of that teaching technique: a relaxed atmosphere, a classroom positive environment, a new identity of learners, or music activities themselves.

In conclusion, the song is a reflection of the existing picture in the world of native speakers, it reflects fears, anxieties, problems, joys, values, reflections, opinions, and therefore through the study of songs, another culture is more deeply comprehended. According to the experience of many teachers, songs help to solve many problems in teaching English. The songs help to eliminate the distance between the foreign teacher and students, quickly and easily learn new words and expressions, reduce stressful learning factors, reorganize lesson time, keep students attention focused on the topic currently presented, make studying complicated things easier, and increase students' motivation and passion for learning. With the help of music we can make the learning process and environment an easier, fun-filled, exciting, interesting and impactful place. As demonstrated, the three theoretical reasons are all intertwined and help to demonstrate the value of using songs in the classroom. The next step in the procedure is to successfully integrate the songs into a language lesson. Because of the Internet, access to music, lyrics, and activities has been simplified which makes it easy for the teacher to effectively use songs in the classroom.

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EFFECTIVE METHODS OF WORKING WITH VIDEO MATERIALS

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Annotation

The effectiveness of the video lesson depends on how students feel about watching the video. For this, special techniques are proposed for working with video material. This article discusses effective techniques for working with video materials in the classroom.

Keywords: video material, stages of watching a video film, a cycle of lessons, repetition of vocabulary, expansion of vocabulary, learning tasks, types of exercises. Working with video materials is similar to working with book or newspaper texts. There are three main stages: pre-demo, demo stage, post-demo stage. At the pre-demonstration stage, it is necessary to motivate students, remove possible difficulties in perceiving the text and prepare students for the successful completion of the assignment. The teacher may ask students:

- what information do they have on this topic?
- what do they hope to see in the film?

The teacher should draw the students' attention to the fact that there will be previously unknown information in the film. Watching video materials can complete the cycle of lessons on any topic or problem. Students receive an assignment in advance to study a specific material, which logically prepares them for watching a video.

Preliminary reading of texts and discussion of problems on the same topic also help to increase motivation while watching the video, provided that the video plot opens up new perspectives on the vision of the topic, contains an element of novelty and unpredictability.

The purpose of the demonstration stage: students' understanding of the content of the film, activation of speech-thinking activity. At this stage, the following exercises can be used:

- freeze frame (stopping the film, question: "What was it about?");
- "silent viewing" (showing a part of the film without sound);
- restore the text (while viewing, fill in the gaps in the text written on the printout).





Many videos have ready-made designs that offer exercises such as: answering questions, supplementing a sentence, "truth is not true", putting verbs in the right tense, etc. At the post-demonstration stage, speech creative activity of students is organized. Pupils describe film frames (without sound) through the "Snowball" chain, students ask questions about the content of the frame (frames), students must correct deliberately false information, students describe those film frames where new information was presented.

As a homework assignment, students may be asked to create mini-projects based on information from the videos they watched. This can be a preparation for the plot or situation of the video. The use of video for beginners is somewhat limited due to the small volume of their vocabulary and knowledge of grammar. However, the use of video from time to time pleasantly diversifies the lesson, introduces an element of real life into it. One of the learning tasks that can be solved with the help of videos is vocabulary repetition and vocabulary expansion.

Another task that can be solved with the help of video at this stage is the task of teaching listening comprehension. It should be noted that there are positive and negative aspects to using video to teach listening. On the one hand, video recording, in comparison with audio recording, has a more vital character - you not only hear, but also see the speakers, their facial expressions and gestures, and also receive information about the broad context of what is happening - the location of the action, the age of the participants, etc.

On the other hand, all these factors distract the listener from the actual speech, and he may be carried away by looking at the picture, instead of focusing on listening. Therefore, especially at the initial stage, before watching, students should receive a clearly formulated task on which they will have to focus. Of course, the use of video in a foreign language lesson and in extracurricular activities opens up a number of unique opportunities for the teacher and students in terms of mastering a foreign language culture, especially in terms of the formation of socio-cultural competence as one of the components of communicative competence in general. Unlike audio or printed text, which can have a high informative, educational, educational and developmental value, video has the advantage that it combines various aspects of the act of speech interaction. In addition to the content side of communication, the video contains visual information about the place of the event, the appearance and non-verbal behavior of the participants in communication in a particular situation.





Video materials provide almost unlimited opportunities for analysis based on comparison and juxtaposition of cultural realities and characteristics of human behavior in various situations of intercultural communication (provided that the selected videos provide the necessary basis for such a comparison). It is also obvious that the video can have a strong emotional impact on students, serve as a stimulus and reinforcement to create additional motivation in further educational, search and creative activities.

The effectiveness of the video lesson depends on how students feel about watching the video. For this, special techniques for working with video material are offered, namely:

- watching a video without sound: the students and the teacher discuss what they see, what train of thought it prompts them, and assume that the characters are really speaking. Once all the assumptions are made, the students watch the video again.

Were they right?

- listening to video without picture: this changes the previous procedure to the exact opposite. While students listen to the video, they try to judge where the characters are, how they look, what is happening, etc. Once all the assumptions are made, students listen again, but with a video sequence.

Were they right?

- "freeze" the image: the teacher puts the video on pause and asks students to guess what will happen next.

Can they guess?

- division of the group into two subgroups: the first subgroup sits facing the screen, the second subgroup - with its back to it. The first subgroup describes to the second subgroup what is happening on the screen. Of course, there are many other ways to work with video material.

For example, a video lesson outline might include the following steps:

1. Preparation

- a) a preliminary discussion is held, during which vocabulary is repeated, close to the subject of the film, and also stimulates the interest of students in the topic;
- b) creative work, during which students can be given the opportunity to propose the names of films themselves, to use problem situations related to the topic under discussion. You can ask students to make predictions about what the video will be;
- c) work with new vocabulary, during which students are given new words on a given topic.





2. Viewing

When viewing, you can carry out the following types of work:

- a) testing hypotheses made by students before viewing;
- b) information search. After the first viewing, students are offered information search exercises, and the plot is watched again, in segments or in its entirety, depending on the class level and the objectives of the lesson;
- c) work with a separate segment. This stage of the work provides the greatest opportunities for the formation of elements of communicative culture. In addition, at this stage, the basic skills of deciphering the text are practiced, which is the most important aspect of listening.

Students watch a specific segment of the video story and do one (or more) of the activities described below. Sometimes you can remove the image so that only the sound remains. The plot is played in parts and the students are asked questions about who spoke, where the action took place, what the heroes did, where they went, what they talked about, etc. When they have gathered all possible information, they look again, this time with the image, and check their interpretation.

3. Work after viewing

The following types of work are offered:

- a) repetition and development of speech blocks obtained after viewing;
- b) commenting on and consolidating the communicative techniques seen in the film;
- c) discussion. Students relate what they see with real situations in their lives, in their country and analyze the similarities and differences in culture;
- d) role-playing game. You can invite students to play the viewed plot or develop it;
- e) reading on the topic. You can offer students problem or informational texts on the topic of the video plot for viewing reading and discussion. This is especially useful when viewing news items;
- f) creative work. Students are invited to write a short retelling, reflection on the topic of the viewed plot, supplement the biography of a famous person who was discussed in the plot, make up a dialogue or a scene or other similar tasks. When watching feature films or excerpts, you can use the "role of a witness" methodology.

Students take on the role of witnesses who observe life situations and simply report what they saw on the screen. An episode or film is shown once from beginning to end without interruption. Students are asked several questions about what they saw: where the action took place, how many people were there, what they were wearing,





what happened first, what happened next, etc. As a rule, there are few questions, but they should be focused on key points that students need to consider when reconstructing an episode. Students receive printouts with names, place names, and keywords, or read them on the board. At home, it is proposed to write down what he saw in the form of a statement from memory. When watching documentaries and news programs in groups with no prior experience with video, it is a good idea to offer students a list of information retrieval questions in the first few sessions. These questions may have a specific thematic focus.

There are a number of exercises for working with a particular segment. One of the main aspects of working with a segment is text decryption. Ideally, as a result of such work, students should be able to independently record a section of text from the soundtrack of a video plot, as well as be able to correctly interpret the reactions, facial expressions and gestures of the characters.

The effectiveness of using a video film in teaching speech depends on not only the precise definition of its place in the teaching system, but also on how rationally the structure of the video lesson is organized, how the educational capabilities of the video film are coordinated with the learning objectives.

In the structure of a video lesson for teaching oral speech, four stages can be distinguished:

- 1) preparatory - the stage of preliminary removal of language and linguistic and cultural difficulties;
- 2) the perception of a video film - the development of information perception skills;
- 3) control of understanding of the main content; 4) development of language skills and speaking skills. The fourth stage may be preceded by re-viewing the fragment. To solve each of the tasks, students should know not only the general content of the video, but also remember the details, as well as be able to evaluate events, give characteristics to the actors, using words and expressions from the speech accompaniment of the video.

The very prospect of watching a video in a lesson can be a good incentive to increase the degree of student effectiveness and are used by the teacher as an "incentive prize" for good work.

To really use video effectively in a lesson, you need to make sure that:





- the content of the video materials used corresponds to the real level of general and linguistic development of students and corresponds to the content of a series of lessons on the topic;
- the duration of the video fragment used does not exceed the real possibilities of the lesson / lesson stage;
- situations of the video fragment provide interesting opportunities for the development of the linguistic, speech, socio-cultural competence of students;
- the context has a certain degree of novelty or unexpectedness;
- the text of the video is accompanied by clear instructions aimed at solving a specific and realistic educational problem, understandable to students and justified by the entire logic of the lesson.

Video equipment should be set up and tested in advance, familiar to use for the teacher; the video fragment must be known to the teacher himself and set in advance at the beginning of the viewing. In addition to training videos, you can successfully use such videos as:

- feature films and documentaries;
- cartoons;
- video recordings of television news and other television programs;
- music videos;
- advertising;
- video tours of various cities and museums around the world. It should also be remembered that a linguistically difficult video text can be compensated for by a fairly easy task, for example: to determine the main idea of the text by choosing the most acceptable from a number of proposed options, or to correlate the video text with sentences expressing the main idea of its individual parts and build them in the desired sequence, etc.

This gives a real opportunity to use complex texts in groups with a fairly low level of language proficiency. A linguistically easy text can become the basis for a much more linguistically complex task, if the source material serves only as a starting point for subsequent reasoning, the establishment of associative links, taking into account the real possibilities of both general cultural and purely linguistic development of students. It is much more important to formulate the instruction in such a way that, abstracting from the specifically used language, students can consciously generalize



their experience and knowledge and demonstrate a real level of communication skills for them in the course of completing the assignment.

Conclusion

In the course of the study, we conclude that educational video courses open up many opportunities for active work in the process of forming speech skills and abilities of students, and make the educational process of mastering a foreign language attractive for students at all stages of learning. The effectiveness of using video films in teaching speech depends on not only the precise definition of its place in the teaching system, but also on how rationally the structure of the video lesson is organized, how the educational capabilities of the video film are coordinated with the teaching tasks.

The use of video films contributes to the individualization of training and the development of motivation for the speech activity of students. A modern teacher has at his disposal an innovative technology that helps him in solving the tasks assigned to him - media technology. It is necessary to use this new tool with maximum correctness, to professionally solve the problem set for a modern teacher - to teach a student to speak, write and read in a foreign language. Here, it is required to apply the accumulated experience in preparing for the lesson: the correct definition of the tasks of the lesson, clear planning of stages and the expedient use of technical means.

The main goal of learning a foreign language is communication. It is important here to give students the opportunity to learn a foreign language in context, to understand its use in situations relevant to real life. The basis of the work is made up of exercises in commenting, discussion, interpretation of the issues raised in the video material. Among these exercises, of particular interest are: interviewing, discussion, "round tables", role-playing games, dramatization, posing your own problematic questions on the problem raised in the video (for organizing a discussion), expressing your own opinion on the problem, etc. The use of videos in the lesson is fun and entertaining means, tk. this increases the motivation of students to learn a foreign language. But it must be remembered that the teacher will need much more time and effort to prepare a video lesson. Teachers need to understand how useful working with video material is, regardless of the level of language proficiency of the students. But in order to achieve the "usefulness" of viewing, the teacher must carefully prepare for watching each piece of video material.





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COMPANIES IN THE CONTEXT OF THE CORONAVIRUS PANDEMY ASSESSMENT OF CAPITAL VALUE

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Annotation:

The article examines the methodological problems in the assessment of the capital value of companies in the context of the coronavirus pandemic and describes the scientific and theoretical aspects. In particular, the capital risk assessment methodology is highlighted, taking into account changes in the country risk premium, country risk premium and the country's credit default swap spreads.

Keywords: Capital risk premium, country risk premium, market index, stock, pandemic, stock market, market value, stock value.

Introduction

The spread of coronavirus infection (COVID-19) around the world today is having a negative impact on manufacturing, health, transportation, logistics, consumer demand and services in developed countries as well.

The spread of coronavirus infection has also had an impact on global capital markets. According to an article at the World Economic Forum, the current elephant is in March.

The biggest drop in the history of the Dow Jones index was observed when the spread of COVID-19 peaked. In particular, the Dow Jones index fell by 20 percent, indicating that its stock fell 20 percent in market value.





It also led to a loss of financial resources for investors as a result of the negative impact on the financial market indices of Spain, Germany, France and the United Kingdom [2].

The coronavirus pandemic has led to a sharp decline in production in developed economies, a sharp decline in consumption, disruption of production chains and trade integration, a sharp drop in financial market indices and a sharp drop in commodity prices. In particular, in order to mitigate the impact of these factors on the economic system of the country, the Anti-Crisis Fund was established under the Ministry of Finance in the amount of 10 trillion soums to support rapidly developing sectors of the economy and their stability provided for spending [3].

This means that all countries in the world, in addition to combating the spread of the coronavirus pandemic, are also taking measures to mitigate the global crisis in the economy.

Today, the world's largest research and financial institutions point out that the financial market is experiencing a rapid recession due to the coronavirus pandemic. According to Goldman Sachs, the largest U.S. companies will cut investment spending sharply in 2020. According to the analysis of world analysts, the investment of these companies in the S&P 500 stock exchange is expected to decrease by 20%.

This, in turn, indicates that the dividends paid by these companies this year will fall from 50 percent to 23 percent [4]. In addition, due to the coronavirus pandemic, the income of large enterprises in the United States fell by 15% such a figure was not observed since the third quarter [5].

Main part

In determining the capital value of companies in a pandemic, first of all, it is necessary to take into account the premium for capital risk, the level of risk-free assets, the premium for country risk. Also the level of credit spread taking into account the appraisal of the capital value would be expedient.

Many researchers and analysts use the country's risk level and credit spop default risks in determining a company's capital value when assessing a company's capital value.

During the COVID-19 crisis, debt capital increased in most countries. As a result, changes were required to the capital valuation method. With this in mind, Figure 1 below reflects the analysis of risks on the continents.



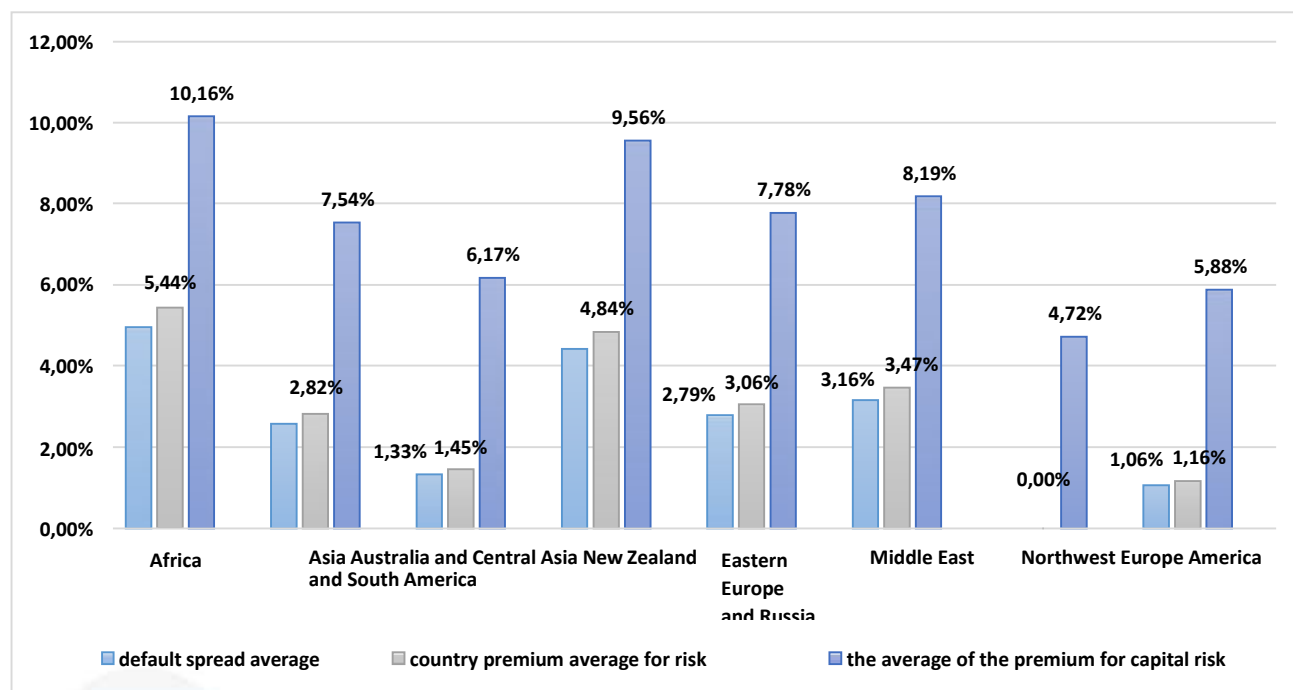


Fig 1. Status of risk premiums across continents as of January 1, 2021

Prepared independently by the author

<http://pages.stern.nyu.edu/~adamodar/>

The data in Figure 1 show that the risk premium for capital falls on the African continent. In particular, the risk premium for capital on this continent was 10.16%, while in Central Asia and South America it was 9.56%.

The lowest rate was in North America, at 4.78 percent. This means that on continents with high risk for capital, the risk level of assets in the capital market is high.

Conversely, on lower continents, financial instruments in the capital market show a lower level of risk. In terms of country risk, it was 5.44% in Africa and 1.16% in Western Europe.

A country's high risk indicates that these countries have a high risk of defaulting on their bonds. Our analysis shows that on continents where the capital risk premium is high, the country risk premium is also high. In our country, the average fluctuation of credit spread is also high in countries with high risk.

In general, the table shows that in countries where the capital risk of companies is high, the country risk and the average fluctuation of credit spread are also high. By the end of February, a 30 percent drop in the market value of shares in the capital market



had led to a 30 percent change in the capital value of companies.

However, in March, the market value of your shares began to rise. However, the cost of capital did not meet the forecast. It can be seen that during the pandemic period, the sharp decline in the market value of shares led to an increase in the capital value of companies.

Today, in assessing the capital value of companies, COVID-19 calculates the calculation of premium for risk in the long run, taking into account the crisis. However, in the Australian capital market, the premium for risk is determined on a short-term basis. This is because the calculation of the reward for risk in Australia is different from that in Germany.

According to German regulations, the premium for market risk is taken on the reporting date and is the quality of the market profitability as well as the difference between certain interest rates. Due to the COVID-19 crisis, there was a downward trend in the world's major capital markets.

The market profitability of large capital markets fell sharply. As a result, the percentage of risk-free assets has risen. There was also a risk associated with COVID-19 in the capital market.

The world's leading analysts and researchers are the company's capital in assessing the value, they focused on calculating the premium for the risk, taking into account the risk arising in the capital market.

At the end of February 2020, unrest began in most capital markets in Europe, resulting in a decline in capital market returns. Due to the COVID-19 crisis, there was a downward trend in the world's major capital markets. The market profitability of major capital markets has fallen sharply.

As a result, the percentage of risk-free assets has risen. There was also a risk associated with COVID-19 in the capital market. The world's leading analysts and researchers have focused on calculating the reward for risk, taking into account the risk that arises in the capital market when assessing the value of a company's capital.

At the end of February 2020, unrest began in most capital markets in Europe, resulting in a decline in capital market returns (Figure 2).



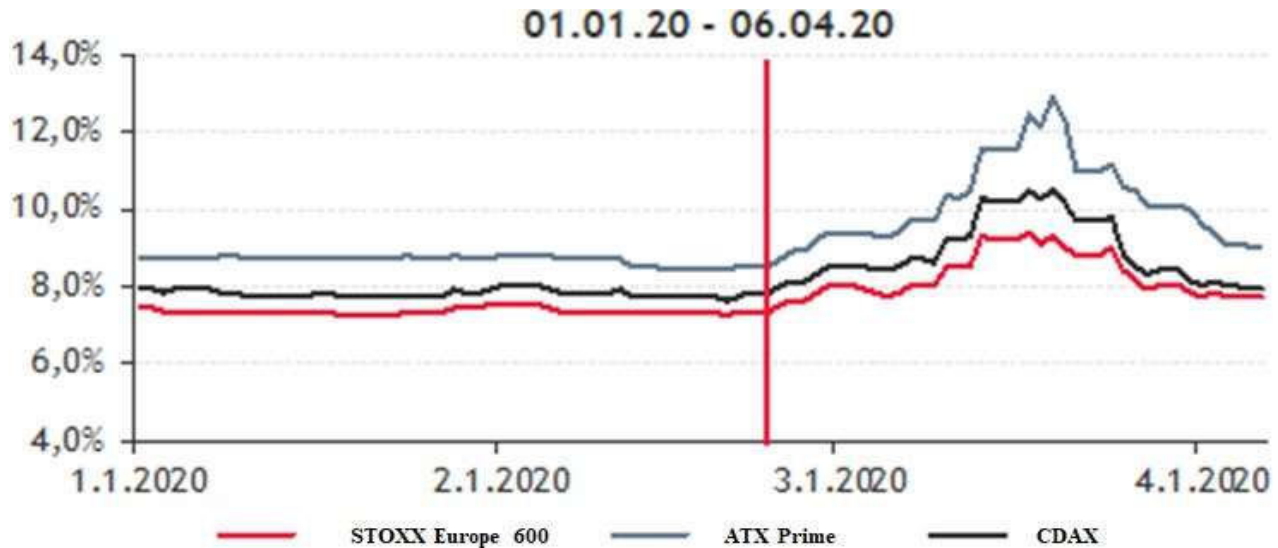


Fig 2. Profitability of capital markets in Europe

Prepared independently by the author Marcus, B. (2020) The impact of the covid-19-crisis on business valuation.

Figure 4 shows that the daily yield of the Austrian market index ATX Prime (AT), the German market index CDAX (GE) and the European capital market index (STOXX Europe 600) did not change from January 1, 2020 to April 6, 2020 [6].

The European capital market index rose by 600 points due to the sharp decline in the market value of stocks in world capital markets. At the end of February, the market yield was 7.5 percent, but by mid-March it had risen to 9.4 percent.

For this unusual growth, analysts predict that future cash flows will be uneven. As you can see in Figure 4, market yields revised analysts' earnings expectations as capital markets rose in late March. Only the profitability of the Austrian capital market shows that changes in the financial-industrial and oil-gas sectors have affected it.

Conclusion

Based on the above research, the prevalence of coronavirus infection COVID-19 is bound to have an impact on the country's economy, capital markets, and the capital value of companies.

In particular, the chaotic nature of trading in world capital markets has led to an increase in the capital value of companies. Therefore, as a result of the market value of stocks of enterprises and incomplete operation of enterprises, the amount of dividends decreases, the risk of capital increases and the risk of credit default of



countries increases. Our conclusions and recommendations on mitigating the impact of these factors are as follows.

The spread of COVID-19 affected assets in the capital market, leading to increased risk. Therefore, if this indicator is not taken into account in the assessment of the capital value of companies, it leads to a decrease in the value of capital.

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LANGUAGE POLICY AND PROPOSAL

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Abstract

The following paper introduces a language policy proposal for the public school teachers about training courses. The main aim of this program is to improve linguistic skills public secondary schools' teachers. Training programs that prepare teachers to work as EFL and ESL teachers in educational system often focus more classroom activities, classroom-based strategies without sufficient attention to the external policies. In addition, this program aims to improve the educational system.

Key words: language policy, training courses, classroom activities, classroom-based strategies, language-learning programs, public schools.

As every country has own educational, Uzbekistan also its own educational system. Certainly, every country has to make its own rules and laws to improve the national literacy of residents.

Educational system is divided into several stages: pre-school education (kindergarten), secondary public schools, college/academic lyceums, higher educational institutions. Through a yearly course of intensive English language instruction, offered at regional institutions, the program prepares non-native speakers of English to reach B2-C1 level of CEFR band score.

Introduction to language policy in Uzbekistan

Even though language-learning programs have existed in education system of Uzbekistan since 1932, significant changes took place after it gained its independence in 1991. "In July 1992, the Ministry of Education promulgated the Education Act, which emphasized revision of the current curricula and textbooks, which were set up in the Soviet era and were unable to cope with the global education and the rapidly growing demands of Uzbek learners. Hence, it has become essential to update the existing curricula for all disciplines, including foreign languages, so that they





correspond to the current economic, social, and political realities of Uzbekistan” (Hasanova, 2007).

Nowadays it is important to know English language at the higher institutions, at the works. To know language gives more opportunity to hire good works and to study at the higher universities in Uzbekistan or even abroad. Teaching English and stressing its importance have become more essential than ever before and has been successfully integrated into the education system of Uzbekistan, starting from the first grade of elementary school to the higher institutions. By the decree of the president of the Republic of Uzbekistan with no.1875 at the public secondary schools begins English language teaching from the 1st grade. In addition, there are electronically books: student’s book, workbook, teacher’s book for kids with fully activities and games. In this period, children are taught by communicative language teaching method. The learners will be able to practice learning by heart poems, word expressions, little stories, questions and answers, dialogues.

Observations of current situation at public schools in Uzbekistan

The next decree with the number 610 of the president of the Republic of Uzbekistan was adopted about passing the exam B1 level on CEFR gives a chance for Institution entrance candidates. It was helpful for all candidates who want to enter institutions relating to English language.

Moreover, at the public institutions, lyceums, colleges and at the universities are requesting B2 CEFR level from the teachers too. In addition, about last decade IELTS, TOEFL, CEFR certificates were demanding and needful between candidates of bachelor degrees.

I agree with this point of view about the lack of attention in teacher training and preparation and professional development. In real, in our situation status of teachers was lower. Now by the order decrees of the Head of government salaries of the teachers are raised systematically. Furthermore, we need teacher training courses, preparations and certainly, we should know our duties relevantly with students. First, we should love our professions as well. Secondly, we need modifications and supports with proposals, instructional methods and professional developments.

Not only developing classroom level, but teachers also need to improve their language backgrounds, skills, conventional thinking.





Clear recommendations to affect change and a suggested timeline with anticipated results. Based on these actors of the society and educational system as teachers, instructors, deans, rectors, administration leaders also students need to work hard together getting to the objects and goals.

Assessment should also be addressed in an LPP proposal, exactly for an academic setting. Giving opportunities to the teachers, all administrations, teachers, and students should work hard together with good motivation; help each other on developing countries' educational spheres.

To write LLP proposals promotes the self-efficacy of teachers, strengthening their knowledge. When the result empowers the EFL/ESL teachers, they become community leaders able to write even kind of policies.

Detected deficiencies.

According to Huttova/Silova (2002), in-service training institutions have not changed much since the collapse of the Soviet Union. From that time at the public schools were held grammar translation method for teaching pupils. That approaches were also good, but nowadays, it is very important to study and work by communicating with another countries. Teachers should teach the young generation with new modern pedagogical technologies with authentic materials. Since ten years were developed English proficiency testing systems as IELTS, TOEFL and CEFR. It is a good point. Nevertheless, there are some problems with schoolteachers. I think, there is less effect teaching on training institutions.

The main aim of this proposal to investigate and to help for applying in-service trained teachers in Uzbekistan. Lack of the good knowledge of English language and effective methods caused to encounter with many English using difficulties. In-service training programs are intended to keep practicing teachers up-to-date and working hard on educational sphere.

Inventory and Recommendations

Taken all these blunders and faults into consideration, here it is important to stress the importance of new language policy proposal, which will introduce a modern program to balance the current situation. Famous “unpeeling the onion” metaphor, firstly used by Ricento and Horenberger (1996) suggests that this process goes through various stages from “unpeeling” to “cooking”. However, DJ Kaiser suggests a different





approach, called “growing your onion” (2018) which again proposes different phases and include diverse actors of both major and minor stages.

In my point of view, it would be better to study at the courses, which teach CEFR, or IELTS courses. These courses will be more efficient for teachers than Friday sessions. After the candidates have been grouped into classes with similar level, the program itself can be introduced in the following way as a suggested timeline:

- Pre-IELTS – 3 months
- IELTS Introduction – 3 months
- IELTS Foundation – 3 months
- IELTS Graduation – 3 months

All four skills are expected to be activated: speaking and listening /writing and reading of both formal and informal language to communicate, listen and produce own ideas and reflections independently. To check students’ progress both formative and summative assessments are recommended.

Courses are going to be held by teachers of Universities or IELTS/CEFR Trainers. Courses will be more efficient and get achievements.

At the end of the program needs analysis is recommended to be conducted to identify feelings and achievements of graduates.

After conducting needs analysis, if any cases of insufficient practice are detected, then the program is expected to extend to certain timeframe to meet the goals and objectives of the training program as well as to provide qualitative education.

In the end of the courses teachers can be send to the English –speaking countries to improve their knowledge, practice.

In this situation, Teachers are expected to take one-year course at the regional Universities three times a week while integrating their practice in their workplace without tearing themselves away from their everyday tasks and duties. Also this practice will allow students to enhance their linguistic skills and a new approach to their studies is expected to integrate successfully with their direct and indirect responsibilities in their workplaces.

In addition, to study English well, and work hard on educational sphere gives more opportunity to understand cultures between nations.





Conclusion

Actors at a major stage will include representatives of Ministry of Public Education, Ministry of Higher Education, Innovation centers and Ministry of Finance to study the project and approve it, and Ministry of Higher Education to approve syllabus of the training program.

Actors at a minor stage will be trainers, teachers from the universities, course book designers, professors who can work with advanced learners.

Funding and sources

For the successful launch of this program, funding is needed to conduct it for following purposes:

- Designing the course book, publishing it
- Providing with technical equipments
- To improve the educational sphere
- Designing the study halls
- Purchase of digital gadgets
- Payment for foreign experts and local teachers
- Weekly travel expenses to English-Speaking countries

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MARRIAGE RELATIONS AND REGULATION IN THE LEGISLATION OF FOREIGN COUNTRIES

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Abstract:

This article provides information on marital relations, the institution of marriage, marriage ceremonies and regulation in foreign law. It also spoke about the importance and relevance of family law, and expressed its views and suggestions.

Keywords: Family law, Anglo-Saxon law, marriage law, alimony, delayed community treatment.

The institution of marriage occupies one of the central positions in family law, as it is important for the emergence, change and termination of family relationships, as well as for the development of relationships between family members.

The material and legal legislation of foreign countries aimed at regulating family relations is unique and diverse.

In the countries of the continental legal system (Germany, Switzerland, France), the sources of legal regulation of family relations are special sections of the Civil Code. For example, Book 4 of the German Civil Code is called "Family Law", and the norms of paragraphs 1297-1921 are directly related to the regulation of family relations. In countries of the Anglo-Saxon legal system, family relations are regulated by separate normative legal acts. In particular, the main source of regulation of family relations in the UK was the Marriage Act of 1949. The law was drafted by merging 40 existing regulations. At the same time, in the Anglo-Saxon countries of the legal system, the collection of alimony, paternity, and the appointment of guardianship are regulated by separate laws. In the United States, family law is extremely diverse. Because the regulation of family relations is the prerogative of the states.





In recent years, there has been a steady and unconventional development of family law in foreign countries. In many cases, the equality of spouses in family relationships, the contractual order of their property is determined by law. In some cases, however, marriages in one country are not recognized in other countries, leading to so-called "lame marriages." In a number of countries, however, a couple's property relationship is determined by the husband's personal law.

Normative documents do not define the concept of marriage. Also, to date, the issue of marriage has not been fully resolved in the legal doctrine and legislation. However, according to the laws and doctrines of foreign countries, the concept of marriage can be defined as follows: Marriage is a legally formalized voluntary union of a man and a woman aimed at marriage and creating mutual personal and property rights and obligations for them. Traditionally, marriage is a voluntary union between a man and a woman, duly registered to meet the moral, spiritual and physical needs of a person. Due to the peculiarities of family law, I.A. Mikhailova argues that "marriage is one of the most complex legal phenomena that contradicts the generally accepted legal definition."

Legal registration of marriage is carried out in special bodies in the order provided by the national legislation.

To date, the contractual concept of regulating marital relations has been a priority. The law provides for a number of rules regarding the procedure for concluding a marriage contract and the consequences of its annulment. At the heart of the concept of marriage contract is the possibility of establishing a contractual regime of the couple's property. However, those who oppose this concept believe that a marriage cannot be a contract because the couple has only the rights and obligations provided by law and the parties cannot change it based on their own will.

The priority of the marriage contract is determined by the fact that the husband and wife determine the pre-agreed regime of property. From a legal point of view, this type of marriage determines the status of the property acquired by the subjects of the marital relationship as a result of the actions prescribed by law.

In general, the most detailed regulation of family law preserves the traditional approach: providing the wife with everything she needs and maintaining her is one of the main tasks of the husband. Family law places great emphasis on the relationship between parents and children. This relationship occurs both in marriage (birth and upbringing of children) and after divorce (alimony). The origin of a child born in a





marriage, the legal property relations of the spouses are related to the following: the regime of property, the order of its management and provision of services. There are three main types of legal regime for spouses' property: collective, divorce, and mixed regime (sometimes the latter is called "delayed community" regime).

Marriages in foreign countries can be civil or religious, and all countries can be divided into three groups:

- 1) only civil marriages have legal consequences (Germany, France, Switzerland, Japan, Russia, etc.);
- 2) marriage can be concluded in an alternative way - civil or religious form (England, a number of US states, Denmark, Spain, Italy, Canada, etc.);
- 3) there is only a religious form of marriage (Israel, Iraq, Iran, some states of the USA, separate provinces of Canada).

The marriage ceremony is always held in the presence of a legal number of adult witnesses (two to six). In the CIS countries, only Georgian and Lithuanian law stipulates that witnesses must be present to register a marriage.

In all foreign countries, marriage is performed in conjunction with a public announcement of the structure of the marriage (for example, in a church or in a municipal building). The body conducting the marriage ceremony may object to the formation of the marriage and its formation at the time of the announcement of the marriage. If these objections are not acknowledged by the bride and groom, they must be considered by the court. In the United Kingdom and the United States, marriage can be legalized without the consent of the church and the authorities. In order to get married, the parties must swear an oath in front of a priest or promise that there will be no obstacles to a civil marriage.

The marriage declaration and the marriage permit are valid for a specified period (from one month to one year), after which the procedure must be repeated.

– The participation of the parties in the marriage is mandatory. If at the time of marriage one of the spouses is unable to attend the ceremony for any reason (distance from each other, illness, military service), the other must submit an application signed by both parties. The signature of the party who is unable to attend the ceremony must be certified by the competent authority or an official of the local executive body at the place of residence of the person.

– In some cases, there are restrictions on the registration of marital relations. In particular, the following are prohibited:





- remarriage until the first marriage is annulled; such a rule is enshrined in the law of many countries and criminal liability is established for its violation;
- marriage between relatives connected up and down (grandfather, father, son and grandmother, mother, daughter), between birth and stepbrothers and sisters creation is not allowed; in some countries (France, USA, Switzerland) marriage may be prohibited due to the degree of kinship; In Germany, marriages between third-degree siblings (uncle, cousin, niece, aunt, niece, nephew) are prohibited; In some states of England and the United States, marriages between relatively long-term, fourth-degree relatives (cousins, uncles, cousins, aunts) are also not allowed;
- Marriages between adoptive parents and adoptive parents (Switzerland, France), between adoptive parents and relatives of the adopted child (in some cases, special permission is obtained for such marriages) are also prohibited;
- Marriage to a person with a disease that endangers the health of the other party (under British law and in some US states, marriage to a mentally ill person is prohibited);
- Prohibition of a woman to marry after the divorce or death of her husband within the period prescribed by law (in Germany - 10 months, in France and Switzerland - 300 days).

A marriage entered into without the conditions established by law is considered to be absolutely invalid (not considered authentic in itself) or relatively invalid (disputed). The family is the cornerstone of society. It is the product of an understanding of human dignity and honor in human society, of a sense of honor and pride. Therefore, the stronger the family, the stronger the society, the stronger the foundation of freedom and independence. The strength of the family depends not only on socio-economic, but also on spiritual and moral factors.

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INFLUENCE OF IRRIGATION WITH BLACK PLASTIC WRAP ON THE YIELD AND PRODUCTIVITY OF COTTON.

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Abstract

Field experiments Cotton is grown on meadow-alluvial soils (87.7%), which make up the largest area of irrigated lands in the Bukhara region, and in conditions of a depth of groundwater of 1.5-2.0 m. Development and productivity have been studied. The farm soil is moderately saline. The irrigation scheme was determined by the criteria, timing and amount of irrigation, as well as the criteria of seasonal irrigation, depending on the level of soil moisture and specific climatic characteristics. In the experimental field sown with cotton, according to option 2, a black film was applied to the field with a moisture content of 70-80-65% in relation to the field moisture. The cotton yield was 15.0 kg / ha higher. traditional option 1.

Key words: soil, salinity, irrigation, water, irrigation criteria, black film, flexible hose, crop, cotton, wheat.

In the Bukhara region, 275.1 thousand hectares of irrigated land, including 109.6 thousand hectares of cotton, 65.6 hectares of grain, more than 21.0 thousand hectares of orchards and vineyards, 33.5 thousand hectares of other agricultural crops and 45.4 hectares of land for residential buildings. In 2019-2021, 800 hectares of cotton and grain fields will be irrigated annually in the region using flexible pipes instead of water-saving technologies, and 650 hectares of cotton fields will be covered with foil.





Considering that 20 sets of equipment are required to introduce film irrigation in Egat, this equipment was transferred to the regional private joint stock company "Kishlokhoyalikkimyo" and the mills. To introduce film irrigation "Egat" needs 42.0 tons of black film per year, which was provided by the regional Pakhtasanoat PJSC at the expense of farms.

Additional measures to ensure the unconditional implementation of the State Program of the Cabinet of Ministers of the Republic of Uzbekistan dated February 24, 2014 No. 39 "On improving the reclamation of irrigated lands and rational use of water resources for 2013-2017." In the Bukhara region, measures have been developed to ensure the implementation of the decree.

It was carried out in the irrigated fields of the educational and scientific center (uchkhoz) of the Bukhara branch of the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers. The training center specializes in cotton growing, grain growing and horticulture. The farm soil is moderately saline. Field experiments showed that cotton was grown on meadow-alluvial soils (87.7%), which make up the largest area of irrigated lands in the region, and in conditions when the depth of groundwater is 1.5-2.0 m. Development and productivity have been studied. ... When studying the irrigation regimes, the norms, terms and number of irrigations were determined, as well as seasonal criteria for irrigation, depending on the established level of soil moisture and specific climatic parameters. Watering rates were measured with a Chipoletti water meter.

Table 1. Experimental system

No	Varianty	Watering procedure	Conducting agrotechnical activities
1	(Control)	Maintain industry-accepted irrigation practices.	Agrotechnical measures will be carried out in full.
2	Irrigation with black plastic wrap	Irrigation at soil moisture 70-80-65% of the maximum moisture capacity of the field before irrigation.	No agrotechnical activity
3	Spray each field with a polymer complex before watering.	Irrigation at soil moisture 70-80-65% of the maximum moisture capacity of the field before irrigation.	The agrotechnical event will be carried out in part.

At the early phase of cotton growth, that is, June 1, phenological observations showed that all experimental plots did not differ in the height of cotton, the number of growths and yield of branches, since during this period the influence of watering on cotton





growth and development was not felt. However, phenological observations on July 1 showed a change in the growth and development of cotton according to the variants of the experiment. During this period, the height of cotton was observed in variants 2 and 3, i.e. in a plot irrigated with black film and a plot irrigated with a polymer component, on average 71.6-70.9 cm, yield 9.2-9.5 cm. The average yield was 11.5-10.8. In the experiments, a relatively low result was observed in the control option 1 of observations, in which the average height of the cotton was 68.4 cm, the yield of branches was 7.2, the yield of elements was 8.3.

When analyzing the growth and development of a plant in experimental observations on August 1, according to option 1, the height of cotton was 87.5 cm, the number of branches of the crop was 12.6, and the elements of the crop were 15.4. The number of cocoons was 5.6. In the second variant of the experiment, i.e. in a field irrigated with black film, the length of cotton was 88.3 cm, the yield of branches was 13.5, the yield of elements was 16.6, etc. We can observe that the number of saks was 6.5. Option 3, irrigated with a polymer component, has a length of 88.1 cm, has 13.3 twigs, 16.3 twigs and 6.2 twigs. Determined that

When we observed the growth and development of cotton on September 1 during the research study, in option 1, the height of the cotton was 89.4 cm, while the total amount of cotton was 10.8. It was found to have reached one. In options 2 and 3, the cotton length was 94.5–91.5 cm, and the total number of pods was 12.3–12.0, while in observations 1–., And the number of holes in option 2 was 6.0 , in our version. 2 this value was 7.8, and in option 3 the number of openings was 6.6.



Figure 1. Phenological observations.



In our study, when studying the effect of irrigation on the thickness of seedlings, the thickness of seedlings in our option 1, which was irrigated with cotton in the traditional way, i.e. the method adopted in the farm amounted to 96.8-97.3 thousand / ha. the thickness of seedlings in our option 2, irrigated with a black film along the edge, is 5.8-6.0 thousand / ha more than in our option 1, and amounted to 102.6-103.3 thousand / ha. In the third variant of our research, it was found that the thickness of seedlings in a field irrigated by spraying a polymer complex in the field was 101.7-102.6 thousand / ha.

In our experiments on the 1st variant of cotton of the Bukhara-6 variety, grown under the conditions recommended for the farm, the cotton yield was 32.3; 31.6 and 31.5 c / ha, respectively, with an average of 31.8 c / ha.

According to our observations, the cotton harvest according to option 2, which was irrigated with black film, amounted to 46.6; 47.4 and 46.3 c / ha with an average yield of 46.8 c / ha, while in our 3rd option, the average yield was 42.3 c / ha; 41.9 and 41.2 c / ha, respectively, with an average yield of 10.3 c / ha higher than the control option. In short, we can achieve effective results by placing a black film between rows of cotton, which is a modern, economical watering method. We know that the main land plots of the Bukhara region are based on artificial irrigation. The main source of water in the region is the Amu Darya. Pumping water from the water source to the field will be carried out by a two-stage pumping station with a total height of 110 meters. It can be seen that black film irrigation technology plays an important role in improving the efficiency of internal irrigation networks in arable land given the high cost and labor required to deliver one drop of water.

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MORPHOGENESIS OF THE THYMUS OF LABORATORY ANIMALS UNDER THE INFLUENCE OF VARIOUS FACTORS

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Abstract

Studied magazines, materials of scientific conferences, as well as other information sources for the collection of reliable information about the actions of various factors on the thymus.

Keywords: thymus, animals, various factors.

The purpose of the study: to study the safety problems of various factors on the thymus.

Materials and methods. Information sources and materials devoted to the study of various factors on the thymus were used.

Thymus (thymus) - thymus gland, goiter gland. In the works of scientists of the 70s, this organ was described together with the glands of internal secretion. This circumstance reflects the name: thymus gland. According to the results of numerous studies, no morphological signs of secretion in higher vertebrates were found in it. However, there is evidence that the thymus gland plays an important role in the lymphoid tissue system. The microscopic structure and development of this organ indicates that it belongs to the lymphoepithelial organs [1,2]. Currently, the goitre gland is considered to be the central immunocompetent organ in vertebrates. Here, T lymphocytes are differentiated, which are of the most important importance for both cellular and humoral immunity [3]. R. V. Petrov summarizes his results of thymectomy studies and comes to the conclusion that the thymus is a regulator of hematopoiesis. When it is removed, the ratio between erythrocyte, leukocyte and megakaryocyte sprouts in the bone marrow changes, which affects the composition of peripheral blood. These assumptions are supported by data [4,5], which indicate that





thymectomy of adult animals leads to an increase in the number of medium lymphocytes, lymphoblasts, as well as plasmoblasts and reticular cells. After 2-3 months after removal, the total number of platelets increases. In avian embryogenesis, the thymus gland is first identified on the 5th – 7th day. The thymus develops in the form of epithelial buds on the ventral part of the third and dorsal part of the fourth gill pockets, forming outgrowths. In the future, the outgrowths of the two pockets merge into one longitudinal strand; thickenings appear on it in the form of branches, from which lobules are formed [6,7,8]. Studies conducted by A. I. Krivutenko in the study of the formation of organs of immunogenesis in turkeys show that the structure of the thymus is covered with a capsule that passes into the partitions and divides the lobes of the gland into incompletely delimited lobules. It resembles lymph nodes in structure and color. It lies on the sides of the trachea in the neck and in the cranial part of the thoracic cavity, it is a paired organ consisting of 12 - 14 lobes, 12 - 6-7 on each side. According to the results of the research of O. V. The Vavina thymus consists of 7-8 pairs of lobes, and according to G. M. Faizova, the thymus gland has 6-8 pairs of oval-shaped lobes. The process of histogenesis of the thymus gland is complex. In the early stages of development, the rudiment of the thymus resembles the bookmark of any epithelial gland and consists of strands of epithelial cells [9, 10]. The embryo of the thymus does not have its own blood vessels, they grow into it from the surrounding mesenchyma and bring with them proliferating cells. Soon after the appearance of blood vessels, thymocytes with rounded nuclei with a rough lumpy structure of chromatin and a small amount of cytoplasm appear in the rudiment of the thymus [11, 12]. As shown by Pierpaoli W., the development of the thymus from the moment of its laying in ontogenesis occurs under the control of the endocrine system, in particular, the somatotrophic hormone of the pituitary gland. The density of the network in the central and peripheral areas of the thymus lobes is not the same in color, on the basis of which the cortical and medullary matter are distinguished. The cortical substance contains up to 80% of all thymocytes. The medulla consists mainly of reticular cellular elements of various shapes and sizes [13]. The cortical area of the lobe contains a large number of small lymphocytes, tightly adjacent to each other. As a result, it has a darker color on histological sections. In the brain area, there are fewer of them and it looks lighter. Here, there are rounded clusters of lamellar cells free of lymphocytes with indistinctly expressed nuclei – Gassal's corpuscles [10]. Many scientists have studied the thymus in different species of animals and birds, determining its development and





the moment when the involution of this organ begins. O. S. Kotlyarova (2013) studied the weight changes of the thymus in chickens. In his research, he noted that the weight of the thymus in a daily chicken is 100 mg and increases to 5 g at four months of age. After 13 months, the age-related involution of the thymus gland begins. By the time the bird reaches sexual maturity, the weight of the thymus decreases by 50 %. In this case, the lymphoid tissue of the organ is gradually replaced by fat cells. Babina (2001) observed that the absolute mass of the thymus gland in broiler chickens increases until the age of four months, and the growth of the relative mass occurs only until the age of two months, after which it decreases. With the onset of puberty, the thymus gradually undergoes involution, accompanied by a decrease in the volume of lobules, the number of mitoses, the slow and gradual disappearance of thymocytes, Gassal bodies, the replacement of thymus tissue with fat cells and the increase in fibrosis. B. I. Kuzik emphasizes that the formation of the thymus in chickens depends on their development. In hypotrophics, the thymus is several times smaller in volume, has the appearance of a film, with a narrow cortical zone and a wide cerebral one. In the cortical zone, there is an increased breakdown of thymocytes, and in the cerebral zone, the number of Gassal bodies increases. As a result of the conducted studies, L. L. Ovsischer (2005) found that the differentiation of the thymus parenchyma into the cortical and cerebral zones occurs in the first days of the chick's life and reaches a maximum by the age of 30 days. Up to 120 days of age, thymus growth continues, and it is during this period that its absolute mass and linear dimensions have maximum values [7]. Age-related regression of the thymus manifests itself at the age of 180 days, there is a narrowing of the cortical zone, an overgrowth of connective tissue partitions, and an increase in the number of Gassal bodies. As shown by the studies of G. M. Faizova (2010), the linear parameters of the thymus, as well as the growth and development of the area of the thymus lobes, significantly increase up to 17 weeks of life, and by 23 weeks of age, these values decrease. 14 C. Muthukumaran et al., (2011) conducted a study of thymus weight parameters in turkeys of both sexes aged from 7 days to 10 months. According to his data, the thymus gland reached its maximum weight at the age of 6 months in both sexes and amounted to 6.39 ± 0.23 g. After that, involution began. The thymus was completely involuted at the age of 8 months in females and 10 months in males. B. P. Shevchenko (2012) determined that the growth of the absolute mass of the thymus of the Orenburg downy goat is intense during uterine development and, especially, in the first 15 days after birth. In the future, the





mass of the gland increases and amounts to 24.12 g in goats at the age of 9 months, and in goats – 20.44 g, after which the rate of weight gain decreases sharply and at the age of 12 months in goats is 12.2, and in goats – 9.4 grams. V. Ya. Yurchinsky (2015) studied a number of macro-and micromorphological parameters of the thymus in representatives of four classes of terrestrial vertebrates (Amphibia, Reptilia, Aves, Mammalia, including humans). According to his data, the macromorphological characteristics of the thymus largely depend on the transformations of the plan of the structure of the whole organism, observed in the conditions of the development of a narrow specialization to a special way of life. In the comparative-morphological series, in the process of improving the level of organization, the micromorphological parameters of the thymus change rapidly. This indicates a close connection between the tissue structure of the organ and the functions performed and indicates the essential role of the thymus and immune mechanisms in maintaining homeostasis in the conditions of adaptation of animals and humans to various environmental conditions. The reason for the changes in the microstructure of the thymus of vertebrates lies in the high degree of sensitivity of the micromorphological constitution of the thymus to the effects of various environmental factors. The underlying cause of changes in the micromorphology of the thymus depends on the nature of the transformations of the metabolic and energy processes of the body [7]. According to numerous studies, it can be concluded that the thymus undergoes age-related involution when reaching sexual maturity in mammals and birds. These phenomena are characterized by a decrease in the number of lymphocytes and Gassal bodies. There is an overgrowth of the connective tissue of the lobe of the gland and a reduction of the cortical substance. In the future, the number of fat cells increases. With complete age-related involution, the thymus is a "residual fat body" [1, 12]. From the above data, it follows that the thymus, the main organ of immunogenesis involved in the regulation of hematopoiesis, persists throughout life and undergoes involution.

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TECHNOLOGY FOR THE DEVELOPMENT OF SKILLS AND ABILITIES OF FOREIGN LANGUAGE WRITING

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Abstract

The article analyzes the goals and content of teaching writing, as well as the difficulties of teaching writing at a university. Written speech is one of the ways to form and formulate thoughts. Outwardly expressed, as well as oral, written speech is secondary methodological content of teaching writing

Keywords: graphic signs, mastery of written speech, speech sounds, procedural aspect, learning difficulties, conditional speech exercises.

Writing is a complex speech skill that allows people to communicate with a system of graphic signs [4]. It is a productive activity in which a person records speech for transmission to others. The product of this activity is a speech work or text intended for reading. For many years, mastering written speech in a foreign language was not the goal of teaching at school due to the dominant position of oral speech in programs and the difficulty of mastering this skill (with a limited number of hours) and, accordingly, was not reflected in the domestic teaching materials in foreign languages. Writing acted only as a means of teaching other types of speech activity, allowing students to better master the program language material, and also as a means of monitoring the formation of speech skills and abilities of students. Meanwhile, the written form of communication in modern society performs an important communicative function.

Therefore, at present, the attitude towards writing and teaching students the ability to express their thoughts in writing has changed dramatically. Writing as the goal of learning is present in programs for all types of educational institutions, at all stages of teaching foreign languages. When implementing writing, the following analyzers are involved: motor (main), visual, speech-motor, auditory (secondary). Writing, like speaking, consists of incentive-motivational, analytical-synthetic and executive parts. In the incentive-motivational part, a motive appears, which appears in the form of a





need, a desire to enter into communication, to convey something in writing, to provide any information. The writer has an idea of the utterance. In the analytical-synthetic part, the utterance itself is formed: there is a selection of words needed to compose the text, the distribution of subject features in a group of sentences, the allocation of a predicate or core part in the semantic organization of connections between sentences. The executive part of written speech as an activity is realized in fixing the product with the help of graphic signs - written text.

Distinguish between writing and written speech. In linguistics, writing is understood as a graphic system as one of the forms of the plan of expression. Under the written speech - the book style of speech. In psychology, writing is considered as a complex process in which the ratio of speech sounds, letters and movements produced by a person of speech occurs. Writing is the process of expressing thoughts in graphic form. In the methodology, writing is an object of students mastering the graphic and spelling systems of a foreign language for fixing the language and speech material in order to better memorize it and as an assistant in mastering oral speech and reading, since writing is closely related to them. The basis of written speech is oral speech. In both cases, the result will be the understanding of the message by other people. Writing is about reading. They are based on one graphical system of the language. In writing, as well as in reading, grapheme-phonemic correspondences are established; they only have a different orientation: when reading from letters to sounds, when writing from sounds to letters. In the first case, there is decoding or decryption, in the second - coding, encryption of the message.

Often in the methodology, the terms "writing" and "written speech" are not opposed. The term "writing" is a broader concept than written speech, it can include both writing as such and written speech. The letter suggests:

- graphics - a system of grapheme signs
- spelling - spelling, system of rules for the use of signs
- recording - written fixation of linguistic units of different lengths
- written speech - a written fixation of an oral statement for solving a certain communicative task. In teaching practice, writing is understood as a technological, or procedural aspect, and written speech is a complex creative activity aimed at expressing thoughts in writing.

When they talk about writing as an independent form of speech activity, they mean written speech. The goal of teaching writing in this context is to teach students to write





in a foreign language the same texts that an educated person can write in their native language. Any text written by the author is an expression of thoughts in graphic form. Difficulties in learning writing:

- the process of teaching written speech is constantly complicated by discrepancies between the sound and graphic plans for expressing thoughts in a foreign language;
- if during oral communication something can be omitted by the speaker, filled with facial expressions, gesture, intonation, then when communicating in writing, the statement must be specific and complete, maximally developed in order to fulfill its communicative function; the lack of the ability to expressively intonate one's speech requires a more careful selection of syntactic means, and the lack of the ability to use facial expressions and gestures requires a more strict grammatical design of written speech;
- formation of skills in the field of the graphic and spelling system of the target language, the presence of such features as unreadable letters, homophones, variable forms of grammatical spelling, which appear only in writing and do not entail a change in the sound form of a word;
- mastery of written speech, the presence of a student of a certain level of socio-cultural competence. As the final requirements in the field of teaching writing, the development of students' ability to express their thoughts in writing is put forward.

The basic training course of FL assumes the mastery of written speech at the "survival level", i.e. achieving elementary communicative competence. Written communicative competence, including mastering written signs, content and form of a written work, is limited within the framework of the Foreign Language Teaching Program in high school to the following skills:

- graphically correct letter;
- letters as an independent type of speech activity (at the end of the basic course, students should be able, within the framework of the most typical communication situations, to make extracts from the text;
- draw up and write down a plan of the text read or heard; write a short congratulation, express a wish;
- fill out a form; write a personal letter (ask the addressee about his life, deeds, report the same about himself, express gratitude, using the material of one or more topics learned in oral speech, using the formulas of speech etiquette adopted in the country of the studied language);





- letters as a means of teaching other types of speech activity.

The tasks of teaching written speech are associated with creating conditions for mastering the content of teaching written speech, include the formation of the necessary graphic automatisms, speech-thinking skills and the ability to formulate ideas, expanding knowledge and horizons, mastering culture and intellectual readiness to create the content of a written work of speech, the formation of authentic ideas about subject content, speech style and graphical form of written text. The linguistic component of the content of teaching writing includes graphics, spelling, writing (copying, reproduction, production), written speech in a limited amount (questionnaire, form, postcard, letter). Compensatory skills include the ability to paraphrase a statement, express a complex thought with simple linguistic means, and rely on text in order to find the necessary information. Learning the writing technique includes mastering the alphabet, graphics, spelling and punctuation. Writing (writing technique) is a means of teaching a foreign language, the initial stage in the development of productive written speech. Productive (expressive) written speech, depending on the purpose, is divided into two levels: educational written speech and communicative written speech [3].

Educational written speech is understood as the implementation in writing of a variety of linguistic and conditional speech exercises aimed at mastering productive lexical and grammatical skills, as well as speech skills, including communicative writing skills. Educational writing is not only an effective teaching tool, but also an effective means of control. The highest-level exercises in the hierarchy of educational writing are composition and recitation. They are also a traditional means of controlling the formed productive skills and writing skills. Communicative written speech is an expressive type of speech activity aimed at generating a speech message in writing. The development of the ability to express thoughts in writing occurs on the basis and through educational writing, which, in turn, relies on the writing technique, formed graphic and spelling skills. The goal of teaching communicative writing is to develop the ability to create different types or genres of written messages - texts that students may need in their educational or professional activities, as well as for personal purposes. E.N. Solovova gives the following classification of the types of texts, the writing of which should be taught in a foreign language:

- filling out questionnaires;
- writing various kinds of letters and replies to them;





Preparation of an autobiography / resume;

- writing statements;
- writing reviews;
- writing annotations;
- writing reports;
- writing essays / essays;
- writing greeting cards;
- writing notes [5].

In these types of texts, special attention is paid to the content of the message and its structural organization. The author must remember the purpose of this written text, take into account the nature of the reading audience and accordingly choose language means, build a composition. The methodological content of teaching writing is the mastery by students of rational techniques for mastering graphics, spelling of the target language, mastering writing, abstracting, annotating in a foreign language. To facilitate the memorization of spelling difficult words, various special techniques are used, one of which is the letter-by-letter reading of words. There are also techniques for writing down phrases, sentences and writing out sentences that carry the main thoughts in a paragraph, text; techniques for drawing up a plan for oral expression, writing an essay, annotation, writing in accordance with etiquette.

The main task of the initial stage of training is to lay the foundations of the writing technique (i.e. to form calligraphic, graphic and spelling skills) through familiarizing students with writing letters, training writing, mastering the spelling of words worked out orally, writing sentences containing what has been learned. In the complex of exercises for the development of graphic skills, a special place is occupied by work on those phenomena (letters, letter combinations) that are absent in the trainees' native language or whose elements coincide with the elements of letters in their native language. In other cases, there is a transfer of writing skills formed on the basis of the native language. Introducing students to writing a letter, the teacher should show on the blackboard how it is written, or use a special manual, where arrows and dots are shown in detail, indicating in what sequence and in which direction the hand should move in order for the image of the letter to turn out to be correct. Students must master semi-printed and semi-handwritten script, as the introduction of handwritten script will interfere with the formation of grapheme-phonemic correspondences.

A written statement with elements of reasoning should have the following structure:





1. Introduction, in which the test-taker formulates the problem.
2. The main part, in which it is necessary to express your opinion on this issue, to argue for it, to give examples from literature or from personal life.
3. Conclusion, in which it is necessary to make final conclusions, to confirm your position on this issue.

So, writing testing involves testing the ability to create various functional types of written texts using communication-oriented tasks.

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PECULIARITIES OF THE STRUCTURE OF THE PERIPHERAL IMMUNE STRUCTURES OF THE RECT INTESTINAL RAT

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Annotation

Age Features of the Structure and Distribution of Lymphoid Formations in the Rectum Wall of Rats. It is established that lymphoid formations of the anal walls have various localizations and thickness of localization depending on the age and sections of the rectum. Lymphoid formations in the presphincteric section transitional zone are located as accumulations of lymphocytes. By the age of 3 months lymphoid nodules are formed of them in the presphincteric section and in the transitional zone this process is completed by the age of 6 months. Lymphoid structures are presented by diffuse lymphoid tissue in the inner sphincter. In various zones of the lymphatic canal lymphoid accumulations have various forms.

Key words: Lymphoid formations, mucous membrane, lymphoid nodule, unilamellar columnar epithelium, rats, anal canal

Immunity is our body's defense system. In the body's immune defense, the fact that in the mucous membrane of the digestive tract there is an increase in the number of lymphoid formations towards its distal part is of great importance [1,2,7]. Grouped lymphoid nodules are found directly in the caudal ileum, often merging with each other in the region of the lips of the ileocecal valve [3,4]. The density of single lymphoid nodules is maximal in the cecum and minimal in the ascending colon and rectum [5,6,8]. But in the literature, the microscopic structure of lymphoid formations in the zone of sphincters of the rat rectum at different stages of postnatal development has not been sufficiently illuminated.

The aim of this work is to study the peculiarities of the location and distribution of lymphoid formations, their cellular composition in various areas adjacent to the sphincters of the rectum in rats at various stages of postnatal ontogenesis.





The material for the study was 75 anal canal preparations taken together with the anus in newborn rats, 6, 11, 16 and 22 days old, 3 months, 6 months, 12 months, and 24 months. the age of the rats.

The animals were slaughtered under ether anesthesia; after opening the pelvic cavity, the rectum with the anus was removed. Sections 8–12 μm thick were stained with hematoxylin-eosin and van Gieson's method [9,10,14].

The number of lymphoid formations and their cellular composition were counted along the anal canal sections. For the quantitative analysis of lymphoid cells, a grid with 36 nodal points was inserted into the eyepiece of the microscope. The shape and location of lymphoid accumulations were revealed, the distance between lymphocytes in the clusters was studied depending on age [11,12,13].

Results and discussion. In a newborn rat in the pre-sphincter region, lymphoid formations are presented in the form of chains and clusters of lymphocytes.

In the lamina propria of the mucous membrane, rare, short 1-2 row chains of small lymphocytes are detected. In each row of these chains, up to 4-5 lymphocytes are found. In the submucosa, there are accumulations of lymphocytes, they have a rounded and oval shape, not clearly delimited from the surrounding tissue. The distance between the accumulations of lymphocytes is on average 71.8 ± 5.7 microns. The quantitative content of cells in accumulations of lymphocytes averaged 4.8 ± 0.6 . By the age of 6 days in the submucosa, the number of accumulations of lymphocytes slightly increases. The distance between clusters decreases by 8.7%. The content of cells in accumulations of lymphocytes averaged 6.5 ± 0.7 .

In the pre-sphincter zone in newborn rat pups, lymphoid formations are represented by diffusely located lymphocytes, chains of lymphocytes from 1-3 rows of cells, clusters of round or oval lymphocytes with a fuzzy border from the surrounding tissue. In most cases, accumulations of lymphocytes are found at the base of the crypts. From 11 days of age, the distance between the clusters decreases, and there are more cells in them. On the 11th day of development in the lamina propria of the mucous membrane, the content of cells increases to 6-7 in each row of lymphocyte chains. In the submucosa, the distance between the accumulations of lymphocytes is reduced by 4.8%. In clusters of lymphocytes, the quantitative content of cells averaged 9.5 ± 0.9 .

By the 16th day of life in the submucosa of the pre-sphincter zone, the number of accumulations of lymphocytes slightly increases. In the pre-sphincter region, the





distance between the accumulations of lymphocytes increases by 13.4%. The density of the location of lymphocytes in the clusters increases. In clusters of lymphocytes, the cell content averaged 11.3 ± 1.0 . On the 22nd day of development, chains of small lymphocytes are detected in the lamina propria of the mucous membrane, the number of cell rows in them reaches 3. No change in the distance between the accumulations of lymphocytes was found in the submucosa of the pre-sphincter zone. In clusters of lymphocytes, an average of 14.2 ± 1.0 lymphocytes are detected.

In the pre-sphincter part, the intraorgan vessels of the submucosa are surrounded by lymphocytes. At the age of 3 months in rats, 1-3 row chains of small lymphocytes are detected in the lamina propria of the mucous membrane. In each row of these chains, up to 5-7 lymphocytes are found.

In the submucosa, there are accumulations of lymphocytes, they have a round and oval shape, but are not clearly delimited from the surrounding tissue. By the age of 3 months in rats in the submucosa, the distance between the accumulations of lymphocytes averages $54.4 \pm 3.1 \mu\text{m}$. The content of cells in accumulations of lymphocytes averaged 15.2 ± 1.3 . At 6 months of age in the submucosa, the number of accumulations of lymphocytes slightly increases. The distance between clusters is reduced by 4.0%. The content of cells in accumulations of lymphocytes averages 17.6 ± 1.1 .

At 12 months of age in the pre-sphincter zone, the content of cells increases to 6-9 in each row of lymphocyte chains in the lamina propria of the mucous membrane. In the submucosa, the distance between the accumulations of lymphocytes increases by 13.0%. In clusters of lymphocytes, the quantitative content of cells averaged 18.8 ± 1.2 . By the age of 24 months, chains of small lymphocytes are detected in the lamina propria of the mucous membrane, the number of cell rows in them reaches 5. In the submucosa, the distance between the accumulations of lymphocytes increases by 5.0%. In the accumulations of lymphocytes, the cell content averaged 19.7 ± 1.0 .

From 3 months of age in the pre-sphincter region, lymphoid nodules of round, oval and triangular shape are revealed, they do not have a clear border from the surrounding tissue. The number of cells in lymphoid nodules averages 25.0 ± 1.9 . By the age of 6 months, lymphoid nodules are not clearly demarcated from the surrounding tissue, their structural changes are expressed in a slight increase in the cellular composition. The number of cells in lymphoid nodules averages 28.5 ± 1.6 .





At 12 months of age, clear boundaries from the surrounding tissue are formed in the lymphoid nodules. In them, an average of 31.1 ± 1.6 lymphocytes are detected. At 24 months of age, the lymphoid nodules are round, oval and triangular in shape, clearly delimited from the surrounding tissue (Fig. 1). The number of cells in lymphoid nodules averages 35.5 ± 2.0 .

In the pre-sphincter region, single small lymphocytes are located around the capillaries of the anal canal, and around the arterioles and venules there are 1-3 rows of lymphocyte chains; around the capillaries, lymphocytes are located more densely than around the venules and arterioles.

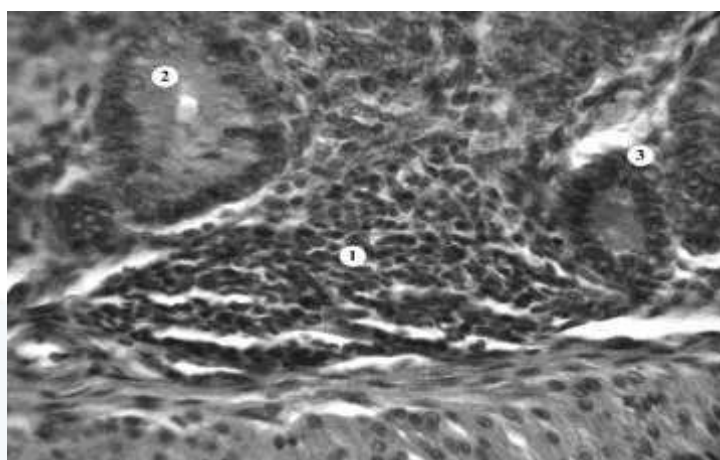


Fig. 1. Lymphoid nodule in the pre-sphincter part in a 24-month-old rat. 1. Lymphoid nodule. 2. Mucous membrane 3. Single-layer columnar epithelium. Staining with hematoxylin and eosin. About. 40x approx. 7.

In a newborn rat, short 1-2 row chains of small lymphocytes lie in the lamina propria of the mucous membrane of the transitional zone. Up to 3-5 small lymphocytes are detected in each row. These chains of lymphocytes lie at a smaller distance from each other than in the pre-sphincter region. In the submucosa, the distance between the accumulations of lymphocytes is $65.9 \pm 4.8 \mu\text{m}$. The number of lymphocytes in the clusters averaged 5.1 ± 0.6 . In clusters, large single lymphocytes are detected. The content of medium lymphocytes is 1.5 ± 0.2 , small - 2.7 ± 0.2 . By the 6th day of development in the submucosa, the distance between the accumulations of lymphocytes decreases by 11.0%. The number of lymphocytes in the clusters averaged 7.5 ± 0.8 . On the 11th day of life in the submucosa, the number of lymphocytes in the clusters averages 11.0 ± 1.1 . By the age of 16 days in the submucosa, the distance



between the accumulations of lymphocytes is reduced by 10.0%. The content of lymphocytes in clusters averages 12.4 ± 1.1 . At 22 days of age, the length of the chains of small lymphocytes increases in the lamina propria of the mucous membrane. The number of cell rows increases in them.

In each row, up to 7-8 small lymphocytes are detected. In the submucosa, the distance between the accumulations of lymphocytes decreases by 5.0%. In the clusters, an average of 14.9 ± 1.0 lymphocytes are found. In the mucous membrane under and above the muscle plates, single lymphocytes and accumulations of lymphocytes are detected, they have an oval and round shape. Under the anal pillars are clusters of oval-elongated lymphocytes and 1-2 row chains of lymphocytes, which are distributed parallel to the mucous membrane of the anal canal.

In the transition zone around arterioles and venules there are 1-2 rows of lymphocyte chains, but around the capillaries they are more dense than around venules and arterioles.

At 3 months of age, rats have 1-3 row chains of small lymphocytes in their own lamina of the mucous membrane of the transition zone, up to 4-6 small lymphocytes are detected in each row. These chains of lymphocytes lie at a closer distance from each other than in the pre-sphincter region. In the submucosa, the distance between the accumulations of lymphocytes is $43.9 \pm 2.6 \mu\text{m}$

By the age of 6 months in the submucosa, the distance between the accumulations of lymphocytes increases by 8.0%. In the clusters, an average of 16.7 ± 1.1 lymphocytes are detected. At 12 months of age, in the submucosa, the distance between the accumulations of lymphocytes increases by 10.0%. The content of lymphocytes in the clusters averaged 17.7 ± 1.1 . By the age of 24 months, the length of the chains of small lymphocytes in the lamina propria of the mucous membrane increases. The number of cell rows increases in them. In each row, up to 7-8 small lymphocytes are detected. In the submucosa, the distance between the accumulations of lymphocytes increases by 10.0%. In the clusters, an average of 19.3 ± 1.0 lymphocytes are detected.

In the transition zone, single and diffuse accumulations of lymphocytes are detected, located under and above the muscle plates of the mucous membrane, they have an oval and rounded shape. Under the anal pillars of the canal, accumulations of oval-elongated lymphocytes and 1-2 row chains of lymphocytes are revealed, which are evenly distributed and parallel to the anal canal. In the submucosa, lymphoid accumulations lie in the form of a 1-3 row chain of lymphocytes, they are located closer





to the muscle plate of the mucous membrane. Arterioles and venules are surrounded by 1-2 row chains of lymphocytes.

In the lamina propria of the mucous membrane in areas adjacent to the anal columns, oval-shaped accumulations of lymphocytes were revealed. They are located at a small distance from the epithelial cover. In the distal part of the transition zone, clusters of oval or round lymphocytes are located. They do not have a clear border from the surrounding tissue. In this section, in most cases, small single lymphocytes lie next to the capillaries and venules.

Lymphoid accumulations in the form of 1-3 row chains are located along the length of the anal canal. From 6 months of age in the transitional zone of the organ, lymphoid nodules of a round and oval shape were revealed, they are indistinctly delimited from the surrounding tissue and lie in the lamina propria of the mucous membrane and submucosa.

By the age of 6 months in this zone, the lymphoid nodules have clear boundaries from the surrounding tissue and lie in the submucosa of the anal canal (Fig. 2). The number of cells in lymphoid nodules averages 23.3 ± 1.6 . By the age of 12 months, the number of cells in the lymphoid nodules averages 25.5 ± 1.3 . At 24 months of age, the number of cells in lymphoid nodules averages 26.7 ± 1.4 ,

In the transition zone, the capillaries are surrounded by 1-3 small lymphocytes. Around arterioles and venules are located 1-2 rows of chains of lymphocytes, but around the capillaries they are located more densely than around venules and arterioles.

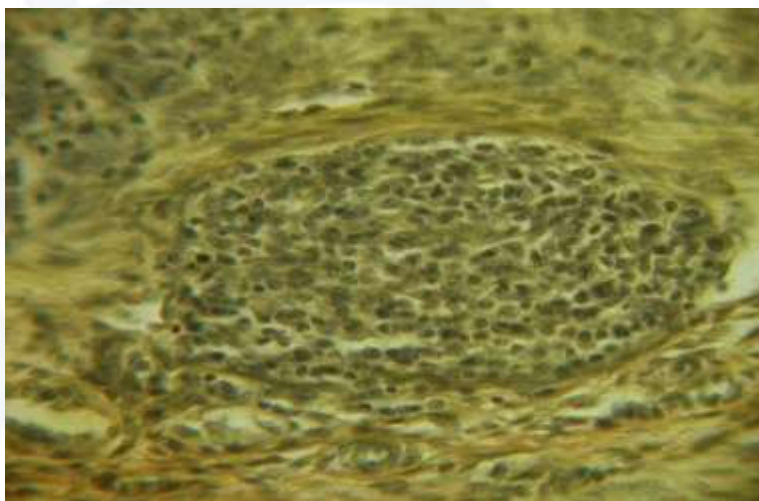


Fig. 2. Lymphoid nodule of the transition zone in a 6-month-old rat. Coloring according to van Gieson. Ob. 7x approx. 40.



In the internal sphincter, diffuse lymphocytes adjoin the epithelial cover. In the areas of the submucosa adjacent to the deepening of the mucous membrane, there are accumulations of lymphocytes in the form of chains. In this section, small single lymphocytes are found, which lie under the transition of a single-layer columnar epithelium into a stratified squamous non-keratinizing epithelium.

In a newborn rat in the intersphincter zone, lymphoid formations are represented by accumulations of lymphocytes.

In the submucosa, the distance between the accumulations of lymphocytes is $61.1 \pm 4.8 \mu\text{m}$. The number of lymphocytes in clusters is, on average, 7.1 ± 0.7 .

On the 6th day of development, the distance between the accumulations of lymphocytes decreases by 13.7%. The number of lymphocytes in the clusters is 9.5 ± 1.0 . On the 11th day of life, the content of lymphocytes in the clusters averaged 12.2 ± 1.0 . By the 16th day, the distance between the accumulations of lymphocytes is reduced by 13.0%. In the clusters, an average of 15.5 ± 1.2 lymphocytes are found. At 22 days of age, the distance between the accumulations of lymphocytes decreases by 7.0%. The content of lymphocytes in the clusters averaged 17.4 ± 1.3 .

In the intersphincter zone in the areas adjacent to the anal columns, accumulations of lymphocytes in the form of 1-3 row chains were revealed (Fig. 3). Small lymphocytes were found around the venules at the base of the stratified squamous epithelium.

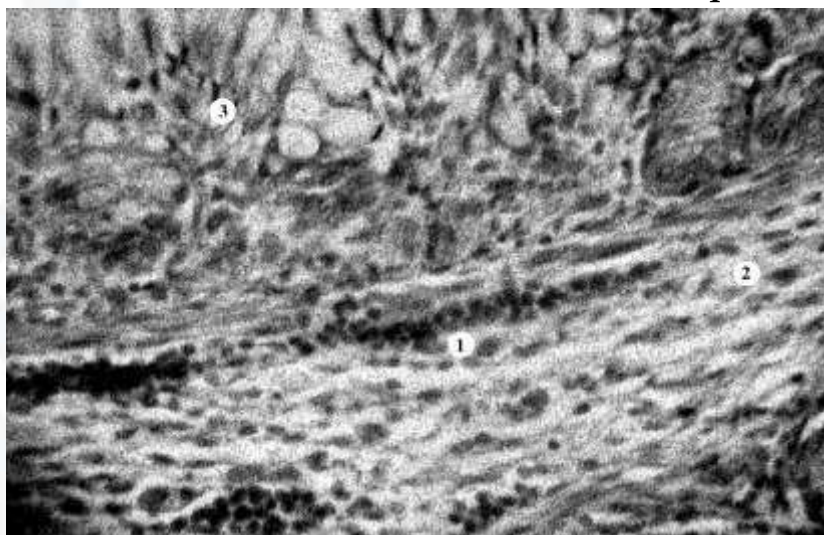


Fig. 3. Accumulations of lymphocytes in the form of a chain in the intersphincter zone in a 22 day old rat. 1. Accumulation of lymphocytes. 2. Submucosal base. 3. Unilamellar columnar epithelium. Staining with hematoxylin and eosin. Ob. 40 x about 7.



They are located at a small distance from the epithelial cover and lie between bundles of fibrous structures of connective tissue in the back of the internal sphincter. In the intersphincter zone, lymphoid formations are represented by accumulations of lymphocytes. In rats of 3 months of age in the submucosa, the distance between the accumulations of lymphocytes is $38.0 \pm 2.4 \mu\text{m}$. The number of lymphocytes in clusters averages 19.2 ± 1.4 . By the age of 6 months, the distance between the accumulations of lymphocytes increases by 9.0%. The number of lymphocytes in the clusters averaged 20.2 ± 1.5 . At 12 months of age, the distance between the accumulations of lymphocytes increases by 15.0%. The number of lymphocytes in the clusters averaged 21.7 ± 1.5 . By the age of 24 months, the distance between the accumulations of lymphocytes increases by 4.0%. The content of lymphocytes in the clusters averaged 22.5 ± 1.3 .

On the border with the internal sphincter, there are accumulations of lymphocytes, the number of cells in them ranges from 4 to 10.

Accumulations of lymphocytes lie in the form of oval or round chains at the level of the posterior part of the inner and above the anterior part of the external sphincters of the anal canal. In the intersphincter zone in the areas adjacent to the anal columns, oval-shaped accumulations of lymphocytes were found (Fig. 4), and in the form of 1-3 row chains.

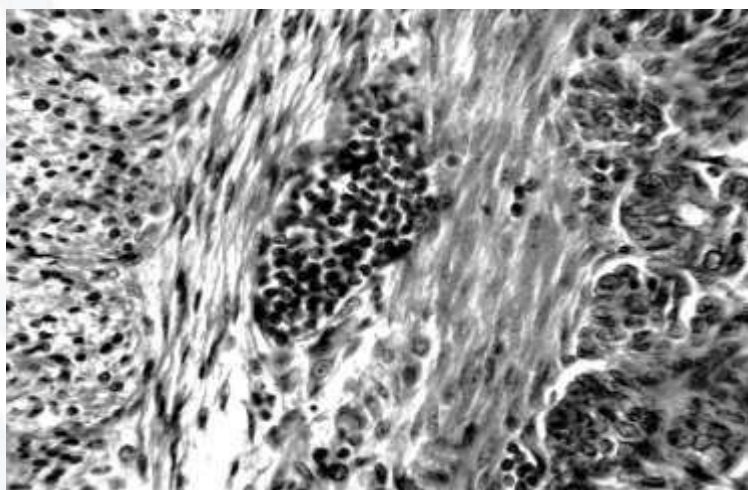


Fig. 4. Clusters of oval-shaped lymphocytes in the intersphincter zone in a 6 month old rat. Staining with hematoxylin and eosin. Ob. 40 x approx. 7.



Thus, the results of the study showed that lymphoid formations in the pre-sphincter region and the transition zone are presented in the form of chains and clusters of lymphocytes. From 3 months, lymphoid nodules form in the pre-sphincter region. In the transition zone, they are detected later by the 6th month. In the internal sphincter, diffuse lymphocytes are detected. In the intersphincter zone, small accumulations of lymphocytes were noted.

In the formation of the local immune system of the rat anal canal, stages can be traced. At the initial stages, diffuse lymphoid tissue is detected. With age, diffuse lymphoid tissue thickens in the form of lymphoid nodules. In the intersphincter zone, differences in the structure of the epithelium, lymphoid formations and fibrous structures of the connective tissue were revealed. This is due to the fact that this zone is located on the border between the anal canal and the external environment.

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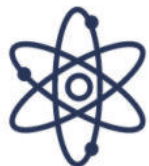
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MODERN TEACHING METHODS IN ENGLISH CLASSROOM

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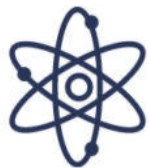
Abstract

In modern teaching procedure classroom environment contained to enhancement pupils knowledge in all skills through well organized lesson plan and classroom decoration to impact pupils learning abilities. One of the first things a teacher does at the beginning of the class year is organize, arrange, and decorate the classroom. The physical environment of a classroom plays a part in the ownership students feel about their class and more specifically their class. The classroom environment should do as much too foster cooperation and acceptance as the instructional method the teacher uses.

Children are sensitive to the atmosphere created in the classroom. Is the classroom warm and inviting? Are all areas of the classroom accessible to all children? Are the walls bleak and lacking in colour or do the decorations help to make the students feel comfortable? Are areas well defined as to their design and purpose? Decorating a classroom with some kind of warmth can help promote a sense of comfort and security. Classrooms tend to be rather cold, bare places until they are decorated. Adding a splash of colour can bring life to a sterile environment.

Colour choice is important when decorating a classroom. Teachers should keep in mind that red and orange can make children feel nervous and unsettled while blue and green can help students feel calm. Furthermore, dark colours take natural sunlight out of a room and can even make people feel drowsy and listless. Plants, soft chairs, rugs, and pillows can help to add warmth and comfort to a class environment. Create a Neat and Organized Classroom. While decorations help create a warm environment, organization of the furniture in the room is also important. There should be enough space for all students to easily move throughout the classroom. Teachers should consider the use of universal design. Universal design is designing products and environments to be usable by all people, to the greatest extent possible, without the need for modification or specialized design.





Universal design for instruction is a set of principles that help in the process of designing the classroom environment and instruction so that they are contributing to the learning of all students. Teachers should apply the strategy of universal design for learning to make sure that activities, materials, and equipment are physically accessible and usable by all students.

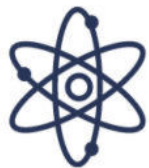
Teachers should also expand safety procedures to all students, including those that are identified with a disability and when teaching, repeat printed directions orally. Desks arranged in neat, orderly rows may make movement throughout the class easier but this arrangement may not help to create a warm, friendly environment. These teachers felt that grouping desks offered several benefits including encouraging cooperative learning, building a sense of class community, and making the best use of the space. Ideal desk arrangements create opportunity for student's to be actively engaged in learning and have the opportunity to work cooperatively, when appropriate, with their peers, while still allowing student's to navigate the environment safely.

Classroom Procedures. Create Special Traditions for Your Class Traditions can help create positive feelings and bond students' to their class. Start the morning with a beginning of the day tradition. Student's could work together to create a class pledge that is recited every morning before the day begins.

One example of a class pledge created by Elementary Class includes the three Cs: "We will Cooperate, We will Communicate, We will Concentrate, and we will have a Good Day." The use of a thought provoking and memorable quote is another possible way to create a special tradition in class. Begin by reading a quote to the class and have students share their thoughts and feelings about what the quote means to them. Traditions can also be used to end the day. Teachers can give students time at the end of each day for a reflective activity. Examples of activities could include creating a picture of something students learned that day, writing a reflective paragraph in a journal, or writing a note to their teacher stating one thing they learned during the day and one thing that confused them. Teachers could also have the class write their own song to sing or a poem to recite at the end of every day.

Teachers can make their classrooms encouraging and supportive by teaching students problem solving and conflict resolution skills in small groups and whole class meetings (defined class meetings as when the teacher assigns a designated time of day when students form a circle and work together to discuss and solve classroom issues and problems. Classroom meetings can help create a sense of belonging and trust for





students. Classroom meetings can also encourage children to work together to solve problems while practicing pro-social skills.

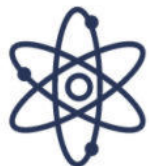
Browning, used classroom meetings with twenty 1st- grade students to teach them positive forms of conflict resolution and decrease acts of verbal and physical aggression. Prior to the introduction of the class meeting acts of aggression were common in this classroom. After the use of the classroom meeting the number of aggressive acts was significantly reduced. Classroom meetings with fourth and fifth grade students and saw a decrease in the number of disciplinary referrals to the office and an increase in self-esteem.

Three possible types of classroom meetings include open-ended meetings, problem-solving meetings, and educational-diagnostic meetings). In an open-ended meeting the topic of discussion can be anything of interest to the group. In a problem solving meeting all class members work together to solve a problem of concern to the class. This could be a problem that involves the entire class or a problem an individual student is facing. The purpose of an educational-diagnostic meeting is to evaluate students' background knowledge before introducing a new topic and assess the level of understanding students have gained for a subject that has recently been taught (Lundeberg, et al.).

Following an agenda can be helpful when conducting a classroom meeting . Suggested meeting items include appreciation and compliments, peaceful conflict resolution and problem-solving activities, old business, new business, and a classroom encouragement activity. It is important for students to know how to give and receive compliments.

The appreciation and meeting component of a classroom meeting provides teachers with the opportunity to teach students how to give compliments or provide appreciation to classmates as well as how to receive appreciation and compliments. The focus should be on qualities of the student and things they have accomplished (e.g., "Thank you for helping me learn my spelling words for this week."), rather than on physical appearance (e.g., "I like the shirt you are wearing."). During the peaceful conflict resolution and problem-solving activities portion of the classroom meeting students work together to help students who have identified that they have an individual problem or the class works to solve a problem they feel they are having as a whole (e.g., getting in trouble in the lunch room for not cleaning up after eating). Students work together to develop a list of possible solutions, evaluate those solutions,





and the students involved in the problem then select a solution to try. During the old business time of the class meeting students are provided with the opportunity to share how their previous problem solving attempts have worked. This allows for further suggestions if the previous solution was not successful. The new business part of the meeting gives students the opportunity to make decisions about other types of class business (e.g., what colour shirts to wear for field day, how best to prepare for the up and coming science exam, or what to name the class goldfish). To conclude, the classroom encouragement activity is designed to give encouragement to the entire class personal note to each student thanking the student for something he/she did or acknowledging specific improvement he/she has made in academics or behaviour.

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