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Doi - https://doi.org/10.37547/iscrc-intconf10

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THE MAIN DIRECTIONS OF TOURISM RECOVERY
IN THE POST-PANDEMIC PERIOD

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ABSTRACT: The article analyzes the role of tourism in the country's economy and the impact of the COVID-19 pandemic on it, as well as develops proposals for the recovery and development of the national tourism sector in the post-pandemic period based on scientifically approved and effectively applied experience in combating the crisis.

KEYWORDS: Tourism, pandemic, crisis management, tax incentives, multiplier effect.

INTRODUCTION

The emergence of the COVID-19 pandemic in the beginning of 2020 and the consequent restrictive measures introduced in countries around the world have had a large-scale negative impact on the world economy, including tourism. As a result, the global economy has reached a state of crisis that occurred in 2009 because of the negative impact of the coronavirus pandemic (IMF, 2020).

Due to the coronavirus pandemic, the temporary reduction of cooperation because of restrictive measures introduced in the Republic of Uzbekistan and other countries has had a negative impact on almost all sectors of the economy. In particular, the negative impact of the pandemic on the tourism was reflected in a significant decrease in the flow of visitors to the country and exports of tourism services. In addition, the growing investment attractiveness for tourism businesses has led to a decline in business activity in this sector.

In this context, the President of the Republic of Uzbekistan Shavkat Mirziyoyev stressed the importance of taking effective preventive measures to mitigate the negative effects of the pandemic, with special emphasis on supporting and sustaining rapidly developing sectors of the economy such as tourism .

The material is aimed at setting priorities for the recovery of the industry in the post-pandemic period and the development of recommendations in this regard.

According to the literature review, the impact of crises and measures to overcome them are studied as three stages. In particular, it is divided into (1) crisis prevention, i.e., pre-crisis planning, (2) mitigation of negative effects during a crisis, and (3) post-crisis recovery (Ritchie, 2004).

It should be noted that the implementation of measures in the first stage, i.e. the development of an action plan before the crisis, is one of the most difficult tasks in practice. This is because it is difficult to predict the onset of most crises and the extent of their negative effects. Therefore, in the second stage, it is crucial the ability of the public and private sectors in the tourism sector to respond to the crisis in a timely and effective manner, and in the third stage, the measures to be taken to overcome the crisis as soon as possible.

THE MAIN FINDINGS AND RESULTS

Based on the analysis of theoretical and empirical research, the most widely used anti-crisis strategies during various crises in the world can be divided into 6, namely marketing campaigns that promote quality and affordable tourism services as a destination to restore a positive image of tourism destination (Prideaux , 1999); strengthening close partnerships between economic agents in the tourism field, in particular, business entities in the field of tourism, governmental and non-governmental organizations (Ritchie, 2004); support and encouragement of business entities operating in the field of tourism within the framework of fiscal policy (Blake & Sinclair, 2003); lowering the prices of tourism products and services (Henderson, 1999); revitalization and activation of domestic tourism (Henderson, 1999a); increasing the flow of tourists from countries with close geographical location (Bronner & de Hoog, 2014).

At the same time, it is important to support and encourage businesses operating in the tourism sector in the framework of fiscal policy in short-term recovery from the crisis caused by the resulting pandemic. Indeed, changes in the tax burden on tourism entities lead to changes in the prices of tourism products and services, which significantly affect the decision of tourists to choose countries as their destination (tourist destination) (WTTC, 2004). In particular, if the tax burden on tourism in a particular country increases, the price of tourism products will rise significantly, and tourists will decide to travel to relatively cheaper tourist destinations.

The Republic of Uzbekistan has the opportunity and resources to develop the tourism sector and through it to ensure the indicators of socio-economic development.

The analysis shows that in 2019, the direct share of tourism in the national economy of Uzbekistan will reach 13.6 trillion. soums or 2.7% of GDP, while the total share (indirect and derivative share) amounted to 24.7 trillion soums or 4.9% of GDP. It is known that the multiplier effect of tourism on the economy in Uzbekistan is 1.8, i.e. for every 1 soum created directly in the tourism sector, 1.8 soums in the economy is the basis for the creation of goods and services.

Also, according to a comparative analysis of the tourism industry with production (processing) and other industries / sectors of the economy, the tourism sector is dominated by metallurgy and metal processing industry (36.3 trillion soums), as well as food, beverages and tobacco products. (13.8 trillion soums) in 2019, created a higher value added than all other sectors / industries and played a significant role in the national economy.

The tourism sector is also important in terms of employment and job creation. Since 2017, because of the rapid growth of the flow of foreign tourists and the growing demand for tourism services, the number of business entities in the industry began to increase. The number of tour operators increased from 425 in 2016 to 1,482 (3.5 times) in 2019, while the number of accommodation facilities increased from 750 to 1,188 (1.6 times). Correspondingly, the number of people directly involved in this field also increased from 170.9 thousand in 2016 to 230.5 thousand in 2019.

It should be noted that the restrictive measures introduced in the world because of the COVID-19, which has spread around the world since the beginning of 2020, have had a significant negative impact on the tourism sector, as well as all sectors of the national economy. In particular, the level of negative impact of restrictive measures on the activities of the tourism sector can be observed in the significant decrease in the number of foreign tourists and the volume of services provided to them.

In the first two months of 2020, the number of foreign tourists visiting the country increased by an average of 12.5% compared to the same period in 2019, in March it decreased by 57.2% compared to the same month previous year, and by April the flow of foreign tourists stopped completely. By the end of 2020, the flow of foreign tourists decreased by 4 times compared to previous year.

The volume of exports of tourism services in 2020 will decrease by 5 times compared to 2019. As a result, the country's tourism sector last year lost a potential gain of 1,052.1 million. US dollar.

This has had a negative impact on the positive results achieved in the tourism sector, including the attractiveness of business in this area, the diversity, quality and price of tourism services, the choice of an attractive tourist destination for foreign tourists and domestic tourism.

In order to support businesses operating in the field of tourism in the event of a pandemic and mitigate the effects of the crisis, based on the Decrees of the President of the country dated March 19, 2020 #PF-5969 and dated April 3, 2013 #PF-5978 a number of tax incentives and preferences were granted to tourism entities.

Today one of the primary tasks in the field of tourism is to effectively address the negative consequences of the crisis in the post-pandemic period, to identify areas for recovery and, ultimately, to ensure the sustainability of tourism development.

CONCLUSION

Based on the results of the above research, the following conclusions can be drawn:

- the COVID-19 pandemic has had a significant negative impact on the tourism sector in the Republic of Uzbekistan, as well as on all sectors of the economy;

- priority measures were taken to mitigate the negative impact of the pandemic on the tourism entities. At the same time, in the post-pandemic period, the priority is to determine the direction of recovery and sustainable development of the tourism industry.

In order to eliminate the negative impact of the pandemic on the country's tourism industry, to ensure recovery and sustainable development in the post-crisis period, it is necessary to develop a program of tax incentives to restore the tourism sector in the post-coronavirus pandemic.

It is also expedient to reorganize the activities of tourism entities, to re-train their staff in the short term and make them ready for inbound tourism (reception of foreign tourists), to encourage domestic tourism to have a primary turnover. At the same time, it is proposed to take measures to reduce prices (stimulate supply) and increase the solvency of consumers of domestic tourism services (stimulate demand) of tourism entities providing domestic tourism services.

It is also important to take into account the tendency of the structure and characteristics of the demand for tourism services to change because of various crises. In particular, according to the analysis of various crises, tourists tend to travel to areas closer to them in order to reduce the duration of their travels and thus costs, such a change in demand for tourism will benefit the tourist destinations close to them.

With this in mind, in order to increase the demand for tourism services in the country in the recovery phase after the coronavirus pandemic, it is necessary to take measures, first of all, to attract tourists from neighboring countries. At the same time, it is proposed to introduce a mechanism for reimbursement of part of the transport costs included in the round-trip tourism route for citizens of neighboring countries visiting the country through tour operators.

The implementation of these proposals will increase the demand for tourism products and services in the country and pave the way for the rapid recovery of the industry based on the rapid formation of tourism supply.

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DEMONSTRATION OF SOCIAL RELATIONSHIPS IN STUDENTS IN THE PROCESS OF PEDAGOGICAL EDUCATION

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ABSTRACT: The article shows the factors that contribute to the development of the qualities of social involvement of students in the process of pedagogical education and the fight against negative vices in society.

KEYWORDS: Social involvement, religious extremism, global problem, terrorism, information crisis, value, popular culture.

INTRODUCTION

According to R. Gaipnazarov, a scientist who has studied the issues of harmony between spiritual and moral values and the upbringing of young people, "one of the most important principles in higher education is the humanization and democratization of education, the main essence of which is humane treatment of the younger generation. Another most valuable value in spiritual and moral education is freedom. This, in turn, fosters in students the skills to feel responsible, to understand social involvement, to follow conscious discipline. It is also important to cultivate patriotism, friendship and cooperation between peoples, duty, honor, conscience, order, justice and other qualities. Therefore, the creation of an environment of academic freedom in higher education, the establishment of practices aimed at respecting the individuality of students, will have an impact on the manifestation of social involvement and responsibility in future staff.

According to him, the indifference and indifference formed in the society creates negative vices in young people, such as "dependence, drug addiction, tobacco and alcohol consumption, prostitution, ignorance. Man perishes both spiritually and physically. Therefore, the organization of spiritual and moral education of young people should be given priority over other areas of social education. Therefore, spiritual and moral education is related to the education of the younger generation. Therefore, an important factor in the stability of society is

closely related to the upbringing of young people, their broad outlook and enlightenment, as well as the qualities of social involvement.

THE MAIN FINDINGS AND RESULTS

In higher pedagogical education, the formation of a conscious attitude of students against religious extremism and terrorism, respect for social stability in society, the development of responsibility, thereby ensuring peace and tranquility in society remains an urgent pedagogical task. One of the most important issues for Uzbekistan, where 51% of the population is between the ages of 18 and 30, is to protect our youth from extremism and terrorism under the guise of religion and to build strong ideological immunity in their minds and, most importantly, strengthen their position on the balance between secularism and religion.

In the development of the quality of social involvement in students, responsibility for the religion of Islam, which is a major part of our society, is also an important social requirement for the formation of involvement, religious and secular knowledge. It is no secret how urgent this problem is today, when Islam has become one of the most important factors influencing social and political life. The "Arab Spring" in the Middle East, in particular in Syria, Libya and Iraq, is a reflection of the social direction of human development in the 21st century. Realizing that it is impossible to correctly define the main directions of state policy on students without taking into account the impact of Islamic ideology on the development of the modern world, President Shavkat Mirziyoyev called on young people in the spirit of patriotism, social inclusion, tolerance, respect for laws, national and universal values. the task of educating them to have a firm belief and outlook on life and to protect them from actions that would undermine their moral foundations, from ideas of terrorism and extremism in the guise of religion. This is especially important given that 94% of Uzbekistan's population is Muslim. Because the target of most extremist and terrorist organizations and movements remain young people and children.

Sadly, children are one of the most important topics in the propaganda of terrorist organizations. In particular, the audio-visual information produced by the terrorist organization, the appeal to the image of children in online magazines - is to show the party fighting the future of the terrorist organization, the upbringing of a new generation of militants. Natasha Anderhill, an expert at the University of Nottingham Trent, believes that ISIS's greater focus on children is linked to the terrorist organization's long-term plans. According to the expert, the use of children by ISIS (Islamic State of Iraq and the Levant) for militant purposes is a very "smart" approach. The younger the children are fanatical, the more they are taught savagery, the longer

the unstable situation in the region will last. Agatha Christian, an American researcher, notes that in the ideological propaganda of a terrorist organization, children are depicted mainly in the images of victims, weapons and slaves in the hands of militants. The promotional materials depict children speaking to their peers and singing in public. In conclusion, the terrorist organization aims to spread its ideas among the people, attract new members and gain active public support in this way. Because the use of children for propaganda purposes is credible and effective, it is especially important in turning their peers into militant activity.

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ADVANTAGES AND OPPORTUNITIES OF THE CREDIT-MODULE SYSTEM

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ABSTRACT: This article describes the pedagogical aspects of the advantages and opportunities of the credit-module system in higher education.

KEYWORDS: credit, module, lectures, seminars, ECTS, academic working hours, independent work.

INTRODUCTION

We all know that due to the President's attention to improving the system of organization of the educational process in higher education, a number of decisions and documents have been adopted and the first legal steps are being taken to introduce a credit-module system. In particular, the "Concept of Development of the Higher Education System of the Republic of Uzbekistan until 2030" identifies a priority task of the gradual transition of the educational process in higher education institutions to a credit-module system.

Today, the introduction of a new generation of credit-module systems in higher education is becoming a requirement of the times. This system provides for the introduction of academic and professional mobility of graduates of higher education institutions, labor intensity of training courses and disciplines, overload and intensive methods of knowledge acquisition [1].

Credit-modular system of organization of the educational process is a system of organization of the educational process based on a combination of modular teaching technologies and credit education. In the credit-module system, the main focus is on its 2 features:

- Independent work of the student;

- Rating system for assessing student achievement.

THE MAIN FINDINGS AND RESULTS

Credit is a traditional unit of measurement of a student's workload in the study of a complex curriculum or a particular subject performed by a student during the course of study [2].

The credit-module training system is a system of organizing the process of mastering the curriculum, which regularly assesses the knowledge, skills and competencies of students by monitoring the learning outcomes and final control of the module, based on the composition of each training module.

The credit system of education is based on the principle of transparency of student-centered teaching, learning and assessment, and consists of the collection and transfer of test units. Credits can be accumulated after all types of compulsory activities have been completed and evaluated by students [3].

The concept of study time is determined not by the time a student sits in class, but by the total time he or she spends studying and learning a subject. In this case, the student's education is measured not by the number of hours the teacher spends on "teaching" but by the number of hours the student spends on "learning". That is, if 1 credit reflects 25-30 hours of study load, it includes the total time the student spends in and out of the classroom on mastering the subject. Such an approach to education is also typical of the ever-expanding Internet age [4].

The ECTS credit-module system requires students to provide all information related to the educational process in a pre-understood, complete, and transparent manner. At the same time, the university will have to provide students with full and transparent information in advance about what subjects they need or can study throughout their studies, the expected learning outcomes, the methods and criteria by which students will be tested. The increase in the number of universities and the introduction of elective subjects in the curriculum also increase the need for transparency in education [5].

As for the advantages of this system, first of all, the interaction between teacher and student in the learning process takes place on a radically new basis: with the help of modules students consciously and, most importantly, independently gain a certain degree of independent understanding. Another successful aspect is that the distance between teacher and student is maintained.

The introduction of this system in higher education will improve the quality of teaching, ensure transparency, eliminate corruption, reveal the true knowledge of the student and create

the basis for students to study and work independently. Today, the European credit system is practiced in almost all universities of the ancient continent.

The introduction of a credit-module system is an important factor in the collaboration of teachers and students. In modular education, the teacher organizes, directs, advises, checks the process of mastering the listener. The student, on the other hand, moves independently toward the oriented object. The greatest emphasis is also placed on students 'independent learning.

The importance of independent learning in the learning process will increase, which will lead to an increase in the independence, creative initiative and activity of professionals in the future. In the credit-module system, university students always have the opportunity to get help and advice from teachers and classmates. This strengthens mutual understanding and serves to build teamwork skills.

The transition to a credit-modular education system will increase the commitment and demand for university professors. As mentioned above, with a modular learning system, the teacher performs not only informational and supervisory functions, but also advisory and coordinating functions. The leading role of the teacher in the pedagogical process is preserved [6].

In addition, the credit system of education increases student exchange. Because loans taken from one university are taken into account in another, and students can transfer from one university to another without losing credit. It is this system that will allow Uzbek students to continue their studies at advanced foreign universities and remove complex bureaucratic barriers.

In conclusion, it should be noted that the project form of education is aimed at the development of the individual, mainly serves to reveal the abilities of students, as well as their creativity. In today's modern environment, ie in the age of technology, it is a system that allows you to teach a person with a demanding, component and creative nature.

CONCLUSION

As mentioned above, the transition to a credit-module system requires a creative approach from each university to the organization of their classes, starting with the creation of the curriculum. If the credit-module system is properly and fully introduced in higher education, it can bring great positive features to the higher education system of our country. In particular, the introduction of a world-renowned unit of measurement in the higher education system of our country, the transparent and fair organization of the educational process in higher

education, the formation of curricula based on the needs of the economy, labor market and students; serves to have a program [5].

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MYSTICAL INTERPRETATIONS AND MODERN POETRY

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ABSTRACT: In this article, the interpretation of mystical traditions in our modern poetry is studied on the example of the works of Abdulla Aripov, Askar Mahkam, Abduvali Qutbiddin.

KEYWORDS: Mysticism, teachings, modernism, realism, tradition and innovation, religious mysticism, philosophical mysticism, mystical literature.

INTRODUCTION

It is noteworthy that in the works of Askar Mahkam, Abduvali Qutbiddin, Aziz Said, Eshqobil Shukur, Abduvahid Hayit, Halima Ahmedova, Zebo Mirzo, who entered the literature in the 80s, the classical spirit is expressed in modern forms. In their work, they moved away from vague social themes, focused on the heart, and began to create "conditionally pure lyricism. "We don't see any classical genres in their work. In general, it would be more accurate to call the genres of twentieth-century Uzbek poetry, in Jamal Kamal's words, "universal poems". Figuratively speaking, the western form is combined with the eastern content. The poetry of the pre-independence and post-independence period shifted from the "collective self" to the individual "I". Naturally, this process strengthened the status of the classical essence in poetry, created diversity, compositional and stylistic diversity in poetic genres and forms.

As long as there is a human society, there must be no ideological gap. The socio-political situation of the 1980s showed that the ideological vacuum was fragile and entrenched in the beliefs, atheistic ideas, poetic and ideological views that had been believed for decades. As a result, for some time, poems in the spirit of journalistic appeal also appeared, and he gradually gave way to the poetry of the heart. In poetry, mystical tones began to appear, first of all, in the form of images. By addressing the image of the prophets, governors, saints, thinkers, Sufi poets, the poets lived to strengthen the people's sense of faith, to understand the national identity, to receive support from the spirit of the great ancestors. watts. Instead of the doctrines of social

realism based on class struggle, the idea of the struggle against lust, which is characteristic of classical poetry, continued to assert itself in poetry. This feature has become especially pathetic in the poetry of Askar Mahkam and Abduvali Qutbiddin.

THE MAIN FINDINGS AND RESULTS

When you look at the works of these two artists, you can see that the mystical tone is not the same in their poetry. It can be seen that this spirit was manifested in the religious-mystical form in Askar Mahkam and in the philosophical-mystical form in Abduvali Qutbiddin.

In the study of the manifestation of mystical traditions in modern poetry, we see that the signs of the three directions mentioned by the literary critic Ibrahim Haqqul are mixed. For example, Abdulla Aripov's poems included in the "Book of Hajj" series are in harmony with the hadiths of the Prophet, while Askar Mahkam's poems, especially in his epics, combine religious-mystical and philosophical-mystical experiences and views. In Qutbiddin's poetry, however, it can be observed that mystical philosophy is expressed in modern forms. The concepts of dreams, fantasies, pleasures, and inspirations, which are important in Sufi literature in expressing the state of Sufism or love, form the core of the poetry of Abduvali Qutbiddin's poetry.

The role of mystical interpretations in the embodiment of poetic scenes of reality in modern poetry can be seen in the poems of Abdulla Aripov.

You wicked people who gave their hearts to the world with greed are you today

Remove the tumors from the base of the yoke.

During the reign of the atheistic ideology, which undermined the sense of national identity and religious values, Abdulla Aripov's search for a cure for the problems of his time in the image of Yassavi was a very appropriate and courageous effort. Because Yassavi, in his time, was looking for ways to get rid of the "lust" and to end the fissures that surround it. It encourages the expulsion of evil, ignorance, ignorance, and materialism from the heart.

Askar Mahkam is one of the poets who tried to introduce the philosophy of mysticism into modern Uzbek poetry in all its fullness and achieved some positive and creative results in this regard.

Most of Askar Mahkam's poems from the "Truth" selection, such as "Tavajjuh", "Love", and "Four Dervishes", show that modern poetry is saturated with mystical content. In these works, the feelings and emotions of the heart begin to cover the most characteristic and necessary lines in the process of the gradual development of lyrical expression.

... Gado said - Death is the capital of love

capital

capital

Gado said, "Death is the neighbor of love."

neighbor

neighbor [4, p. 316-317]

This poetic passage from the epic "Love" reveals the lyrical hero's way of perceiving and expressing the world, his mystical and philosophical worldview. It is not difficult to see the closeness and harmony of his approach to the concepts of "Death" and "Love" - the interpretation of the same issues by his predecessors - mystics. The lyrical protagonist of Askar Mahkam is reminiscent of Sufis and dervishes who have come down to us from the past. The following ghazal, written in the style of Darwish dhikr, is an example of this.

Did you come, did you come Devona who wanted the truth

Did you come, did you come Devona who wanted the truth...

It is known that classical Eastern poetry has always had a figurative way of thinking based on gestures, symbols, metaphors, and we see the same features in the poetry of Abduvali Qutbiddin. We can see that the work of Abduvali Qutbiddin combines two principles, mysticism and modernism. Of course, it is more difficult to call a certain work pure Sufi or pure modern poetry, because in his poems these features are combined, they are seen as a kind of style.

The poet's work is a synthesis of different forms of expression, which gives rise to a unique original style. Of course, it should be noted that in this poetic style, mystical interpretations are at the forefront. It is, of course, a process closely related to the poet's family environment and upbringing. The poet's ancestors were already followers of mysticism.

Flora...

Animal world...

Bani adam dunyosi...

Three grains...

Three talots...

Three jokes...

Three poor graves... [2, p. 104]

To a person unfamiliar with mystical views, these lines may seem like mere phrases, fragmentary verses, and random sentences. However, according to the Sufi interpretation, the first verse deals with the history of the creation of mankind, the stages of maturity of the soul, and the second verse deals with the immortality of this world.

CONCLUSION

In the Uzbek poetry of the new period, mystical tones in the poetic perception of reality - symbols, symbolic images, philosophical interpretations of the world and man with all its complexities and contradictions, wisdom, examples, graces, blessed names and deeds of Sufis, moreover, lived in the language of gestures, firmly established in the poetics of modern poetry.

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"ARCHIVE OF KHIVA KHANS" AS AN IMPORTANT SOURCE

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ABSTRACT: This article explores the role of the archives of Khiva khans in the study of socio-economic life of the khanate in the XIX-XX centuries, the tax system. Detailed information on the history of the study of the archive and the tax practice of the Bell period was provided.

KEYWORDS: Khiva khans archive, tax accounts, solgut, zakat, count book, A.Kun, P.P. Ivanov, K.Ubaydullaev, judge, escape, clean.

INTRODUCTION

Today, in our modern historiography, the study of socio-economic aspects of society, the objective coverage of historical facts and the introduction of new historical sources into scientific consumption are topical issues. The adoption of the resolution "On measures to further improve the system of preservation, study and promotion of ancient written sources" highlights the role of archival documents in the study of our history on the basis of primary written sources.

The archive of Khiva khans in the archives of the National Archives of the Republic of Uzbekistan in the Eastern languages serves as an important source in the study of the socio-economic life of the khanate in the XIX - XX centuries, including the history of the tax system. The growth of commodity-money relations, the strengthening of the khan's power and the centralization of economic reforms as a result of changes in the tax system, the expansion of bureaucracy and reporting, the need for long-term storage of books on government expenditures and taxpayer lists created the Khiva khans' archives.

This archive is a collection of state documents kept by high-ranking officials of the Khiva khanate, the devanbegi, koshbegi and mehtar. Documents on tax collections in the archives of the Khiva khans date back to the period of the Kungrad dynasty, the first of which dates back to

1237/1824, the last to 1872-1873. With a volume of more than eleven thousand, the fund contains 665 documents, mainly in Turkish and Persian[1].

THE MAIN FINDINGS AND RESULTS

The archive was confiscated after the Khiva Khanate was occupied by the Russian army in 1873 and taken to Russia for investigation. After that, the history of the archive will remain unknown for a long time. The first information about the archives of the Khiva khans became known through the articles of the orientalist A.Kun, one of the participants of the 1873 military campaign. In one of A. Kun's reports, he writes about the archive: "When the khan's palace was confiscated, documents were collected along with manuscripts. These documents include two groups: the first group includes books on the khanate's income and expenses, as well as a number of waqf and property documents, and the second group includes letters and diplomatic correspondence. The books include tax records, solgut, zakat books, and Matmurad devonbegi's reports on the khan's expenses. In addition, the documents include petitions sent to the khan by Khiva residents living in Bukhara, Razali, Istanbul and other places engaged in trade, written petitions for the settlement of disputes, petitions for a career, and so on.

In 1882, A.L.Kun handed over a part of the archives of Khiva khans to the People's Library. However, this is not the full text of the archive, and the rest of it is transferred to the Asian Museum of the Academy of Sciences after the death of A. Kuhn in 1888. By 1936, PP Ivanov was able to find the notebooks of the Khiva khans in the Manuscripts Department of the ME Saltikov-Shchedrin State Library in Leningrad. Thanks to this discovery, scholars have a valuable, primary source that provides a wealth of information on the history of Khiva and the history of the Central Asian khanates of the last century. The service of PP Ivanov, who found the archive, was to systematize the materials found by scientists. In his work, he summarized the contents of 137 documents in notebooks[2].

In 1962 the archive of Khiva khans was brought to Tashkent from Russia. Cataloged by Ubaydullaev according to the content of the documents. Currently, the National Archive of Uzbekistan is in the 2nd list of the I-125 fund.

The archival documents of the Khiva khans are primarily records related to tax collection, mainly land tax and zakat collection. The archive, which shows the amount and when

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[1] Ўз МА.И-125, 2-рўйхат Хива хонлиги архиви ҳужжатлари фонди.

[2] Иванов П. Архив хивинских ханов XIX в исследование и описание документов с историческим введением. – Ленинград.1940.С.6

the tax was collected, is the main part of the materials. Some documents contain information on how the money raised was spent.

In addition to the above-mentioned tax records, the archive also contains a set of labels, such tarhan labels, which provide for full or partial exemption from taxes, are important in that they partially reflect tax issues. The periodic boundary of the documents in the collection consists of tarkhan labels, which provide for tax exemptions for 1728-1917, and labels indicating that the land has become private property (labeled property).

Also, the documents of the archives of the Khiva khans contain lists of people sent to work, such as begar, qazu and kachu (cleaning of canals, strengthening dams, construction and repair of roads). The studied documents also mention the issue of fulfillment or release of labor obligations of the population in the section of mosques, and the terms kazu, kachu, biqozu, biqochu, taza are encountered by taxpayers.

Another major tax issue in the khanate, defined by Sharia, was reflected in the archives of the Khiva khans.

When studying the tax system in the Khiva khanate, the documents in the archives of the Khiva khanate serve as an important source. We will have detailed information about the tax system of the period of calls, the existing types of taxes, tax practice, officials in charge of tax collection, the order of paperwork, (on the example of counting books). The archival documents contain special instructions for tax collectors on the levying of taxes on private lands (special and labeled property), and depending on the amount of land, one, two and three gold coins were obtained from the lands of alo, adno and avsot. It was noted that the newly developed lands were privileged and that one gold was to be taken from such lands for every five tanobs. This document served as a program for tax collectors.

In the study of the tax system of the Khiva khanate, we can also see the tax administration and tax practice in the example of the census books of the high officials of the khanate, the devonbegi and the mehtar aga. They were sent to the khan, along with tax records in the ledgers, writing reports on the results of tax practice. The persons responsible for keeping these notebooks have been identified.

Bayani, a historian of the palace who kept the archives of the Khiva khans, mentions that they were preserved in a very careful manner in a special building, under the supervision of separated people, along with the treasure in the palace.

CONCLUSION

From the above we can say that archival documents serve as the main source for the researcher in the study of the history of the Khiva khanate in the late XIX - early XX centuries. Indeed, the effective use of primary sources in the creation of an objective and truthful history increases the scientific significance of the work. In studying the tax system of the Kungrad period in the Khiva khanate, it is these documents that not only give us a lot of unknown information, but also help to form a complete picture of the economic life of the khanate.

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POLITICAL JARGONS AND SOME ISSUES RELATED
TO THEIR USAGE

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ABSTRACT: In this article some political jargons are discussed. Besides this, some problems related the use of jargons will be analyzed.

KEYWORDS: Politics, jargon, scientific meaning and a term.

INTRODUCTION

Jargon is the language, especially the vocabulary, peculiar to a particular trade, profession, or group; or language that is characterized by uncommon or pretentious vocabulary and convoluted syntax and is often vague in meaning.

Jargon is the specialized terminology associated with a particular field or area of activity. Jargon is normally employed in a particular communicative context and may not be well understood outside the context. The context is usually a particular occupation, but any ingroup can have a jargon. The main trait that distinguishes jargon from the rest of a language is special vocabulary- including some words specific to it and often different senses or meanings of words, that outgroups would tend to take in another sense- therefore misunderstanding that communication attempt. Jargon is sometimes understood as a form of technical slang and then distinguished from the official terminology used in a particular field of activity.

Etymology. The French word is believed to have been derived from the Latin word gaggire, meaning "to chatter", which was used to describe speech that the listener did not understand. The word may also come from Old French jargon meaning "chatter of birds". Middle English also has the verb jargounen meaning "to chatter", or "twittering", deriving from Old French.

The first use of the word dates back to the usage of the word in The Canterbury Tales written by Geoffrey Chaucer between 1387 and 1400. Chaucer referred to jargon as the utterance of birds or sounds resembling birds.

In colonial history, jargon was seen as a device of communication to bridge the gap between two speakers who did not speak the same tongue. Jargon was synonymous with pidgin in naming specific language usages. Jargon then began to have a negative connotation with lacking coherent grammar, or gibberish as it was seen as a "broken" language of many different languages with no full community to call their own. In the 1980s, linguists began restricting this usage of jargon to keep the word to more commonly define a technical or specialized language use.

Now we will have a look to political jargons and use of them with several examples. Political jargon refers to the words and phrases used by politicians, lobbyists, the media, and other people to talk about political issues in a aquicker, coded way. Political jargon is the shared language of catch phrases spoken by those in politics. Following are some examples of political jargon. Here are some examples of political jargons:

Left-Wing: a politician or citizen who is more liberal than the average person. Typically, this is someone who is for socialized medicine, for pro-choice, among many other issues.

Right-Wing: a politician and citizen who is more conservative than the average person. This typically means someone who is looking for lowered taxes, especially on the upper class, for decentralization of government, and someone who shoots down gay right issues with discussion of "family values".

Flip flopper: a candidate or politician who changes his mind on certain important issues over time. Bailout: helping a large company with its debts with the intention that the company will repay the money in the future.

Bipartisan: an effort that brings together both political parties in mutual agreement.

Grown in office: a political term used for someone who won office based on one set of principles, but over time adopted an opposite set of principles.

Frankenfood: this term is used by politicians and lobbyists to refer to genetically-modified food products.

Public Servants: political jargon for an elected official.

Reform: to change a law or a system to make it better or more efficient.

Lame duck: a politician who is considered ineffective, either because he or she was recently elected out of office or announced retirement.

Kool-aid-drinker: derogatory term for an individual who votes for a candidate or a party against their common sense.

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These are all examples of political slang terms or political speech that is used commonly by those on the "inside" of politics.

Outside of the uncomfortable dialect issue, we may expect to understand someone when we speak the same language. Unfortunately, this is not true. One of the biggest communication barriers- and one that is easily avoided- is the use of jargon. Jargon words are meant to enhance communication by simplifying a particular concept. This works when everyone involved in the conversation is aware of the word's meaning.

However, there some drawbacks of jargons. In other word there is sometime that jargon does not work. To someone who is not clued in, however, it can be seen as technical slobbery. At the very least, it can confuse the message so the recipient loses interest. Jargon can waste time and money. When documents and emails take longer to read and to understand, people may grow frustrated. Time is wasted when unknown terms have to be explained or are interpreted incorrectly and result in errors of deciphering, which leads to errors in follow-up action. Business opportunities may be lost, along with potential money-making possibilities, when jargon is misunderstood.

So what should we do if the situation itself demands to use jargons. When jargon is unavoidable... There is a good side to jargon. Jargon-philes are able to share their new techno-terms with ease amongst their fellow professionals. As new concepts and ideas are developed, communities can quickly convey essential solutions and strategies with their jargon-sounding words. The trick is to pay attention to your audience and minimize the use of jargon in content created for clients who do not live, eat, and breathe the particular jargon-speak you do. Despite the diehards who wish to defend the English language and bam all jargon and buzzwords, we are not going to see an end to it. We love to manufacture words to convey meaning in our ever-expanding landscape of ideas and interests. Jargon often ends up becoming a household term. Various communities use jargon that inevitably falls into common use, including technical, business, and military jargon.

Jargon filled content can be risky. Jargon can hurt your SEO because users will search for terms that they are familiar with and reflect the way they speak. Jargon can also be boring sometimes. It means, if we do not understand something, we quickly lose interest. When jargon serves a useful purpose, it can be on-point in its message. We should use jargon wisely when we communicate and help our audience out by demysatisfying anything that might be unclear. It demands to be used in a correct way.

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ASYMPTOTIC PROPERTIES OF SAMPLE CORRELATION MATRIX IN FINDING ORIGINAL

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ABSTRACT: This work studies asymptotic properties of sample correlations matrix distribution under fixed amount of sample, in case when original correlation matrix is being found, i.e. Definition (Определение) refer to (1).

KEYWORDS: Random vector, correlation matrix, normal distribution, density, Jacobian.

INTRODUCTION

Let $\xi = (\xi_1, \xi_2, \xi_3)$ – be random vector, which has normal distribution with parameters.

$$\mathbf{M}\xi_i = 0, \ \mathbf{M}\xi_i^2 = 1, \ \ \mathbf{M}\xi_i\xi_j = \rho_{ij}, \ \ i = 1,2,3, \ \ j = 1,2,3.$$

Let's mark as X_1, X_2, Λ, X_n - results of n independent observations on random vector ξ, where $X_k = (x_k^{(1)}, x_k^{(2)}, x_k^{(3)})$, $k = 1,2, \Lambda\ n.$

Let us assume

$$\overline{x}^{(i)} = \frac{1}{n}\sum_{k=1}^{n} x_k^{(i)}, \ \ a_{ij} = \sum_{k=1}^{n}(x_k^{(i)} - \overline{x}^{(i)})(x_k^{(j)} - \overline{x}^{(j)}),$$

$$r_{ij} = a_{ij} / \sqrt{a_{ii}a_{jj}}, \ \ i = 1,2,3, \ \ j = 1,2,3.$$

Mark through

$$\Lambda = \|\rho_{ij}\| - \text{original correlation matrix and } \Lambda = \det\Lambda,$$

$$\mathbf{A} = \left\| a_{ij} \right\| - \text{sample covariance matrix and } A = \det\mathbf{A}.$$

$$\mathbf{R} = \left\| r_{ij} \right\| - \text{sample correlation matrix and } R = \det\mathbf{R}.$$

It is known (refer to example [1], page 214), that in our conditions sample covariance matrix **A** has distribution of Wishart, density of which is as follows:

$$p_n(A) = \frac{A^{\frac{n-5}{2}} \exp(-\frac{1}{2} sp\mathbf{\Lambda}^{-1}A)}{2^{\frac{3}{2}(n-1)} \pi^{\frac{3}{2}} \Lambda^{\frac{n-1}{2}} \prod_{i=1}^{3} \tilde{A}(\frac{n-i}{2})},$$

where sp – means spur of matrix.

Through $f_n(r_{12}, r_{13}, r_{23}, \mathbf{\Lambda})$ we shall mark density of sample correlation matrix $\mathbf{R} = \left\| r_{ij} \right\|$, which

suits $\mathbf{\Lambda} = \left\| \rho_{ij} \right\|$ original. Analytical assumption $f_n(r_{12}, r_{13}, r_{23}, \mathbf{\Lambda})$ is made by integrating density

$p_n(A)$ of a_{ii} (i=1,2,3) in range from 0 to $+\infty$. It is easy to see, that

$$f_n(r_{12}, r_{13}, r_{23}, \mathbf{\Lambda}) = \tilde{n}_n(\mathbf{\Lambda}) R^{\frac{n-5}{2}} \Lambda^{n-1} I_n(\mathbf{\Lambda}),$$

where

$$I_n(\mathbf{C}) = \int_{S^3} \prod_{i=1}^{3} (u, e_i)^{n-2} \exp(-(Cu, u)) du, \quad u = (u_1, u_2, u_3), \quad du = du_1 du_2 du_3, \quad n > 2,$$

$$S^3 = \{u : (u, e_1) \geq 0, (u, e_2) \geq 0, (u, e_3) \geq 0\}, e_1 = (1,0,0), e_2 = (0,1,0), e_3 = (0,0,1),$$

$$\tilde{n}_n(\mathbf{\Lambda}) = \frac{8}{\pi^{\frac{3}{2}} \prod_{i=1}^{3} \tilde{A}(\frac{n-i}{2}) \lambda_{ij}}, \mathbf{C} = \begin{Vmatrix} 1 & \tilde{\rho}_{12} r_{12} & \tilde{\rho}_{13} r_{13} \\ \tilde{\rho}_{12} r_{12} & 1 & \tilde{\rho}_{23} r_{23} \\ \tilde{\rho}_{13} r_{13} & \tilde{\rho}_{23} r_{23} & 1 \end{Vmatrix}, \quad \tilde{\rho}_{ij} = \frac{\lambda_{ij}}{\sqrt{\lambda_{ii} \lambda_{jj}}}, \quad i = 1,2,3, \quad j = 1,2,3,$$

and λ_{ij} algebraic ρ_{ij} element addition of matrix $\mathbf{\Lambda}$.

Note, that for all $i \neq j$ next equality is true $\Lambda = \lambda_{ii} \lambda_{jj} (1 - \tilde{\rho}_{ij})$.

Origin area of matrix $\mathbf{\Lambda}$ we shall note as $\partial\Lambda = \{(\alpha, \beta, \gamma) : \Lambda = 0\}$.

Split area of $\partial\Lambda$ into three not crossing parts:

$$\partial\Lambda_1 = \{(\alpha,\beta,\gamma) : \alpha - \beta\gamma \neq 0, \beta - \alpha\gamma \neq 0, \gamma - \alpha\beta \neq 0\}$$

$$\partial\Lambda_2 = \{(\alpha,\beta,\gamma) : |\alpha| = 1, |\beta| = |\gamma| < 1\}$$

$$\partial\Lambda_3 = \{(\alpha,\beta,\gamma) : |\alpha| = |\beta| = |\gamma| = 1\}$$

Note that $\partial\Lambda_2$ is invariant regarding component permutation (α,β,γ).

Mark

$$\mathrm{p}_n(t_1,t_2,t_3) = |J| f_n(r_{12}(t), r_{13}(t), r_{23}(t), \Lambda),$$

where $t = (t_1, t_2, t_3)$, $r_{ij}(t)$ - some transformations of vectors (r_{12}, r_{13}, r_{23}), and $|J|$ Jacobian of this transformation.

We shall generate key results in form of following theorems.

Theorem 1. Let $\rho = (\rho_{12}, \rho_{13}, \rho_{23}) \to \rho^0 = (\alpha,\beta,\gamma) \in \partial\Lambda_1$

Then equally on $u \in G(u) = \{u = (u_1, u_2, u_3) : u_1 - u_2 \geq 0, u_3 \geq 0\}$

$$(1 - \tilde{\rho}_{23})(1 + (\mathbf{H}\bar{u}, \bar{u})) \cdot \mathrm{p}_n(u_1, u_2, 1 - (1 - \tilde{\rho}_{23})u_3(1 + (\mathbf{H}\bar{u}, \bar{u}))) =$$
$$= g(n-1, \frac{n-3}{2}, u_3)\varphi_n(\bar{u}, \mathbf{H}^0) + o(1),$$

where $g(\mathrm{m}, \mathrm{l}, z)$ – Fisher's density distribution with m and l parameters, $\bar{\mathrm{u}} = (\mathrm{u}_1, \mathrm{u}_2)$, and

$$\varphi_n(\bar{u}, \mathbf{H}) = \frac{(n-2)H^{\frac{n-1}{2}}(u_1 - u_2)^{n-2}}{\pi 2^{n-2}(1 + (\mathbf{H}\bar{u}, \bar{u}))^{n-1}}, \quad u_1 \geq u_2,$$

$$\mathbf{H} = \frac{1}{\lambda_{ii}} \begin{Vmatrix} \lambda_{33} & \lambda_{23}\rho_{23} \\ \lambda_{23}\rho_{23} & \lambda_{22} \end{Vmatrix}, \quad H = \det \mathbf{H},$$

$$\mathbf{H}^0 = \frac{1}{\lambda^0_{ii}} \begin{Vmatrix} \lambda^0_{33} & \lambda^0_{23}\gamma \\ \lambda^0_{23}\gamma & \lambda^0_{22} \end{Vmatrix}, \quad \lambda^0_{ij} = \lim_{\rho \to \rho^0} \lambda_{ij}.$$

Let's look into case, when $\rho = (\rho_{12}, \rho_{13}, \rho_{23}) \to \rho^0 = (\alpha, \beta, \gamma) \in \partial \Lambda_2$. In this situation it is convenient to use following assumption of density $f_n(r_{12}, r_{13}, r_{23}, \Lambda)$.

$$f_n(r_{12}, r_{13}, r_{23}, \Lambda) = k_n(\Lambda) R^{\frac{n-5}{2}} \Lambda^{n-1} I_n,$$

where

$$k_n(\Lambda) = \frac{\tilde{A}(\frac{3(n-1)}{2})}{\pi^{\frac{3}{2}} \prod_{i=1}^{3} \tilde{A}(\frac{n-i}{2})\lambda_{ij}}, \quad I_n = \int_0^1 \int_0^1 (x(1-x)y)^{\frac{n-1}{2}-1} (1-y)^{(n-1)-1} (\psi(x,y))^{-\frac{3}{2}(n-1)} dxdy,$$

$$\psi(x,y) = 1 + 2\tilde{\rho}_{12} r_{12} \sqrt{xy(1-y)} + 2\tilde{\rho}_{13} r_{13} \sqrt{(1-x)y(1-y)} +$$
$$+ 2\tilde{\rho}_{23} r_{23}(1-y)\sqrt{x(1-x)}.$$

Let $\Delta = \Delta(\rho, \rho^0)$ – be a positive function, that at $i = 2, 3$ for every $\rho^0 \in \partial \Lambda_i$

$$\lim_{\rho \to \rho^0} \Delta(\rho, \rho^0) = 0.$$

Theorem 2. Let $\rho = (\rho_{12}, \rho_{13}, \rho_{23}) \to \rho^0 = (\alpha, \beta, \gamma) \in \partial \Lambda_2$. Then at $\Delta \to 0$ equally on $(u, v, z) \in \{(u, v, z) : z \geq 0, u^2 + v^2 \leq 1\}$ has a place

$$\sqrt{2z}\Delta^{\frac{3}{2}} f_n(1 - \Delta z, w + \sqrt{\frac{z\Delta}{2}}u, w - \sqrt{\frac{z\Delta}{2}}u, \Lambda) = \frac{2\tilde{A}(\frac{3n-4}{2})}{\pi \prod_{i=1}^{3} \tilde{A}(\frac{n-i}{2})} z^{\frac{n-4}{2}} (1 - u^2 - w^2)^{\frac{n-5}{2}} I_n^0 + o(1),$$

where $I_n^0 = \int_0^\infty \frac{x^{n-2}}{(x^2 + \sqrt{\frac{2}{1-\beta^2}}\beta ux + z + \frac{1}{1-\beta^2})^{\frac{3n-4}{2}}} dx$.

In private case, if $\rho^0 = (1,0,0) \in \partial \Lambda_2$, proof of this theorem looks like following:

$$\sqrt{2z}\Delta^{\frac{3}{2}} f_n(1 - \Delta z, w + \sqrt{\frac{z\Delta}{2}}u, w - \sqrt{\frac{z\Delta}{2}}u, \Lambda) = g(\frac{n-2}{2}, \frac{n-1}{2}, z) \cdot \frac{n-3}{2\pi} (1 - u^2 - w^2)^{\frac{n-5}{2}} + \hat{\iota}(1),$$

where $g(m, l, z)$ – Fisher's density distribution with m and l parameters.

Finally, let's study situation when $\rho = (\rho_{12}, \rho_{13}, \rho_{23}) \to \rho^0 = (\alpha, \beta, \gamma) \in \partial\Lambda_3$.

Theorem 3. Let $\rho = (\rho_{12}, \rho_{13}, \rho_{23}) \to \rho^0 = (\alpha, \beta, \gamma) \in \partial\Lambda_3$. Then at

$$\Delta \to 0 \text{ equally on } (u, v, z) \in \{(u, v, z) : z \geq 0, u^2 + v^2 \leq 1\} \text{ has a place}$$

$$\frac{3\sqrt{3}z^2\Delta^3}{16} f_n(1 - \frac{z\Delta}{4}(\sqrt{3}u + v + 2), 1 - \frac{z\Delta}{4}(-\sqrt{3}u + v + 2), 1 - \frac{z)}{2}(1 - v), \Lambda) =$$

$$= g(n - 2, \frac{n-1}{2}, z)\frac{n-3}{2\pi}(1 - u^2 - v^2)^{\frac{n-5}{2}}(1 + o(1)),$$

where $g(m, l, z)$ – Fisher's density distribution with m and l parameters.

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CRITERIA FOR PREPARING FUTURE SPECIFIC TEACHERS FOR INTERNATIONAL COMMUNICATION

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ABSTRACT: The article shows the factors of communicative, interactive, perspective formation, which are the main criteria for preparing future science teachers for interethnic dialogue.

KEYWORDS: communicative, interactive, perspective, equality of nations, universal values.

INTRODUCTION

Today, there are about two thousand nations, peoples and tribes living in the countries of the world. They speak and communicate in about five and a half thousand languages. Communication is the basis of relations between nations and peoples. Language is the main tool in communication. But so far, countries are trying to show their "I" in the process of cultural dialogue, not the process of "mixing, mixing, uniting." There were times when nations and peoples were enemies to one another and even sought to destroy each other. History has also witnessed the struggle of nations for supremacy and a mass world war. But social progress has confirmed that the most important and effective path in the development of nations and peoples is the path of interethnic communication. Especially in the 21st century, in multicultural societies, tolerant interethnic dialogue is becoming a core of democratic values [1]. As a multinational state, Uzbekistan should pay special attention to the following universal principles recognized by the international community and consider them as a priority in preparing young people for interethnic dialogue.

- -recognition of mutual equality of nations;
- establishment of interethnic cooperation;
- to communicate taking into account national spiritual and cultural features;
- respect for all nations and peoples;
- -ensure the harmony of national and universal values in society;

THE MAIN FINDINGS AND RESULTS

It is the educational task of the higher education system that future science teachers should know the above principles and form such an attitude in themselves. Therefore, each state must establish conditions for sincere dialogue between its nations and peoples. Uzbekistan will reach a new stage in economic development only if it can strengthen interethnic dialogue at a high level. Because interethnic dialogue unites society, mobilizes it for a specific goal.

Just as a person cannot live in isolation from others, so nations and peoples cannot live in isolation from other nations. One nation communicates with other nations, exchanges its own with the cultural achievements of other nations, exchanges experiences, and gradually improves. History has never witnessed the social progress of a nation living in Ayra. Therefore, interethnic communication is a historical, social necessity. Today, it is natural for any nation to be ready to accept the experience of another nation and share the products of its civilization with other nations [2]. Such an attitude towards other nations is called 'interethnic dialogue'.

Three factors are considered in the process of interethnic dialogue:

- Communicative (information)
- Interactive (interaction)
- Perspective (mutual perception) [3]

The term interethnic communication is also interpreted in connection with the concepts of intercultural communication or the interaction of cultures. According to experts, interethnic dialogue today is manifested in the form of intercultural dialogue and has a negative character in the foreign policy of countries. "Different levels of intercultural interaction differ. The ethnic level of interaction is specific to the relationship between indigenous peoples, historical-ethnographic, ethno-confessional, and other communities. At the national level of interaction, managerial influences are mostly carried out by the political structures of the state. The level of civilization of interaction takes on spontaneous historical forms; but at this level, as in the past, the results of the exchange of spiritual, artistic, and scientific achievements are even more important. "[4] Therefore, the study of issues of interethnic communication is a great help in the analysis and evaluation of intercultural relations. By preparing members of society, especially

future science teachers, for interethnic communication, they can also be prepared for intercultural communication.

One of the urgent tasks of modern pedagogy is to study the socio-pedagogical aspects of preparing future science teachers for interethnic dialogue. Because in addition to making potential staff knowledgeable, they must have a correct understanding of intercultural relations, a good understanding of the subtleties of cultural features, a good command of the language of interethnic communication.

Therefore, the main tasks of the pedagogical process of preparing future interethnic dialogue in teachers of specific sciences are reflected in the following:

- Study of the laws of interethnic interaction and communication in the process of joint scientific and pedagogical activities of students of specific disciplines;
- to emphasize that there are communicative opportunities that encourage students of specific disciplines to be active;
- Increase the impact of communication on the coordination of interethnic relations in students.

According to the developed international research centers of the West, the formation of tolerance, resilience, tolerance skills in interethnic communication in students on the basis of interdisciplinary cooperation can lead to a radical turn in the development of growing interethnic conflicts in the next quarter [5]. Therefore, cultivating the following qualities in students of specific disciplines will develop in them a culture of interethnic communication and prevent the emergence of ethnic conflicts.

- acceptance and respect for the diversity, diversity and uniqueness of races, nations, peoples, cultures, religions, languages and states of the world;
- Recognize and understand the existence of a system of values, customs, logical thinking, lifestyle of people of other races, nationalities, ethnicities, cultures, religions, languages and states, to understand the naturalness of this situation;
- to accept that another person, regardless of his race, nationality, ethnicity, culture, religion, language and state, has different aspects towards us and to have a positive attitude to this system of differences;

- to rely on universal humanitarian criteria in the assessment of the emotional aspects of any person, to try to assess the inner world of another person, to assess the feelings of another person;

- to learn to solve problems on the basis of tolerance in various crises and conflicts, to acquire the necessary skills for successful solutions to conflicts based on tolerance and to constantly comply with the requirements of tolerance [6].

There is also a need to pay special attention to the following in the preparation of students of specific disciplines for interethnic dialogue on the basis of interdisciplinary cooperation. It was found that the acquisition of knowledge and skills by students of specific disciplines in these areas also develops a culture of communication.

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CLIMATOLOGICAL BANDING FOR AMARANTH AMARANTHUS CAUDATUS APPLYING A TOPOGRAPHICAL INTELLIGENCE STRUCTURE IN ARGENTINA

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ABSTRACT: The point of the current paper was to characterize the agro-meteorological reasonableness of the Argentinean semitropical. And subtropical districts to deliver grains from A. caudatus. Study Design: Climatological. Zonation applyingArc-Gis .Place and Duration of Study: Buenos Aires, Argentina. June 2013 to November 2014.Methodology: Based on global book index, the writers laid out an agro-meteorological drafting model for amaranth in Argentina. To characterize its agro-meteorological appropriateness, the normal meteorological intelligence of the multitude of meteorological stations 1981-2010 were broke down. As far as possible and bio-meteorological resilience and conditions for this species were assessed, considering the climatological attributes of the local districts all throughout the planet where it is effectively

KEYWORDS: Amaranth; bio meteorological necessities; climatological. Drafting; subtropical to semitropical. Climate; Argentina.

INTRODUCTION

Amaranthus caudatus started in the Andes, presumably as a half breed between the wild Amaranthus hybridus L. subsp. quitensis (Kunth) and the developed Amaranthus cruentus L. (begun in Central America). Amaranthus caudatus is inseparable from: A. sanguineusL. (Depicted and named in 1763); A. caudatusL. var. alopecurus (in 1849), A. mantegazzianusPresserini (in 1865)and A. edulis Spegazzini(in 1917) .A. caudatushas been developed in America for over 10,000 years and it is referred to normally as amaranth, kiwicha, Inca wheat, feline tail, and so forth Amaranth was "rediscovered" in the 80´s, when the USA National Academy of Sciences began investigating the harvest in view of its high healthy benefit and agronomic potential .

MATERIALSAND METHODS

Area under Study The examined region was the Argentine Republic. The nation boundaries toward the North with Bolivia and Paraguay; toward the South with Chile and the Atlantic Ocean; toward the East with Brazil, Uruguay and the Atlantic Ocean and toward the West with Chile.As an aftereffect of its huge domain, Argentina presents extraordinary meteorological variety. Different geographic variables impact the meteorological attributes of the various locales. One of these is scope: the Argentine Republic is portrayed by its incredible latitudinal turn of events: 21°46' in the North to 55°58' S in Cabo de Hornos, in the South. The limit eastern constraint of the nation is situated at 53°38'W, in the town of Bernardo de Irigoyen.

RESULTS AND DISCUSSION

Moisture Regions shows the dampness locales. The isohyets show the mugginess pattern along the E-W angle due to the "Atlantic" impact. The ideal zones have moist environment and contain the east, the north and Northeast of Argentina NEA, including a large portion of the Buenos Aires region. Another district with comparable attributes possesses part of the Northwest NWA of our country, from the Salta area to Tucuman. In the present circumstance, the "Atlantic" impact along with the latitudinal factor, create a "shut island" that gets more precipitation than the encompassing areas. Very appropriate territories present subtropical environment and cover the west of the eastern ideal regions and encompass the ideal space of the NOA, from the north of the country toward the south of Buenos Aires territory. A comparative region can be found towards the west of Patagonian district, called Andean Patagonian Forest, and Tierra del Fuego region. Appropriate zones are described by semitropical. Environment and cover practically all the Patagonian coast, from the south of San Matias bay to the area of Santa Cruz. The other zone characterized as reasonable is found east of the Andean Patagonian Forest. The appropriate region that is attitudinally most thorough encompasses the truly reasonable territory from the north of Argentina to the south of the region of Buenos Aires and the east of Rio Negro

CONCLUSION

Nine classes of climatological. Appropriateness under three diverse meteorological conditions were portrayed: damp, subtropical and semitropical.. This species can develop as an elective yield in subtropical and semitropical. Areas of Argentina. The development of amaranth would likewise be recommendable in ideal, truly appropriate and reasonable zones under damp environment on modestly profoundly saline soils and tolerably soluble soils, so as not to dislodge the conventional harvests of fields of Humid Pampas.The introduced model can be utilized in any piece of the world, utilizing the equivalent climatological. Files introduced in this paper.

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RETURNING TO THE PAST: A POST-COLONIAL DESCRIPTION OF ANTI-COLONIAL SCRAP IN ANDHRA

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ABSTRACT: The journal as a branch of memory unfurls huge material of a recorded period, in which an individual saw and encountered the different occasions in his/her life. As an onlooker account, it presents us intriguing bits of knowledge into the past as experienced and seen by the person. It uncovers how a person's memory can cross or mix with the chronicled wonder. Consequently the paper attempts to fundamentally investigate and question the political milieu and the counter frontier opposition as conveyed in a diary 'Helpless Life' written in 1985 in Telugu language by Yelamanchili Venkatappayya. It basically centers around the basic commitment of Venkatappayya to the counter pioneer battle as a functioning specialist of obstruction in the area of Tenali in Andhra region. In this manner the journal 'Helpless Life' is the story of what occurred in pilgrim Andhra under the British provincial system from the viewpoint of abused just as member in the counter frontier battle.

KEYWORDS: Post-pilgrim, Anti-pioneer, The past, Memoir.

INTRODUCTION

There is a fascinating talk on the importance and job of memory in the historiography of any friendly wonder Patrick H. Hutton, 1993: xi to xxv, 1-6, 154-168. The inquiry is frequently raised whether group or individual memory can effectively recapture the target social reality. And furthermore there is this tireless difficulty that whether the memory remembered and recorded as oral source or really composed viewed as a true hotspot for development or reproduction of the past of any get-together. This position is unequivocally embraced by the cutting edge historiography, which thinks about just the hard realities or target sources as being genuinely valid hotspots for appreciating any friendly wonder or for developing or recreating any friendly reality   Patrick H. Hutton, 1993: xxii and xxiii.

METHODS

There is likewise a contention which upholds the idea that memory is an option in contrast to the past. This position relegates equivalent, if not essential, significance to the non-material hotspots for development of social wonder. It accepts that the emotional creative mind of collectivity or an individual can be pretty much as significant as the hard realities or target hotspots for expounding on friendly reality1. This view sets Memory in opposition to The past. It is coercively contended that development of Memory vows to modify and push The past's limits Kerwin Lee Klein, 2000: 127-150]2. The 1980s saw an extraordinary flood of interest in the employments of memory and its status as an elective wellspring of the past. However, the puzzling inquiry actually frequents whether the The past developed with memory as a key source is bona fide or does it really address the past or does it basically "...re-charm our connection with the world and empty presence back into the past" Kerwin Lee Klein, 2000: 145 . These are clearly the charming inquiries on the connection among Memory and The past.

DISCUSSION

The whole nation saw merciless lathi charges and police firings. In Andhra too, a few group were captured and condemned to detainment. He was additionally captured and given one year thorough detainment. He was placed in Bellary Jail, where the conditions were very little not the same as what they were in 1921, 1930, 1932 years. In Bellary Jail likewise, he came into contact some other unmistakable characters in particular, Potti Sri Ramulu, Gouthu Lacchanna, Tarimala Nagi Reddy and others. As reaction to a remark from Jail Superintendent, he alongside Goutu Lacchanna, Potti Sri Ramulu and Yerrneni Subramanyam cleaned the latrines in the 8 and 16 squares for multi week. He was delivered from the Bellary Jail in 1943 and returned to Iyitanagar in Tenali. From there on he focused on instructing Hindi beginning a school just for young ladies who were for the most part from the helpless families. His endeavors to train Hindi proceeded till 1967, when he and his better half were not, at this point ready to run the school due to wellbeing reasons Y.Venkatappayya, 1985: 122-129.

CONCLUSION

A basic cross examination of the diary exhibits the different techniques for abuse executed by the British pilgrim system to quiet the developing voices of opposition in pioneer Andhra. The

diary is exceptional as it addresses the adventure of enduring gone through by a person who was an entertainer just as an onlooker to the unfurling of the noteworthy scenes in pioneer Andhra. It additionally insinuates the adventure of penance and the fearless enemy of pilgrim obstruction offered to the British pioneer system by huge number of individuals in Andhra. The diary catches exceptionally intriguing depictions of hostile to frontier battle in its infiltrating and basic focal points. The concealment of local individuals through the merciless painful strategies by British in frontier Andhra was exemplified and verbalized to individuals in its exposed and monstrous articulation through the journal. What we find in the diary was a heartless British frontier system and fearless opposition of Indian individuals, who needed to go through extremely humiliating encounters in their every day presence. The journal presents us some retaining looks into the Indian battle for opportunity in provincial Andhra. Along these lines it very well may be viewed as an exceptionally intense content on the surviving political conditions in provincial Andhra.

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SIGNIFICANT LEGEND RECOGNITION IN U.P. THROUGHOUT THE LAST 25 YEARS

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ABSTRACT: Uttar Pradesh is impressively rich in legend material when contrasted with different provinces of North India. The worth of engravings as a hotspot for reproducing antiquated and archaic Indian history has been broadly perceived. In any case, there are not very many researchers seeking after this significant space of history—as it requires skill both in Sanskrit, Pali, Prakrit and different dialects just as in different contents to translate and alter engravings. In this manner, the field of epigraphy has endured a great deal. Notwithstanding, a few researchers—however rare—have kept this order alive and lively through their scholastic commitments. This paper endeavors to archive and audit the significant engravings from U.P. distributed throughout the last a quarter century.

KEYWORDS: Maukhari, Harsha, Gurjara-Pratīhāra, Chandella.

INTRODUCTION

Engravings are viewed as the main hotspot for remaking antiquated and archaic Indian history. D.C. Sircar, the prominent antiquarian epigraphist, has appropriately called attention to that 'this is an off-base thought that terrifically significant engravings have effectively been found, read and used for the remaking of antiquated Indian history'[1]. Noburu Karashima, Professor Emeritus at the University of Tokyo, who has dealt with South Indian history, has as of late mentioned the sharp objective fact that 'overall there is decay in the nature of authentic investigations in the colleges in India. The investigation of antiquated history will pass on in this country. On the off chance that this occurs, history will be constructed uniquely based on thoughts and hypothesis, and not on considerable work dependent on authentic sources.' He further says that 'except if the information on epigraphy grows, no old or middle age history of this nation can be examined. Sadly, there has not been any consolation for epigraphists in the colleges of India and the epigraphy part of the Archaeological Survey of India has gotten a focal point of babus and government servants'[2]. On the justification the sorry situation in the control

H.D. Sankalia has some time in the past commented that "there are not many researchers who can peruse the antiquated Brāhmī script - Possibly epigraphy is a troublesome subject thus individuals are not intrigued by it"3. Disregarding the disturbing careless condition the order has fallen in, a few researchers are contributing their individual undertakings to keep it still alive and dynamic. This paper endeavors to archive the significant epigraphs from U.P. distributed throughout the last a quarter century, with our remarks any place required. There are a lot more engravings found yet anticipating decipherment and altering from U.P. which is viewed as rich in legend material when contrasted with different conditions of the country

MATERIAL AND METHODS

A few engravings from U.P., found and distributed throughout the period under audit, supply significant data about rulers who are not known from different sources. The Chandikādevī stone signature41 from Dhātā (Fatehpur region) is one such record. This fragmentary engraving of 14 lines, appointed to the end long stretches of the eighth and starting long stretches of the 10th century palaeographic ally, illuminates about ruler Vishnuśakti of the group of lord Hastirāja. It is notable that North India was allocated frivolous rulers throughout the period between the demise of lord Harshavardhana and the ascent of the Gurjara-Pratīhāras. The Gwalior praśasti of Bhojadeva I alludes that the Gurjara-Pratīhāra lord Nāgabhata II caught the fortresses of Ānartta, Mālava, Kirāta, Turushka, Vatsa and Matsya countries42. This he did in the wake of building up himself at Kanauj which he had vanquished from Chakrāyudha, a vassal of the Pālas, at some point before 815 C.E. It shows up from the Dhātā engraving that he grabbed the Vatsa country from ruler Vishnuśakti Dhātā being 20 km west of Kauśāmbī, the capital of the Vatsa country.

CONCLUSION

We will close our conversation with the notice of the as of late found eighteenth Minor Rock Edict of lord Aśoka from Ratanpurwā in Bihar, close to Ghurhūpur town of the Chandauli distrct of U.P. K.K. Thaplyal's learned monograph entitled A New Aśokan Signature from Ratanpurwā has been distributed by the Jñāna Pravāha, Varanasi, in 2008. The debate identified with its revelation, validity and area has been effectively settled by T.P. Varma in his paper named "Disclosure of the Ratanpurwā Minor Rock decree of Aśoka" in the Itihās Darpan, 14 (I),

2009, pp.62-68. Another vital engraving is the fragmentary Kālañjara stone signature53 of the Bundela boss Pratāparudradeva of Samvat 1543/1486 C.E.

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APPLICATION OF COMBINED METHODS OF TREATMENT OF PATIENTS WITH DIABETIC GANGRA OF THE LOWER LIMBS

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ABSTRACT: The study included 156 patients, all patients had purulent-necrotic lesions of the feet, developing against the background of ischemia in diabetic foot syndrome. All patients in the department, depending on the segment of the lesion of the arteries of the lower extremities, underwent planned balloon angioplasty and, according to indications, stenting of the affected segment. Long-term intra-arterial therapy, most often, was carried out after complicated revascularizing surgical interventions.

The results showed that intra-arterial administration of drugs after endovascular balloon angioplasty (or after stenting) is an effective way to relieve critical ischemia of the lower extremities against the background of diabetic foot syndrome.

KEYWORDS: Diabetes mellitus, diabetic foot, long-term intra-arterial therapy, purulent wound, balloon angioplasty.

INTRODUCTION

In recent years, in connection with the progress that has been achieved in performing revascularizing operations in patients with purulent-necrotic lesions of the foot, the frequency of limb preservation has significantly increased. In the group of patients with successfully performed revascularization, it ranges from 8.5 to 21.2% [1; 2; 7; 8]. In cases where revascularizing surgery is not possible, the number of amputations in gangrene of the lower extremities over a

five-year follow-up period exceeds 50% [3; 4]. Revascularization alone cannot solve this problem; adequate correction of local treatment and systemic antibiotic therapy is required in order not to increase the number of limb amputations [5; 6].

Aim. To improve the results of treatment of patients with diabetic gangrene of the lower extremities.

MATERIALS AND METHODS

The study includes 156 patients who were operated on at the Republican Center for Purulent Surgery and Surgical Complications of Diabetes in 2015-2020. All patients had purulent-necrotic lesions of the feet, developing against the background of ischemia in diabetic foot syndrome. All patients in the department, depending on the segment of the lesion of the arteries of the lower extremities, underwent planned balloon angioplasty and, according to indications, stenting of the affected segment. Long-term intra-arterial therapy, most often, was carried out after complicated revascularizing surgical interventions. At the beginning of our experience, balloon angioplasty and stenting of the arteries of the lower extremities were observed intraoperatively and in the postoperative period (extravasation, dissection, hematoma, and distal thrombosis). 36 (23%) patients out of 156 underwent long-term intra-arterial catheter therapy (LICT). In order to create the maximum concentration of drugs in the lesion focus, an intra-arterial catheter was installed under X-ray angiographic control with the distal end being brought to the mouth of the femoral artery on the affected side. Intra-arterial administration of medicinal substances was carried out by connecting to the "tall bottle" system with constant introduction of basic solutions. Antibiotic therapy, including III-IV generation cephalosporins, aminoglycosides and metronidazole, which was empirical. Patients received anticoagulant (heparin, clexane, streptokinase) and antiplatelet (clopidogrel) therapy depending on the time of blood coagulation and local status. At the same time, the daily volume of fluid in the artery did not exceed 1200 ml, and the composition of the infusate was mainly antispasmodics, anticoagulants and prostaglandins (vazaprostan). It should be noted that femoral artery catheterization for LICT on the affected side in all patients was performed on the next day or on the 2nd day after balloon angioplasty with or without stenting. The duration of LICT was on average 5 days, it depended on the patient's condition and limb.

RESULTS

During LICT, the patients were under observation and received antibacterial (cephalosporins, aminoglycosides), antioxidant (actovegin, vazaprostan), anticoagulant (heparin, clexane) and antiplatelet (clopidogrel) therapy. In the dynamics of observation and implementation of a complex of therapeutic measures in these patients, it was possible to reduce the percentage of progression of ischemic phenomena in the extremities. Surgical interventions in patients who received LICT were performed the next 2-3 days after balloon angioplasty (stenting in 13 (36.1%) cases) of the arteries of the lower extremities.

DISCUSSION

Revascularizing surgical interventions on vessels in the setting of diabetes mellitus pose a high risk of limb loss, especially when signs of ischemia or trophic disorders appear. Endovascular intervention is possible, it is preferred due to its low invasiveness, but it is always impossible to expect good results. It should be noted that in most cases (88.3%) we managed to prevent the progression of limb ischemia and, thus, preserve the musculoskeletal function of the limb. This, in turn, shows the high efficiency of DVACT after X-ray endovascular interventions in patients with purulent-necrotic complications against the background of diabetes mellitus when performed with the correct developed technique.

CONCLUSIONS

Intra-arterial administration of drugs after endovascular balloon angioplasty (or after stenting) is an effective way to relieve critical lower limb ischemia against the background of diabetic foot syndrome. This, in turn, allows the practical surgeon to reduce the number of complications associated with revascularization of the arteries of the lower extremities in the postoperative period.

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A BRIEF HISTORY OF JADIDISM AND THE "YOUNG KHIVA" MOVEMENT

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ABSTRACT: This article demonstrates at the research level that Jadidism and the "Young Khiva" movement are inextricably linked and have almost the same goals. There is no comprehensive scientific work on the history of Jadidism and Young Khiva. We have described the similarity of the two movements, the Jadidism and the Young Khiva movement, and the similarity of their goals. Some historians claim that Jadidism and Young Khiva did not have a clear program, which is incorrect. It's about proving that these views are wrong. The novelty is that the Jadidism and Young Khiva movement can be called a democratic movement. On the basis of available sources, on the basis of the works of our President, it consists of coverage from a modern point of view.

KEYWORDS: Socio-political, Jadid Method, Stuttgart, Munich, Sorbonne, cultural backwardness.

INTRODUCTION

The emergence of the Jadid movement and its socio-political significance, Jadidism has gone through a complex path of development, from the Enlightenment to a powerful political movement. In particular, the socio-political life of Turkestan in the late XIX and early XX centuries, the colonial policy of the Tsarist empire the difficult economic situation of the people, economic backwardness of developed countries, cultural backwardness, social stagnation - using the experience of world development, urged to quickly find ways out of this situation.

Jadidism originated in Turkestan in the late 19th century. It is a social movement that was formed in the early twentieth century and rose to its peak in a short period of time. It covered all aspects of social life. It is no exaggeration to say that no political or cultural event that took place during this period has escaped its attention and influence.

Jadidism, like the strong winds of early spring, exposed the ideas to the lowest levels of medieval life. Momaguldirak announced that the issue of life and death of the Nation and the Motherland was on the agenda. Lightning flashed, illuminating the wounds in his chest. Thanks to him, the motherland gave life to education, press and theater in the heart of Turkestan. At the heart of these ideas was the national awakening, the struggle for national independence.

THE MAIN FINDINGS AND RESULTS

President Islam Karimov defines the national idea as follows; "The national idea is deeply rooted in the hearts of every person and all the people living in this country, which has been passed down from ancestors to generations, and has become a spiritual need and a requirement of life," he said. If we imagine the best aspirations and hopes of any nation, I think we will express the essence of such a broad concept".

The word "Jadid" means "new method" in Arabic. The Jadid movement in Turkestan at the end of the 19th century was not limited to the transition to a new style of teaching based on the dry cultural and enlightenment movement, ie the difficult teaching system of the old schools the teaching of Islamic legal relations to the nation, and the problems of national enlightenment, development, and national independence. The movement was largely influenced by the various movements that flourished in the Middle East and the Union and Development and Young Turks movements in Turkey.

The history of the Jadid movement and the Jadids can be divided into two periods: 1) from the 90s of the XIX century - until February 1917; 2) From February 1917 to 1929. In the first period, the Jadid movement was divided into three stages: 1) The emergence of Jadidism and the formation of a regular organized movement (90s of the XIX century - 1905) 2) The relatively rapid and unrestricted development of the Jadid movement (1905-190 years). 3) The development of Jadidism at a time when tsarism intensified the struggle for freedom, democracy and revolutionary movements (1909-1916). The second period is also divided into three stages depending on the course of events: 1) February-October 1917; 2) November 1917 1924. 3) 1925-1929.

It is necessary to mention that the emergence of the Jadid movement is associated with the name of Ismailbek Gaspirinsky. Indeed, the contribution of Ismailbek Gaspirinsky (1852-

1914) in this social and spiritual movement in the Muslim world of Russia is invaluable. He founded the "Jadid Method," a new phenomenon in the lives of Russian Muslims. He started the Turkish-language press with the publication of the Tarjimon newspaper. The popularity of the Usuli Jadid soon spread to the Muslim lands of Russia: Turkestan, Khiva and Bukhara. Ismailbey visited several central Russian cities, including Istanbul and Vienna. He studied in Stuttgart, Munich, and at the Sorbonne in France. Undoubtedly, Europe, which was far ahead not only of the Muslim East but even of Russia in terms of development, had a positive effect on Ismailbey's worldview.

Ismailbey's main ideas were reflected in his 1881 book, "Muslims of Russia". Their essence is as follows:

- Recognize that the Russian administration is deliberately keeping Muslims away from development, education, and violating the language, religion, and way of life of Muslims;
  - That the life of Muslims can be changed not by Russian, but only by science, which is easy to understand, most effective and understandable, and that the Muslim education system is outdated emphasis added;
- to create opportunities for Muslims to study Russia, its life and laws, to renew their narrow worldviews, to have life-giving knowledge;
- To emphasize that in order to ensure the current equality of the Turkic peoples who want to live in Russia, it is necessary to preserve their way of life, traditions, spiritual and moral values, otherwise it may lose its identity;
- To understand that in order to achieve development, culture and justice, there is no need to disrupt the world order, the socialist revolution, otherwise there will be great difficulties.

According to Ismailbek, three things are needed to rectify the situation: 1. National opinion. 2. National language. 3. National education. National thought is first and foremost the idea of national unity. Language is the only literary language issue. National education is the establishment of education in the mother tongue. Thought and Language are nurtured by the press. The delivery of the press is education. So, the work should start in education. Both Tarjimon and Usuli Jadid were born for this purpose.

CONCLUSION

"Jadidism" is an Arabic word meaning new. Jadidism as a bourgeois-liberal, nationalist movement emerged among the Tatar bourgeoisie in the 1980s. In the early twentieth century, Ismail Gaspirali, the great reformer of Muslim schools in Russia, founded Jadidism. He opened a school in Bogchasarai (Crimea) based on the light reading method compared to the complex teaching system of the old schools, where he taught, wrote textbooks, and exposed the colonial policy of tsarism in the east Munavvar Qori Abdurashidkhanov, Tavallo, Abdulla Avloni, Abdurauf Fitrat, Sadriddin Aini, Abdulhamid Cholpon and others.

The policy of Russification of new methodological schools opened in Turkestan, Bukhara and Khiva khanates, so the tsarist authorities began to fight against this movement.

The Jadids were not only enlightened in Turkestan who supported the advanced methods that emerged in the late nineteenth century, but also aimed at the widespread dissemination of Turkish and Islamic legal heritage within the nation.

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INFORMATION AND COMMUNICATION TECHNOLOGIES IN ENGLISH LESSONS

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ABSTRACT: This article describes the creation of an e-learning package for English lessons and its introduction in the educational process. English lessons cover the transfer of multimedia products.

KEYWORDS: "Paper" version (content), scope, certain educators, methodological features, telecommunications.

INTRODUCTION

The concept of information retrieval systems is directly related to the expansion of more modern and widespread telecommunications systems and portals, and the concept of practical multimedia encyclopedia consists of a set of educational information modules in accordance with the management system. An applied multimedia encyclopedia is one of the most common forms of educational multimedia resources. An applied multimedia encyclopedia can be relevant to one field of science as well as to another group of sciences. In this case, the science module may be dedicated to a specific topic or concept. For example, a module may consist of material that corresponds to only one paragraph of a traditional textbook, or a definition of a concept used in the teaching of a number of subjects at the same time. The modern variable system of education requires multimedia encyclopedias for each topic or concept, which allows to adapt to different conditions of education. The modules are targeted at different teachers or groups of students and differ in their methodological features, detail of the material, style of presentation in different case studies, and so on. Improvements in encyclopedias are based on the development of modules, the addition of new ones, the correction or deletion of obsolete material, and the development of management systems. In the practice of encyclopedic scope,

certain educators use such extensions locally on their personal computers and can be directly included in encyclopedia publications using telecommunications.

THE MAIN FINDINGS AND RESULTS

The system of requirements for multimedia resources in education facilitates the hard work of teachers in checking individual control tasks. This is very relevant in the context of mass training in accordance with the requirements of state educational standards. Repeated review of knowledge, including self-monitoring, is an incentive to master the material. E-simulators are designed to process practical knowledge and skills. Such multimedia resources can be used in the learning process to perform complex tasks in a variety of awkward situations. In addition, e-simulators are used to develop skills and competencies in a variety of tasks. In this case, the theory provides information on various independent exercises, control and self-control. Mathematical and simulation modeling multimedia tools can also be viewed as educational multimedia resources, which provide additional information to the student and teacher in exchange for expanding the scope of theoretical and practical research. In some cases, research objects are modeled using such resources. There is a growing demand for such multimedia resources for the education system, which saves time and money on expensive laboratory equipment and prevents potential risks during the experiment. Modeled multimedia can be used as an object-oriented software environment that provides the ability to model objects for a specific audience. Automated learning systems provide relatively compact educational multimedia resources. Such multimedia resources provide access to theoretical material, practice and control of knowledge. Along with e-multimedia textbooks, multimedia encyclopedias are the main educational multimedia resources. E-textbooks should be based on a high level of science and methodology and meet the standards of science education. In addition, multimedia textbooks must ensure the continuity and completeness of the didactic cycle of the learning process in the context of interactive feedback. The practice of using an electronic copy of the textbook instead of the traditional "paper" textbook in the educational process not only increases the effectiveness of education, but sometimes also shows the advantages of a simple paper textbook. Therefore, such a textbook version of the "paper" version (content) of the textbook, which is promoted as one of the main requirements for multimedia textbooks in accordance with the requirements of the educational process and the requirements of the educational process, may impair the didactic features of multimedia textbooks [5, 47]. With the

introduction of multimedia resources in the educational process in higher education institutions, there is a growing demand for quality documentation related to the work of multimedia resources. There are requirements for the accuracy of multimedia resources, the completeness and completeness of the guidelines, and the documentation of the instructions for use. Creation and use of multimedia resources In order to provide an opportunity for developers, customers, educators and students to master and improve the interface, as well as the function of multimedia resources, the information of multimedia resources is convenient, parts can be reused.

CONCLUSION

Computer simulation models allow data to be consciously matched. This makes it possible to present knowledge in various forms using modern computers. One of these methods is based on the method of presenting teaching materials based on a computer simulation model. Theoretical and practical research on the creation and implementation of virtual resources based on information and communication technologies in the specialty "English" led to the following conclusions.

1. It was argued that the study of theoretical, scientific-methodological and pedagogical bases of creating virtual resources in foreign languages is an urgent problem. The programs studied in the creation of the virtual database have been fully studied and learned about the program Adob Flash.
2. The methodological aspects of the creation of virtual resources created from the subject of English have been studied and substantiated.
3. A virtual resource was created on the basis of computer simulation models for subjects taught in English. In the process of creating virtual resources, it was carried out in cooperation with students of other universities.
4. Methods of using the created virtual resources in the educational process in higher education institutions are developed.
5. Macromedia Flash, Adob Flash, Adob CS5, HTML and other software tools of information and communication technologies were used in the creation of virtual resources.
6. How to work with HTML and Macromedia Flash software.

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THE INFLUENCE OF ISLAM ON SPIRITUAL LIFE OF CENTRAL ASIA

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ABSTRACT: This article discribes the impact of Islam on the socio-political and spiritual life of Central Asia in the X-XIII centuries and discusses Islamic civilization. At the end of the 10th century, very significant events took place in the life of Transoxiana. After the fall of the Samanid state, the Kara-khanids took control of the region (ruling 999-1211). The Kara-khanids ruled the union of Turkic tribes who converted to Islam. The gradual penetration of the Turkic peoples of the region into urban agricultural areas and their settlement began long before the Arab conquests.

INTRODUCTION

According to the Turkish researcher Kavakchi, during this period there were about 300 lawyers, more than 150 legal works, 20 fatwas (collections of fatwas) were written, 98% of which belonged to the Hanafi sect.

After the campaign of Malikshah (r. 1072–1092) to Transoxiana in 1089, the Kara-khanids recognized themselves as subjects of the Seljuks (d. 1038–1194). The interference of the Seljuks in the internal affairs of Transoxiana led to a further escalation of the conflict between the Hanafis and the Shafi'is in this region. In the struggle against the Shafi'is, the Hanafis revived the teachings of Moturidiyya through the efforts of Abu al-Yuusr Pazdavi, Abu al-Mu'in al-Nasafi, and Alouddin Samarkandi. As a result of the work of Abu Zayd Dabusi, Shamsu-l-Aimma Sarakhsi, Fakhru-l-Islam Pazdavi in the field of Usul al-fiqh (rules of Islamic law), the Hanafis acquired works based on consistent doctrines and principles that meet the strict requirements of tradition. In the field of Furu 'al-fiqh (areas of Islamic law), sectarian norms have also been regulated on the basis of Shari'ah evidence. In this area, Burhān al-Dīn al-Marghīnānī's work "Hidoya" was recognized throughout the Islamic world as an incomparable monument of

jurisprudence. Sources also report a sharp relationship between the Hanafis and the Shafi'is during this period. The Hanafis of Transoxiana tried to prove the superiority of their sect over the Shafi'is in the eyes of the people with various arguments: It is narrated that Abu Hanifa lived before Imam Shafi'i, so he studied with the Companions and the followers, that the number of teachers was more than 400, and that the number of teachers of Imam Shafi'i was less than 80, and that there were students of Abu Hanifa among them. Also, the Hanafi scholar Shamsu-l-aimma Sarakhsi proved that he knew the text 10 times more than Imam Shafi'i. "Ahl al-Hadith" and the activities of the Shafi'is among them are observed in large cities and villages, including Bukhara region, Shosh, Isfijob, Taraz, Usbanikat, Farob and Khiva. In Shash, the teachings of Shafi'i were spread by Abu Bakr Muhammad ibn Ali Qaffal Shashi (d. 976-77). Abbadi's biographical collection includes the biographies of five faqihs of Shashlik. No biography of any Hanafi jurist in this region is mentioned for the Qarakhanid period.

THE MAIN FINDINGS AND RESULTS

During the reign of Sultan Sanjar (reigned 1097-1157), a policy of supporting one group of local Hanafi jurists against another was pursued. Sultan Sanjar exiled Ibrahim ibn Ismail Saffar (d. 1139), the leader of the Saffarid dynasty, to Marv. He supported the Sadr dynasty in Bukhara. He appointed Abdulaziz ibn Umar ibn Moza, the founder of the Sadr dynasty, and his student Abdulaziz ibn' Uthman Fazli al-Nasafi (d. 1138) as judges of the family of the Sa'idi Hanafi jurists from Nishapur in Bukhara.

The period of Kara-khanid rule in Transoxiana was characterized by the weakening of the central government and the increasing influence of the urban population on the life of society. The ideologues of the various groups and strata of the city - the dynasties of Islamic scholars - have been in a position of compromise in the face of drastic changes in foreign policy, constantly strengthening their social status. Their influence on governors and the population increased.

Biographies of 134 Transoxiana Islamic scholars were given for the period from the beginning of the Kara-khanid rule to the Mongol invasion. This shows the level of the scientific environment in Transoxiana at that time.

Most Islamic scholars were gathered in Bukhara and Samarkand. However, it should be noted that their ranks were filled at the expense of new forces from different regions. This, in turn, indicates a high level of religious and scientific life in the small towns of Transoxiana. Such cities include Margilan, Kasan, Ustrushana, Isfijob, Akhsikat, Uzgen, Rishtan, Osh and others.

In the next VI / XII centuries the traditions of different schools of Bukhara and Samarkand began to merge.

Analyzing the social composition of Islamic scholars, it should be noted that most of them came from the middle classes of the city. They worked in various aspects of city life. For example, Shamsu-l-aimma Halvai's father traded in sweets. The ancestors of the Sapphires were engaged in coppersmithing. At the same time, Islamic scholars performed the duties of a mosque imam, muezzin, or mudarris. At first, they performed these duties unfairly. In time, the people of the place where Islamic scholars began to work began to raise money for them. Abdullah ibn Fazl al-Hayzahazi, who lived and worked in the tenth century, states that most imams, muezzins and teachers are paid for their work. Later, the practice of Islamic sciences became a profession, as evidenced by the emergence of an entire dynasty of leading Islamic scholars.

The personal reputation of Islamic scholars served as the main criterion in choosing a teacher. Those who wanted to read appeared around him. The disciples of one teacher sometimes numbered 40. They practiced in a mosque or in a teacher's house. For example, Ahmad ibn Abdullah Khaizakhazi was the imam of the Bukhara mosque where he taught. Shamsu-l-aimma Halvai had a custom of leaving Bukhara for the countryside. His students also went with their teachers and took lessons there. The Bukhara Mosque played an important role in the intellectual life of the region. A common type of teaching was the method of "writing" the text with the teacher's comments. In these later texts, the ability to memorize texts passed on to others was highly regarded. For example, a person entering the science of jurisprudence is advised to memorize one of the texts (first of all, the works of the Iraqi scholar Muhammad Shaybani "Mabsut" or "Jome 'as-Saghir"), and then study the rest.

CONCLUSION

In short, the spread of Islam and civilization in Central Asia is primarily a political event associated with the Arab conquests. The continuity and stability of the rule of the Arab Caliphate made it necessary for the culture of this country to adapt to the realities of Islamic civilization. The convergence of all-Islamic elements and aspects of national culture, values, new meanings and forms has led to the transformation of Islam into the dominant religion in the region, the "own religion" and national values of the population, and its stabilization. The process of adaptation of Islam to new conditions, the acquisition of new forms of national culture began to take place in various spheres of human and social life in the field of language, art, education, religion, morality, everyday life and others.

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ISLAMIC CIVILIZATION OF CENTRAL ASIA IN THE X-XIII CENTURIES

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ABSTRACT: In the IX-XIII centuries, Islamic scholars studied deeply and in detail various aspects of the social life of Transoxiana. Their works reflect various aspects of the political, economic and cultural life of the country. Reflecting the realities of Transoxiana in the XI-XIII centuries, these works are one of the many works written by Transoxiana authors on the "Islamic written heritage". Many of these works were very widespread and were used as a practical guide in Transoxiana itself and beyond.

KEYWORDS: Transoxiana, Mongol, Khorezmshah-Anushtegin dynasty, Muhammad Hafsi.

INTRODUCTION

Due to its geographical location, Khorezm has almost always been relatively independent economically, politically and culturally. In the IX-X centuries, the Khorezmians became the representatives of the main groups of traders in Khorasan as a result of trade with the nomads of the Aral Sea. Khorezmians could be seen everywhere. At that time, it was very rare to find a teacher who was not a student of Khorezm in jurisprudence, humanities and Qur'anic sciences. Among the Hanafi scholars of Baghdad during this period were Dawud ibn Rashid Khorezmi (d. 853-54), Abu Bakr Muhammad ibn Musa Khorezmi (d. 1012-13) and his son Mas'ud ibn Muhammad Khorezmi (d. 1031-32), who came from Khorezm. y.) gained fame.

From the 11th century onwards, most of the Khorezm scholars, whose main population was the Hanafis, went to study in Transoxiana. In Bukhara, the faqihs Muhammad ibn Ahmad Khorezmi Baraqi (11th century), Muhammad ibn Abi Bakr Vabari (11th century), Yusuf ibn Ahmad Khasi Khorezmi (12th century) became famous in the field of science.

With the rise of the Khorezmshah-Anushtegin dynasty (ruled 1097-1231), Khorezm became the spiritual center of the Muslim Eastern world. Educated people of that time visited this place

in different ways. For example, when Atsiz (ruled 1127-1156) captured Marv in 1141, Abu al-Fazl Abdurrahman ibn Muhammad Kirmani (d. 1148-49) and Qazi Husayn ibn Muhammad Arsobandi were sent to Khorezm, along with other Merv Hanafi scholars. XII century). At this time in Khorezm, the teachings of Mu'tazilism, brought by Abu Muzar Mahmud Dabbiy Khorezmi (d. 1113) from Isfahan, began to spread. The majority of the main population of Khorezm was Hanafi. Only the inhabitants of Khiva were Shafi'i. However, the Shafi'is were under the protection of the government in Khorezm.

THE MAIN FINDINGS AND RESULTS

In the XII century in Khorezm the local philological-theological school was created. Its founder was the famous philologist and theologian Abu-l-Qasim Mahmud Zamakhshari. In theology, the representatives of this Hanafi school were Mu'tazilites. In the late twelfth and early thirteenth centuries, the Mu'tazilites in Khorezm were so powerful that it was difficult to stay here without reconciling with them. Zamakhshari and his companions Muhammad ibn Abi-l-Qasim Baqqali (d. 1180-81), Ali ibn Abdullah Imrani (twelfth century), Nasir ibn Abdusayid Mutarrizi (d. 1219-20), Sadid ibn Muhammad Khayati (d. XII century), Yusuf ibn Abi Bakr Sakkoki (d. 1229) created a number of works on philology, which have a reputation among the scholars of the entire Islamic world. Representatives of this school, at the same time, were also engaged in the teachings of Islam. The influence of Transoxiana was naturally felt in the development of Islamic knowledge in Khorezm. For example, Mutarrizi's teacher "The best teacher of Khorezm" Muwaffaq ibn Ahmad Makki (d. 1172-73) studied the secrets of Islamic law in the hands of Abu Hafs Nasafi. Muhammad ibn Abdulkarim Turkestani Khorezmi (XII century) Muhammad ibn Hasan Dihkan Qasani (d. 1180-81), Fakhriddin Badi ibn Abi Mansur (XII century), Najmu-l-aimma Bukhari (XII century), Sakkoki - Alouddin Mahmud ibn Ubaydullah Marvazi (d. 1209-10) narrated the traditions of Najmu-l-aimma Halimi (XII century), a student of Fakhriddin Qazikhan and Sadr Shahid - Ruknuddin Voljani (XIII century).

Unfortunately, many Khorezmian scribes died during the Mongol invasion. For example, Qasim ibn Hasan Khorezmi, a student of Mutarrizi, was killed by the Mongols in 1220-21 during the capture of Jurjaniyya. Zahidi called his teachers Badi ibn Abi Mansur and Yusuf ibn Muhammad Hafsi "teachers of the martyrs" and it is clear that many scholars died in the line of duty in defense of the homeland. Later, life in Khorezm to some extent took its course and

scientific schools continued their traditions. Muhammad ibn Mahmud Khorezmi (d. 1257), a student of Tahir ibn Muhammad Hafsi, worked as a judge and preacher during the Mongol period.

By the time of the Mongols in the thirteenth century, the destruction of towns and villages, the capture of many people, and the Mongol invasion of looting and violence were a terrible disaster for the people of Transoxiana. The destruction of the main cities of Transoxiana had tragic consequences: Bukhara was completely destroyed, its population was dispersed; Jurjaniyya was flooded, its inhabitants exterminated; In Samarkand, only a quarter of the former population remains.

As early as 1220, the Mongols considered Transoxiana under their control and took measures to restore peace in it. In governing Transoxiana, the Mongols, with the help of Chinese, Uyghur, and Muslim advisers who had entered their service, introduced their own state and military organizations and regimes. In this system, the idea of Islam and Muslim law was placed against the traditions of the Mongol state and nation. Islam ceased to be the state religion and became a private affair of the Muslim community. Thus, there was a situation of non-application of the norms established by Muslim law, especially in its spheres of secular life.

It is known that before the Mongol invasion, madrassas in the Transoxiana region were located mainly in the ancient cities of Samarkand, Bukhara, Khiva and Merv. At that time, there were 250 mosques and 40 madrasas in Samarkand, and 400 mosques and 30 madrasas in Bukhara. The management of madrassas, the educational process, and economic affairs were supervised by sheikhs of Islam and judges. Each madrasa has a separate trustee who manages the farm. He distributed the income from the waqf lands, tithes, alms and donations for the needs of the madrasah. The Mongols invaded Transoxiana in the spring, destroying crops and orchards with hundreds of thousands of soldiers and horses. Nothing was left of the people, most mosques and madrasas were burnt down, scientific activity in the existing mosques and madrasas was stopped because the students of science lived on the funds of the foundation and many scholars left the country and went to other Eastern countries.

The Mongols were well aware that it was not always possible to hold the conquered people of Transoxiana by force. During this period, the majority of the population in

Transoxiana adhered to the tenets of Islam and were firm in the Muslim faith. The Mongols did not want to provoke more wars between the people and the Genghis Khans by establishing a new religion here, or incorporating it into their religion. The Mongols demanded that the Muslim clergy of the time promote full obedience to the Mongol rule among the people.

The Muslim scholars had two options, the first was to stand up to the people against the invaders and fight the enemy, and the second was to settle certain disputes between the people and the Mongols peacefully by fulfilling certain requirements of the Mongol government. If the scribes chose the first path, it would lead to the extinction of the people. The scribes acted wisely in this regard, maintaining their own way of life and faith, and achieved a certain freedom of submission to the Mongols and the people. The Mongols appealed to the scribes with the intention of writing the necessary practical works, giving freedom to the scribes in order to prevent disputes and disagreements, and to gain the trust of the people.

CONCLUSION

One aspect of this relationship is important both theoretically and practically. The role of scientists has always been and remains enormous in ensuring the continuity of theoretical Islamic rules and relationships between representatives of popular religion. In Transoxiana, the homeland of Islam, a cultural center far from the Arabs, the role of scribes was even greater than in other regions, given its nature, civilization, language, culture and customs of different peoples, tribes and nations.

Therefore, in the study of the history and characteristics of Islam in Central Asia, an important role is played by the formation and development of groups of scientists, schools, works, activities, teachings of great representatives, the relationship between them, the process of transformation of their teachings.

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PEDAGOGICAL CONDITIONS IN THE FORMATION OF MUSICAL LITERACY IN PRIMARY SCHOOL STUDENTS

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ABSTRACT: The article reflects the experience of solving the issue of developing and implementing efficient pedagogical means into primary education practice. The goal of the study is the academic justification of the process of methodological competence formation in student musicians within a practice-oriented school environment. The study has shown that certain pedagogical conditions are an efficient means of developing the future music teacher's methodological competence in the practice-oriented school environment according to state requirements for such a specialist's level of education.

KEYWORDS: Music education, music pedagogy, music teacher, competence.

INTRODUCTION

In recent decades, the changes in the Uzbekistan social and economic live have caused a fundamental review of the goals of education and the modernization of the entire system. In Uzbekistan, specialist training in the field of music education was based on the deep-rooted traditions of music pedagogy. The content of professional training was determined by the personal and activity approach which was manifested in the significant amount of personal lessons with the pedagogue (in piano, singing and conducting), balanced combination of group classes (lectures, seminars, practical lessons) on social and humanities-related, psychological and pedagogical, musical theoretical, musical performing subjects, pedagogical practice and the student musician's independent work. The results of music teachers' training and their level of professional competence fit the times, and music teachers' professional training was difficult and cost-intensive.

MAIN PART

The change in socio cultural priorities and education paradigms, the implementation of the system of educational and professional standards, scientific and technological advancements, optimization of music pedagogical education costs and other changes resulted in the need to modernize the training system in the higher education of future music teachers.

Today, Uzbekistan professional education is in difficult conditions of a prolonged "reset" of the process of training music pedagogues, in which traditional approaches are replaced by innovative ones while the efficiency of the latter is not always convincing. As a result of transformations, only in the last decade, there was a steady decline in the professional level of graduates with the exception of student musicians who have a sufficient level of self-education culture that allows for personal and professional growth (it is worth noting that there are only a few such specialists). The pedagogical community has faced a difficult task of reducing the imbalance between the real level of university graduates' professional competence and soon achieving the set social and professional requirements for a music teacher in the current conditions.

Modernization processes in modern primary education have affected only the "external" visible side of the restructuring of the school educational environment, namely, the redistribution of the academic load from classroom-based to extracurricular in the form of students' independent work and a significant reduction in hours devoted to performing and methodological training of a future music teacher.

At the same time, the essence of modernization, namely, updating the educational environment of the school by introducing practice-oriented and training-based forms of education, using efficient methods and modern educational technologies, creating a professionally-oriented educational environment, – turned out to be almost "not developed" or represented by individual cases of pedagogical initiative in primary musical pedagogical education.

RESULTS AND DISCUSSION

1. The role of methodological competence in the future music teacher's professional training.

By the object of labor, objective and means of professional activity, musical pedagogical activity is based on the possession of closely integrated pedagogical, musical performing, instructional, organizational, educational, research and methodological competences. It is worth noting that among the whole list methodological competence is key in professional competence since by possessing it, a music teacher can be successful in all other areas of professional activity.

Methodical competency is the integrated characteristic, set of certain specific characteristics that are shown in the implementation of competences (Loginova et al.: 2018). After content analysis, the scholars L. Mata and C. Dumitru (2010) provide the categories and subcategories of methodological competences: formulation of operational objectives, selection of contents, development of teaching strategies, assessment design strategy, design teaching.

The structure of the future music teacher's methodological competence is represented by cognitive procedural components. The cognitive component is fundamental; it consists of academic-theoretical foundations of the music education content, methods of teaching music subjects and musical and creative personal development, basics of developmental and personality psychology, the main needs and demands of society. The procedural component is modifiable; it is represented by a set of the following positions: methodological (technological) thinking, scientific thinking, assessment and analytical skills (identification, contrasting and comparison of parameters), skills of control and self-regulation of professional

CONCLUSIONS

The study made it possible to make several theoretical conclusions:

1. The current state of Uzbekistan primary education was characterized in the context of training music teachers.
2. The role of methodological competence in future music teachers' professional training was identified.
3. The structure of the music teacher's methodological competence as part of the cognitive and procedural components and their content was proposed.
4. The functions of the music teacher's methodological competence were presented.

5. The potential of conducting- and choir-related subjects from the position of an efficient practice-oriented educational content in the aspect of developing the future music teacher's methodological competence was justified.

6. The pedagogical conditions of the formation of the future music teacher's methodological competence were defined and scientifically justified.

The experimental study aimed at verifying the efficiency of pedagogical conditions identified the importance of creating certain pedagogical conditions that ensure the development of the future music teacher's methodological competence according to federal state requirements for such a specialist's level of education.

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