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THE IMPORTANCE OF ALEXANDER FEINBERG'S WORKS IN UZBEK LITERATURE

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Annotation: This article provides detailed information about Alexander Feinberg, who, despite being a Russian-speaker, was able to find a place in the heart of the Uzbek nation. Covering many aspects of Feinberg's literary heritage, highlighting its importance at the same time, it is intended to inculcate the main ideas of the poet's work to the readers. His writings come to the hands of Uzbek readers, he translated rare examples of Uzbek literature into Russian, that is, his translation skills are also interpreted. Feinberg's works are promoted among young artists in order to spread it more widely.

Keywords: "Chig'ir" poetic collection, unique heritage, national poet, nationality, humanity, translation activity.

One of the brightest stars in the sky of Uzbek poets is Alexander Feinberg Arkadevich. A skilled poet and translator who left an indelible mark on literature lovers, a favorite writer who has a place in the hearts of Uzbek and Russian book lovers, was born on November 2, 1939 in Tashkent. His father was Arkady Lvovich, his mother was Anastasia Alexandrovna. The poet was born after his parents moved from Novosibirsk. His childhood was spent on the former Zhukovsky street. After that, he lived and created his works in Tashkent all his life. After completing seven years of school like ordinary children, Feinberg entered the Tashkent topographical college. After graduating from the topographical college, he went to Tajikistan for military service. Having completed his military service, he graduated from Tashkent University (now Tashkent State National University) from the journalism department of the faculty of philology and worked for a large number of students. For several years, he led the seminars of young writers in Tashkent. He worked as a consultant in the Writers' Union of Uzbekistan, and was also one of its active members. In 1961, Inna Glebovna Koval and Alexander Arkadevich Feinberg got married.

He entered Uzbek poetry in the second half of the last century. His poems and collections were read hand in hand, songs were sung based on his texts, and his works were translated into Uzbek. Feinberg is the author of more than 15 poetry collections, more than 20 cartoons and prose works. "Etude" (1967), "Sonia" (1969), "Poems" (1977), "Distant Bridges", "Response" (1982), "Short Wave" (1983), "Free Sonnets" (1990) are among them. Based on the poet's screenplays "My brother", "Caught in

Kandahar", "Criminals and acquittals" and other films were created at the "Uzbekfilm" film studio. His rare works were published in the press of foreign countries such as Canada and Israel and were loved by readers. In the epic "Rubai Tori", the Uzbek teahouse is skillfully depicted, which belongs to his series of comic works.

Alexander Feinberg is also skilled in the field of translation and has translated the works of many Uzbek poets for Russian readers. He skilfully translated the poems and epics of famous writers of Uzbek poetry, A.Navoi, E.Vakhidov, A.Oripov, O.Matjon into Russian. The collection of translations of works of Uzbek poets entitled "Aqqushlar gala" published in Tashkent and the poem "Rebellion of Spirits" by Erkin Vahidov published in Moscow are the double peaks of Feinberg's translation work. Most of Feinberg's artistic heritage was translated into Uzbek by Rustam Musurman. The writer's poems, which are unique masterpieces, were published in magazines such as "Youth", "Change", "New World", "New Volga". Feinberg travelled around the country as a geologist and fell in love with its beautiful and unique nature. It was during this period that his first book, "The bicycle lane" was published. As a real poet respects Uzbekistan as his motherland, his love, gratitude, humanity, and nationalism are clearly reflected in his heritage. Feinberg's contribution to the development of multinational Uzbek literature has been well-received by the government. The People's Poet of Uzbekistan Alexander Arkadevich Feinberg was awarded with the Pushkin Medal a year before his death, i.e. in 2008. It is a pity that the Uzbek Russian poet at heart died in Tashkent in 2009. A two-volume collection of works collected by the artist was published after his death. In order to perpetuate the memory of Feinberg in Uzbekistan, a statue of Feinberg was erected along with other classical writers in the Alley of Writers. A special scholarship named after Feinberg was established in order to promote literary creativity. The memory of Alexander Feinberg is always alive in the heart of the Uzbek nation, his incomparable contribution to the development of our literature, his unforgettable works are a real treasure for Uzbek readers.

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THE TERMS OF INTERNATIONAL AND NON-ALTERNATIVE INSURANCE

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Annotation. The article aims to elucidate the intricate terminologies within the realms of international and non-alternative insurance. It delves into the definitions, complexities, and significance of these terms, shedding light on their implications for individuals and businesses worldwide. Through a comprehensive exploration, it offers a deeper understanding of the nuances and differences between international and non-alternative insurance, emphasizing their role in mitigating risks on a global scale.

Keywords: international insurance, non-alternative insurance, risk mitigation, global coverage, policy terms, premiums, underwriting, coverage limits.

Introduction. In an interconnected world where risks transcend borders, the realms of international and non-alternative insurance play pivotal roles in mitigating uncertainties for individuals and businesses. Understanding the terminologies, intricacies, and distinctions between these forms of insurance is crucial in comprehending their significance in a global context. International insurance refers to policies that offer coverage beyond national boundaries.

It encompasses a spectrum of risks, including but not limited to geopolitical uncertainties, currency fluctuations, and diverse regulatory frameworks. Smith (2020) highlighted the complexities of global coverage in a comparative study, emphasizing the need for tailored policies addressing multifaceted risks. Contrarily, non-alternative insurance involves coverage that is not easily replaceable or replicated by alternative means. Brown and Johnson (2019) elucidated key concepts and applications of non-alternative insurance, stressing its irreplaceable nature in safeguarding against unique or specific risks. Risk mitigation through insurance necessitates a comprehensive understanding of policy terms, premiums, and coverage limits. White (2018) emphasized the significance of coverage limits in international insurance policies, citing their impact on risk exposure and financial protection on a global scale. The future landscape of global insurance markets is influenced by evolving risks and emerging trends.

The World Economic Forum (2021) highlighted key trends shaping the future of risk and insurance markets, underscoring the necessity for adaptability and innovation in insurance offerings. Principles of underwriting in international insurance are integral to assessing and managing risks. The International Risk Management Institute (2022) outlined foundational principles guiding underwriting decisions in international insurance, emphasizing the need for thorough risk assessment and diversification strategies. Non-alternative insurance policies, as elucidated by the Insurance Information Institute (2023), offer specialized coverage where no substitutes exist, ensuring protection against unique risks that conventional insurance might not encompass. Factors influencing premiums for international coverage are multifaceted. The Global Insurance Association (2022) highlighted key determinants affecting premiums, including geopolitical risks, economic conditions, and coverage scope. Navigating the complexities of global insurance management requires strategic approaches.

Insights from the Harvard Business Review (2021) shed light on effective strategies for managing global insurance portfolios, emphasizing the importance of proactive risk management and collaboration with insurers and risk advisors. International insurance policies, due to their expansive coverage, often require tailoring to suit the specific needs of multinational corporations and individuals engaging in cross-border activities. These policies typically include clauses addressing currency fluctuations, political instability, and compliance with varying regulatory frameworks across different countries. The customization of these policies, as highlighted by Smith (2020), ensures a more comprehensive approach to risk management in a globalized business environment. Non-alternative insurance, on the other hand, serves as a safety net for risks that are highly specific or unique, where conventional insurance may fall short in providing adequate protection. Brown and Johnson (2019) emphasized the irreplaceable nature of such coverage, particularly in sectors like fine arts, certain types of environmental risks, or niche industries where standard insurance policies might not sufficiently cover the scope of potential losses. Moreover, understanding the nuances of underwriting in international insurance is crucial. Underwriters assess risks associated with global operations, considering factors such as market volatility, political unrest, and supply chain complexities. The principles outlined by the International Risk Management Institute (2022) underscore the importance of due diligence and risk diversification in underwriting decisions for international insurance policies. In the context of global economic fluctuations and geopolitical uncertainties, the determination of premiums for international coverage becomes a multifaceted

process. Geographical factors, exposure to various risks, and the extent of coverage significantly impact premium calculations. The Global Insurance Association (2022) highlighted the complexity of these determinants, signaling the need for a comprehensive evaluation of risk factors when setting premiums for international coverage. Strategies for managing global insurance portfolios involve proactive risk identification, mitigation, and continuous assessment. The insights provided by the Harvard Business Review (2021) stress the importance of staying updated on emerging risks, fostering collaborations between risk managers and insurers, and integrating risk management into broader business strategies to optimize insurance effectiveness. In essence, international and non-alternative insurance serve as critical tools in addressing the diverse and complex risks prevalent in today's interconnected world. Their roles extend beyond traditional risk transfer mechanisms, encompassing tailored solutions and specialized coverage to safeguard against an evolving array of global uncertainties. As businesses and individuals continue to navigate a dynamic landscape, a nuanced understanding of these insurance terms is fundamental in fortifying resilience and ensuring comprehensive risk management on a global scale. International insurance serves as a crucial safeguard for businesses and individuals operating beyond national borders.

Its complexity lies in assessing and managing risks across diverse geopolitical, economic, and regulatory landscapes. Insurers specializing in international coverage conduct comprehensive risk assessments, evaluating factors such as political stability, currency fluctuations, and trade regulations. These policies are tailored to address the specific needs of multinational corporations, considering their global footprint and exposure to varied risks in different regions. Moreover, international insurance policies often include provisions to ensure compliance with multifaceted legal frameworks across countries, offering a nuanced approach to risk management in an interconnected world. Non-alternative insurance caters to unique risks that fall beyond the scope of standard or alternative insurance offerings. It provides specialized coverage for niche industries, high-value assets, or uncommon risks where traditional insurance might not suffice. These policies are meticulously crafted, tailored to the individual needs of the insured entity.

They serve industries like fine arts, intellectual property, or high-profile individuals with assets requiring highly specific coverage. Non-alternative insurance focuses on detailed risk assessments, crafting bespoke solutions that comprehensively protect against risks that are rare or demand specialized attention, making it an invaluable asset for those facing distinct or unconventional risk landscapes. In the

dynamic landscape of risk management, international and non-alternative insurance often intersect, especially for multinational corporations seeking comprehensive coverage. Companies operating globally might require a blend of both types of insurance: international coverage to address general risks across various markets and non-alternative policies for unique or high-value assets that demand specialized protection. Insurance providers, recognizing this need, offer hybrid solutions that combine elements of both international and non-alternative insurance. These tailored approaches aim to provide holistic protection, acknowledging the diverse risk exposures inherent in a globalized business environment. The future of international and non-alternative insurance is shaped by ongoing technological advancements and evolving risk landscapes. Insurers are increasingly integrating technologies like artificial intelligence and big data analytics to enhance risk assessment accuracy and policy customization. Moreover, sustainability and ESG considerations are gaining prominence, influencing insurance practices towards more conscientious risk management. Insurance companies are developing policies that align with sustainable practices, reflecting a growing societal and corporate focus on environmental, social, and governance factors. This evolution underscores the adaptability and innovation within the insurance industry, paving the way for more comprehensive and ethical risk management practices in the years ahead.

Conclusion. In an increasingly interconnected world fraught with diverse risks, the significance of international and non-alternative insurance cannot be overstated. International insurance stands as a shield against the complexities of operating across borders, addressing geopolitical uncertainties, economic fluctuations, and regulatory disparities. Its tailored approach, encompassing a wide spectrum of risks, ensures comprehensive coverage for multinational corporations and individuals navigating the global landscape.

Simultaneously, non-alternative insurance plays a pivotal role in safeguarding against unique or specialized risks that traditional insurance fails to adequately address. Its tailored and niche-focused approach offers bespoke solutions for high-value assets, niche industries, and unconventional risk profiles, providing a safety net for those facing distinct or exceptional risk landscapes. The interplay between these insurance realms often occurs in the corporate world, where multinational entities require a combination of international coverage for general risks and non-alternative policies for unique exposures. This intersection highlights the necessity for tailored, hybrid solutions that comprehensively address the diverse risk exposures inherent in a globalized business environment.

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As the insurance landscape continues to evolve, propelled by technological advancements and a growing emphasis on sustainability and ethical risk management, these domains will adapt and innovate. The integration of cutting-edge technologies and a focus on sustainability underscores a promising future for insurance practices, promising more precise risk assessment and comprehensive coverage aligned with societal and environmental needs. In conclusion, international and non-alternative insurance stands as indispensable tools in mitigating risks on a global scale. Their collaborative and tailored approaches fortify resilience against an evolving array of uncertainties, ensuring robust risk management strategies for businesses and individuals navigating the intricate global landscape. As the world continues to evolve, these insurance domains will remain at the forefront, evolving to meet the challenges of tomorrow while safeguarding against an ever-changing spectrum of risks.

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CHARACTERISTICS OF SPEECH AND SPEECH ACT

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ABSTRACT:

The article deals with various approaches to assessing speech, communicative qualities of speech. It also emphasizes main communicative qualities of speech as relevance, richness, purity, accuracy, consistency, accessibility, expressiveness and correctness.
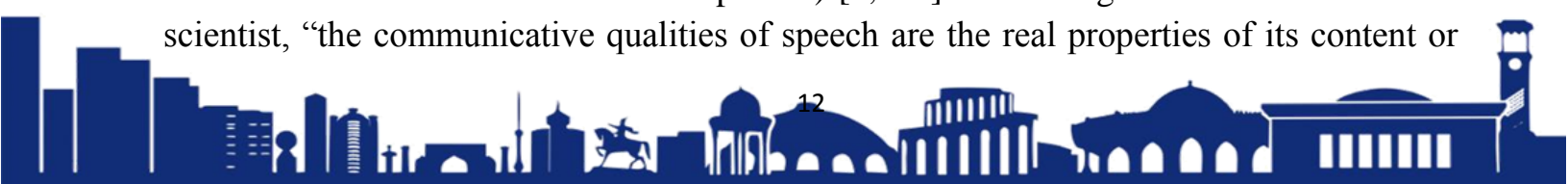
Keywords: speech etiquette, social relations, the communicative qualities of speech, specific situations

INTRODUCTION:

Nowadays the conditions of foreign language communication in the modern world, when a foreign language is a means of communication, cognition, obtaining and accumulating information, predetermined the need for mastering all types of speech activity: speech etiquette and listening comprehension of speech in a given foreign language, as well as the rules of speech etiquette, reading and writing.

Speech etiquette is an important element of the culture of the people, a product of human cultural activity and an instrument of such activity. Speech etiquette is an integral part of the culture of human behavior and communication. In the expressions of speech etiquette, the social relations of a particular era are recorded. Being an element of national culture, speech etiquette is distinguished by a vivid national specificity. The specificity of greetings and all kinds of information when meeting with different nations is very interesting.

Among the various approaches to assessing speech (and its effectiveness in particular), the most productive approach is from the standpoint of analyzing the degree of speech compliance with the conditions of communication and the communicative tasks of speech partners, that is, from the standpoint of communicative expediency. It is this approach that can be carried out when assessing speech from the standpoint of the communicative qualities of speech (BN Golovin's term, introduced by him in 1976 in his work "Foundations of the culture of speech") [1,126]. According to the definition of the scientist, "the communicative qualities of speech are the real properties of its content or

formal side. It is the system of these properties that determines the degree of communicative perfection of speech. " B.N. Golovin reviewed each of the previously known advantages of speech in a new way and systematized them, tracing the dependence of speech on non-speech structures in each of the aspects.

How is speech different from language?

First of all, the fact that language is a system of signs, and speech is an activity that proceeds as a process and is presented as a product of this activity. And although speech is built in one language or another, this is the most important difference, which, for various reasons, determines others.

Speech is a way of implementing all the functions of the language, primarily communicative. Speech arises as a necessary response to certain events of reality (including speech), therefore, unlike language, it is deliberate and focused on a specific goal.
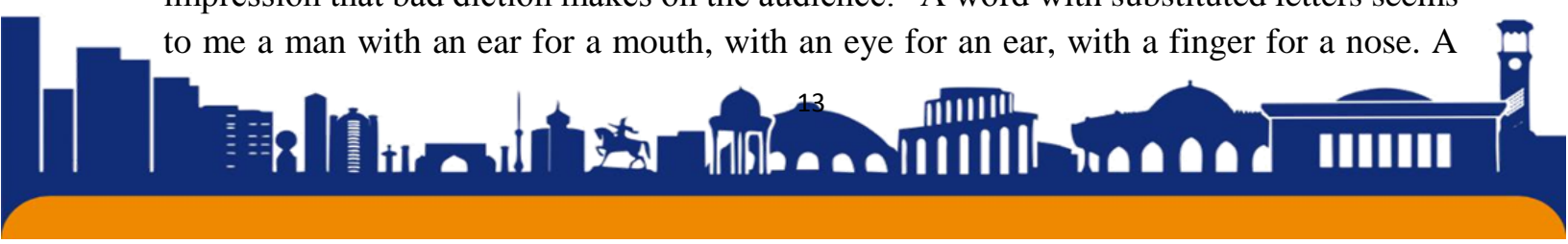
Speech is primarily material - it sounds orally, and in writing it is recorded with the help of appropriate graphic means (sometimes different from the given language, for example, in another graphic system (Latin, Cyrillic, hieroglyphic writing) or with the help of icons, formulas, drawings etc.). Speech depends on specific situations, unfolds in time and is realized in space. Speech is created by a specific person in specific conditions, for a specific person (audience), therefore, it is always specific and unique, because even if it is reproduced with the help of certain recordings, circumstances change and it turns out the same thing that is usually said about: "You cannot enter the same river twice." At the same time, theoretically, speech can last indefinitely (with and without interruptions). In fact, our whole life from the time we begin to speak, and until we say the last word, is one big speech in which circumstances, addressee, subject of speech, form (oral or written) change, etc., but we keep talking (or writing). Expressive speech is speech that can maintain attention, arouse the listener's (or reader's) interest in what is said (written). The main condition for expressiveness is that the author of the speech has his feelings, thoughts, his position, his own style. Expressiveness usually means originality, originality, surprise. In this regard, expressive speech is always new, "fresh" and creative. It is in this way that she is able to arouse the interest and approval of those to whom she is intended.

What does the expressiveness of speech depend on?

The components of speech technique are diction, breathing, voice.

Each word, and in a word, each sound must be pronounced clearly - this is the main requirement of diction.

The outstanding theater figure K.S. Stanislavsky spoke very figuratively about the impression that bad diction makes on the audience: "A word with substituted letters seems to me a man with an ear for a mouth, with an eye for an ear, with a finger for a nose. A

word with a crumpled beginning is like a person with a flattened head. A word with an unspecified end reminds me of a man with amputated legs ... When the words merge into one shapeless mass, I remember flies caught in honey. " [2,145]

Fuzzy, sloppy, illiterate speech is unpleasant in everyday life. It offends our hearing, our aesthetic sense. But it is already completely unacceptable for a lecturer.

Deficiencies in diction (unless they are associated with some shortcomings of the vocal apparatus) are the result of a bad habit, deeply rooted in childhood, of saying "lazily," casually, sluggishly pronouncing words. Therefore, in order to eliminate these shortcomings, you need to control how you speak, lecturing, speaking at a meeting, in everyday life (whether you crumple words, "swallow" endings, if you sip words through your teeth, etc.)[3.17].

For the orator, the voice, its timbre, shades are important. The strength of the voice is not decisive, but it should be borne in mind that the audience (listeners) gets tired, lulls both a very quiet and a loud voice. The tone of speech is important. The speech should not be arrogant, instructive.

The semantic perception of speech largely depends on the rate of speech. Defining perception as a counter process of thinking, we must take into account two points: the listener needs to have time to comprehend the incoming information and remember the main provisions of what they are talking about [4,12].

According to experimental data, the optimal condition for easily perceived speech is the average rate of pronunciation. The presentation of complex material dictates a slower pace of speech, while turning to facts, phenomena associated with sensory experience, life associations requires a relatively accelerated pace. Too slow speech rate is poorly perceived. The text does not sound in phrases, but in separate words[6,282].

One should be especially attentive to the expressive role of intonation (pitch, strength, timbre, rate of speech, pauses). There is a hypothesis that intonation preceded language. According to experimental data, a child masters intonation models (for example, expression of pleasure, anger) at the age of six months to a year, and much later learns the vocabulary and grammar of his native language. In communication, intonation serves as a concretizer of the meaning of an utterance in a certain situation.Intonation allows people to emphasize the logical and emotional significance of the statement. The brighter the emotional responsiveness of a person, the richer his speech is in melodic expressiveness. Speech, devoid of proper melodic accents, is insensitive. Here speaker cannot give ready-made recipes related to the use of intonation in everyday life. There is only one rule to remember: intonation is a mirror of one`s emotional life; the culture of feelings and

emotional relationships is inextricably linked with the culture of intonation design of the statement.

In addition, speech is always individual, since people never use all the means of language and are content with only part of the language means in accordance with their level of knowledge of the language and the conditions of a particular situation, choosing the most suitable ones. As a result, the meanings of words in speech may differ from those that are strictly defined and fixed by dictionaries. In speech, situations are possible in which words and even individual sentences receive a completely different meaning than in language, for example, with the help of intonation. Speech can also be characterized by indicating the psychological state of the speaker, his communicative task, attitude towards the interlocutor, sincerity.

Speech is not limited to only linguistic means. The composition of speech means also includes those that belong to non-linguistic (non-verbal, or non-verbal): voice, intonation, gestures, facial expressions, posture, position in space, etc.

All these differences between speech and language relate primarily to speech as a process of using language, therefore, although with a stretch, they are grounds for opposing them, since in this regard, the creation of speech as a process proceeds in many stages and partially coincides with the boundaries of the largest unit of language: with sentence boundaries. If we talk about speech as a result of this process, i.e. as a text. That description of speech at this level, in principle, cannot have common criteria with the language, since they are completely inapplicable to the language.

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SOURCES OF THE ENGLISH VOCABULARY.TYPES OF AND SEMANTIC PECULARITIES OF LATIN BORROWING IN ENGLISH.

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Annotation: The study of foreign languagees teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature. Foreign languages expand one's view of the world, liberalize one's experiences, and make one more flexible and tolerant. A language is a structured system of communication used by humans. Languages can be based on speech and gesture, sign, or writing. The structure of language is its grammar and the free components are its vocabulary.

Key words: Anglo-Saxon words, collectability, old English, synonymic groups, phonetic morphological, borrowed English, British English ,American English, word-formation, semantic development, stylistic synonyms, historical evidence.

The number of borrowings on Old English was meager. In the Middle English period there was an influx of loans. It is often contended, that since the Norman conquest borrowing has been the chief factor in the enrichment of the English vocabulary and as a result there was a sharp decline in the productivity and role of word-formation.

Historical evidence, however, testifies to the fact that throughout its entire history, even in the periods of the mightiest influxes of borrowings, other processes no less intense, were in operation – word – formation and semantic development, which involved both native and borrowed elements. If the estimation of the role of borrowings is based on the study of words recorded in the dictionary, it is easy to overestimate the effect of the foreign words, as the number of native words is extremely small compared with the number of borrowings recorded.

Anglo-Saxon words, which were replaced by borrowings in the literary language. On the other hand, a number of words were borrowed into dialects are not used throughout the country.

In spite of the numerous outside linguistic influences and the etymological heterogeneity

of its vocabulary the English language is still, in essential characteristics a Germanic language. It has retained a ground work of Germanic words and grammar.

Word-formation and semantic development were throughout the entire history of the English language much more productive than borrowing. Besides most native words are marked by a higher frequency value. The great number of borrowings bringing with them new phonon-morphological types, new phonetic morphological and semantic features left its imprint upon the English language. On the other hand under the influence of the borrowed element words already existing in the English changed to some extent their semantic structure, collectability, frequency and word forming ability. Borrowing also considerably enlarged the English vocabulary and brought about some changes in English synonymic groups, in the distribution of the English vocabulary through sphere of application and in the lexical divergence between the two variants of the literary national language and its dialects.

The synonymic groups, became voluminous and acquired many words rarely used. This brought about a rise in the percentage of stylistic synonyms .As a result of the differentiation in meaning between synonymous words many native words or words borrowed earlier narrowed their meaning or sphere of application. Abundant borrowing intensified the difference between the word stock of the literary national language and dialects as well as between British English and American English. On the one hand a number of words were borrowed into the literary national language which are not to be found in the dialects. In a number of cases e dialects have preserved.

Conclusion

English has gone through many periods in which large numbers of words from a particular language were borrowed. These periods coincide with times of major cultural contact between English speakers and those speaking other languages. The waves of borrowing during periods of especially strong cultural contacts are not sharply delimited, and can overlap. For example, the Norse influence on English began already in the 8th century A.D. and continued strongly well after the Norman Conquest brought a large influx of Norman French to the language. It is part of the cultural history of English speakers that they have always adopted loanwords from the languages of whatever cultures they have come in contact with. There have been few periods when borrowing became unfashionable, and there has never been a national academy in Britain, the U.S., or other English-speaking countries to attempt to restrict new loanwords, as there has been in many continental European countries. The role of loan words in the formation and development of English vocabulary is dealt with in the history of the language. It is there that the historical circumstances are discussed under which words borrowed from Latin,

from Scandinavian dialects, from Norman and Parisian French and many other languages, including Russian, were introduced into English. Lexicology, on the other hand, has in this connection tasks of its own, being chiefly concerned with the material and the results of assimilation.The main problems of etymology and borrowed words as they concern the English language are comprehensively and consistently treated in Professor A.I.Smirnitsky's book on lexicology. Professor A.I. Smirnitsky deals with these issues mainly in terms of word sameness reflecting his methodological approach to word theory. If borrowings are testimonials to our ("our" being humans) "physical mobility and mental laziness" then the British would probably win the gold medal

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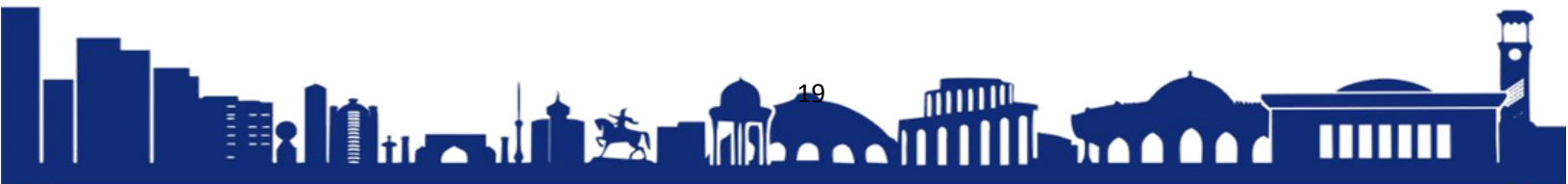16. Rayevskaya N.M. English lexicology. Kiev, 1997.

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VOLUME-2, ISSUE-1
THEME: PARTICLES IN ENGLISH LANGUAGE

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Annotation: This article provides information about particles in English. What they are, their roles and places of use, criticism of particles, types of particles, their order of placement, idiomatic expressions, the most common mistakes related to particles are discussed.

Key words: Particles Defined, semantic enrichment, prepositions, conjunctions, adverbial function, phrasal verbs, misplancement dilemmas, excessive utilization.

What they are

What Are Particles?

'Particle' comes from Latin and it means 'a share' or 'a part'. In English, particles are used to indicate various grammatical relationships between words in a sentence. They can be used to modify verbs, adjectives, or other adverbs.

Particles in the English Language

Understanding Their Role and Usage Particles play a crucial role in the English language, adding nuance and depth to expressions. In this article, we'll explore the various types of particles and how they contribute to the structure and meaning of sentences.

Introduction to Particles

Particles are small words that serve grammatical functions, often expressing relationships between different elements in a sentence. While they may seem insignificant, their absence or misuse can significantly alter the intended meaning.
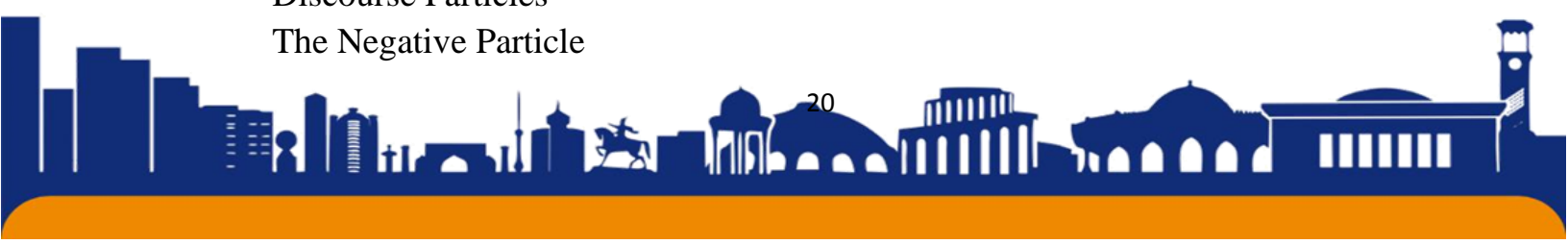
Types of Particles

There are different types of particles in English Grammar. The most common ones are:

Adverb Particles

Grammatical Particle (the infinitive marker to)

Discourse Particles

The Negative Particle

Adverb Particles

Phrasal verbs consist of a verb followed by a particle or a preposition to create a specific, idiomatic meaning. In this usage, particles function like adverbs, modifying and expanding the meaning of the verbs. As a result, they are referred to as adverb particles.

How to Identify an Adverb Particle from a Preposition?

Distinguishing between particles and prepositions in phrasal verbs can be difficult because they look the same.

The main difference between particles and prepositions is that particles do not and cannot introduce a prepositional phrase, but the preposition in a phrasal verb always does. Let's compare some examples:

All my old books were taking up space in the bedroom.

'Up' in the phrasal verb 'take up' changes the meaning of the verb, but it does not introduce a prepositional phrase. So, it is a particle.

Do you have a few minutes to look over these articles?

She will look after the children tomorrow.

He came across an antique box in the attic.

As you can see, the phrasal verbs in the last two examples are created using a preposition rather than a particle, because the information that comes immediately after the phrasal verb completes a prepositional phrase. Without these prepositional phrases, the sentences would be incomplete.

Liza ate up all her lunch.

'Up' in this example is the adverb particle, joining 'eat' to form the phrasal verb 'eat up'.

I was driving along, thinking about her.

In this sentence, 'along' is an adverb particle, joining 'drive' to form the phrasal verb 'drive along'. It is almost unnecessary to use 'along' in the example, and the meaning of the sentence would be complete without it.

She got upset and walked away slowly.

Prepositions: These particles indicate relationships in time or space. Examples include "in," "on," and "at."

Conjunctions: Conjunction particles connect words, phrases, or clauses. Common examples are "and," "but," and "or."

Adverbs: Some words function both as adverbs and particles. For instance, "up" in "wake up" or "out" in "go out."

Phrasal Verbs: These are combinations of verbs and particles, creating unique meanings. For instance, "look up" means to search for information.

Particle Placement

Understanding where to place particles is essential for clear communication. In English, particle placement can affect the meaning of a sentence. For example, "I picked up the book" versus "I picked the book up."

Idiomatic Expressions

English is rich in idiomatic expressions that involve particles. Learning these expressions can enhance fluency and comprehension. For example, "break up" can mean the end of a relationship.

Common Particle Pitfalls

Misplacement: Misplacing particles can lead to confusion. For instance, "He gave the cake to his sister" versus "He gave his sister the cake."

Overuse: Using too many particles can make sentences convoluted. It's crucial to strike a balance for clear communication.

Conclusion

In conclusion, particles are indispensable in English, contributing to the language's flexibility and expressiveness. Understanding their types, placement, and idiomatic usage is key to mastering English grammar. As you continue to explore the language, pay attention to how particles enhance the nuances of your communication.

I hope this provides a starting point for your article on particles in the English language. Feel free to customize it according to your preferences or provide additional details for further expansion.

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VOLUME-2, ISSUE-1

O'TKIR KORONAR SINDROMLI BEMORLARDA TOJ ARTERIYALAR SHIKASTLANISHLARINING ANGIOGRAFIK XUSUSIYATLARINING KARDIOVASKULYAR XAVF OMILLARIGA BOG'LIQLIGI.

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Dolzarbligi: O'tkir koronar sindrom (O`KS) butun dunyo bo'ylab o'limning asosiy sabablaridan biri bo'lib inson xayoti uchun xavf tug'dirib kelmoqda. Bu tadqiqotda o'tkir koronar sindrom bilan og'rigan bemorlarning bir zararli odatlar va kardiovaskulyar xavf omillari o'rtasidagi bog'liqlikni aniqlab beruvchi ishlar olib borilgan.

Tadqiqod maqsadi: Ushbu tadqiqotning maqsadi o'tkir koronar sindrom bilan og'rigan bemorlarda koronar arteriya stenozining kengayishi va xavf omillarining ta'sirini zararli odatlar (chekish, xolesteringa boy ovqatlar iste'mol qilish, oilasida yurak qon tomir kasalliklari bilan kasallanganlarning bo'lishi) bog'liq holda Gensini shkalasiga asoslangan holda baholashdan iborat.

Material va metodlar: O'tkir koronar sindrom bilan kelgan jami 100 bemordan 52 bemor 32 erkak va 20 ayol (o'rtacha yoshi = 59,3 ± 10,2) koronar angiografiyadan o'tkazildi va yakuniy tahlilga kirish uchun bizning mezonlarga javob berdi.

Natija: Ushbu tahlilda 23 ta bemor (45.1%) nostabil stenokardiya va 19 (37.2%) miokard infarkti bilan murojaat qildi. Ushbu tadqiqotda qatnashgan aholining 25.6% va 11,9% mos ravishda tamaki mahsulotlari chekuvchilar va xolesteringa boy taomlar iste'mol qiluvchilar bo'lgan. Bundan tashqari, oilasida yurak qon tomir kasalliklari bilan kasallanganlarning bo'lishi eng past xavfga sabab bo'luvchi omil sifatida aniqlandi. Gensini ballining o'rtacha ko'rsatkichi 50 (25 ; 88) ni tashkil etdi va erkaklarda aniqlangan ko'rsatkich miqdori ayollarga qaraganda yuqoriroq (mos ravishda 53 va 42). Eng kuchli aloqalar miokard infarkti (95% P<0,001) va jins (erkak, 95%; P<0,001) orasida aniqlandi. Shuningdek tamaki chekish (95P=0,752) va xolesteringa boy ovqatlar iste'mol qilish (95% P=0,199) Gensini shkalasining o'sishga sezilarli ta'sir ko'rsatmadi.

Xulosa: Olib borilgan tadqiqod natijalari shuni ko'rsatdiki, bizning o'rganilayotgan aholimiz orasida koronar arteriya kasalligining kelib chiqishiga sabab bo'luvchi yuqori xavf omillari yoshi, jinsi, miokard infarkti ekanligi aniqlandi. Ammo chekish va xolesteringa boy ovqatlar iste'mol qilish koronar arteriyaning zararlanishiga sabab bo'luvchi mezoni sifatida Gensini balini ma'lum bir miqdorda oshirdi. kasallik. Koronar arteriya kasalligining og'irligini baholashda tana vaznining yuqori bo'lishini ham hisobga olish lozim va kerakli natijani olish keyingi tadqiqotlarni talab qiladi.

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VOLUME-2, ISSUE-1
PHRASAL NOUNS AND ITS SPECIFIC FEATURES

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Annotation: The annotation for "phrasal nouns and their specific features" aims to shed light on the nature and attributes of these linguistic constructs. It may encompass a discussion of the syntactic structure of phrasal nouns, their semantic nuances, and their usage in various contexts. Additionally, the annotation may provide examples and illustrations to further elucidate the concept.

Keywords: Phrasal nouns, Specific features, Formation, Meaning, Function, Usage, Breakdown, Takeoff, Handout, Runoff, Walkout

This article explores the unique linguistic structures known as phrasal nouns and delves into their specific features. It aims to provide a comprehensive understanding of how these nouns are formed, their figurative meanings, and their various functions in language.

Phrasal nouns are unique linguistic structures formed by combining a verb and a preposition or adverb to create a noun phrase. These constructions are commonly used in English and have specific features that distinguish them from other noun forms. In this article, we will explore the characteristics and functions of phrasal nouns.

Formation:

Phrasal nouns are created by combining a verb with a preposition or adverb. The resulting combination functions as a single noun, often representing a specific action, concept, or object. For example, "breakdown," "takeoff," and "handout" are all phrasal nouns formed by combining a verb with a preposition or adverb.

Meaning:

Phrasal nouns often have a figurative or idiomatic meaning that goes beyond the literal interpretation of their individual components. Their meanings are often derived from the original verb and the added preposition or adverb. For instance, "breakdown" refers to the failure or malfunction of something, while "takeoff" represents the act of an aircraft leaving the ground.

Function:

Phrasal nouns serve various functions in language. They can be used as subjects, objects, or complements in sentences. Additionally, they can function as countable or uncountable nouns, depending on the specific context. For example, "handout" can be used as a countable noun when referring to multiple copies of a document given to people, or as an uncountable noun when describing the act of distributing information.

Usage:

Phrasal nouns are commonly used in everyday language, especially in specific domains such as business, technology, and sports. They provide a concise and efficient way to express complex ideas or actions. Moreover, they often have a more dynamic and expressive quality compared to their single-word noun counterparts.

Examples:

Here are some common examples of phrasal nouns:

1. Breakdown: The breakdown of communication led to misunderstandings.
2. Takeoff: The plane's takeoff was delayed due to bad weather.
3. Handout: The teacher provided handouts for the students.
4. Runoff: The heavy rain caused a runoff in the streets.
5. Walkout: The employees organized a walkout to protest unfair working conditions.

Formation of Phrasal Nouns: The section examines the process of forming phrasal nouns by combining verbs with prepositions or adverbs. It highlights the syntactic structure that results from this combination and explains how it creates a single noun phrase.

Meaning and Figurative Interpretations: This part focuses on the meanings of phrasal nouns, emphasizing their figurative or idiomatic nature. It explores how the original verb and the added preposition or adverb contribute to the overall meaning of the phrasal noun, often going beyond the literal interpretation of its components.

Functions and Usage: Here, the article discusses the various functions that phrasal nouns can serve in language. It highlights their ability to function as subjects, objects, or complements in sentences, as well as their flexibility as countable or uncountable nouns. The section also emphasizes the domains in which phrasal nouns are commonly used, such as business, technology, and sports.

Examples and Illustrations: This section provides illustrative examples of commonly used phrasal nouns like "breakdown," "takeoff," "handout," "runoff," and "walkout." These examples demonstrate how phrasal nouns are employed in different contexts and contribute to effective communication.

In conclusion, phrasal nouns are versatile linguistic structures that add richness and flexibility to the English language. Understanding their formation, meaning, function, and usage can enhance language skills and facilitate effective communication.
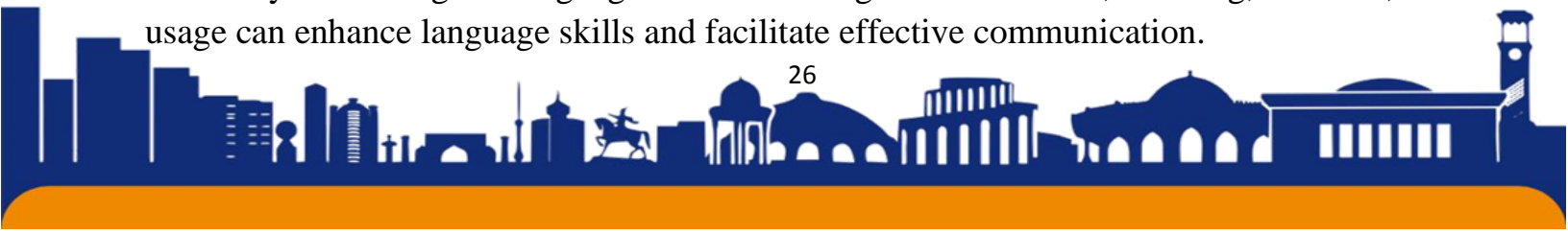
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VOLUME-2, ISSUE-1

CLASSIFICATION OF HOMONYMS AND THEIR SPECIFIC FEATURES

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Abstract.   The classification of homonyms is an important aspect of language comprehension and production. Homonyms, including homographs and homophones, can lead to confusion in spelling, pronunciation, and meaning. Understanding the specific features of homonyms is crucial for language learning and developing strong language skills. This article will explore the classification of homonyms and their impact on language comprehension, with a focus on the role of context and vocabulary in disambiguating their meanings. Additionally, the article will discuss the implications of homonyms for linguistics and provide insights into how to effectively navigate and understand these linguistic phenomena.

Key words: Homonyms, Homophones, Homographs, Spelling, Pronunciation, Language, Communication, Linguistic competence , Homonyms, Homographs,Language comprehension, Language production, Confusion, Meaning, Context, Vocabulary.

Homonyms can be classified into two main categories: homographs and homophones.Homographs are words that have the same spelling but different meanings and pronunciations. For example, the word "tear" can mean a drop of water from the eye (pronounced as /tɪər/) or to rip or pull apart (pronounced as /tɛr/).Homophones are words that have the same pronunciation but different meanings and spellings. For example, the words "to," "too," and "two" are all pronounced the same (/tuː/) but have different meanings and spellings.

Some homonyms may also be both homographs and homophones, meaning they have the same spelling and pronunciation but different meanings. For example, the word "bat" can refer to a flying mammal or a piece of sports equipment, and it is spelled and pronounced the same in both cases.Homonyms can create confusion in language comprehension and production, so it is important for language learners to understand their specific features and be able to distinguish between them in different contexts.
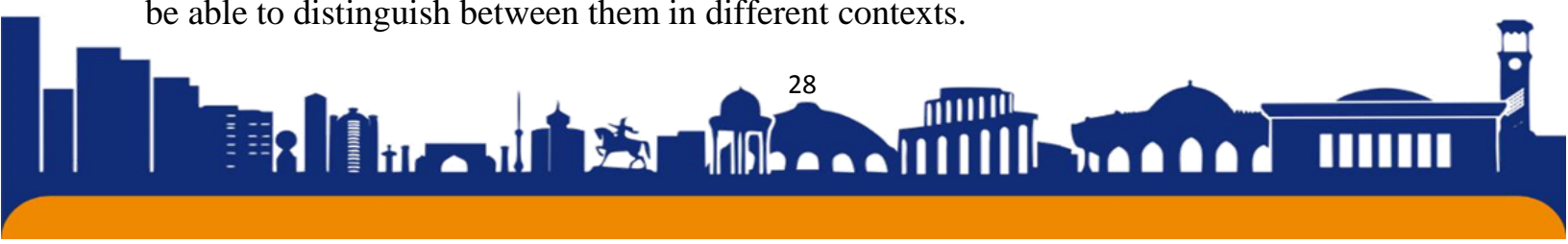
Homonyms are words that have the same spelling and pronunciation but different meanings. They can be classified into two main categories: homophones and homographs. Homophones are words that sound the same but have different meanings. For example, "flower" and "flour" are homophones because they are pronounced the same but have different meanings.

Homographs, on the other hand, are words that are spelled the same but have different meanings and may or may not be pronounced the same. For example, "tear" can mean a drop of water from the eye or to rip something apart, and "lead" can refer to a metal or to guide someone.

Some homonyms have both the same spelling and pronunciation, while others have the same spelling but different pronunciations. This can make them particularly challenging for language learners and can lead to confusion in communication.Homonyms can also vary in terms of their frequency of use and familiarity to speakers. Some homonyms are commonly used in everyday language, while others may be more obscure or specific to certain contexts.

Overall, homonyms are a fascinating aspect of language that adds complexity and richness to communication. Understanding their specific features and classifications can help individuals navigate the nuances of language and

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VOLUME-2, ISSUE-1
PHRASEOLOGICAL UNITS RELATED TO PERSONAL LIFE

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ABSTRACT

Nowadays translation of phraseological units is an important subject for contemporary translation studies. Therefore, this subject is being discussed by translatologists and it is closely connected with the fact that translator should interpret the meaning of the whole expression or a group of words and the primary task for the translator is to choose a meaningful equivalent for the adequate translation of a definite phraseological unit during the translation process. The translator should define the ways of translation and express the connotative and evaluation functions of the whole expression.

INTRODUCTION

Many famous and outstanding translatologists consider that phraseological units are "translator's false friends", which represent some phraseological units of the source text and these phraseological units in whole or in part coincide with the units of the target text and the analysed phraseological units can create false associations during the translation process due to the reason of their similarity with free collocations. Phraseological units - "translator's false friends" - have a definite meaning and this meaning can definitely or particularly differ from the meaning of a phraseological unit in the target text.

Many linguists believe that, phraseological units are word combinations, the meaning of which is defined according to the whole expression but not according to their components or language parts. With relation to notional component binding, phraseological units should be divided into figurative and nonfigurative. Non-figurative phraseological units are called as phraseological collocations. Analysing these phraseological units, we mention that their language components express their meaning, but these units collocate with definite words and the translator cannot change them: «принимать меры» - "to take measures", «приниматьрешение» -"to таке a decision".[1]

Emotional expressiveness and brevity of though expression are the most distinctive

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[1] Kuzmin, S. S. (2007). Idiomatic Translation from Russian into English (Theory and Practice) (pp. 7291). Moscow: Flinta: Nauka
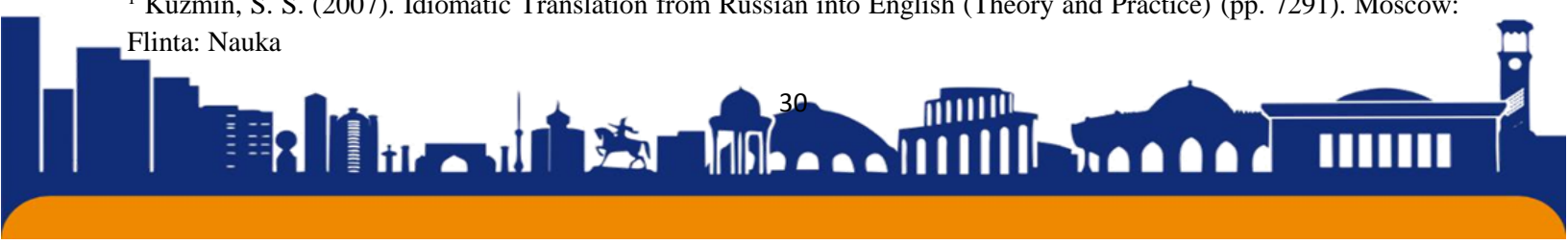
features of phraseological units. Phraseological units are functioning in the newspaper style, notably in the newspaper headlines due to the fact that newspaper headlines are expressive and concise. As a rule, newspaper headlines grab reader's attention and reflect the author's attitude towards the events described in the article.

It should be noted that phraseological units are frequently changing into cliches. Therefore, defining phraseological units in the source text and the ability to find a corresponding equivalent during the translation process are the most tangible stages for the translator. However, translator should use phrase- books for the purpose of adequate interpretation and translation of phraseological units and, in addition, the context plays an important role in the translation process.

According to S.S. Kuzmin, interpretation of notional "conflicts between literal meaning of phraseological unit components and notional elements of the context, which have a conflict with literal meaning of phraseological unit components, is the most important stage for the translator's analysis .

According to S.S. Kuzmin, phraseological synonyms are approximately meaningful but imaginary different phraseological units. There are some examples and analyses of the Russian synonyms: «в мгновенье ока», «в два счета», «одним махом», «в один момент» and the enumeration of the English synonyms: "in the twinkling of an eye", "in the nick of time", "in the turn of a hand", "in less than no time", "in a flash", "in a trice", "at the drop of a hat", "at a moment's notice".[2]

Analysing the abovementioned phraseological synonyms, it should be noted that all of these phraseological units have different connotations.
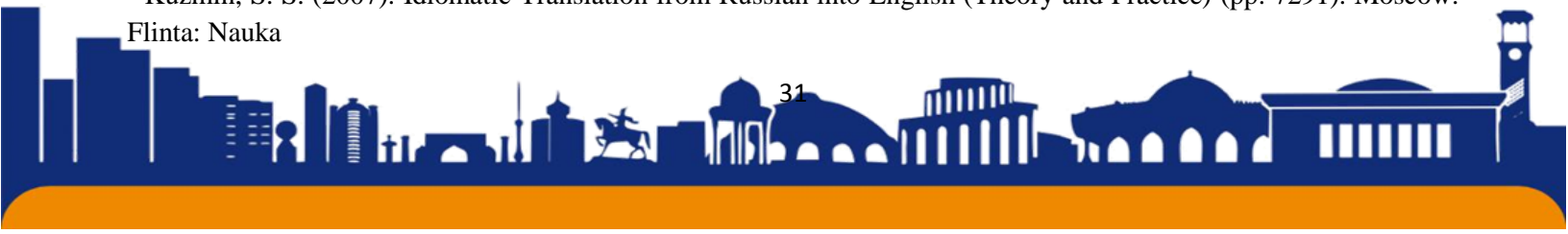
TYPES OF PHRASEOLOGY:

There are three types of categories regarded as part and parcel of the phraseology of any language. According to prof. A.V.Kunin, they are:

· phraseological units, or idioms, with completely or partially transferred meanings, e.g. a smart Aleck; Tom, Dick and Harry; Do you see any green in my eye?

· semi-idioms that have both literal and transferred meanings, e.g. chain reaction (a term in physics and a figurative expression), lay down one's arms (a military term and a figurative expression);

· phraseomatic units have literal or phraseomatically bound meanings, e.g. in a hurry,

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[2] Kuzmin, S. S. (2007). Idiomatic Translation from Russian into English (Theory and Practice) (pp. 7291). Moscow: Flinta: Nauka

safe and sound, pay attention to smth.[3]

In conclusion it should be mentioned that phraseological units reflect the culture and national mentality of a definite country and nationality; therefore, translation of phraseological units is one of the most important issues of a contemporary translatology. Furthermore, phraseological units are an integral part of any language and knowing these collocations and their adequate interpretation and translation is the proof of proper and adequate translation of the whole expression, fictions and pieces of art. In this context it should be summarized that translators have to follow the norm and usage of the target language when they translate phraseological units.

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VOLUME-2, ISSUE-1

ORIGIN OF WORDS IN ENGLISH: TYPES AND SEMANTIC PUCULIARITIES OF LATIN BORROWINGS IN ENGLISH

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Annotation about Origin of Words in English: Types and Semantic Peculiarities of Latin Borrowings in English

Tracing the Roots: Exploring the Types and Semantic Peculiarities of Latin Borrowings in English LanguageThis annotation delves into the diverse origins of words in the English language with a specific focus on Latin borrowings. It categorizes Latin loanwords into different types, such as everyday vocabulary, scientific terminology, legal jargon, and religious terms, elucidating how these borrowings have shaped the English lexicon. Furthermore, it evaluates the semantic nuances and cultural implications of Latin-derived words, highlighting their enduring impact on English language and literature. The analysis investigates the assimilation of Latin vocabulary into English, shedding light on the intricate interplay between linguistic evolution and cultural exchange, ultimately emphasizing the richness and depth of the English lexicon.

Keywords: English language, Latin borrowings, etymology, linguistic evolution, semantic nuances, cultural implications, vocabulary assimilation, English literature, linguistic diversity.

This annotation encapsulates the breadth and depth of Latin borrowings in the English language, paying particular attention to their influence on various domains and the semantic richness they bring to English vocabulary. If you're interested in exploring specific examples of Latin borrowings, their evolution, or the cultural impact of Latin-derived words in English, feel free to let me know!

When it comes to the origin of words in the English language, Latin has had a profound impact. Latin borrowings have enriched English vocabulary, contributing to its diversity and depth. Let's explore the types and semantic peculiarities of Latin borrowings in English.

Types of Latin Borrowings:

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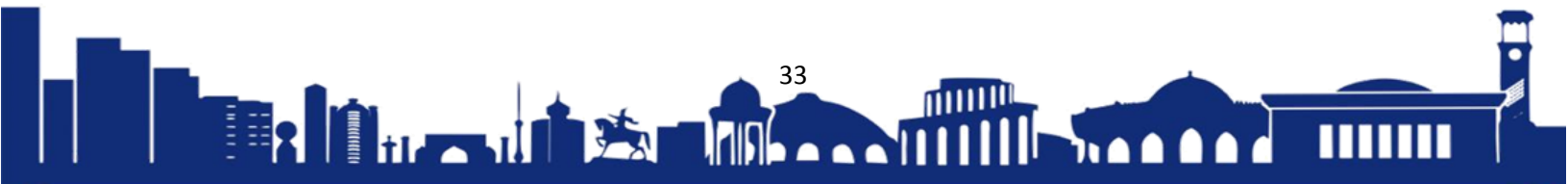
1. Everyday Vocabulary: Latin has contributed numerous everyday words to English, such as "exit" (from "exire" - to go out) and "senior" (from "senior" - older).

2. Scientific and Technical Terms: Latin, being the language of science and learning for centuries, has bequeathed a plethora of terms in fields like medicine, law, and astronomy. Take "lunar" (from "lunaris" - relating to the moon) and "aqueduct" (from "aqua ductus" - water conduit)as examples.

3. Legal Jargon: Law, being heavily influenced by Roman legal institutions, has borrowed extensively from Latin, giving us words like "habeas corpus" (from "habeas corpus" - you may have the body) and "ad hoc" (from "ad hoc" - for this purpose).

4. Religious and Ecclesiastical Terms: The influence of Latin on English is also deeply evident in religious terminology, with words like "altar" (from "altare" - high place) and "pontiff" (from "pontifex" - bridge-builder).

Semantic Peculiarities:

- Rich Semantic Range: Latin borrowings often carry nuanced and precise semantic meanings, which add layers of depth to the English lexicon. Consider the word "corpus" (from "corpus" - body) which, beyond its literal meaning, is used in various contexts such as "corpus of work" in literary criticism.

- Formal and Technical Register: Many Latin borrowings tend to convey a formal or technical register, adding a sense of erudition or specificity to the language. For instance, "ad nauseam" (from "ad nauseam" - to the point of disgust) is often used in scholarly or argumentative contexts.

- Cultural and Historical Resonance: Latin borrowings often carry cultural and historical resonance, connecting English speakers to the legacy of ancient Rome and the enduring influence of Roman civilization. Words like "forum" (from "forum" - public square) evoke specific historical and cultural connotations.

The assimilation of Latin borrowings into English has layered the language with a unique blend of precision, cultural heritage, and formal eloquence, enriching its expressive capacities across various domains.

In essence, the interweaving of Latin into the fabric of English has not only broadened the language's lexical scope but has also contributed to its stately and learned character.

Are there specific Latin borrowings in English that captivate your interest, or would you like to explore further examples of how Latin has left its imprint on the English lexicon? Let me know how deep you'd like to dive into this fascinating linguistic journey!

Absolutely, the influence of Latin on the English language is as vast as it is significant. Latin has left an indelible mark on English vocabulary, contributing a rich assortment of
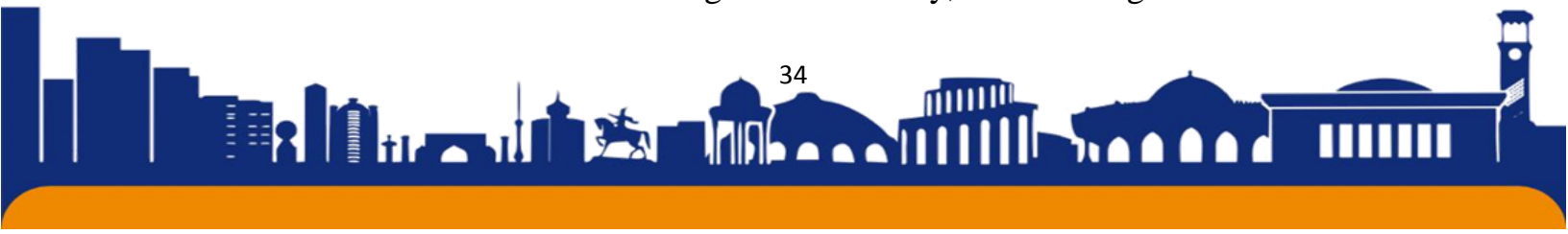
words that span various facets of everyday language, academia, law, religion, and more. Let's delve into the types and semantic peculiarities of Latin borrowings in English.

Types of Latin Borrowings in English:

Everyday Language:

Latin has directly contributed a plethora of everyday words to English, such as "audio" (from "audire" - to hear) and "video" (from "videre" - to see), emphasizing its impact on modern language beyond historical contexts.

Scientific and Academic Terminology:

The realm of academia and scientific inquiry has been significantly enriched by Latin. Terms like "biology" (from "bios" - life) and "evidence" (from "evidentia" - clarity, evidence) illustrate the enduring imprint of Latin on the language of scholarship.

Legal and Judicial Lexicon:

The legal domain is replete with Latin borrowings, exemplifying the historical influence of Roman law. Terms like "subpoena" (from "sub poena" - under penalty) and "pro bono" (from "pro bono publico" - for the public good) underscore Latin's enduring presence in legal jargon.

Ecclesiastical and Religious Vocabulary:

In matters of faith and spirituality, Latin remains prominent in English. Words like "pontiff" (from "pontifex" - bridge builder) and "ecclesiastical" (from "ecclesiasticus" - pertaining to the church) exemplify the enduring resonance of Latin within religious discourse.

Semantic Peculiarities:

Precision and Specificity:

Latin borrowings often carry nuanced and precise meanings, contributing to the semantic depth of the English lexicon. For example, "per se" (by itself) and "modus operandi" (method of operating) offer specific and unmistakable expressions.

Cultural and Historical Continuity:

Latin borrowings carry with them a sense of cultural and historical continuity, linking contemporary English to the enduring legacy of ancient Rome. Terms like "forum" (from "forum" - public square) and "alumni" (from "alumnus" - foster son, graduate) provide a direct link to Roman civilization.

Interdisciplinary and Cross-Domain Utility:

The adaptability of Latin borrowings extends across diverse disciplines, consolidating their utility in areas such as law, medicine, philosophy, and the arts, showcasing their capacity to bridge different domains of knowledge and inquiry.
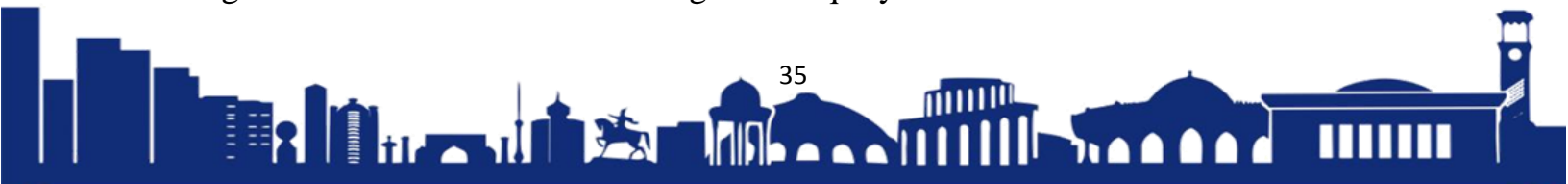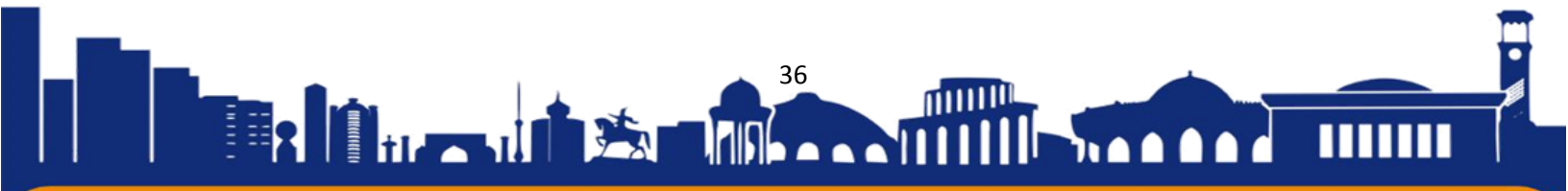
In sum, the breadth and depth of Latin borrowings in English manifest a linguistic tapestry that draws from the richness of classical antiquity. From everyday conversation to scholarly discourse, Latin has woven a thread of erudition and cultural resonance throughout the fabric of English vocabulary.

If there are specific Latin borrowings you'd like to explore further, or if you're interested in the historical context behind specific words, feel free to let me know. I'm here to guide you through this captivating exploration of language and cultural heritage!

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SEMANTIC SYSTEM IN ENGLISH NEOLOGISM.

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Annotation: A semantic system in English neologism refers to the underlying meaning and structure of newly coined words or terms in the English language. It involves understanding the connections between the new word and its intended meaning, as well as how it fits into the existing semantic framework of the language. This includes analyzing the morphological, syntactic, and semantic properties of the neologism to determine its function and usage within the language.A semantic system in English neologism refers to the way new words are created and how they convey meaning within the language. It involves analyzing the semantic components of new words, including their root meanings, prefixes, suffixes, and any other linguistic elements that contribute to their overall meaning.This annotation provides insight into the process of creating and understanding neologisms in English, highlighting the importance of considering not only the form but also the underlying meaning and structure of these newly coined terms. By examining the semantic system of English neologisms, linguists can gain a deeper understanding of how language evolves and adapts to meet new communication needs.

Key words: Semantic system, English Neologism, Language Meaning, Communication,LexiconSemantics, Words Linguistics

A semantic system in English neologisms refers to the way new words or phrases are created and given meaning within the language. Neologisms are newly coined terms, words, or phrases that may be entirely new creations or borrowed from other languages. The semantic system of English neologisms involves how these new words are formed, their relationship to existing vocabulary, and how their meanings are understood and used in communication.

The creation of neologisms can occur through various processes such as blending (combining parts of two words), borrowing from other languages, affixation (adding prefixes or suffixes), acronyms, and more. The semantic system plays a crucial role in understanding the meaning of these newly coined terms and integrating them into the existing lexicon.

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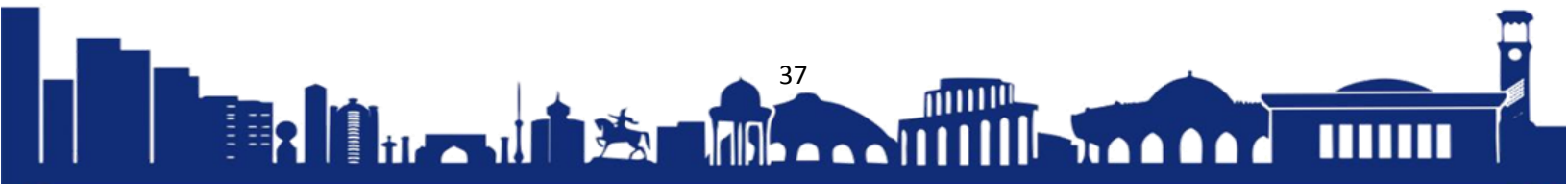
Semantic systems also encompass the study of word meanings, relationships between words, and how context influences interpretation. As new neologisms enter the language, they may undergo semantic shifts or acquire additional connotations based on usage over time.

Overall, understanding the semantic system in English neologisms involves examining hotthese novel terms are constructed, interpreted, and integrated into the ever-evolving linguistic landscape.The semantic system in English neologism refers to the way new words are created and how their meanings are understood within the language. Neologisms are novel words or expressions that have been recently coined and introduced into the lexicon.

The creation of neologisms can occur through various processes such as blending, borrowing from other languages, compounding, derivation (adding affixes), acronyms, and semantic change. Each of these processes influences the semantic composition of the newly coined word.

Semantic systems also encompass the study of word meanings and how these meanings are related to one another. This involves examining concepts such as synonymy, antonymy, homonymy, polysemy, and how context influences the interpretation of a word's meaning.

Neologisms often reflect changes in technology, culture, and society. As a result, understanding the semantic system in English neologisms requires considering how these new terms emerge to describe innovations or societal shifts.

Additionally, as neologisms become more widely adopted and integrated into everyday language use, their meanings may evolve through semantic shifts or take on additional connotations based on usage over time.

Studying the semantic system in English neologisms involves examining the processes by which new words are created and understanding how their meanings are structured and interpreted within the language.

In conclusion, the semantic system in English neologisms is a dynamic and complex area of study that involves understanding the creation, evolution, and interpretation of newly coined words. It encompasses the processes by which neologisms are formed, including blending, borrowing, compounding, derivation, acronyms, and semantic change. Additionally, it involves analyzing word meanings and their relationships through concepts such as synonymy, antonymy, homonymy, polysemy, and contextual influences.

The study of the semantic system in English neologisms also reflects societal and cultural changes as new terms emerge to describe innovations and shifts in technology and society. As these neologisms become integrated into everyday language use, their meanings may evolve through semantic shifts or take on additional connotations based on usage over time. Overall, understanding the semantic system in English neologisms requires a

comprehensive exploration of how new words are created and how their meanings are structured and interpreted within the language.
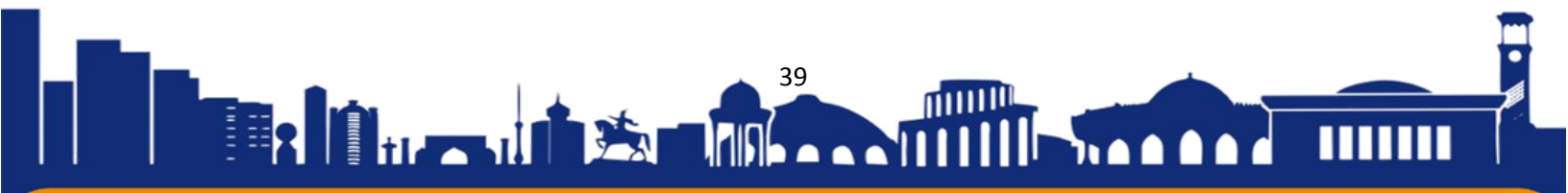
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IDIOMS

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ANNOTATION: Phraseological unit is a combination of words that has a specific meaning that is not necessarily derived from the individual meanings of the words themselves. In the context of studies and finance, understanding phraseological units related to these fields is crucial for effective communication and comprehension.

In studies, specific phraseological units may be used to convey complex ideas or concepts in a succinct manner. These units can include academic jargon, technical terms, or idiomatic expressions that are commonly used within a particular discipline. Familiarity with these phraseological units is essential for students and researchers to effectively engage with scholarly literature and contribute to academic discourse.

In finance, the use of phraseological units is particularly prevalent due to the specialized nature of the field. Terms such as "bull market," "liquidity ratio," or "capital gains" are examples of phraseological units that carry distinct meanings within the context of finance. Understanding and using these units accurately is essential for professionals working in finance, as they form the basis for clear and precise communication in financial reporting, analysis, and decision-making.

Overall, being aware of phraseological units related to studies and finance is crucial for effective communication and comprehension within these fields. Whether it involves understanding academic literature or engaging in financial transactions, mastery of these specialized language constructs is fundamental for success in both academia and professional practice.

KEY WORDS: finance, idioms, money, studies Phraseological Units, Related Words, Studies, and Finance: Phraseological Units:

• Definition: Phraseological units (Pus) are fixed expressions in a language whose meaning is not simply the sum of its individual words. Examples include idioms ("kick the bucket"), proverbs ("a rolling stone gathers no moss"), and collocations ("high price").
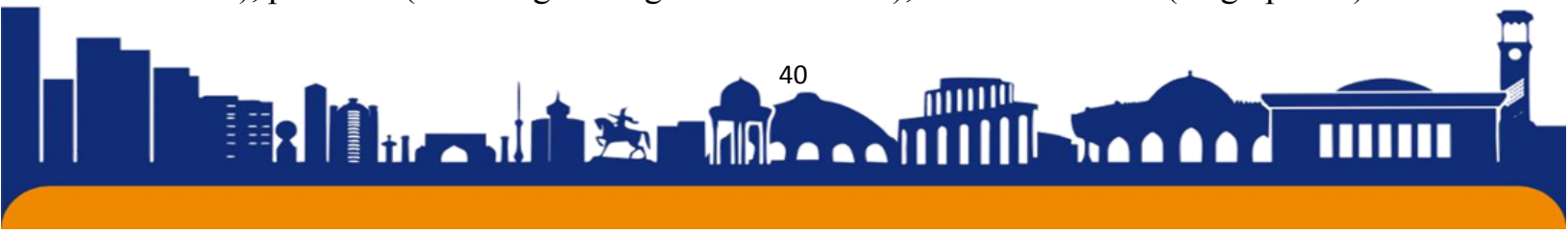
• Relation to finance: Many Pus are used in the financial domain, often reflecting the specific jargon and metaphors of the field. Examples include "bull market," "bear market," "pump and dump," and "blue chip stock."

• Studies: Phraseology is a subfield of linguistics that studies the formation, meaning, and use of Pus. There are many scholarly publications and journals dedicated to phraseological research, some of which specifically focus on financial discourse.

1. Related Words:

• Semantic fields: Words can be grouped into semantic fields based on their shared meaning. For example, the semantic field of "finance" would include words like "investment," "debt," "interest," and "currency."

• Collocations: These are words that frequently appear together, but unlike Pus, their meaning can still be understood from the individual words. Examples in finance include "high risk," "capital gain," and "market share."

• Synonyms and antonyms: These are words with similar or opposite meanings, respectively. Many financial terms have synonyms and antonyms, but it's important to be precise in financial communication to avoid misunderstandings.

2. Studies in Finance:

• Linguistics and Finance: There is a growing field of research that explores the intersection of linguistics and finance. This includes studies on financial discourse, financial literacy, and the role of language in financial markets.

• Corpus linguistics and financial texts: Corpus linguistics techniques, which analyze large collections of text data, are being used to study the way language is used in financial documents and communication.

• Cognitive linguistics and financial decision-making: Researchers are applying cognitive linguistics to understand how language influences our financial decisions and behavior.

I hope this provides a starting point for your exploration of phraseological units, related words, studies, and finance. If you have any specific questions or areas of interest, please feel free to ask!

I understand you're interested in the intersection of phraseological units, related words, studies, and finance. To delve deeper, let's get more specific:

1. Specific Phraseological Units:

• Do you have any specific financial phraseological units (Pus) in mind? Examples include "pump and dump," "bear market," "blue-chip stock," or "hot potato." Knowing which
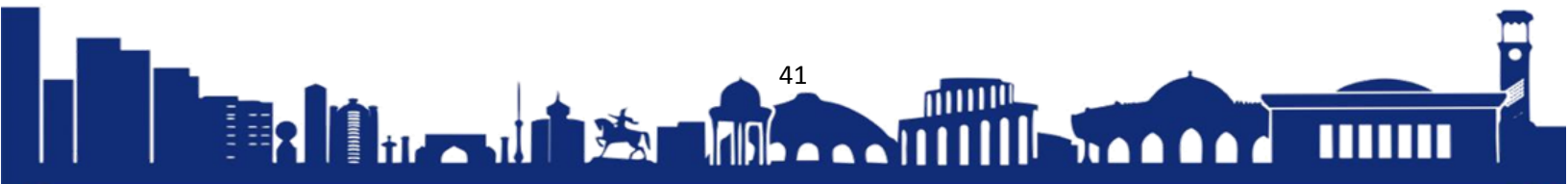
Pus you're interested in will allow me to focus on related words, studies, and applications in finance.

2.　　　Areas of Study:

• Are you more interested in the linguistic aspects of these Pus, such as their structure, formation, and meaning in financial discourse? Or are you more focused on the cognitive and persuasive effects of using Pus in financial communication? Understanding your learning goals will help me tailor my responses.

3.　　　Applications:

• Are you interested in applying your knowledge of Pus to improve your own financial communication? Or are you curious about the ethical implications of using certain Pus in financial marketing or news? Knowing your goals can help me suggest relevant studies and resources.

Additional Points:

• Comparative studies: Would you like to compare the use of Pus in different financial contexts, such as investment banking, retail banking, or economics?

• Historical analysis: Are you interested in how Pus in finance have evolved over time?

• Cross-cultural comparisons: Are you curious about how Pus in finance differ across different languages and cultures?

By providing more specific information, I can tailor my response to your exact needs and help you gain deeper insights into the fascinating world of finance through the lens of language.

Unfortunately, your answer is currently insufficient. To offer you the best possible response, I need more specific information about your area of interest. While I understand that you're interested in the connection between phraseological units, related words, studies, and finance, it's too broad for me to provide anything truly valuable.

Please consider narrowing your focus by answering any of these questions:

Specific interests:

• Are you curious about a particular set of phraseological units used in finance, like "bull market" or "bear trap"?

• Do you want to explore the relationship between certain types of phraseological units (e.g., idioms, collocations) and specific financial processes or concepts?

• Are you interested in research studies about the use of language in finance or the cognitive impact of financial phraseology?

Areas of application:

• Are you looking to improve your own financial communication skills?

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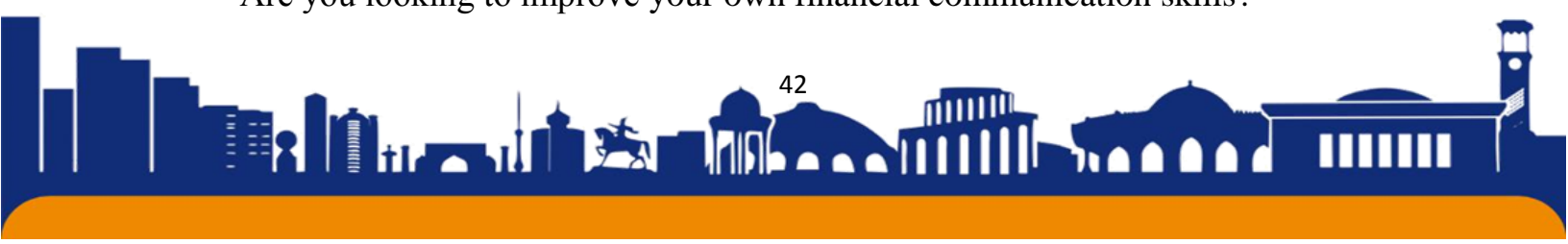
• Do you want to analyze the persuasive effects of specific phraseological units used in financial marketing or news?

• Are you interested in the ethical considerations around using certain language in the financial realm?
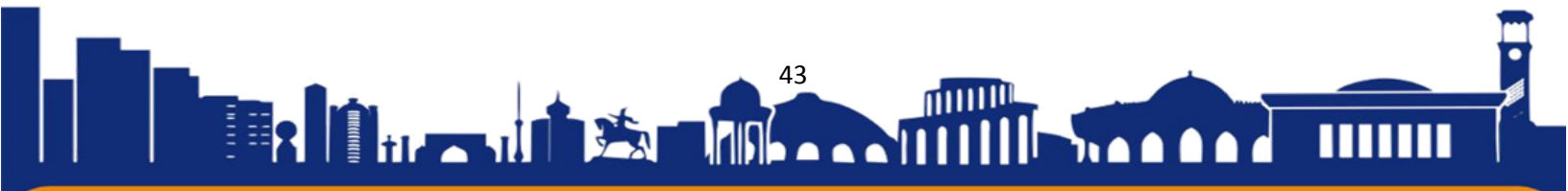
Additional factors:

• Are you interested in studying these aspects purely academically, or do you have specific professional goals related to finance?

• Is there a particular language or financial sector you're focused on?

The more detail you can provide, the better I can assist you with relevant information, resources, and insights into the exciting intersection of phraseology, related words, and finance.

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VOLUME-1, ISSUE-12

DEVELOPMENT OF LITERACY IN CHILDREN.

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Abstract. We know that a preschooler is the age when he can use the basic skills of literacy in his daily activities. Therefore, in order to teach the child literacy skills, to attract him, it is necessary to consciously conduct literacy activities every day. Because the more a child meets letters and written words, the stronger his language skills will be. This article talks about different ways to help preschoolers develop their literacy skills.

Keywords: literacy, language, alphabet, word, letter, segmentation, phonics, interactive, communication, reading, ability, technology, integration.

At preschool age, the circle of communication between children in contact with children is expanding, which requires a child with a full-fledged means of communication, the main of which is speech. High requirements for the development of areas of speech and the development of more complex activities of the child. The development of speech is going in several directions: its practical use in communicating with other people is improving, they are, at the same time, a means of thinking, a means of thinking, a basis for the reconstruction of a means of thinking. Studying at school is one of the main components of children's readiness to develop speech. The development of speech is considered to be the development of the skills of understanding and using the language: the development of futhemektitikudic hearing and sound analysis, vocabulary, the composition of words, the formation of grammatical categories, communicative skills, the development of skills and skills of connected speech . Language acquisition is an important condition for mental development, because the content of the historical experience established by the child during ontogenesis is summarized and expressed in the form of speech, and primarily in words. The technique uses methods developed in didactics. The method of speech development is defined as a method of activity of the teacher and children that ensures the formation of speech skills and abilities. Distinguish three method groups - visual, verbal and practical. This division is quite conditional, since there is no sharp boundary between them. Visual methods are accompanied by words, and verbal descriptive methods are used. Practical methods involve both words and visuals. Some methods are computational and visual, others verbal or practical, depending on the spread of techniques for visualization, words or actions as the source and basis of

speech. Kindergarten used visual methods more often. Apply as direct and indirect methods. The direct method applies to observation and its types: excursions, inspection of rooms, observation of natural objects. These methods are aimed at collecting speech content and provide communication between two signaling systems. Indirect methods are surprisingly accurate based on the use of calculus. These are toys, pictures, photos, descriptions of pictures and storytelling through toys, toys and pictures. They are used to strengthen knowledge, develop vocabulary, the generalizing function of words, and teach coherent speech. Mediated by me todes can also be used to identify objects and events that cannot be identified directly.

Making literacy a part of everyday life is very rewarding. It is also necessary to use hands-on experiences that allow children to experience safely and explore their world. Each child learns and develops language skills at a different time, but all young children need: * Opportunities to develop and practice developing skills; * Praise for motivation and action; * Understanding that continuous learning is a family value; * Help parents and other caregivers plan developmentally appropriate learning activities; * A special place for study and practical training. In order to prepare a child for a successful education at school, it is necessary to create appropriate conditions for him to acquire all the riches of his native language. The development of a child's speech depends to a large extent on his psyche, healthy, vigorous growth, moral qualities, ensuring the proper implementation of the curriculum, and the quality of the manuals. It is necessary to find a solution to these issues in preschool education and to focus on education to be able to speak fluently in one's mother tongue. In the training sessions on the development of oral speech, the main focus is on the development of children's oral speech, the correct formation of speech from the grammatical point of view, and the continuation of the formation of morphological and syntactic aspects of speech: simple and complex. to make joint sentences, to teach children to use all word groups, to improve the skills of correct use of number to noun, adjective to noun, adjective to verb when speaking, to pronounce sounds and words correctly, emphasis is placed on speaking fluently and telling independent stories. Teaching independent storytelling plays an important role in the development of oral speech. Children are taught to compose stories based on the topics suggested by the teacher, looking at the events and pictures in their lives. The stories of the children of the preparatory group should be connected in content, have a certain consistency, and be grammatically correct. In our independent Republic of Uzbekistan, special attention is paid to the literacy of everyone. It is known that the main task of reading classes in the process of

literacy training is to introduce students to sounds and letters, to teach children the correct pronunciation of ulair, to develop correct, conscious, expressive reading skills in children. consists of formation. Also, this period has a special place due to its responsibility in enriching students' vocabulary, developing their connected speech, enriching their knowledge, forming their thinking, listening, and receiving intuition. To teach reading, first of all, the student should be well introduced to sounds and letters. When introducing sounds and letters, the principle of separating sounds from syllables is observed. Introduction to the letter can be done in several different ways: 1. A story related to the meaningful picture is created using the question-and-answer method. From it, the necessary sentence and then the necessary word are extracted, and then analysis work is organized on the word as above. 2. Based on the word, the sound that is studied with the help of analytical exercises is isolated. For example: moon. The teacher shows a picture of the moon, students say its name - a word. The teacher says the sound o by stretching it (o-o-o-y) and asks the students which sound they are stretching. After the students pronounce the o sound, a question-and-answer session is held about its characteristics. Words with the sound o are invented. After that, the letter o is displayed from a cursive letter or from the pictorial alphabet. Special attention is paid to remembering the shape of the letter o. Language and speaking skills. Strong language skills help preschoolers acquire other literacy skills more easily. This gives children a sense of confidence in acquiring knowledge and creative development. The more young children are exposed to letters and written words, the stronger and more durable their language skills will be. It is necessary to make learning and practicing alphabets an interesting activity. Do not limit the child to books and pencils. Use alphabet cookies or magnetic alphabets to help him understand the alphabet. Using every opportunity to help strengthen vocabulary is effective. Simple word games, even I'm a Spy, require the use of boring cars. Here, the child will have to show the object that starts with the given alphabet. Reading and writing skills. Writing is a skill that takes practice. So take some time each day to help your child improve their writing skills. Create some fun writing activities. You can make a shopping list with your child and ask him to write down the easier ones. So if your child wants a toy, ask them to add it to your list. It helps them feel important and enjoy their training. It is clear to everyone that the act of reading and writing in a purposeful manner during teaching children to read and write is considered a reading and writing skill. And this skill requires knowledge, because any skill cannot be formed without knowledge. At this point, it is worth saying that it is necessary to

consciously set aside time every day to engage your child in activities that will help him improve his literacy skills. Because as a parent, you are your child's first teacher!

A speech model is a correct, premeditated speech activity and their direction intended for imitation by the teacher. The sample should be usable in content and form. Pronounced clearly, loudly and slowly. At this level, a model for imitation is given, which is presented before the beginning of children's speech activity. But sometimes, especially in older age groups, an example can be used after children's speech, but at the same time it serves not for imitation, but for comparison and correction. The pattern is used to solve all problems. It is especially important in small groups. Repeating is the same element of speech (sound, word, phrase) that is deliberately repeated repeatedly with the aim of memorizing it. In practice, various options are used for repetition: for the teacher, for other children, repetition together, teacher and children, chorus. It is important to offer children repetition in the context of an interesting activity for them. Explanation Revealing the nature of specific events or methods of action. In broad didactics, games are used to reveal the meanings of words, to explain rules and actions, as well as in the process of observing and examining objects. Directions - explaining to children how to act to achieve a certain result. Separate instructions for teaching, organization and discipline. Assessment of children's speech - reasonable judgments about the child's speech that describe the quality of speech activity. Assessment should be not only descriptive, but also educational in nature. It is given so that all children can do it. The impact of assessment on highly emotional children. To achieve this, it is necessary to take into account individual and age characteristics: in this way, it increases the child's speech activity, interest in speech activity, regulates his behavior. For this assessment, first of all, negative qualities of speech are emphasized, speech defects are corrected with the help of samples and other methodical methods.

In conclusion, it can be said that as a solid foundation of the education system and in the pre-school education system, which is considered as the first model, it is necessary to deepen and enrich the first knowledge reserves of the young generation, who are the owners of the future generation. After all, if their foundation of knowledge is solid, in the future, when they start studying in the school education system, when they reach the period of literacy, they will easily enrich their stock of knowledge on the basis of this foundation.

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SURUNKALI YURAK YETISHMOVCHILIGI MAVJUD BEMORLARDA BUYRAK DISFUNKSIYASINING KASALLIK KECHISHIGA TA'SIRI

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Ishning maqsadi: Surunkali yurak yetishmovchiligi bor bemorlarda buyrak disfunksiyasining rivojlanib borishi bilan yurak funksional ko'rsatkichlarida bo'ladigan o'zgarishlarni aniqlash.

Tekshiruv materiallari va usullari: Tadqiqotga SYuYe tashxisi bilan davolangan va miokard infarkti o'tkazgan 100 nafar bemor jalb etildi. SYuYe tashxisi va funksional sinflari ularning shikoyatlari, anamnezi, obektiv ko'rik va laborator-asbobiy tekshiruvlar,klinik holatni baholash shkalasi, olti daqiqali yurish sinamasi asosida Yevropa kardiologlar jamiyati mezonlariga ko'ra qo'yildi. 1- guruh bemorlar SYuYe II funksional sinfda 54 ta bemor va 2 – guruhda SYuYe III funksional sinfda 46 ta davolanayotgan bemor tashkil etadi. Bemorlarda yurakning holatini baholash uchun Amerika Exokardiografiya assotsatsiyasi tavsiyasiga ko'ra bemorlar yotgan va chap tomonga yonboshlagan holda M va B rejimda tekshirildi. Yurakning oxirgi sistolik va diastolik hajmi va qon otib berish fraksiyasi baholandi. Buyraklarning holatini aniqlash uchun koptokcha filtratsiya tezligi Modification of diet in renal disease study formulasi yordamida aniqlandi.

Tekshirish natijalari: Tadqiqotdan olingan natijalar shuni ko'rsatdiki, surunkali yurak yetishmovchiligi FS III mavjud bemorlarda chap qorincha sistolik hajm ko'rsatkichlari sezilarli o'zgargan. Bu guruhda chap qorincha dilatatsiyasi oshishi kuzatilgan. Oxirgi sistolik va diastolik hajm ko'rsatkichlari FS III dagi bemorlarda FS II dagi bemorlar bilan solishtirganda mos ravishda 20,4 % (P<0.001) va 45,2% (P<0.001) ga oshganligi aniqlandi. Shuningdek yurakda miokard qisqaruvchanlik kuchini namoyon qilib beradigan qon otib berish hajmi 19,7 % (P<0.001) ga kamayganligi aniqlandi. Yurak ishemik kasalligi o'tkazgan bemorlarda kasallik natijasida moikardda patologik holatga nisbattan kompensatsiya jarayoni kuzatiladi. Bunda FS III bemorlarda chap qorincha o'zining shaklini o'zgartiradi. Chap qorincha odatiy ellipsoid shaklidan sferik shaklga o'tadi. Bu o'zagrish FS II bemorlarga qaraganda FS III bemorlarda koproq kuzatiladi mos ravishda 11,2 % (P<0.001%) va 6,5 % (P<0.001%) ga oshgan. Buyraklarda koptokcha filtratsiya tezligi <60 ml/min/1.73 m² bo'lgan bemorlarda koptokcha filtratsiya tezligi >60 ml/min/1.73 m² bo'lgan bemorlarga nisbatan qon otib berish fraksiyasi 13,9 % (P<0.05)ga pasayganligini kuzatildi.

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Xulosalar: Olingan natijalar shuni koʻrsatdiki, miokard infarkti oʻtkazgan surunkali yurak yetishmovchiligi bor bemorlarda yurak yetishmochiligining funksional sinflari va buyraklardagi koptokcha filtratsiya tezligi orasida bogʻliqlik mavjud. Chap qorincha shaklining oʻzgarishi, qon otib berish hajmining buyrak disfunksiyasining rivojlanishiga mos ravishda pasayishi buyraklardagi koptokcha filtratsiyasi tezligining normadan pasayishi yurak funksional koʻrsatkichlariga taʼsir koʻrsatgan holda surunkali yurak yetishmovchiligining rivojlanishiga sabab boʻlishini taxmin qilish mumkin boʻladi.

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О жизни и творчестве Ивана Андреевича Крылова.

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Аннотация. Статья рассказывает о жизни и творчестве Ивана Андреевича Крылова – выдающегося писателя, автора знаменитых басен и влиятельного издателя, чей вклад в русскую литературу неоценим.

Также рассматривается издательская деятельность И.А.Крылова и ее значение для распространения его произведений.

Ключевые слова: басня, жанр, издание, смысл, баснописец.

Иван Андреевич Крылов родился 2 февраля 1769 года в Москве. Семья жила очень бедно, поэтому родители не смогли дать сыну хорошее образование. Мальчик учился самостоятельно из книг, которые оставил ему отец. Иван вынужден был пойти на работу в одиннадцать лет после смерти отца. Крылов начал свою карьеру с обычного писаря в Тверском суде.

Иван Андреевич Крылов был писателем редкой судьбы. Первое крупное его произведение - комическую оперу «Кофейница» (1783)-и последнее издание-«Басни в девяти книгах»-разделяет период в шестьдесят лет, в истории русской литературы определяющих, принесших ей всемирное призвание. Нельзя не поразиться не только творческому долголетию Крылова, но прежде всего непреходящей свежести его дарования. Баловнем фортуны он никогда не был, в полной мере испытав, сколь труден хлеб истинно честного художника. Несколько раз он начинал, казалось бы, все с начала, пока не открыл свой счастливый жанр – басню, в которой сошлись все грани таланта писателя. Ни о каком другом из русских писателей не рассказывали так много анекдотов, как о нем.

Первым словом любого мемуариста о Крылове - было слово о его лени. Любили также смаковать предания о его фантастическом аппетите. А еще вспоминали дружно о его разнообразных чудачествах, к которым относили приливы необычайной деятельности, подчас обуревавшей старика. Он мог освоить сложнейший фокус, требовавший виртуозной ловкости рук, или на спор, чтобы разыграть приятеля, выучить древнегреческий язык, или же – что было того удивительнее! – неожиданно встретив на Невском знакомого, собравшегося в Москву, сесть к нему в коляску и отправиться в путешествие.

И.А.Крылов тридцать лет служил в Публичной библиотеке оставив ее незадолго до смерти, в семидесятидвухлетнем возрасте. Из сохранившихся

документов ясно, что, не ограничиваясь регулярными дежурствами вчитальном зале, библтотекарь Крылов постоянно занимался каталогизацией книг и комплектованием русского фонда. Так что читатель Государственной публичной библиотеки имени М.Е. Салтыкова-Щедрина в Санкт-Петербурге по сию пору пользуются трудами рук Крылова.

И при этом он создавал собственные книги. Прослеживая историю их направления, как-то некогда вспоминать о беспечности писателя. В 1809 году вышла книжка «Басни Ивана Крылова», спустя два года-еще одна, в 1815 году появились его басни уже в трех частях. Четвертая книга басен издана в 1816 году, через год-пятая часть. Хотя большинство басен уже печаталось по отдельности в журналах, ни одна из новых книг не была лишена прелести новизны: поэт всегда помещал в отдельные издания несколько новых стихотворений.

Издав в 1819 году «Басни в шести частях», Крылов решил «заключить достославное поприще свое в сем роде поэзии», о чем было обьявлено в «Санкт-Петербургских ведомостях» (1819, № 23.28 марта). В 1824 году было подготовлено иллюстрированное издание «Басни Крылова. В семи книгах».

Следующий выпуск крыловских басен – в «осьми книгах» - был предпринят издателем А.Ф.Смирдиным в 1830 году (Крылову к этому времени уже перевалило за шестьдесят), а потом повторялся несколько раз общим тиражом, немыслимым для тех лет, - в 4- тысяч экземпляров. «Изданиям басен И.А.Крылова, - писал В.Г.Белинский, - потерян счет… Таким успехом не пользовался на Руси ни один писатель, кроме Ивана Андреевича Крылова.

Последняя басня, «Вельможа», была написана в 1835 году и напечатана после длительных цензурных мытарств, по личному распоряжению императора, к которому вынужден был обратиться поэт. Вероятно, басню спасла «мораль», намеренно сужавшая ее притчевый смысл, - к такому приему автор с успехом прибегал неоднократно и раньше.

Крылов успел подготовить итоговое издание басен в десяти книгах; оно вышло из печати в конце 1843 года, но в продажу не поступало. Книга стала известна читателям лишь после кончины Крылова, часть ее тиража, раздававшаяся на похоронах баснописца, была снабжена, по его воле, дополнительным титульным листом, на котором значилось: «Приношение. На память об Иване Андреевиче. По его желанию. Басни И.А.Крылова. Санкт-Петербург, 1844. 9 ноября, 3\4 часа 8-го, утром».

Относясь недоверчиво ко всем умозрительным доктринам, не понаслышке знавший жизнь, городской и усадебный быт, тянувший некогда чиновничью лямку, испытавший гонения и лишения, крылов судил обо всем трезво и здраво. Но здравый смысл торжествует в его баснях всегда в той мере, в какой в нем воплотилась общая польза, и к тому же раскрывается не прямо, а насмешливым, язвительным обиняком, как русской пословице.

В баснях Крылов мог касаться главнейшего из социальных зол России: полного бесправия трудового народа. «Мор зверей», «Пестрые овцы», «Рыбья пляска» и многие другие его басни продолжили боевую, революционную по сути, радищевскую традицию. В отрицании зла, и прежде всего зла социального, он был непримирим. Однако просветительские умозрительные доктрины баснописцу внушали опасение, которое тоже выражено в его баснях.

Впоследствии в критике утвердилась легенда о всеобщем признании баснописца, этакой безоблачной картине, которая мало походила на действительное положение дел. С годами поэт отнюдь не впадал а апатическое равнодушие: наиболее серьезные столкновения с цензурой ему пришлось испытать из-за последних книг его басен. Девятая книга осталась вдвое короче других, но едва ли не самая острая из всего им написанного. Достаточно почитать внимательно сами басни Крылова, чтобы понять, как постоянно, на протяжении долгих лет, ему приходилось отстаивать свое право на « низкий жанр» и резкие истины. «Парнас», «Орел и Куры», «Прохожие и Собаки», «Осел и Соловей», «Свинья», «Цветы», «Апеллес и Осленок», «Кошка и Соловей», «Прихожане», «Кукушка и Орел» - все эти басни больше расскажут нам о судьбе поэта, нежели посмертные биографии, сотворившие легенду о «дедушке Крылове», добродушном, всеми любимом и почитаемом, безразличном к треволнениям жизни.

Сатирическое творчество уже в юности едва не привело Крылова к катастрофе. Очевидно, он не забыл о ней, когда спустя несколько лет вернулся в литературу. И как знать, не будь его повседневной игры в простака, дразнящей праздное любопытство, что стало бы с его баснями, которыми с благонамеренным ужасом возмущался грибоедовский Загорецкий :

Нет-с, книги книгам рознь. А если б, между нами,

Был цензором назначен я,

На басни бы налег; ох! басни - смерь моя!

Насмешки вечные над львами! над ослами!

Кто что ни говори:

Хотя животные, а все-таки цари.

Басенное творчество Крылова открыто всем бурям его эпохи. В ряду самых выдающихся русских поэтов И.А.Крылов по праву занимает особое место. В его поэзии не только торжествует здравый смысл, она -неиссякаемый источник нравственного здоровья.

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AHOLI BANDLIGINI TA'MINLASHDA HUNARMANDCHILIKNI RIVOJLANTIRISHNING IQTISODIY AHAMIYATI

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Annotatsiya: Maqolada O'zbekistonda hunarmandchilik sohasining xususiy tadbirkorlikni rivojlantirishdagi o'rni va iqtisodiy ahamiyati xususida yoritilgan. Xususan, hunarmandchilik subyektlariga yaratilayotgan amaliy sharoitlar va imtiyozlar, keyingi yillarda respublikamizda sohani qo'llab quvvatlash bo'yicha qabul qilingan farmon va qarorlarda belgilangan ustuvor vazifalarning mazmun mohiyati ochib berilgan.

Kalit so'zlar: milliy hunarmandchilik, sohani rivojlantirish, hunarmandchilik subyektlari, soliq imtiyozlari, turizm, hunarmandchilik mahsulotlari, eksport.

Аннотация: В статье описывается роль и экономическое значение сферы ремесленничества в развитии частного предпринимательства в Узбекистане. В частности, освещены практические условия и льготы, созданные для ремесленных субъектов, сущность приоритетных задач, определенных в принятых в последние годы указах и решениях по поддержке промышленности в республике.

Ключевые слова: национальное ремесленничество, развитие сферы, налоговые льготы, туризм, ремесленная продукция, экспорт.

Abstract: The article describes the role and economic importance of the craft sector in the development of private entrepreneurship in Uzbekistan. In particular, the practical conditions and benefits created for craft subjects, the essence of the priority tasks identified in the decrees and decisions adopted in recent years to support industry in the republic, are highlighted.

Key words: national handicrafts, development of the sphere, tax incentives, tourism, handicraft products, export.

Ma'lumki hunarmandchilik — milliy-an'anaviy mayda tovar ishlab chiqarish, oddiy mehnat qurollari yordamida yakka tartibda va qo'l mehnatiga asoslangan sanoat turi; shuningdek mahsulotlar tayyorlanadigan kasblarning umumiy nomi bo'lib hisoblanadi. Yirik sanoat ishlab chiqarishi vujudga kelishiga qadar keng tarqalgan, ayrim sohalari keyin ham saqlangan. Hozirgi vaqtda mazkur soha iqtisodiy

rivojlanayotgan mamlakatlarning xalq xo'jaligida muhim o'rin egallaydi. Tarixga nazar soladigan bo'lsak, hunarmandchilik bilan ota-bobolarimiz azaldan shug'ullanib kelishgan.

O'zbekiston Respublikasida hunarmandlar uyushmasi mavjud bo'lib, unga a'zo bo'lgan ustalar davlatimiz tomonidan berilgan imtiyozlarga ega bo'lishadi. Buning uchun yakka tartibdagi tadbirkor sifatida davlat ro'yxatidan o'tishi kerak. Mamlakatimizda milliy hunarmandchilikni rivojlantirish, ushbu orqali xalqimizning boy madaniy merosi va tarixiy an'analarini to'liq saqlab qolish bilan birgalikda, band bo'lmagan aholini, ayniqsa yoshlar, ayollar va kam ta'minlangan oilalarni ish bilan ta'minlash maqsadida bir qancha yengilliklar va imtiyozlar berilmoqda. Hunarmandchilik sohasining rivojlanishi shuningdek turizm sohasining rivojlanishiga ham ijoboy ta'sir qiladi. Hozirgi kunda O'zbekiston Hukumati tomonidan ham ko'pgina imkoniyatlar yaratilib berilmoqda, bunga misol sifatida keying yillarda qabul qilingan quyidagi farmon va qarorlarga nazar tashlasak. Xususan:

O'zbekiston Respublikasi Prezidentining 17.11.2017 yildagi "Hunarmandchilikni yanada rivojlantirish va hunarmandlarni har tomonlama qo'llab-quvvatlash chora-tadbirlari to'g'risida"gi PF-5242-son farmoniga muvofiq quyidagilar respublikamizda milliy hunarmandchilik, xalq badiiy va amaliy san'atini yanada rivojlantirishning asosiy yo'nalishlari etib belgilangan:

birinchidan, hunarmandchilik faoliyati bilan shug'ullanayotgan fuqarolar va oilalar, ayniqsa yangitdan o'z faoliyatini boshlagan hunarmandlarni har tomonlama qo'llab-quvvatlash, "Usta-shogird" maktablari faoliyatini takomillashtirish va samaradorligini oshirish, va shu asosda yangi ish o'rinlari tashkil etish;

ikkinchidan, hunarmandchilik subyektlariga davlat ro'yxatidan o'tishda ko'maklashish, ularga yer maydonlari va binolar ajratish, muhandislik kommunikatsiya tarmoqlariga ulanish, ularni asbob-uskunalar, jihozlar, xomashyo va materiallar bilan uzluksiz ta'minlash, ularga imtiyozli kreditlar berish bo'yicha samarali chora-tadbirlarni amalga oshirish;

uchinchidan, xalq hunarmandchiligi va ijodiy an'analari keng rivojlangan shahar va tumanlarda hunarmandchilikni rivojlantirish markazlari tashkil etish, hunarmandchilikning noyob turlarini qayta tiklash va yanada rivojlantirish, iste'molchilarga hunarmandchilik mahsulotlari yetkazib berish uchun bozor infratuzilmasini shakllantirish;

to'rtinchidan, hunarmandchilik mahsulotlarini eksport qilishni rag'batlantirish, xorijiy mamlakatlarda o'tkaziladigan ko'rgazma va yarmarkalarda milliy hunarmandchilik mahsulotlarini taqdimot qilishga ko'maklashish [1].

Hunarmandchilikni yanada rivojlantirish va hunarmandlarni qo'llab-quvvatlash bo'yicha qo'shimcha chora-tadbirlar to'g'risidagi PQ-4539-son qarorga muvofiq hunarmandlarning xalq amaliy san'ati milliy katalogi yaratilib, faxriy va xalqaro ko'rgazma hamda tanlovlarda g'olib bo'lgan 340 nafar ustalar ushbu katalogdan o'rin oldi. Shuningdek, 1,5 mingga yaqin hunarmandlar turizm reyestriga kiritilib, ushbu soha rivojiga munosib hissa qo'shib kelmoqda [2].

Ta'kidlash joizki, Milliy katalog va Reyestrga kiritilgan hunarmandlar kalendar yili davomida hunarmandchilik mahsulotlarini (ishlar, xizmatlar) sotishdan tushgan tushumi 100 mln so'mdan oshgan, biroq 1 mlrd so'mdan ko'p bo'lmagan miqdori bo'yicha aylanmadan olinadigan soliq stavkasini 50 foizga kamaytirilgan miqdorida to'lab kelmoqda.

Shuningdek, O'zbekiston Respublikasi Prezidentining 30.12.2021 yildagi "Hunarmandchilik faoliyatini qo'llab-quvvatlash tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi PQ-77-son qarorining amaliy natijasi bo'yicha quyidagi muhim ma'lumotlarni keltirib o'tsak bo'ladi. Ya'ni, milliy hunarmandchilik, xalq badiiy va amaliy san'atini rivojlantirish, soha vakillarini har tomonlama qo'llab-quvvatlash bo'yicha amalga oshirilayotgan kompleks chora-tadbirlar natijasida so'nggi besh yilda mamlakatimizdagi usta hunarmandlar soni 7 barobarga, shogirdlar 9 barobarga ko'payib, sohada band bo'lganlar soni 230 ming nafarga yetgan [3].

Yana bir dolzarb huquqiy me'yoriy hujjat mohiyatiga to'xtaladigan bo'lsak, O'zbekiston Respublikasi Prezidentining 12.06.2023 yildagi "Aholini hunarmandchilikka jalb qilish va hunarmandchilik faoliyatini rivojlantirish uchun qulay shart-sharoitlar yaratish chora-tadbirlari to'g'risida"gi PF-91-son farmoniga muvofiq 2023-yil 1-iyuldan boshlab hunarmandchilik mahsulotlarini eksport qilishda xalqaro pochta va kuryerlik jo'natmalari sifatida jo'natish xarajatlarining 50 foizi, biroq mahsulot eksport qiymatining (jo'natish xarajatlarisiz) 50 foizidan ortiq bo'lmagan qismi Eksportni rag'batlantirish agentligi tomonidan qoplab berilishi va tovar belgilarini milliy ro'yxatdan o'tkazish bepul amalga oshirilishi ko'rsatilgan [4].

Demak aytishimiz mumkinki, bugungi kunda aholini ish bilan band qilish va bandligini ta'minlash dolzarb masala sanaladi. Bu masalani yechish borasida hukumat tomonidan qabul qilingan farmon va qarorlarning ijrosi natijasida amalga oshirilgan say-harakatlarni natijasi beqiyos. Shu jumladan, banklar tomonidan hunarmandchilik subyektlari uchun ajratilgan imtiyozli kreditlar, soliq to'lovlaridan ozod etilganligi, ijtimoiy sug'urtaga ega bo'lishi, davlat mulkidan foydalanganlik uchun ijara to'lovining 50% miqdorida belgilanishi, shogirdlarga mustaqil faoliyatini boshlashi uchun zarur asbob-uskuna va jihozlarni sotib olishi uchun subsidiyalar ajratilishi,

kommunal to'lovlarini aholi uchun belgilangan tariflarda to'lash mumkinciliklarini misol qilsak bo'ladi.

Fikrimizcha, mazkur chora tadbirlar samarasi o'laroq "yalpi ichki mahsulotga nisbatan xizmatlar ko'rsatishning o'sib borish tendensiyasi kuzatila boshlandi, buning natijasida esa tarmoqning mamlakatimiz hududlari iqtisodiyotiga qo'shayotgan hissasini oshiradi. Bu holat, bizningcha, respublikaning yirik sanoat tarmoqlari: savdo va umumiy ovqatlanish, transport va aloqa, kommunal, moliya va boshqalarning hissasi bilan ham bog'liq. Eng muhimi, avvallari asosan davlat tomonidan ko'rsatilayotgan xizmatlar asta-sekin xususiy bozor xarakteriga ega bo'lmoqda" [5].

Yuqorida keltirilgan tahliliy ma'lumotlar va ta'kidlab o'tilgan ilmiy nazariy fikrlarimizdan kelib chiqib xulosa qilib aytganimizda mamlakatimizda hunarmandchilikni rivojlantirish orqali aholining bandligini ta'minlash va kambag'allikni qisqartirish imkoniyatlari yaratilishi mumkin deb hisoblaymiz. Shuningdek, hunarmandcilik maxsulotlarining eksportini ko'paytirish orqali mamlakatimizni horijga tanitishni faollashtirish barobarida esa hududimizga chet el sayyohlarida qiziqish uyg'onishi, bu esa o'z navbatida, turizm sohasining rivojlanishiga muayyan xissa qo'shadi.

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VOLUME-2, ISSUE-1
CHARACTERISTICS OF SPEECH AND SPEECH ACT
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ABSTRACT:
The article deals with various approaches to assessing speech, communicative qualities of speech. It also emphasizes main communicative qualities of speech as relevance, richness, purity, accuracy, consistency, accessibility, expressiveness and correctness.

Keywords: speech etiquette, social relations, the communicative qualities of speech, specific situations

INTRODUCTION:
Nowadays the conditions of foreign language communication in the modern world, when a foreign language is a means of communication, cognition, obtaining and accumulating information, predetermined the need for mastering all types of speech activity: speech etiquette and listening comprehension of speech in a given foreign language, as well as the rules of speech etiquette, reading and writing.

Speech etiquette is an important element of the culture of the people, a product of human cultural activity and an instrument of such activity. Speech etiquette is an integral part of the culture of human behavior and communication. In the expressions of speech etiquette, the social relations of a particular era are recorded. Being an element of national culture, speech etiquette is distinguished by a vivid national specificity. The specificity of greetings and all kinds of information when meeting with different nations is very interesting.

Among the various approaches to assessing speech (and its effectiveness in particular), the most productive approach is from the standpoint of analyzing the degree of speech compliance with the conditions of communication and the communicative tasks of speech partners, that is, from the standpoint of communicative expediency. It is this approach that can be carried out when assessing speech from the standpoint of the communicative qualities of speech (BN Golovin's term, introduced by him in 1976 in his work "Foundations of the culture of speech") [1,126]. According to the definition of the scientist, "the communicative qualities of speech are the real properties of its content or formal side. It is the system of these properties that determines the degree of communicative perfection of speech. " B.N. Golovin reviewed each of the previously known advantages of speech in a new way

and systematized them, tracing the dependence of speech on non-speech structures in each of the aspects.

How is speech different from language?

First of all, the fact that language is a system of signs, and speech is an activity that proceeds as a process and is presented as a product of this activity. And although speech is built in one language or another, this is the most important difference, which, for various reasons, determines others.

Speech is a way of implementing all the functions of the language, primarily communicative. Speech arises as a necessary response to certain events of reality (including speech), therefore, unlike language, it is deliberate and focused on a specific goal.

Speech is primarily material - it sounds orally, and in writing it is recorded with the help of appropriate graphic means (sometimes different from the given language, for example, in another graphic system (Latin, Cyrillic, hieroglyphic writing) or with the help of icons, formulas, drawings etc.). Speech depends on specific situations, unfolds in time and is realized in space. Speech is created by a specific person in specific conditions, for a specific person (audience), therefore, it is always specific and unique, because even if it is reproduced with the help of certain recordings, circumstances change and it turns out the same thing that is usually said about: "You cannot enter the same river twice." At the same time, theoretically, speech can last indefinitely (with and without interruptions). In fact, our whole life from the time we begin to speak, and until we say the last word, is one big speech in which circumstances, addressee, subject of speech, form (oral or written) change, etc., but we keep talking (or writing). Expressive speech is speech that can maintain attention, arouse the listener's (or reader's) interest in what is said (written). The main condition for expressiveness is that the author of the speech has his feelings, thoughts, his position, his own style. Expressiveness usually means originality, originality, surprise. In this regard, expressive speech is always new, "fresh" and creative. It is in this way that she is able to arouse the interest and approval of those to whom she is intended.

What does the expressiveness of speech depend on?

The components of speech technique are diction, breathing, voice.

Each word, and in a word, each sound must be pronounced clearly - this is the main requirement of diction.

The outstanding theater figure K.S. Stanislavsky spoke very figuratively about the impression that bad diction makes on the audience: "A word with substituted letters seems to me ... a man with an ear for a mouth, with an eye for an ear, with a

finger for a nose. A word with a crumpled beginning is like a person with a flattened head. A word with an unspecified end reminds me of a man with amputated legs ... When the words merge into one shapeless mass, I remember flies caught in honey. " [2,145]

Fuzzy, sloppy, illiterate speech is unpleasant in everyday life. It offends our hearing, our aesthetic sense. But it is already completely unacceptable for a lecturer.

Deficiencies in diction (unless they are associated with some shortcomings of the vocal apparatus) are the result of a bad habit, deeply rooted in childhood, of saying "lazily," casually, sluggishly pronouncing words. Therefore, in order to eliminate these shortcomings, you need to control how you speak, lecturing, speaking at a meeting, in everyday life (whether you crumple words, "swallow" endings, if you sip words through your teeth, etc.)[3.17].

For the orator, the voice, its timbre, shades are important. The strength of the voice is not decisive, but it should be borne in mind that the audience (listeners) gets tired, lulls both a very quiet and a loud voice. The tone of speech is important. The speech should not be arrogant, instructive.

The semantic perception of speech largely depends on the rate of speech. Defining perception as a counter process of thinking, we must take into account two points: the listener needs to have time to comprehend the incoming information and remember the main provisions of what they are talking about [4,12].

According to experimental data, the optimal condition for easily perceived speech is the average rate of pronunciation. The presentation of complex material dictates a slower pace of speech, while turning to facts, phenomena associated with sensory experience, life associations requires a relatively accelerated pace. Too slow speech rate is poorly perceived. The text does not sound in phrases, but in separate words[6,282].

One should be especially attentive to the expressive role of intonation (pitch, strength, timbre, rate of speech, pauses). There is a hypothesis that intonation preceded language. According to experimental data, a child masters intonation models (for example, expression of pleasure, anger) at the age of six months to a year, and much later learns the vocabulary and grammar of his native language. In communication, intonation serves as a concretizer of the meaning of an utterance in a certain situation.Intonation allows people to emphasize the logical and emotional significance of the statement. The brighter the emotional responsiveness of a person, the richer his speech is in melodic expressiveness. Speech, devoid of proper melodic accents, is insensitive. Here speaker cannot give ready-made recipes related to the use

of intonation in everyday life. There is only one rule to remember: intonation is a mirror of one`s emotional life; the culture of feelings and emotional relationships is inextricably linked with the culture of intonation design of the statement.

In addition, speech is always individual, since people never use all the means of language and are content with only part of the language means in accordance with their level of knowledge of the language and the conditions of a particular situation, choosing the most suitable ones. As a result, the meanings of words in speech may differ from those that are strictly defined and fixed by dictionaries. In speech, situations are possible in which words and even individual sentences receive a completely different meaning than in language, for example, with the help of intonation. Speech can also be characterized by indicating the psychological state of the speaker, his communicative task, attitude towards the interlocutor, sincerity.

Speech is not limited to only linguistic means. The composition of speech means also includes those that belong to non-linguistic (non-verbal, or non-verbal): voice, intonation, gestures, facial expressions, posture, position in space, etc.

All these differences between speech and language relate primarily to speech as a process of using language, therefore, although with a stretch, they are grounds for opposing them, since in this regard, the creation of speech as a process proceeds in many stages and partially coincides with the boundaries of the largest unit of language: with sentence boundaries. If we talk about speech as a result of this process, i.e. as a text. That description of speech at this level, in principle, cannot have common criteria with the language, since they are completely inapplicable to the language.

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VOLUME-2, ISSUE-1
NE'MAT AMINOV QISSALARIDA MA'NAVIY-AXLOQIY MUAMMOLARNING HAJVIY TALQINI

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Har qanday davrda ham hajviyot jamiyat, ijtimoiy hayot ziddiyatlarining badiiy talqinini vujudga keltiruvchi ko'zgu vazifasini bajaradi. Zero, badiiy talqinda ijodkor estetik ideali bilan mavjud voqelik o'zaro uyg'unlashgan holda o'ziga xos yangicha manzara hosil qiladi. Shuningdek, hajviyotdagi tanqidiy fikr, ijtimoiy illatlarni fosh etish barobarida ijodkorning estetik a'moli, shaxs qiziqish-manfaatlarini shakllantirgan holda ma'naviy-axlokiy mezonlarning barqarorlashuvini joriy g'oyaviy pafos qamroviga birlashtiradi. Shu ma'noda, hajviy talqin obraz tadrijini umumlashtirish asnosida harakat hamda holat orasidagi aloqa mustahkamligini vujudga keltiradi.

Hajviy xarakter yaratish borasida kichik epik janrlar ancha qulay, lekin, yirik janrlarda hajviy asar yaratish ancha murakkab ish. Bu murakkablikning albatta o'ziga xos omillari bor. Avvalo, hajviy asar ijodkor estetik ideali nuqtai nazaridangina emas, balki ijtimoiy ahamiyat kasb etishi lozim, ikkinchidan, asar voqealari muayyan davr mohiyatini yorqin aks ettirishi, uchinchidan, badiiy talqin etilayotgan hajviy tipga xos barcha illat va kamchiliklar aniq mantiqqa asoslanishi lozim.

O'zbek realistik adabiyotida G'.G'ulomning "Shum bola" qissasini hisobga olmaganda yirik hajviy roman va qissalar yo'q edi. Ne'mat Aminov XX asr o'zbek nasrida mavjud bo'lgan ana shu bo'shliqni to'ldirdi. U o'zbek realistik prozasini hajviy qissa-dilogiya bilan boyitdi. Birinchi qissa «Yelvizak», ikkinchisi esa «Suvarak» deb nomlangan. [1. Aminov N.Yolg'onchi farishtalar yoxud yelvizakfe'lu suvarakmijoz Bashirjon Zaynishev hayotidan qo'sh qissa. Adabiyot va san'at. 1987.]

«Yelvizak» qissasining qahramoni Bashirjon Zaynishev ustomon, katta mansabdor shaxslarning xizmatini qilib, o'rtamiyona lavozimlarda ishlab keladi. Barcha lavozimlarda ham u uzoq o'tirmaydi. Chunki o'zi rahbarlik qilgan tashkilot yoki korxonani tez fursatda "o'tirg'izadi". Ammo o'zi beminnat xizmatini qilgan «akaxonlari ko'magida u boshqa lavozimga o'tiradi. Xullas, Bashirjon Zaynishev hamma vaqt rayon miqyosidagi ko'plab tarmoqlarda boshliq bo'lib ishlagan, ularni talon-taroj qilib xarob etgan universal rahbarlardan. Asarda ana shunday hajviy tipning qismati to'la hal qilinmagan. Qissa uning madaniyat uyini boshqara olmaganligi uchun raykom byurosida muhokama qilinishi bilan yakunlanadi.

Adib keyinchalik ikkinchi qissa «Suvarakni»ni yozadi va bu qissada ham bosh qahramon Bashirjon Zaynishevning keyingi faoliyatini aks ettiradi. Adib ikkala qissani jamlab «Yolg'onchi farishtalar» nomi ostida bir jildda chop ettiradi.

Yozuvchi N.Aminov "Yelvizak» va «Suvarak» deb nomlangan hajviy qissalarining har ikkalasida Bashirjon Zaynishevni asosiy qahramon sifatida tasvirlaydi. Albatta, qissa- dilogiyada boshqa personajlar ham bor. Ular Bashirjon atrofida birlashadi. Shu bous sho'rolar davrining ijtimoiy-siyosiy, iqtisodiy va madaniy hayotidagi tanazzul, oqsash hamda illatlarni fosh etishda Bashirjon Zaynishev belgilovchi obraz vazifasini o'taydi. Jamiyatdagi yulg'ichlik, poraxo'rlik, to'rachilik, aldamchilik, tovlamachilik va axloqiy buzuqlik bilan halollik, to'g'rilik va pokdomon yashaydigan kishilar o'rtasidagi ziddiyat asarda faqat ana shu tip bilan muloqotda namoyon bo'ladi. Xuddi shu ma'noda u insoniylik sha'niga dog' tushiruvchi tiplar mohiyatini ochishda adibga katta imkoniyatlar bergan.

O'z qissalariga adib «Yelvizak» va «Suvarak» deb ramziy nom qo'ygan. Bunday nomlash hajviy asar mazmuniga to'la mos bo'lib, ular asarlarning mohiyatini to'g'ri anglashga imkon beradi. Chunki yelvizak ko'zga ko'rinmaydi, ammo kishini qattiq shamollatadi, og'ir xastaliklarga griftor etadi. Bashirjon Zaynishev va uning hamtovoqlari,homiylari mamlakat ijtimoiy-ma'naviy hayotininxastalantiruvchi, xavfli yelvizaklardir. Suvarak esa, yozuvchi S.Ahmad aytganidek. «qorong'uda faol harakat» qiluvchi hasharot. Bashirjon Zaynishev va uning hamtovoqlari jamiyatning suvarakmijoz o'g'rilari bo'lib, S.Ahmad bu haqda shunday yozadi: «Agar o'g'rilarni aqlli, aqlsiz toifalarga bo'lsak, eng aqllisi mayda o'g'ri ekani ma'lum bo'ladi. Arzimagan o'g'irlikni prokuror nazar-pisand qilmasligini, sudya jazosi bir shapaloq «ish» uchun ilmini xor qilmasligini mayda o'g'ri juda ham yaxshi biladi. Umuman olganda mayda o'g'ri hamma vaqt ko'z ilg'amaydigan, qonunning nazari tushmaydigan jinoyatlarni qiladi. [2. Said Ahmad. Yo'qotganlarim va topganlarim. B.233]

N.Aminovning hajviy qissa-dilogiyasi asosiga oddiy kulgu qo'zg'atuvchi mayda-chuyda voqealar emas, balki adib qalamga olgan tarixiy davrga xos yirik ma'naviy-axloqiy muammolar qo'yilgan. Bulardan birinchisi-jamiyatda e'tiqodsizlikning kuchayishi. Adib tasvirlagan XX asrning 60-80-yillari mamlakatimizda e'tiqodsizlik kuchaygan edi. Chunki, sho'rolar tuzumi, kommumistik mafkura xalq ongiga ateizmni, dinga qarshi kurashni shu qadar singdirib yuborganki, natijada, kishilar to'liq xudosislarga aylanib ketmagan bo'lsalar ham, biroq ular ongidagi muqaddas tuyg'ular, e'tiqod zaiflashgan edi. Qissa- dilogiya

qahramoni Bashirjon kabi kishilar ongida pul, mol-dunyo yig'ish, qanday yo'l bilan bo'lmasin biror mansabni egallash, besh kunlik dunyoda aysh-ishrat qilib yashab qolish kayfiyati mustahkamlangan edi.

Ikkinchisi, qissa-dilogiyada kishilarda iymon sustlashgan, ular o'rtasida qadr-qimmat, samimiyat zaiflashgan, munofiqlik avj olgan davr voqealari tasvirlangan.

Darhaqiqat,badiiy talqinda haddan kuzatiladigan tashqari shaxsiyatiga xos qusurni izchil bo'rttirish kitobxonning g'ashiga tegadi. Xususan, ekspeditor Qurbonov bilan qishloqqa chiqqan Bashirjon Zaynishev xatti-harakatlari o'quvchi ensasini qotiradi. Shu o'rinda ta'kidlash joiz: adib badiiy tasvir jarayonida muayyan nuqsonga yo'l qo'yadi. Negaki, ta'magir inson tabiatan xasis bo'ladi. Yozuvchi qahramon rivojlantirmaydi, balki uni tanti, dovdir kishi tarzida gavdalantiradi. Aynan talqin xakkoniyligi xarakterni yorqin tip darajasiga ko'taradi. Qissada yetakchi obraz goh qo'rqoq, goh tovlamachi, goh muttaxam inson sifatida namoyon bo'ladi. Badiiy namoyish personaj qiyofasi ikki muhim qirrasini - befarosat va kaltafahmligini ko'rsatadi. "Bashirjonni shaharga chaqirishmagan edi. Aslida u oblast kasalxonasida bir haftadan beri qon bosimi ko'tarilib, davolanib yotgan akaxoni Shamsi To'rayevichni borib ko'rishni xuddi shu kunga rejalashtirgan edi. Shuning uchun ham u kabinetdan shoshilib chiqdi-yu, rayon markazi tomon yo'l oldi. Chavkar arig'i ustidagi mashhur choyxona odatdagidek gavjum. Bashirjon choyxona orqali o'tib, ariqning quyisidagi «Madaniy mollar» magazini oldida mashinasini yuvib turgan shofyori yoniga borarkan, ro'paradan unga jilmayib kelayotgan hazilkash do'sti Qodirjonga kuzi tushdi. Bashirjon uni yoqtirmas edi. Chunki Qodirjon doimo qayerdagi hazillarni, bo'lmag'ur gaplarni topib, uning jig'iga tegardi». [3. Aminov N. Qahqaha.-T.: Adabiyot va san'at. 1987. –B.43.]

Adib qissalarida ma'naviy-axloqiy muammolarning hajviy talqini xususida bildirilgan fikr-mulohazalardan quyidagicha xulosaga kelish mumkin:

Ne'mat Aminov XX asrning 60-80-yillari o'zbek adabiyotida hajviy qissa-dilogiyaning g'ozal namunasini yaratdi. Ushbu qissalar adibning xayoloti asosida yaratilgan badiiy to'qima mahsuli bo'lmay, ularda mamlakat hayotida o'sha davrlarda mavjud bo'lgan real voqelik, kishilar hayoti badiiy umumlashtirilgan. Shu munosabat bilan aytish mumkinki, adib yagona qahramon faoliyati vositasida ko'plab kishilarning ruhiy dunyosini yorqin aks ettirishga erishdi. Bu esa qissa-dilogiyaning adabiyotimizrivojiga ulkan hissa bo'lib qo'shilganligidan dalolat beradi.

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VOLUME-2, ISSUE-1
PELVIC-HEAD DISPROPORTION AS A PRIMARY DIAGNOSIS OF CESAREAN

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Relevance. The complex nature of msectionedical decision making in cases of disproportionality is demonstrated. Methods available to treat disproportionality have included cesarean section, cranial trepanation, forceps, induction of preterm labor, symphysiotomy, and inversion.Identifying women at risk for developing breech-head disproportionality will allow physicians to make preparatory and treatment decisions that can minimize maternal and neonatal morbidity.

PURPOSE: The overall objective of the study was to evaluate the validation of maternal anatomic anthropometric measurements to predict cephalopelvic disproportion among primiparous women attending a TMA maternity hospital.

METHODS: We conducted a retrospective study in a TMA maternity hospital. We studied 60 women who gave birth between September 17, 2022, and March 17, 2023. The mean maternal age was 19 years + 4.6 . The dependent variables were the mode of delivery: (a) vaginal delivery, (b) CS due to breech disproportion (c) CS without breech disproportion. The independent variables were maternal height and weight, number of prior vaginal deliveries, newborn weight, and birth weight index (BMI)/maternal height index. A polynomial regression model was used to analyze the relationship between newborn and maternal characteristics and the outcome variable.

Results: Among 60 first-born mothers, 40 were delivered by spontaneous and 20 mothers gave birth with a CW because of a confirmed cephalopelvic disproportion.

Disproportionality. Significant differences were noted for height, foot length, Michaelis horizontal and head circumference in mothers with and without CPD. Combined anthropometric measurements showed increased sensitivity and specificity. Combined anthropometric measurements showed increased sensitivity, specificity, and PPV. Foot length alone had a sensitivity of 27.8, specificity of 89.6, and PPV of 21.7%. When foot length combined with other anthropometric measurements such as height, Michaelis horizon, and maternal head circumference, sensitivity increases to 59.6%, 33.3%, and 30.4%, respectively.

Conclusions: In the present study, the variable that most predicted cephalopelvic disproportionality. The variable that most predicted cephalopelvic disproportion in the present study was maternal height. In addition, foot length, head circumference, and

horizontal diameter of MichaelisIn addition, foot length, head circumference, and horizontal Michaelis diameter were also found to be predictors of cephalopelvic disproportion.

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VOLUME-2, ISSUE-1

Talabalarni boshlang'ich maktabda o'qitishga tayyorlash jarayonida o'z-o'zini rivojlanishi uchun sharoitlarning samaradorligi

Urganch innovatsion universiteti Pedagogika va boshlang'ich ta'lim metodikasi kafedrasi o'qituvchisi

Kutliyeva Feruzaxon Yusupovna

Annotatsiya: Talabalarni boshlang'ich maktabda o'qitishga tayyorlash jarayonida sharoitlarning samaradorligi, ularga ta'lim berish usullari va darslarda foydalaniladigan materiallar juda muhimdir. Ushbu tezisda Talabalarni boshlang'ich maktabda o'qitishga tayyorlash jarayonida o'z-o'zini rivojlanishi uchun sharoitlarning samaradorligi haqida ma'lumotlar o'rganilgan.

Kalit so'zlar: motivatsiya, malaka, ko'nikma, tajriba, o'zini o'zi rivojlantirish, pedagog, sifatli ta'lim, metod,

Аннотация: В процессе подготовки учащихся к обучению в начальной школе большое значение имеет эффективность условий, методов обучения и материалов, используемых на занятиях. В данной дипломной работе изучаются сведения об эффективности условий для саморазвития в процессе подготовки учащихся к обучению в начальной школе.

Ключевые слова: мотивация, компетентность, умение, опыт, саморазвитие, педагог, качественное образование, метод,

Abstract: In the process of preparing students for teaching in primary school, the effectiveness of conditions, teaching methods and materials used in classes are very important. In this thesis, information about the effectiveness of conditions for self-development in the process of preparing students for teaching in primary school is studied.

Key words: motivation, competence, skill, experience, self-development, pedagogue, quality education, method,

Kirish: Talabalarni boshlang'ich maktabda o'qitishga tayyorlash jarayonida sharoitlarning samaradorligi, ularga ta'lim berish usullari va darslarda foydalaniladigan materiallar juda muhimdir. Shuningdek, muallimlar va pedagogik kadrlar talabalarni mustahkam, yaxshi o'qituvchilar ekanligi uchun xususiy tayyorlanishi kerak. Talabalarga eng yaxshi ta'limni berish uchun ular bilan konsultatsiya qilish, individual dasturlar tuzish va ularning o'zlashtirish darajasini hisobga olgan holda ta'lim berish juda muhimdir. Bunday qilib, talabalar murabbiylik va o'qituvchilik kasbini rivojlantirib, ularning boshlang'ich maktabda o'qishga tayyorlash jarayonida samaradorlikni yuksaltirish mumkin. Talabalarni boshlang'ich

maktabda oʻqitishga tayyorlash jarayonida oʻz-oʻzini rivojlanishi uchun sharoitlarning samaradorligi

Oʻquvchi, oʻqituvchi va ota-onalar uchun boshlangʻich maktabda oʻqitishga tayyorlash jarayonida sharoitlar juda muhim ahamiyatga ega. Bu jarayonda talabalarning badiiy, intellektual va insoniy xususiyatlari rivojlanadi. Shuningdek, ularning jamiyatdagi ma'naviy va jismoniy rivojlanishi ham samarador bo'lishi lozim.

Birinchi navbatda, talabalarni boshlangʻich maktabda oʻqitishga tayyorlash jarayonida ta'limning individual yondashuviga e'tibor berilishi kerak. Har bir talaba oʻzining unikal xususiyatlariga ega bo'lib, shuningdek, uning ta'lim uslubiga mos ravishda ta'lim berilishi zarur. Bunda, oʻqituvchilar talabalarning mavqeini aniq aniqlik bilan tushunib chiqishinglari kerak.

Ikkinchi ravishda, yosh talabalarga jamiyatdagi masalalar va muammolar haqida ma'lumot berish lozim. Bu esa ularning dunyoqarash va g'amxo'rlik ko'nikmalarini rivojlantiradi. Masalan, global muammolar haqidagi muzakaralar orqali ularning g'amxo'rligi va jamiyatdagi muhim masalalarga qarshi munosabatini rivojlantiradi.

Uchinchi ravishda, insoniy munosabatlarni mustahkamlash lozim. Talabalar bir-birlari bilan hamda oʻqituvchilar bilan barobar munosabatni o'rganadi va bu ularning ijtimoiy hayotdagi ahamiyatli xususiyatlaridan biri bo'ladi.

Samarali sharoitlar yordamida talabalarni boshlang'ich maktabda o'qitishga tayyorlash jarayonida ularning insoniy va intellektual rivojlanishi ta'minlanadi. Bunday qilib, ular jamiyatdagi faol a'zo bo'lib, mustaqil fikrlashgan fuqorolarga aylandilar.

Asosiy qism: Talabalarni boshlangʻich maktabda oʻqitishga tayyorlash jarayonida oʻz-oʻzini rivojlanishi uchun sharoitlarning samaradorligi tezis. Boshlangʻich maktabda oʻqituvchilar talabalarni g'oyaviy, ijodiy, tahliliy va ijtimoiy rivojlantirish uchun tayyorlashadi. Bu, o'quvchilarning shaxsiy va intellektual rivojlanishiga katta ta'sir ko'rsatadi va ularning boshqa hayotning har bir sohasida muvaffaqiyatli bo'lishlari uchun muhimdir.

Sharoitlarning samaradorligi yuqori sifatli darsliklar, innovatsion ta'lim-uslubiy texnologiyalar, amaliy mashg'ulotlar va ilmiy tadqiqotlarga asoslangan dars ishlanmasi bilan ta'minlanadi. Talabalar ko'nikma va mahoratlarini mustahkamlash, o'zlashtirish va yangicha bilimlarni o'rganishlari uchun masofaviy ta'lim-uslubiy texnologiyalardan foydalanishadi.

Oʻquv jarayonida talabalar samarali muloqotlar, jamiyatga qarshi javobkorlikni oshirish muammosini hal etish, fikrlash va mulohaza qilishga imkon beradigan

mehanizmlar tashkil etilgan. Bunday sharoitlar talabalarning insonparvarlik ruhiga ega bo'lishini ta'minlaydi va ularni mustaqil fikr ko'rish, maslahatlashish va boshqa insonlar bilan hamkorlik qilishga intiladi.

Boshlang'ich maktabda o'qituvchilar talabalarni jamiyatda faol a'zo bo'lib ishtirok etishga ko'rmaydigan holda tayyorlaydi. Shuningdek, ularning ijtimoiy masalalarga oid qobiliyatlarini rivojlantirib, jamiyatdagi eng muhim muammolarga yechim topib chiquvchi fuqarolar bo'lishadi. Bu esa ularga o'z vatanlarida samarali fuqarolar sifatida faol ishtirok etish imkoniyatini beradi. Talabalarni boshlang'ich maktabda o'qitishga tayyorlash jarayonida ularning o'z-o'zini rivojlanishi uchun quyidagi sharoitlarning samaradorligi va takliflar berilishi mumkin:

1. Individual yondashuv: Har bir talabaning o'zining xususiyatlari, qobiliyatlari va zarur ma'lumotlarga ega bo'lishi uchun individual yondashuv tizimini taqdim etish kerak. Bu talabalarga shaxsiy ilmiy, texnologik va ijtimoiy yondashuvni oshirib, ularni o'z-o'zlarini rivojlantirishga imkoniyat beradi.

2. Amaliyotlar va mashg'ulotlar: O'quv jarayonida nazariy bilimlarni amaliyotlar va mashg'ulotlar orqali mustahkamlashdirish juda muhimdir. Talabalar bu yolla o'rganilgan bilimlarni amaliy hayotda qo'llash orqali o'z-o'zlarining rivojlanishiga imkoniyat yaratadi.

3. Muhokama va muntazam baholash: Har bir talaba mustaqil ravishda o'rgangan bilimlarini muhokama qilish, savollar berish va muntazam baholash orqali o'zining rivojlanishini ko'paytirishi mumkin.

4. Qo'llanma va maqsadlarga yo'naltirilgan ta'lim: Talabalarni rivojlantirish uchun foydali qo'llanmalar, masalalar va maqsadlarga yo'naltirilgan ta'lim dasturlaridan foydalanish juda muhimdir.

5. Ommaviy sohada faol ishtirok etish: Talabalar boshlang'ich maktabda eng yuqori darajada faol ijtimoiy, madaniy va sport faoliyatlarida ishtirok etadilar uchun ularning jamiyatga intiqoli hamda ijtimoiylashtirilishi xavfsizlikni ta'minlaydi.

Ushbu takliflar talabalarni boshlang'ich maktabda o'qitishga tayyorlash jarayonida ularning o'z-o'zini rivojlanishi uchun samarador bo'ladi. Bu jarayonda har bir talaba shaxsiy ravishda taraqqiyot ko'taradi va muxlislikni hosil qila oladi.

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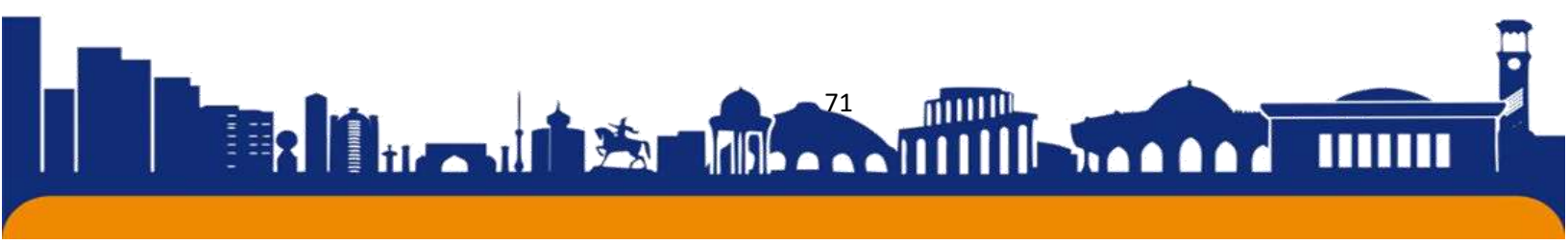
Foydalanilgan adabiyotlar

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