

THE PEERIAN JOURNAL

OPEN ACCESS, PEER REVIEWED



SJIF 2023:
6.897

Volume 19,
June 2023

Na strži 1702/65, Prague, 14000,
CZE

<https://peerianjournal.com>
editor@peerianjournal.com





Vol. 19 (2023): TPJ

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Methods and Ways to Achieve Sustainability of the Urban Landscape

Doctor Akromova Mukhlisa Saidmukhtor's Qizi

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Abstract: The article deals with the study of the landscape concept, the correct design of landscape solutions, the design codes for all standard projects, the critical characteristics of natural landscapes, the development and sustainability of urban landscape systems.

Keywords: Urban planning, design code, landscape, anthropogenic, environmental, environmental sustainability, biotic, abiotic factors, reconstruction, code, ecology.

In the 21st century, the intensification of the processes of influence between society and nature increased the need to develop scientific foundations. For the first time, society is facing challenges of sustainability of landscapes and ecosystems. In the development of urban planning ecology, it was manifested in many ways in the foundation of a system that helps scientists maintain ecological balance and prevent the degradation of natural landscapes during the development of territories.

Resolution No. 83 of the Cabinet of Ministers of the Republic of Uzbekistan dated February 21, 2022 "On additional measures to accelerate the implementation of national goals and objectives in the field of sustainable development until 2030" [1]. The formation of the concept of sustainable development with the process of interaction between society and nature helped to realize that the quality of the environment largely depends on the implementation of urban planning activities, and one of the main descriptive criteria is "sustainability".

Project parameters: street signs, topography, land use, character of buildings and public spaces, open space and density are essential components of the National Model Projects for Effective Use, while others are optional. The latter include, for example, housing standards that are crucial but can be addressed elsewhere in local plans.

All sample project design codes must have:

- * Access to places and formation of streets
- * Landscape and open space strategy
- * Land use
- * Density
- * Heights
- * Number of houses
- * Uniqueness and character of buildings and public places

In particular, the spread of the scope of the concept of "sustainable" in the field of technology to the field of relations between man and nature gives the opportunity to apply it to the assessment



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Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

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of the processes occurring in anthropogenic landscapes under the influence of the initial (based on the modeling of relations in technical systems) urban planning activities.

For example, the natural and anthropogenic landscape are undoubtedly used concepts influenced by the technical field: it is said that "any landscape modified by man is less stable than the original landscape, because the natural self-regulating mechanism in it is broken" [1,2].

The application of the concept of "sustainability" in relation to the territory, landscape, and environment has become a common practice for the field of urban planning ecology, and implies clarification of its meaning, as it provides an opportunity to consider the area from the point of view of sustainable development.

When studying the issues of development and stability of urban landscape systems, it is emphasized that "...sustainability should be understood as the ability to preserve the external effects and morphological structure (vertical and horizontal) of natural-anthropogenic area complexes (landscape complexes)" [3]. It should be noted that if the stability of natural landscapes means that they maintain their structure under external influences and return to their original state when the influence disappears, then the stability of anthropogenic landscapes means that they are external influences. the ability to continue to perform socio-economic functions is implied under the secret, in this case, maintaining stability is carried out through self-management and regulatory processes [4].

Thus, in the anthropogenic landscape, on the one hand, there is a direction to perform the given tasks with the possibility of subsequent changes of the structure, and on the other hand, it implies achieving its stability, because the processes of self-management are weakened in it.

A very important feature of natural landscapes is the ability to self-restore, regulate (using conflicting relationships to stabilize landscape activity), renew (self-organize to maintain stability and is the presence of qualities such as self-regeneration and reproduction related to self-regulation [5].

It can be seen that it is difficult to reproduce the qualities of anthropogenic landscapes, their importance in achieving a state of stability is that the irreversibility of the processes of preservation and development of landscapes serves as a basis for architectural-landscape organization at the expense of the organization of the communication system. This may be related to the restoration of disturbed areas that have lost their initial connections in primary ecosystems, and do not have stable connections in changed natural-anthropogenic systems.

This approach becomes relevant due to the emergence of clear opportunities for the reconstruction of the designated area for any purposes, its use and increase of ecological potential. It is known that the shape of the urban landscape is variable and stable, and influencing factors can initiate reversible and irreversible changes. A characteristic feature of this situation is the development of the processes of destruction, change, and restoration of individual components in the landscape as a system that preserves stability, in which the unity of movement and balance is manifested. The existence of a view (invariant), which is a mechanism that preserves connections between elements during all changes of the system, allows to keep it in a stable state.

The system of practical actions is based on the principle of variable stability, which implies bringing the environment to the standard quality, guaranteeing the development of its main components, meeting the reliability criteria, ensuring the relative delay or advance in the development of the components, and not reducing its quality., that is, the improvement of the



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Open Access | Peer Reviewed

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ISSN (E): 2788-0303

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environment is aimed at the interests of the well-being of the population [6]. In order to improve the environment, this interpretation of the controlled impact, which does not harm it, may depend on one of the conditions for regulating the quality of the landscape, which is constantly changing.

The term "ecological stability" is used in the sense of self-preservation and regulation within the limits of permissible changes that do not exceed certain values [6,7], in the ecology of urban planning - "Organization of the landscape by urban planning of the territory as a factor of sustainable development" explained as a derivative of the architectural context of the research subject. In the proposed definition, there is a generalized interpretation of the direct dependence of the natural-anthropogenic situation on the protective reactions that can resist the processes in it. It is possible to build a system of measures to ensure the stability of the environment on the basis of increasing the level of protection of the natural components of the landscape.

The purposeful change and reconstruction of the natural environment, which negatively affects the processes of development in the urban ecosystems, creates "the possibility of building biogeocenoses with predetermined characteristics that are highly ecologically clean even in the conditions of the developed environment" [8].

One of the important qualities of the environment that is directly related to sustainability and directly related to the concept of sustainable development is its safety, including ecological safety.

The urban development code of Uzbekistan focuses on the main sources of environmentalism, including "... the most urgent problem of the environmental safety of cities is to eliminate the harmful effects of automobile traffic on the urban environment, which are caused by the speed of automobiles. due to its increase, it is in the first place in relation to the impact of harmful industrial waste" [10].

Reconstruction measures that allow to increase the ecological safety of the environment, at the expense of the natural components of the landscape, to reduce the level of negative impact of vehicles on the state of urban open spaces, can help.

Along with the implementation of architectural and landscape reconstruction of the city, environmentally friendly materials and technologies that do not pose a threat to the health of the population are used in the process of solving the urban planning problem of improving the city's environment. In terms of creating sufficient conditions for the development of planted plants, it is appropriate to choose biologically compatible trees and shrubs.

Among the proposed requirements, E.I. In relation to Slepian's landscape architecture projects, the following are emphasized: abiotic and biotic factors of architectural landscapes , radiation, soil salinity, etc.) set. Biotic factors, biotic factors of the environment - a set of effects of the life activities of plants, animals and microorganisms of the same or different species on organisms. Especially the relationships between the organisms of the biocenosis are very close. Biotic factors of different types of living organisms (which differs from the abiotic environment due to its interaction) of the components of the environment (including buildings, constructions and engineering networks, transport networks, green spaces, water bodies and water streams) with each other and with the natural environment adjacent to them. ensuring and maintaining ecological (primarily anthropo-ecological) compatibility that excludes and limits the arrival [11].

In order to change the landscape in the reconstruction of the architectural landscape of the area, measures to solve the problems of environmental improvement are based on the creation of conditions for the processes of self-management and conservation in nature.



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Open Access | Peer Reviewed

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Taking into account the complexity of the processes of changing the urban landscape as a whole system, reserves should be sought at the levels of subsystems that are sources of ecological tension, natural and anthropogenic components, and have imbalances.

The ecological safety of the environment being changed should be the criterion for the ongoing changes in natural-anthropogenic systems, ensuring the sustainable improvement of human living conditions.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Foundations for the Development of Creative Thinking in Younger Schoolchildren as A Psychological and Pedagogical Problem

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Abstract: This article examines foundations for the development of creative thinking in younger schoolchildren as a psychological and pedagogical problem

Key words: Pedagogical impact, teacher-student relationship, emotional aspect, motivation, interaction, personality.

Each person perceives the world around him and wants to understand it. To understand means to realize the nature of an object or phenomenon and to find its essence in it. We can say that understanding is the most complex cognitive psychological process called thinking. Before moving on to a discussion of creative thinking in the lower grades, let's define thinking as a psychological process in general.

First of all, it should be noted that thinking is the highest cognitive process. Thinking refers to the acquisition of entirely new knowledge or the creative transformation of existing ideas and knowledge. Thinking should also be understood as the acquisition by a person of completely new knowledge.

Thinking as a special mental process has several specific features. The first of them is a generalized reflection of reality. The second, no less important, is the indirect comprehension of objective reality.

Secondly, the most important feature of thinking is that thinking is almost always associated with solving problems that arise in the process of cognition and practical activity. Thinking always begins with a problem, the answer to which is the goal of thinking. The answer is not found immediately, but with the help of certain mental operations.

An extremely important characteristic of thinking is that it is inseparable from speech. We always think in speech. In other words, we cannot think if we do not speak; according to A.G. Maklakov, thinking is cognition that generalizes, reflects and mediates reality (Maklakov, 2008).

Other authors understand thinking as the movement of ideas, as an understanding of the nature of things. The result of thinking is an idea or a thought, not an image.

Unlike other psychological processes, thinking proceeds within a certain logical framework. Therefore, psychologists distinguish several logical operations in the structure of thinking: analysis and selection of the main thing (synthesis), comparison, abstraction, generalization and concretization.

Analysis is understood by N.F. Tarygina as "a mental division of something or a mental selection of individual features of an object." The meaning of this process lies in the fact that when we perceive any object or phenomenon, it allows us to mentally separate its parts. As a result, we can find out



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

what parts the perceived object consists of. In other words, through the process of logical analysis, we can learn the structure of what we perceive. Synthesis is understood as a combination of various elements into a single whole (Talyzina, 2006, 40).

Mathematicians-methodologists argue that analysis and synthesis complement each other (analysis is carried out through synthesis, and synthesis through analysis). Analysis" and "synthesis" are diametrically opposed in meaning, but are closely related. Thus, these logical operations are involved in any complex mental process (Beloshistaya, 2009).

The ability to analyze and synthesize is manifested not only in the ability to single out elements and various properties of an object or to combine elements into a whole, but also in the ability to include them in new connections and define new functions.

Comparison is understood as a logical method of mental actions, requiring the identification of similarities or differences between the characteristics of an object, thing or phenomenon. The creation of a comparison technique should be carried out in stages. The comparison technique should include the following operations:

- 1) Select the properties of the object;
- 2) Determine the general characteristics of the object; And
- 3) determine the basis for comparison; And

4) comparison of objects in accordance with this logic (Talyzina, 2006). Logical comparison can be carried out in two ways: indirect and direct methods. If it is possible to simultaneously perceive and compare two objects or phenomena, then a so-called direct comparison is carried out. When comparison is carried out by inference, indirect comparison is used (Volkov, 2005).

Abstraction is understood by N.B. Istomina as "a mental distraction from any part or feature of an object in order to highlight its essential features". Abstraction is understood as the ability to abstract from non-essential properties and highlight only essential ones. Essential properties can be extracted from a concept because they are part of the concept itself. In contrast, non-essential properties are properties that vary and are not common to describe a set of objects or phenomena (Istomina, 2000, 173).

Another important logical operation is generalization, which means the expression in words of the results of the comparison process. Abstraction and generalization are considered interrelated.

Concretization is understood as a process opposite to abstraction. It is this logical process that exemplifies or explains the general.

There are three types of thinking: conceptual (thinking that primarily expresses the general, important or characteristic features of a real object or phenomenon), judgment (a thinking process that includes the assertion or denial of a condition about an object, phenomenon or feature) and deductive (a thinking process in which two or more judgments are derived from completely new judgment, conclusion or result) (Rubinshtein, 2009).

If we consider reasoning, then people are capable of two main types of reasoning: deductive and inductive. While inductive reasoning is reasoning from the particular to the general, deductive reasoning is reasoning from the general to the particular.

For these reasons, psychology classifies the types of thinking as follows:

- 1) development (visual-effective, visual-figurative, verbal-logical, abstract-logical);
- 2) the nature of the problem being solved (theoretical, practical); And
- 3) Degree of development (reasoned, intuitive);



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Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

4) the degree of novelty and originality (reproductive and generative thinking) (Nemov, 2003); Visual-figurative and realistic thinking is characterized by the fact that the process of thinking is a practical transformative activity that a person performs with real objects. This type of thinking develops in people engaged in real work in production.

Visual-figurative thinking is understood as a type of thinking based on images and ideas. This type of thinking is the most basic type of thinking that arises in practical activities and is the basis for the formation of more complex types of thinking. Thinking that arises through the logical manipulation of concepts is also known as verbal logical thinking.

Verbal logical thinking is a type of logical thinking characterized by its implementation with the help of logical operations.

Abstract-logical thinking is understood as a kind of thinking based on the allocation of essential connections and properties of objects and the abstraction of non-essential ones.

Theoretical thinking is understood as a kind of thinking based on theoretical reasoning and deduction. In theoretical thinking, laws and rules are studied.

Practical thinking is a type of thinking that is often compared to theoretical thinking. However, practical thinking is associated with goal setting.

Discriminatory thinking is characterized by thinking that is not directly related to the logic of reasoning. Moreover, this type of thinking develops over time and has stages that are well understood by the subject. This type of thinking is the opposite of intuitive thinking, which develops over time and has no stage differences.

Generative thinking plays an important role and is characterized by low productivity. With this type of thinking, students solve problems that are structurally known to them. Moreover, reproductive thinking allows them not only to assimilate completely new material, but also to use it in practice, if this does not require any transformations.

Generative thinking is also called creative thinking. Productive (creative) thinking is understood as creative imaginative thinking. Innovative products are characterized by specific features of their production processes and a significant impact on the formation of intelligence (Nemov, 2003).

Creative thinking cannot be associated with any one type of thinking. Psychologists have spent a lot of time and effort trying to understand how people find solutions to new and rather unusual problems. Until now, there has been no clear answer to the question of the psychological nature of creativity. Psychology has only a few data to explain the process of problem solving and to characterize the conditions conducive to finding accurate solutions. The main feature of creative thinking is the ability to analyze emerging problems, as well as the ability to establish systemic connections.

Domestic and foreign psychologists note that creativity as an object of scientific knowledge has special qualities, and the process of studying it is not only complicated, but also difficult to characterize. Therefore, in foreign psychology, creative thinking is associated with the term "creativity": In the 20th century, the impetus for highlighting this type of thinking was the information that there was no correlation between intelligence and success in solving problem situations. Therefore, success in solving problem situations depends on the ability to quickly retain such a variety of information in the head. This kind of thinking is called creativity and has come to be studied separately from human intelligence as thinking associated with creating or discovering something completely new.



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Many psychologists are of the opinion that creativity is recognized as creative thinking. And they identify four parameters that characterize creative thinking:

- 1) Convenience
- 2) Flexibility
- 3) originality
- 4) elaboration of ideas (Vinogradova, 2003).

The type of thinking, called creativity in foreign psychology, is actively studied by British and American psychologists, but the nature of this feature has not yet been determined.

In domestic psychology, as well as in foreign psychology, the question of creative thinking is posed as a problem of productive (creative) thinking, since it is an objective one. Thus, in any thought process, productive and unproductive elements are interconnected.

Creative thinking is understood as thinking ie, associated with the creation, discovery and transformation of knowledge. This includes imagination, fantasy, and so on. N.V. Druzhinin, who studied creative thinking, found that "creative people often have an amazing combination of mature thinking, deep knowledge, various talents, abilities and skills, as well as peculiar "childish" features in their view of reality, behavior and actions" (Druzhinin, 2009 , 351).

So, E.S. Zharikov singled out the following as characteristic features of creative thinking:

- 1) Openness - the ability to solve problems that require the discovery of both patterns and properties / relationships;
- 2) Creativity - the ability to formulate completely new methods;
- 3) Mobility - skills based on moving to the border areas of science and solving problems with the same goal;
- 4) Independence - the ability to resist traditions and attitudes that prevent the acquisition of new knowledge.
- 5) foresight - the ability to see the prospects of the object of study, predict future conditions and put forward hypotheses;
- 6) Systematicity - the ability to consider the subject of research as a whole
- 7) Rationality - an ability based on the rejection of outdated knowledge systems.
- 8) Openness - the ability to accept and reject different ideas
- 9) antinomy - the ability to see the unity of opposing or mutually exclusive definitions of an object
- 10) generalization (see, for example, Zharikov, 2000). Psychologists prove that a person has creative thinking if he can perform the following groups of logical operations: combining systems and their elements, identifying cause-and-effect relationships, and performing research operations.

The structure of creative thinking in mathematics is presented as follows:

- 1) The ability to formally recognize mathematical material and capture the formal structure of the problem;
- 2) The ability to think logically in the field of quantitative and qualitative relations; And
- 3) the ability to develop the process of mathematical thinking and the corresponding system of actions; And
- 4) the flexibility of the thought process in mathematical activity; And
- 5) the ability to quickly and freely recombine the direction of the thought process; 6) the ability to think clearly, simply and economically



The Peerian Journal

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Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

6) the ability to find solutions in a clear, simple, economical and rational way; 7) the ability to use the process of mathematical thinking and the process of mathematical reasoning to develop an appropriate system of actions

7) the ability to mathematical memory

8) mathematical orientation of mental abilities.

Creative thinking includes such "minor" elements as the speed of the thought process as a time characteristic; the ability to count quickly and accurately; remembering numbers, figures and formulas; the ability to establish spatial relationships; the ability to visualize abstract mathematical relationships and dependencies.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Visual Methods of Teaching Younger Schoolchildren as A Way to Develop and Improve Learning Activities.

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Abstract: Any area of subjects of an is natural-mathematical cycle cannot do without graphic preparation because our language is insufficient for concrete and simultaneously volume representations of visual perception. Necessity of expression of cognizable subjects is basic in thought process of training in the field of these subjects. Practical application of knowledge, skills on performance of graphic representations takes place not only in system of school training, but also gets high-grade sense after its termination.

Key words: training visual teaching methods, graphic display, the pedagogical drawing, graphic preparation, presentation, drawing language, preparation of the future teachers.

The formation and development of educational activity among younger students is so important for their subsequent education that it is difficult to overestimate it. Improving educational activities is an almost endless process, since new conditions, the concept of education and requirements determine the need to revise existing teaching methods, search and develop new, effective didactic methods. This makes the modern teacher take a different look at the problem of visual teaching tools, change the strategies for their use.

Teaching methods are tools with which the teacher develops students' cognitive abilities, personal qualities, forms a scientific worldview, equipping them with the basics of science. Because of this, the problem of teaching methods is one of the most important in pedagogical science and in the practice of school education.

The arsenal of pedagogical methods is quite diverse - visual, verbal, reproductive and search methods, inductive and deductive methods, practical, methods of independent work. Methods are classified into different groups depending on the didactic tasks and sources of perception, they are combined and combined into certain learning models that make it possible to intensify the learning (cognitive) activity of students. Any teaching method, along with an informative and educational impact, performs a stimulating motivational function.

Psychological and pedagogical studies have shown that knowledge and methods of activity can be assimilated at three levels: 1st level - conscious perception and memorization, externally manifested in accurate and close to the original reproduction of educational material; 2nd - application of knowledge and methods of activity according to the model or in a similar situation; 3rd - creative application of knowledge and methods of activity.

The use of teaching methods should provide all levels of assimilation, but in practice it most often provides the first two levels. One of the reasons for the insufficient provision of the third level



The Peerian Journal

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Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

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is the lack of development of the theoretical concept of teaching methods, which is characterized by descriptiveness and empiricism.

Visual teaching methods as ways of organizing students' activities using visual aids perform a number of important functions:

- visual-sensory - obtaining information through analyzers;
- developing - development of attention, observation, thinking, speech;
- aesthetic - learn to see beauty, find it and be able to apply it in life;
- emotional - respond emotionally to what you see, empathize, feel the mood;
- educational - education of taste, sense of beauty, harmony.

Emphasizing the importance of visual aids, pedagogues-theorists note that the effectiveness of teaching any academic subject depends not so much on the personality of the teacher, but on those teaching aids that he freely disposes of, because without them, he does not have the opportunity to satisfy many pedagogical requirements for knowledge.

It is obvious that visualization as a means of teaching influences the nature of assimilation of educational material. However, the teacher must take into account that overloading the lesson with a variety of teaching aids leads to a decrease in the effectiveness of the learning process due to scattering the attention of students, diverting them to minor details. Research by psychologists and the study of the pedagogical experience of teachers show that the principle of visibility has not only a positive, but also a negative value. Excessive passion for clarity and improper use of visual aids, diverting students' attention from the essential features of the observed objects and phenomena, makes it difficult to form concepts and often leads to erroneous generalizations and conclusions. Given this circumstance, it is necessary and important for the teacher to remember that visibility is not the goal, but a means of successful learning.

Visual teaching aids and their classification.

One of the main didactic principles - the principle of visualization is implemented with the help of visual aids, which are understood as the ways by which the teacher demonstrates the object of knowledge to students. The necessity of this principle is substantiated by the dialectics of the transition from sensory perception to abstract thinking in the process of cognition. According to the principle of visibility, learning is based on specific images that are directly perceived by students. The effectiveness of training depends on the expedient and conscious "inclusion" of the senses in the perception and processing of educational material, which determines the nature of the learning process.

Visual teaching methods are methods in which the assimilation of educational material in the learning process depends on the use of visual aids. Visual teaching methods should be used when working with children in elementary school, which is determined by the psychological characteristics of the attention and memory of younger students. Visual teaching aids rely on visual, auditory, kinesthetic perception. In the learning process, visual aids should form the basis on which the cognitive activity of students will be built.

Visual methods and visual aids are so interconnected that they are sometimes identified, which leads to some ambiguity and uncertainty when trying to systematize and classify them. This is a certain difficulty for a novice teacher.

It should be noted that in pedagogical theory there is no unambiguous, generally accepted solution on the issue of classifying teaching methods and visual aids. An analysis of the relevant



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

literature allows us to conclude that there are quite a lot of approaches to the systematization of visual teaching aids. So, Menyaev L.F. proposes to divide visual aids into such groups as: printed materials - posters, paintings, graphics, portraits, tables, etc.; voluminous manuals - collections, models, instruments, devices, etc.; projection material - video films, films, slides, etc.

According to the classification of Kodzhaspirova G.M., visual aids can be divided into two groups - subject and visual. The carriers of objective visualization are natural objects and their substitutes. Graphic visualization, in turn, is divided into the following types: verbal, symbolic and figurative. Verbal visualization is "verbal drawing" as a living, figurative description of events using details, excerpts from works of art depicting images of heroes, life, and era. The purpose of visual aids is to form emotional impressions, ideas, vivid images. Figurative means include paintings, dummies, models, drawings, illustrations. Symbolic visual aids are diagrams, drawings, maps, symbols.

The famous teacher Shatalov V.F. is the author of a methodology for intensifying the learning process, including new methods of teaching and preparing visual aids. The most important component in it is the reference signals. Compared to classical visualization, these are not some images, but peculiar codes of things, processes, phenomena, events, concepts that are arranged in a certain sequence and space, form some kind of picture, poster or illustration, and also contribute to faster and stronger memorization . The psychological basis of this technique is called mnemonics. [22]

Classification of visual aids and their presentation, according to D.E. Denisov and V.M. Kazansky, may include five groups:

The first group - Means of presenting information: classroom board, chalk; posters; projection devices with appropriate information carriers; overhead projectors, epiprojectors, codoscopes, film projectors; television equipment; means of sound recording; handout graphic material; textbooks and teaching aids (printed in the form of microfilms).

2nd - Means of knowledge control: special control machines; feedback classes; means without machine control.

3rd - Training machines and simulators.

4th - Lecture demonstrations and natural display of objects.

5th - Means used in the educational process as auxiliary: computer technology; statistical drives; reference devices, etc.

V.A. Kobzarev divides all educational visual aids into two types: traditional and new. He refers to traditional means: textbooks, printed teaching aids; Handout; natural samples of materials, products, posters, diagrams, layouts, etc., and for new ones - transparencies, filmstrips, educational film documents; magnetic tapes, learning machines, simulators, etc.

The types of classification existing in the pedagogical literature may overlap with each other, may coincide, in essence, but differ terminologically (formally), be repeated at certain moments. The classification of visibility in different approaches may have some differences, but most authors distinguish the following types of visibility:

- natural (natural) - real objects, phenomena or processes, devices and devices, models;
- pictorial - drawings, drawings, graphs, diagrams, pictures, diagrams, etc.;
- three-dimensional - geometric figures, dummies, globe;
- conditional (symbolic) - cards;



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

- projection-interactive - slides, videos, movies, educational games, electronic applications for textbooks.

Some authors single out a special group - sound-visual means, which include sound-recording and sound-reproducing devices (tape recorders, etc.).

The most complete and detailed classification was presented in their works by G.F. Suvorov, V.S. Selivanov and V.A. Slastenin. Along with the above, they also distinguish such types of visibility as:

- experimental - experiments, experiments;
- verbal-figurative - verbal descriptions or stories about interesting cases, circumstances from life;
- practical demonstration - demonstration of actions, performance of physical exercises;
- internal - representation in the mind of students of any studied subject, image, process or phenomenon.

The enumeration of the types of visibility allows you to understand its place and meaning. nie in the learning process.

One of the most common classifications of visual teaching aids is the classification according to their exact content. It distinguishes the following types:

- Natural monumental visibility - real monuments of the past and memorable places (Pyramids of Ancient Egypt, Colosseum, Red Square, etc.);
- Genuine objects of material culture - archaeological finds, remains of objects (money, fruits, jewelry, weapons, etc.);
- Graphic visualization - educational pictures and reproductions;
- Conditional-graphic visibility - schematically depicted drawings, maps, diagrams, diagrams, graphs, applications, printed and handouts;
- Specially created subject visualization - models, models, reconstructed household and labor items;
- Technical teaching aids (TUT) - filmstrips, films, transparencies, audio recordings, author's videos, CDs, etc.

There are other options (author's positions) of classification - less or more general and detailed. Among the visual teaching methods, teachers and psychologists distinguish observation, illustration and demonstration. Thanks to observation, younger students learn: to focus on the main thing; highlight general and particular features of objects, phenomena and processes; independently analyze natural and social phenomena. Thanks to the demonstration, the attention of younger students in the lesson is directed by the teacher to the studied characteristics of the objects, phenomena, processes under consideration. The illustration is used by the primary school teacher to explain the educational material. The illustration method allows the younger student to better understand the object of study. Thus, due to visualization, younger schoolchildren form specific images of the perceived object, which prevent the excessive use of verbiage in teaching children.

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Volume 19, June, 2023.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

The Need to Use Private Investment to Financing Educational Institutions

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Annotation. This article highlights the need to use private investment along with public funds in financing the education system, in particular, secondary schools, and also analyzes projects that are planned to be implemented in cooperation with international financial organizations.

Key words: education financing, secondary schools, international financial organizations, private investments, quality of education, number of students

Introduction

Providing the future generation with a full-fledged education will ensure its place not only in personal life, but also in the socio-economic life of the country, and attention is paid to this issue as one of the priority areas of state policy. To determine the level of social well-being, indicators related to education are used, such as the level of enrollment of children in school, the number of students, the level of equality in education, public spending on education per capita.

According to the Nobel Laureate in Economics G. Becker, "the implementation of both public and private investment in intellectual capital is an economic necessity." According to him, the investment of citizens in education, medicine and social programs aimed at replenishing personnel is an investment in the creation of new technologies that can only bring great benefits in the future [1].

In his address to the Oliy Majlis at the end of 2018, the head of state stressed the need to widely use the possibilities of public-private partnership in the creation of educational institutions [2], and, as a result, attract private investment in education. system along with other industries began to pay special attention.

Literature Analysis On The Topic

According to the International Covenant on Economic, Social and Cultural Rights, adopted by the UN General Assembly, "Education is a single purposeful process of upbringing and learning, since acquired knowledge is a set of skills, competencies, values, competencies and experience. In a broad sense, education is the process or product of the formation of a person's mind, character and physical abilities" [3].

By its economic nature, education is "an investment aimed at the formation of a perfect personality. Both society and the state are interested in such investments, since improving the quality of education ensures socio-economic growth, increases labor productivity, and serves to eliminate existing social problems. Therefore, financial resources allocated for education and measures for their effective use are of priority" [4].



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Education is a constitutional right of a citizen. In particular, Article 50 of the Constitution of the Republic of Uzbekistan states that "The state guarantees free general secondary education and primary vocational education" [5].

According to S. Vishnyakova, "funding education consists in providing educational institutions with funds from the state, municipal or other budget, which serves as the basis for state guarantees for citizens to receive education within the framework of state standards" [6].

In the studies of D. Nabiyev, the features of financing educational-oriented investment projects, improving the sources of financing for the system of secondary special, vocational education are determined [7].

Analysis And Results

According to the International Covenant on Economic, Social and Cultural Rights, adopted by the UN General Assembly, "Education is a single purposeful process of upbringing and learning, since acquired knowledge is a set of skills, competencies, values, competencies and experience. In a broad sense, education is the process or product of the formation of a person's mind, character and physical abilities" [3].

The modern financial mechanism in the field of education is characterized by budget financing of educational institutions, the development of paid educational services and the development of other sources of self-financing. At the same time, due to the fact that free services cannot be replaced by paid services, attention is paid to their rational combination.

In developed countries, strong state control over the education system has been established, and, despite the fact that financial independence has developed, the activities of educational institutions in them are mainly financed from public funds.

At the same time, these countries have experience in the rational use of public and private sources of funding. For example, in France the education system is centralized and subordinate to the national ministry, and 15-20% of the existing educational institutions are private educational institutions. In Germany, preschool educational institutions are not included in the state system, but school education is mainly financed from the state budget. In the United States, local governments play an important role in funding the high school system.

In Uzbekistan, as in all other countries, general education schools are financed from the state budget. But, today, due to the increase in the population, including students, there are problems associated with a lack of public educational institutions. And this requires increasing the attraction of private investment in education.

In the period 2011-2030, the number of students increases from year to year, i.e. in 2018 there were 5822 thousand students, and in 2020 there were 6377 thousand. According to forecasts, the number of students is 7378 thousand in 2025 and 7825 thousand in 2030. The growth of students requires an increase in the number of comprehensive schools.



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

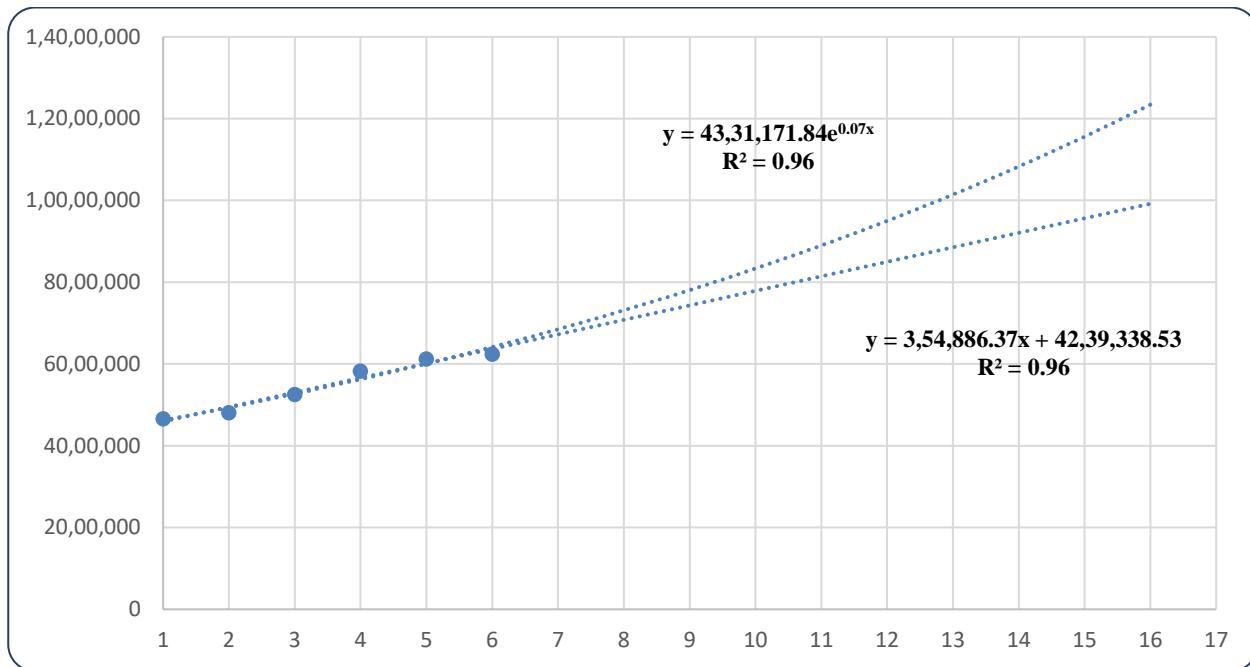


Fig 1. Forecast of the number of students in general education schools until 2030

In 2019-2020, 20 non-state general educational institutions were created on the basis of public-private partnership, which admitted 5354 schoolchildren and created 907 new jobs. 71.7 billion rubles for these works. soums of private investment was directed[8].

From 2019 to September 2022, 423 projects worth more than \$12 billion were developed under public-private partnership (PPP), of which 71 were in the education sector. It is also planned to implement another 154 projects worth more than \$1 billion.

It is also planned to implement another 154 projects worth more than \$ 1 billion. In the field of education, as a result of the construction and reconstruction of 2,899 schools, 1,200,000 students can study in schools in the next four years. .

By the end of 2026, the state will allocate 16.8 trillion soums from the budget for the construction of 2,050 new schools and the reconstruction of existing ones, which will provide an additional 700,000 student places. Private enterprises are expected to invest in the construction of 589 new schools for 396 students [9].

The Decree of the President "On the establishment of public general education schools on the basis of public-private partnership in the city of Tashkent and the Tashkent region in cooperation with the Asian Development Bank"[10] was signed. According to it, in 2023-2024, it was planned to build a total of 13 schools, including 1 school in the Yangikhaet district of Tashkent, 5 schools in the Zangiata district, 2 schools in the Orta Chirchik district, 3 schools in the Kibray district, 2 schools in the Tashkent district Tashkent region.

To do this, the bank will allocate \$1.1 million to the project participants with the condition of return for maintenance and development of tender documentation. Thus, \$150,000 will be returned to the



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

bank from the state budget, while \$950,000 will be returned to the bank by private partners. The Ministry of Preschool and School Education has been appointed the state partner in the creation of new comprehensive secondary schools.

In total, 67.55 hectares of agricultural land were allocated for the construction of new schools in the Tashkent region.

Table 1. Works planned for cooperation with Uzbekistan and international financial organizations on the basis of public-private partnership

I	Works to be carried out within the framework of the cooperation project with the I Asian Development Bank (in 2022-2023)	
1	Number of schools to be built	13
2	Total amount of the project	\$1.1 million
2.1	From the state budget	\$150,000
2.2	at the expense of the Asian Development Bank	\$950,000
3	The amount of land allocated by the state	67.55 hectares
II	Works performed within the framework of the cooperation project with the European Bank for Reconstruction and Development (in 2022-2024)	
1	Number of schools to be built	13
2	Project amount	\$55-75 million

According to the Decree of the President of the Republic of Uzbekistan UP No. 101 dated April 8, 2022 [11], within the framework of projects planned for implementation during 2022-2024. on the terms of public-private partnership, in May 2023, a tripartite agreement was signed between the Ministry of Preschool and School Education, the Ministry of Economy and Finance and the European Bank for Reconstruction and Development (EBRD). Under this agreement, it is planned to build 15 schools in Namangan and Fergana regions. The capital cost of the project is \$55-75 million.

Within the framework of cooperation, the creation of new state general education schools on the basis of public-private partnership in the regions of the republic, their maintenance and repair by private partners, as well as the reconstruction of current state general education schools, the construction and repair of additional buildings are planned.

Conclusion

Education is one of the fundamental human rights in Uzbekistan. Therefore, to ensure the full use of this right, it is necessary to reform the educational process in secondary schools, including strengthening the material and technical base of institutions, digitalization of the education system, computerization, and the introduction of advanced pedagogical technologies into the educational



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

process. The experience of foreign countries shows that healthy competition between state and non-state educational institutions serves to meet the needs of students in quality education.

Therefore, attracting more private investment in the education system in a market economy is one of the pressing issues of our time and has a number of advantages. The private sector uses its own capital and management potential, educational institutions are equipped with modern equipment and equipment, and the quality of education is improving. As a result, this has a positive effect on the further development of the economy and the improvement of the welfare of the population.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

The principle of individualization in foreign language learning

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Abstract: In this article, we have considered in detail the methodological principles underlying these methods in order to understand what modern methods of foreign language teaching are based on. In addition, we talked about the principles of individualization and communicative education.

Keywords: Individual; principles of communicative education; methodology; teaching methods.

In the communicative method, the student is perceived as a person. Each student as a person has certain general and partial abilities. Communicative education is aimed at determining their initial level and further development. For this purpose, special tools are used to determine abilities - special tests and exercises and supports are used for development. Taking into account and developing abilities constitutes individual individualization.

Human development depends on many factors, the leader of which is the joint activity of students in teaching communication. It is planned to develop personal characteristics necessary for effective cooperation of students in the organization of joint activities. Joint classes are organized in such a way that students understand that the success of the common work depends on each of them. The combination of communication with other activities allows learning to be brought closer to real communication, which is not only done for communication, but also serves other activities that are carried out at the same time. a system of tools (notes and special exercises) is provided for formation of necessary skills and competencies, formation of learning ability. subjective individualization.

The third leading component of the principle of individualization is what is called personal individualization. It includes taking into account and using parameters specific to the individual: personal experience, context of activity, interests and inclinations, feelings and emotions, worldview, status in society. All this makes it possible to arouse real communicative and situational motivation in students. To prove this, it is enough to consider two facts:

1) communication in this way is to save life in society.

2) independent learning, taking into account the concept, there is a model of the communication process.

The system of communicative methodology provides a number of measures to maintain motivation in learning. The principle of development of speech and thinking activity and independence of students in learning a foreign language. This is because all tasks at all levels of education are verbal thinking tasks of varying degrees of difficulty and complexity. This method is based on the intellectual needs of students, which encourages the student to think. Speech-



The Peerian Journal

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Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

thinking tasks are designed for the development of thinking mechanisms: the mechanism of orientation in the situation, the evaluation of feedback signals and decision-making, the mechanism of determining the goal, the mechanism of selection, the mechanism of combination and design. It should be noted that the more independent the student is, the more effective the acquisition will be. Therefore, in this technique, much attention is paid to the development of independent thinking, especially in the process of discussing problems. And finally, autonomy related to control. Communicative learning uses a strategy that plans to transform control into self-control through mutual control. For this, both hidden control and conscious acquisition of knowledge about control objects and criteria and their application by students are used.

The principle of functionality in foreign language teaching.

This principle implies that each student should understand not only the practical language skills, but also the cognitive and developmental aspects of using the acquired knowledge. This principle, as well as the functions of the types of speech activity, are mastered as a means of communication, that is, the functions performed by a person in the process of communication are recognized and mastered: reading, writing, speaking, listening.

According to the principle of functionality, the object of assimilation is not the means of speech per se, but the functions performed by the given language. On the functional basis, a model of speech tools to be learned in a foreign language course is created: certain speech tools of different levels are selected to express each of the speech functions. Depending on the purpose of expressing each function, a maximum and a minimum number of means of expression can be proposed. Of course, non-verbal means of expression are also connected here.

The principle of innovation in teaching foreign languages.

Communicative education is built in such a way that all its content and organization are permeated with innovation. Novelty determines the use of texts and exercises that contain new things for students, rejection of repeated reading of the same text and exercises with the same task, variability of texts with different content, but built on the same material. Thus, the novelty ensures the abandonment of arbitrary memorization, develops speech production, heuristics and the productivity of students' speech skills, arouses interest in educational activities.

In conclusion, it should be noted that all the considered principles are interrelated, interrelated and complement each other. Therefore, adherence to the attached system implies compliance with all the above principles and their comprehensive application.

Now let's move on to the methodological principles that are the basis of another modern method of teaching English. Therefore, the main methodological principles of conceptual importance are the following: The principle of consciousness, which provides support to students according to the system of grammatical rules, the work on which is built in the form of work with tables, which is its own in turn is a sign of the following principle. students' communicative learning motivation

The principle of availability is manifested, first of all, in the construction of a training course based on the project methodology, the questions and problems that are important for the student at this stage are considered based on his personal experience, i.e. , it is provided by appropriate processing of the educational material.

The principle of activity in the project methodology is based not only on external activity (active speech activity), but also on internal activity that manifests itself in working on projects,



The Peerian Journal

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Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

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developing students' creative potential, and based on previously learned material. The principle of operation plays one of the leading roles in the design methodology.

The principle of communication ensures communication not only with the teacher, but also within groups, during the preparation of projects, as well as with teachers of other groups, if any. The methodology of the project is based on high communication skills, includes students' expression of their thoughts and feelings, active participation in real activities, and personal responsibility for academic success.

The principle of appearance is used primarily in the presentation of material in the form of projects prepared by course characters, i.e. both auditory and contextual visualization are used.

The principle of systematicity is relevant for this methodology not only because all materials are divided into topics and subtopics, but also because the methodology is based on the cyclical organization of the educational process: each of the presented cycles is designed for a certain number of lessons. A separate cycle is considered as a completely independent study period aimed at solving a specific problem in achieving the general goal of mastering the English language. The principle of independence also plays a very important role in the design methodology. To prove this, we need to consider the essence of the concept of "project". A project is a work planned and carried out independently by students, in which oral communication is woven into the intellectual and emotional context of other activities (games, trips, etc.). The novelty of this approach is that students are given the opportunity to design the content of communication themselves from the first lesson. Each project is related to a certain topic and is developed within a certain period of time. Work on the project is combined with the creation of a solid language base. Since work on projects is carried out independently or in a group with other students, we can talk about the principle of independence as one of the main principles.

The principles of design methodology are closely related and very important. This method teaches students to think creatively, to plan their actions independently, perhaps the options for solving the tasks in front of them, and the principles based on it provide an opportunity to learn in accordance with any age group.

Let's move on to the next method of teaching English. this is a powerful technique. What principles underlie it?

The principle of collective interaction is the leading method of activation, the most popular in intensive techniques. It is this principle that connects the goals of education and upbringing, describes the means, methods and conditions of the educational process. For the educational process based on this principle, students actively communicate with others, expand their knowledge, improve their qualifications and skills, develop optimal interaction between them, and team relations that serve as a condition and tool. formation is characteristic. to improve the effectiveness of learning, the success of each student largely depends on the others. Such a system of relations, which is formed in the educational team, reveals and realizes the best aspects of the individual, greatly contributes to the learning and improvement of the individual. This is related to the resulting positive psychological climate and has a great impact on the final result. Group teaching helps to create additional socio-psychological incentives for learning in the individual. In addition, the activation of communication between the participants of the educational process helps to accelerate the exchange of information, the transfer and assimilation of knowledge, and the rapid formation of skills and abilities. From the above, we can conclude that the main means of



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

mastering the subject is communication with partners in the group. The principle of person-centered communication is no less important. It is based on the effect, nature, method of communication in the implementation of educational and educational goals. In communication, everyone is both an influencer and an influencer. A particularly important place here is the knowledge of people about each other, which is a necessary condition for communication between people.

Communication is the main feature of collective activity and the activity of an individual in a group. It is also inseparable from the process of cognition. In the context of intensive education, personal role-playing communication in English is not a part of the educational process or a methodological stage of the lesson plan, but the basis for building a learning and cognitive process.

The principle of role-based organization of the educational process is closely related to the previous two. Roles and masks in the group contribute greatly to the management of communication in the classroom. Educational communication in intensive education implies the presence of subjects of constant active communication (all students), who are not limited to simply perceiving and reacting to the message, but also strive to express their own reaction to it, that is, "I am a mask" always shows a personal characteristic. Role-playing is one of the effective means of creating the motivation of students to communicate in foreign languages. The principle of concentration in the organization of educational material and the educational process is not only a qualitative, but also a quantitative characteristic of the intensive method. Concentration is manifested in different aspects: concentration of teaching hours, concentration of teaching material. All this leads to high saturation and density of communication, different forms of work. This makes teachers constantly invent new forms of presenting the material. encourages work in search.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

The Chemistry of Alkali Metals: Properties, Reactions, and Applications.

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Abstract: This article provides an overview of the chemical properties of alkali metals, including their reactivity, solubility, and unique atomic structures. It could also discuss how these properties make alkali metals useful in a range of applications, from medicine to agriculture.

Keywords: Alkali metals, atomic structure, Electron configuration, Reactivity, Solubility, Alloys, Electrochemistry, Corrosion, Photovoltaics, Catalysis, Agriculture, Medicine, Energy storage, Semiconductors, Geochemistry.

Introduction: Alkali metals are a group of chemical elements that occupy the first column of the periodic table, including lithium (Li), sodium (Na), potassium (K), rubidium (Rb), cesium (Cs), and francium (Fr). The chemistry of alkali metals is characterized by their low ionization energies, high reactivity, and the tendency to form ionic compounds with nonmetals. These metals are soft, shiny, and have low melting and boiling points, which make them easy to work with. Alkali metals have a wide range of applications in different fields. Lithium is used in batteries, ceramics, and pharmaceuticals. Sodium is used in the production of soap, glass, and paper. Potassium is used in fertilizers, food additives, and detergents. Rubidium and cesium are used in atomic clocks, electronics, and research applications. Francium, on the other hand, is extremely rare and highly radioactive, so its applications are limited. The reactivity of alkali metals also makes them useful in the study of chemical reactions and the synthesis of new compounds. They are often used as reducing agents, catalysts, and in organic synthesis. Their unique properties also make them useful in the development of new materials, such as superconductors and semiconductors.

Properties of Alkali Metals

Alkali metals are characterized by their low melting and boiling points, low densities, high reactivity, and the ability to form ionic compounds with non-metals. The melting and boiling points of alkali metals decrease as you move down the group, with francium having the lowest melting and boiling points of any element. This trend can be explained by the increasing size of the atoms and the decreasing strength of the metallic bonds.

Alkali metals are also known for their softness and malleability, which makes them easy to shape and mold. This property arises from the metallic bonding in the crystal lattice structure of the metals, which allows for the movement of electrons and the ability to deform without breaking.



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Another important property of alkali metals is their high reactivity. These metals readily react with water and oxygen in the air, producing hydrogen gas and metal hydroxides or oxides. The reaction with water becomes more violent as you move down the group, with francium being the most reactive of all the alkali metals.

Reactions of Alkali Metals

The high reactivity of alkali metals is due to the low ionization energies of their outermost electrons. These electrons are easily removed, allowing the metals to form positive ions and react with other substances.

One of the most common reactions of alkali metals is with water. When an alkali metal is added to water, it rapidly reacts to produce hydrogen gas and metal hydroxides. The reaction becomes more vigorous as you move down the group, with francium reacting explosively with water.

Alkali metals also react with halogens, such as chlorine and fluorine, to form ionic compounds known as metal halides. These reactions are highly exothermic and can produce intense light and heat.

Applications of Alkali Metals

Alkali metals play a vital role in many different fields, including energy, medicine, and electronics. One of the most significant applications of alkali metals is in batteries, where lithium and sodium are commonly used as anodes. These metals have high energy densities and can store large amounts of electricity, making them ideal for use in portable electronic devices and electric vehicles. Alkali metals are also used in the production of fertilizers and other agricultural chemicals. Potassium, in particular, is an essential nutrient for plant growth and is commonly added to soil to improve crop yields. In the field of medicine, alkali metals are used for a variety of purposes, including the treatment of bipolar disorder and as a tracer in medical imaging. Lithium, in particular, is commonly used as a mood stabilizer in the treatment of bipolar disorder. In the electronics industry, alkali metals are used to produce semiconductors and as a component in photovoltaic cells. For example, cesium is used in atomic clocks, which are essential for precise timekeeping in many different applications.

Challenges and Risks Associated with Alkali Metals

While alkali metals have many valuable properties and applications, they also present several challenges and risks. One of the most significant challenges is the high reactivity of these metals, which can make them difficult to handle and store safely. Alkali metals are also highly corrosive and can react with many different materials, including water, acids, and organic compounds. This property can make it challenging to design and maintain equipment that comes into contact with alkali metals. Another challenge associated with alkali metals is their low abundance in the earth's crust. While some of these metals, such as sodium and potassium, are relatively abundant, others, such as lithium and cesium, are much rarer. Additionally, some alkali metals, such as lithium, have been associated with environmental and health risks. Lithium mining and processing can lead to soil and water contamination, and excessive lithium intake can cause kidney and thyroid damage. One example of the importance of alkali metals is in the development of rechargeable batteries. Lithium-ion batteries, which use lithium as the active material in the electrode, have become



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

ubiquitous in modern society, powering everything from smartphones to electric cars. The high reactivity and low weight of lithium make it an ideal material for use in batteries, and ongoing research is exploring the potential of other alkali metals like sodium and potassium for use in similar applications.

Another example of the versatility of alkali metals is in the field of organic chemistry. The strong reducing power of these elements makes them useful in the synthesis of a wide variety of organic compounds. For instance, sodium borohydride (NaBH_4) is a commonly used reducing agent in organic chemistry, reacting with aldehydes and ketones to form alcohols. The reducing ability of alkali metals can also be used in the production of fine chemicals, such as pharmaceuticals and agrochemicals.

Conclusion

In conclusion, alkali metals are a fascinating group of elements with unique properties and a wide range of applications in science and technology. Their high reactivity and distinctive physical properties make them valuable for a variety of uses, including energy storage, agriculture, medicine, and electronics. However, the challenges and risks associated with these metals must also be considered, and efforts must be made to ensure that they are handled and used safely and responsibly. As research continues, it is likely that new applications for alkali metals will be discovered, making them an exciting area of study for scientists and researchers alike.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Green HR practices An analytical study of the opinions of a sample of tourism workers in the holy city of Karbala

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Abstract

The study aimed to reveal the employment of green human resource practices in promoting sustainable competitive advantage, as green human resource management is one of the modern concepts in management that focuses on integrating green management concepts into human resource strategies, and helps to integrate environmental goals and strategies into sustainable development goals to reach To an effective environment management system to achieve several different advantages that benefit tourism companies, and the research dealt with the concept of human resource management, and a set of jobs that achieve sustainability, in addition to defining the competitive advantage and its dimensions, and the study population consisted of workers in tourism companies in the holy city of Karbala, and the study used the random sample method The study results showed that there are statistically significant differences between the opinions of workers in tourism companies in the holy city of Karbala about the role of green human resource practices in promoting sustainable competitive advantage. The study recommended developing green leadership methods and training leaders and managers on Going green with tourism companies. The participation of green human resources in tourism companies in activities related to improving the environment. Developing a comprehensive plan to implement green human resource management practices.

Keywords: green human resource management - competitive advantage

توظيف ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة
دراسة تحليلية لآراء عينة من العاملين في الشركات السياحة في مدينة كربلاء المقدسة

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جامعة كربلاء-كلية العلوم السياحية- قسم الدراسات السياحية

الملخص

هدفت الدراسة إلى الكشف عن توظيف ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة، حيث تعد إدارة الموارد البشرية الخضراء من المفاهيم الحديثة في الإدارة والتي تركز على دمج مفاهيم الادارة الخضراء في استراتيجيات الموارد البشرية ، وتساعد على دمج الأهداف والاستراتيجيات البيئية في أهداف التنمية المستدامة للوصول إلى نظام فعال لإدارة البيئة لتحقيق عدة مزايا مختلفة تفيد شركات



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

السياحة، وتتناول البحث مفهوم إدارة الموارد البشرية ، ومجموعة من الوظائف التي تحقق الاستدامة، إلى جانب تعريف الميزة التنافسية وابعادها، وتكون مجتمع الدراسة من العاملين بشركات السياحة بمدينة كربلاء المقدسة ، واستخدمت الدراسة اسلوب العينة العشوائية البسيطة لاختيار عينة الدراسة التي بلغ حجمها 103 عاملاً، وأظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين اراء العاملين في الشركات السياحية في مدينة كربلاء المقدسة حول دور ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة ، وأوصت الدراسة تطوير أساليب القيادة الخضراء وتدريب القادة والمديرين على التحول إلى الأخضر بشركات السياحة. ، مشاركة الموارد البشرية الخضراء بشركات السياحة في الأنشطة المرتبطة بتحسين البيئة. وضع خطة شاملة لتنفيذ ممارسات إدارة الموارد البشرية الخضراء.

الكلمات الدالة : إدارة الموارد البشرية الخضراء _ الميزة التنافسية

المقدمة

تعد إدارة الموارد البشرية الخضراء من المفاهيم الحديثة في الإدارة والتي تركز على دمج مفاهيم الادارة الخضراء في استراتيجيات الموارد البشرية ، وتساعد على دمج الأهداف والاستراتيجيات البيئية في أهداف التنمية المستدامة للوصول إلى نظام فعال لإدارة البيئة لتحقيق عدة مزايا مختلفة تزيد شركات السياحة ، ومع زيادة الوعي بشأن الإدارة البيئية والتنمية المستدامة اكتسبت إدارة الموارد البشرية الخضراء مكانتها في مجال البحث .

وتعمل إدارة الموارد البشرية الخضراء على زيادة الوعي لدى العاملين في المنظمة وتعزيز اتجاههم تجاه قضايا الاستدامة ، وتشمل ادارة الموارد البشرية الخضراء على الموارد البشرية الصديقة للبيئة والمحافظة على رأس المال المعرفي، مما يؤدي إلى خفض التكاليف ، وزيادة الكفاءة وتحسين مستوى مشاركة العاملين مع الاحتفاظ بهم وضمان ولائهم للمنظمة . وتبني بعض المنظمات والشركات الممارسات الخضراء التي تساعدها في الحد من انبعاثات الكربون ، من خلال الحد من السفر ،والمشاركة في المؤتمرات عن بعد ، وغيره من الممارسات الخضراء التي تعد احدى مسؤوليات الموارد البشرية من تخطيط وتنفيذ للممارسات الصديقة للبيئة ، وبالتالي يجب على كل شركة او منظمة او هيئة أن تقوم بتنمية وتطوير الموارد البشرية الخاصة بها وزيادة قدرتها على القيام بمارسة إدارة الموارد البشرية الخضراء حيث إن الموارد البشرية هي الركيزة الأساسية لتنمية الاعمال المستدامة.

1- الإطار المنهجي للدراسة

1/1 مشكلة الدراسة

أن ما يعانيه عالمنا المعاصر من زيادات التلوث البيئي والاحتباس الحراري قد جعل منه أح المواضيع المهمة والذي دفع كافة المنظمات والمجتمعات الدولية بتولية أهمية قصوى لما له من تأثيرات على البشرية ، وبدأت بتبني كافة الوسائل والطرق للحد من هذا التلوث البيئي من خلال الحد من الاسراف في الموارد الطبيعية وتقليل الانبعاثات والسموم وغيرها من الطرق المختلفة للحد من هذه الازمة البيئية ، فكان لإدارة الموارد البشرية الحظ الأكبر من هذه التغيرات وذلك باعتبارها أحدى الادوات الحديثة للحد من هذه الأزمة العالمية فقد استبدلت من إدارة الموارد البشرية بشكلها وممارستها التقليدية إلى إدارة الموارد البشرية الخضراء بحلتها الجديدة المنسجمة مع حاجة وروح العصر .



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

ومن هنا تحاول الدراسة الحالية تبني هذا الاتجاه لما له من أهمية في تعزيز الميزة التنافسية المستدامة وتحسين أداء أي منظمة ولجاجة البيئة العراقية والشركات العاملة فيه ، فوضعت الدراسة الحالية للتعرف على توظيف ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة

2/1 فرضيات الدراسة

تسعى الدراسة للتحقق من صحة الفروض التالية:

- توجد فروق ذات دلالة إحصائية بين اراء العاملين في الشركات السياحية في مدينة كربلاء المقدسة حول دور ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة.
- يوجد تأثير ايجابي ذو دلالة إحصائية لتوظيف ممارسات الموارد البشرية الخضراء على تعزيز الميزة التنافسية المستدامة لدى العاملين بشركات السياحة في مدينة كربلاء المقدسة.

3/1 أهمية الدراسة

الأهمية العلمية:

1. يعد مفهوم إدارة الموارد البشرية الخضراء من المواضيع الحديثة نسبياً، أن الدراسات المتعلقة بالمارسات الخضراء في الموارد البشرية هي من الدراسات التي تسعى إلى تحقيق أضافات علمية بهذا الخصوص.
2. الاطلاع على ما ورد من أدبيات ودراسات ممارسات الموارد البشرية الخضراء.

الأهمية التطبيقية:

1. أن العديد من الأبحاث والدراسات التي تناولت الممارسات الموارد البشرية الخضراء ، قد طبقت في بيئه أجنبية ، بينما تتناول هذه الدراسة بيئه عربية تمثل في شركات السياحة في مدينة كربلاء المقدسة.
2. بيان أثر ممارسة الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة ، وبالتالي تقديم الحلول للمشاكل التي تعوق تقديم الشركات عينة الدراسة للوصول إلى مصاف المنظمات العالمية.

4/1 أهداف الدراسة

1. التعرف على مفهوم إدارة الموارد البشرية الخضراء.
2. الكشف عن مستوى ممارسات الموارد البشرية الخضراء في الشركات السياحية في مدينة كربلاء المقدسة.
3. التوصل إلى أهمية ممارسات إدارة الموارد البشرية الخضراء لتطوير وتنمية مواردها البشرية.
4. التعرف على مدى مساهمة ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة

5/1 حدود الدراسة



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

المحددات المكانية : تختص الدراسة بتحليل اراء العاملين بشركات السياحة بمدينة كربلاء المقدسة حول توظيف ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة

المحددات الزمنية : تتمثل في الفترة التي استغرقها الدراسة التحليلية ، واسترجاعها وتحليلها والحصول على النتائج ، خلال شهر فبراير 2023.

2- الإطار النظري

1/2 مفهوم إدارة الموارد البشرية الخضراء

إن مفهوم الإدارة الخضراء GHRM ظهر عام 1996 وذلك بعد نشر كتاب (تحضير الأشخاص) ، فخلال هذين العقود السابقتين شهدت أدبيات إدارة الموارد البشرية قفزة كبيرة في مجال الاهتمام بالجوانب البيئية وذلك من خلال تحويل تقنيات العاملين من قبل مدراهم لزيادة الجهود في الابداع والابتكار في مجال صناعة السلع والخدمات الصديقة للبيئة ، علماً أن هذه المهمة ليست بالسهلة وذلك لما يشهده العالم من تحول الاقتصاد العالمي من نظام مالي قائم على أساس صناعي إلى اقتصاد يعتمد على الموهبة فظهر لنا مفهوم الاقتصاد الأخضر حيث أن المشاكل البيئية والمتمثلة بالاحتباس الحراري والتلوث البيئي والاستخدام المفرط للموارد الطبيعية دفع سياسات الدول وكذلك المواطنين إلى الضغط على المنظمات لتحسين أعمالها وتحويلها إلى أنشطة خضراء وهذا ما جعل المنظمات إلى ايجاد أنشطة ووظائف جديدة مثل التسويق الأخضر والمالية الخضراء والاستثمار الأخضر والتمويل الأخضر.¹.

يعد مفهوم إدارة الموارد البشرية الخضراء من المفاهيم الحديثة في الوقت المعاصر والتي تجمع بين نشاطات إدارة البيئة وإدارة الموارد البشرية ، حيث ان مصطلح ادارة الموارد البشرية الخضراء للأشارة الى الدور الذي تلعبه الموارد البشرية من ممارسات تجاه الأجندة البيئية للشركات لحماية والمحافظة على الموارد الطبيعية فيها.²

طرق الكثير من الباحثون إلى مفهوم إدارة الموارد البشرية الخضراء حيث عرفت على أنها البرامج الفعلية لإدارة الموارد البشرية من عمليات وتقنيات والتي تطبق في المنظمات بغية الحد من الآثار السلبية وتعزيز الآثار البيئية الإيجابية.³

وعرفت على أنها كافة الوظائف التي يستوجب على إدارة الموارد البشرية القيام بها من ألازم العاملين بمجموعة من الوظائف التي تحقق الاستدامة وفي نفس الوقت تعزز الممارسات البيئية داخل المنظمة⁴.

2/2 ممارسات إدارة الموارد البشرية الخضراء

ان إدارة الموارد البشرية الخضراء تستخدم سياسات إدارة الموارد البشرية بطريقة تساهم في تعزيز الاستخدام المستدام للموارد في المنظمة لجعلها صديقة للبيئة كما تقوم إدارة الموارد البشرية الخضراء بدور مهم في تحقيق التنمية المستدامة والحفاظ على البيئة، حيث تعمل على زيادة الوعي لدى الموظفين، وتعزيز اتجاههم نحو قضايا الاستدامة، وهناك وظائف لإدارة الموارد البشرية والتي يمكن ان تكون تقليدية ،

¹) فضيلة سلمان ، على سليمان ، الأداء الريادي للمنظمة على وفق الأدارة الخضراء للموارد البشرية ، بحث ميداني في شركة الحفر العراقية ، مجلة العلوم الاقتصادية والإدارية ، العدد 100 المجلد 23 2017 ص 125

²) محمد احسان السكارنة ، اثر ممارسات ادارة الموارد البشرية الخضراء على استراتيجية التمايز ابداع الموارد البشرية متغير معدل، دراسة تطبيقية على شركات الطاقة المتعددة في عمان ، رسالة ماجستير غير منشورة المملكة الاردنية الهاشمية ، جامعة الشرق الاوسط ، 2017 ، ص 15

³)- Arulrajah , A.Anton, opatha, nawaratne (2015) " Green Human Resource Management Practice" 2015,pp4-28.

⁴)Kanika Sharma "Conceptualization of Green HRM & Green HRM practices :Commitmet To Environment Sustainability" 2016:p8-9



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

وهناك ايضاً عدد من الممارسات الخضراء تحت كل وظيفة تقليدية¹، ويمكن تحديد أهم ممارسات إدارة الموارد البشرية الخضراء في التالي:

1/2 التوظيف الأخضر:

إن الشركات التي تتبع الأنشطة الخضراء في أداء أعمالها تجذب إليها الموهوب الجديدة الأكفاء من خلال إعطاء صورة ذهنية بيئية إيجابية بأنها منظمة تتبع الثقافة الخضراء، ويسعى إلى التقديم في الوظائف الخضراء المعلنة بتلك المنظمة ، القوى العاملة الموهبةين والذين لديهم المعرفة والوعي بالبيئة المستدامة يستخدمون معايير خضراء ، وتكون الأفضل هنا في انتقاء المرشحين الذين يهتمون بالثقافات الخضراء ، وتعرف منظمة العمل الدولية الوظائف الخضراء على أنها "عمل لائق من شأنه أن يخفف من آثار نشاط الشركات و القطاعات الاقتصادية على البيئة وخفضها إلى مستويات مستدامة وأنها عمل يتضمن وظائف تحافظ على البيئة وتعيد تأهيلها، وهي بمثابة حلول للمشاكل البيئية العالمية حيث تشجع على تكوين مبدعين وعمال يهتمون بمشاكل التلوث وقدر على ابتكار الحلول العملية والقابلة للتنفيذ وعلى تلبية احتياجات سوق العمل، و بإدماج الفوائد البيئية للأعمال التقليدية مثل الأجور وسلامة العمل والحماية الاجتماعية والصحة وحقوق العمال، وتحديد السياسات الرامية إلى الترويج لهذا النوع من الوظائف²

يمكن للمنظمة إظهار التزامها بالاستدامة والمحافظة على البيئة من خلال اعتماد أسلوب التوظيف الافتراضي حيث من الممكن إكمال متطلبات التوظيف من خلال وسائل الاتصال الإلكترونية بما في ذلك المقابلة وبما يقلل من السفر(السكارنة، و تشمل عملية التوظيف الأخضر الاستقطاب والاختيار الأخضر وذلك من خلال التوظيف الإلكتروني من خلال شبكة الإنترن特، و قد أتاحت موقع التوظيف الكثير من المعلومات والتفاصيل عن المنظمات التي تبني الأنشطة والإدارة البيئية وإشراك العاملين الجدد في الثقافة الخضراء كجزء من خفض انبعاثات الكربون، وتكون عملية الاستقطاب والاختيار الأخضر .

- استخدام طرق صديقة للبيئة للتوظيف مثل أدوات الإنترنرت، واستخدام الورق المحدود أثناء عملية الاستقطاب والاختيار، و قياس الاتجاهات الخضراء عند الاختيار، والاهتمام بالأفراد الذين يقدرون الممارسات الخضراء، واتباع الأنشطة الأساسية الصديقة للبيئة مثل إعادة التدوير، و الطباعة الأقل، والحفاظ على الطاقة، حيث ينبغي إدراج العوامل الشخصية للفرد عند إجراء الاستقطاب الأخضر.

- استقطاب موظفين جدد على دراية بالممارسات البيئية المختلفة، و دعم العاملين الحاليين وتنمية وتحسين مهاراتهم وقدراتهم البيئية، و دمج السياسة البيئية للشركة مع عملية التوظيف، جذب الموظفين ذوي الاهتمامات البيئية يؤدي إلى زيادة الإنتاج وتحسين سمعة الشركة، وبالتالي تحقيق الأهداف الخضراء للمنظمة.

2/2 التدريب والتنمية الخضراء

بعد التدريب والتطوير في مجال البيئة من المجالات الرئيسية لإدارة الموارد البشرية الخضراء في المنظمة، فبدون التدريب المناسب والتطوير يصعب تحقيق الأداء البيئي المستهدف للمنظمة، وفي الوقت الحاضر تقوم بعض المنظمات بتحليل وتحديد الاحتياجات

¹()Jia, J.,and Liu, H. and Chin, T. and Huo, D. (2018)."The continuous mediating effects of GHRM on employees green passion via transformational leadership and green creativity, Sustainability",journal of business and management",Vol.10, No.9, pp.32-37

²) وهبة قحـام ، الوظائف الخضراء كمفتاح الاقتصاد مستدام: إشارة إلى تجربة الجزائر، مجلة الواحة للبحوث والدراسات، المجلد 9 العدد 1 ،ص. 390.



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

التدريبية البيئية للعاملين من أجل جعل قوة العمل أكثر اهتماماً بالبيئة، بالإضافة إلى إجراء برامج جادة ومنهجية للتثقيف والتدريب والتطوير للعاملين بها من أجل اكتسابهم المعارف والمهارات الخاصة بالإدارة البيئية الجيدة¹ لضمان فعالية التدريب الأخضر يجب عند التخطيط له مراعاة طبيعة ونوعية الوظائف المختلفة، ويأتي دور وأهمية برامج التدريب الأخضر في أنه يعمل على²:

-إعلام العاملين بسياسات وإجراءات المنظمة، وتوضيح التأثير الأخضر في رؤية ورسالة المنظمة، تحسين معارف ومهارات العاملين وتزويدهم بالخبرات المطلوبة ومعرفة أهمية الإدارة الخضراء ومسؤولياتهم الخضراء، باعتبارها أساساً في ترجمتهم الوظيفي والتوجه المهني.

-تطوير برامج تدريبية عن الإدارة البيئية لزيادة الوعي البيئي ومهارات وخبرات العاملين، تدريب متكملاً لإيجاد مشاركة العاملين ورفع روحهم المعنوية في الإدارة البيئية، وتطوير المعرفة والمهارات والأنشطة المطلوبة من الموارد البشرية داخل المنظمات وذلك لتنفيذ برامج الإدارة البيئية.

تعليم العاملين كيفية الحد من النفايات والأثار السلبية الخطيرة على البيئة، والاستخدام المناسب للطاقة وللموارد التنظيمية، وتطبيق تكنولوجيا منخفضة الكربون، ومشاركتهم في حل المشاكل البيئية.

-إعلام العاملين بسياسات وإجراءات المنظمة، وتوضيح التأثير الأخضر في رؤية ورسالة المنظمة، و زيادة وعي العاملين ومهاراتهم ومعرفتهم العملية وتحليل الاحتياجات التدريبية في ضوء المعرفة البيئية، ومهارات العاملين في الجانب الخضراء المتعلقة ببيئة المنظمة، و تحديد برامج للعاملين الجدد وتعريفهم بأهم القضايا الاجتماعية والبيئية على كل المستويات التنظيمية.

3/2/2 تقييم الأداء الأخضر

تحرص إدارة الموارد البشرية الخضراء على تشجيع العاملين على أن تكون مخرجاتهم منسجمة مع توجهات المنظمة نحو البيئة³ وتتضمن عملية تقييم الأداء الأخضر ووضع معايير ومؤشرات الأداء البيئية الخضراء للعاملين في الوحدات والإدارات التنظيمية المختلفة من أجل تقييم أداء العاملين ودورهم تجاه المخاطر البيئية، كما يشمل تحمل المسؤولية البيئية وإبلاغ المسؤولين عن أي قصور في تطبيق السياسات البيئية أو الكشف عن المشاكل البيئية الحالية والمحتملة⁴.

يجب على إدارة المنظمة قياس مدى التزام العاملين بالمعايير البيئية وإتباع إجراءات تأديبية مع من يخالف القواعد والأنشطة البيئية التي تهدف إلى حماية البيئة وتجعل المنظمة خضراء ومن بين تلك الإجراءات (التحذير بالفصل النهائي من العمل - التهديد - دفع غرامة)، كما أن عمل مؤشرات للأداء الأخضر للعاملين يعني إنشاء سلسلة من المعايير الخضراء لجميع الأعضاء في تقييم الأداء كما أن لا

¹) Tang, G. , Chen, Y., Jiang, Y., Paille, P. and Jia, J. (2017)."Green human resource management practices: scale development and validity", Asia pacific journal of human resources, Vol.1, No.5, p.89

²()Jain, A. (2016)."Green human resource management concept in Indian industries,

³³) دحام غنى الزيبيدي ، دور ممارسات إدارة الموارد البشرية الخضراء في تحقيق متطلبات المواطننة البيئية، بحث ميداني في الشركة العامة للزيونت النباتية، جامعة بغداد، مجلة العلوم الاقتصادية والإدارية، المجلد (22 ،) العدد (89 ، ص 54

⁴()International", Journal of multiciliary allied research review and practices,Vol.3, No.7, pp.171-181



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

غنى عن هذه المؤشرات للمديرين أو العاملين على حد سواء لأنها من أهم الجوانب المؤثرة على عملية وفعالية إدارة الأجر والكافآت ومن ثم لا غنى عنها في نظم إدارة الأداء¹ تقوم إدارة المنظمة بتوجيه ممارساتها وعملياتها ومواردها المستخدمة في حماية البيئة التي تعمل فيها، وتحديد أهداف بيئية ووضع بارجع بيئية إلى جانب البرامج الإدارية الأخرى واعتبار الأداء البيئي من مؤشرات الأداء الاقتصادي².

4/2 أنظمة الأجر والحوافر الخضراء

يشير نظام الأجر والكافآت إلى مجموعة التدابير المجزية من أجل جذب العاملين والمحافظة عليهم وتحفيزهم، وذلك من أجل تشجيع المعرفة والاتجاهات والسلوكيات لدى العاملين لتحقيق الأهداف التنظيمية، ويمثل نظام الأجر والكافآت الخضراء وظيفة رئيسية أخرى من وظائف إدارة الموارد البشرية الخضراء و يمكن للمنظمات ممارسة ذلك بطريقتين مما : المكافآت المالية مثل زيادة الأجر والكافآت النقدية المكثفة، وغير المالية بإعطاء هدايا للعاملين والإجازات من أجل مكافأة العاملين على أدائهم البيئي الجيد، كما يمكن تقديم مكافآت على الاقتراحات التي تساعد المنظمة على تحسين البيئة وزيادة الربحية، وعلى أنشطة وسلوكيات الأداء الأخضر ومنها إعادة تدوير النفايات والحد منها وتطوير نظم الإنتاج الأخضر، ويمكن للمنظمة أو الشركة تحقيق ذلك من خلال توفير المنافع الخضراء سواء النقل أو السفر أو إعطاء بطاقات مسبقة الدفع لشراء منتجات خضراء أو حواجز أو جوازات أو إجازات مدفوعة الأجر وشهادات تقدير وغيرها³.

5/2 الاندماج الأخضر

يعد الاندماج الأخضر أمراً ضرورياً وعانياً رئيسياً في تحسين أداء نظم إدارة البيئة وعلى سبيل المثال الحد من النفايات والتلوث في بيئة العمل وإدارة أفضل للموارد⁴ يجب إشراك ودمج العاملين في اتباع إدارة الموارد البشرية الخضراء ويتم ذلك عن طريق ما يلي⁵:

- الرؤية الخضراء الواضحة التي تعكس نظام القيم والرموز التي تدعم الإدارة البيئية، ومناخ التعلم الأخضر
- قنوات الاتصال المختلفة التي توفر المعلومات الواقية عن القضايا البيئية للعاملين في أماكن العمل.
- تهيئة مناخ الإشراف بين العاملين وتعزيز الوعي بالقضايا البيئية، لذلك فإن وجود عدة قنوات اتصال سواء بشكل رسمي وغير رسمي بين العاملين يمكن أن يؤدي إلى انتشار الثقافة الخضراء وتحسين الوعي بالسلوك الأخضر.
- توفير فرص مشاركة وحل المشكلات المتعلقة بتحسين القضايا البيئية للعمليات الإنتاجية.

¹()Ahmed, S. (2015)."Green human resource management: Policies and practices,Cogent business & management", Journal of business and management, Vol.2, No.1, pp.1-3

²() حمزة علي وطبي ، منظومة الإدارة البيئية السليمة والتنمية المستدامة في المناطق الريفية، مجلة الدراسات والبحوث الاجتماعية-جامعة الوادي، العدد الرابع، ص 181

³()Rahman, I., Chen, H. and Reynolds, D. (2020)."Evidence of green signaling in green hotels", International Journal of Hospitality management,Vol.3, No.11, pp.102-444

⁴()Goyal, M. (2013)."Future outlook of green management practices", Journal of business and management, Vol.14, No.6, p.69

⁵()Shaban, S. (2019)."Reviewing the concept of green HRM (GHRM) and its application practices (green staffing) with suggested research agenda: A review from literature background and testing construction perspective", Journal of International business research,Vol.5,No.12, pp.86-94



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

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3/2 مفهوم الميزة التنافسية

على الرغم من تزايد عدد المهتمين بموضوع الميزة التنافسية إلا أنه لا يوجد اتفاق على تعريف محدد له ويعود ذلك إلى تعدد المنطلقات والزوايا التي نظر لها الباحثون من خلالها وإلى الصعوبة التي تحدّد تعريف واضح لهذا المدخل الإداري الهام (بلاي)، ويمكن تعريف الميزة التنافسية بأنها القدرة على إنتاج السلع الصحيحة ، والخدمات بال النوعية الجيدة ، وبالسعر المناسب في الوقت المناسب ، وهذا يعني تلبية طلبات المستفيدين بكفاءة كبيرة مقارنة بالمؤسسات الأخرى (سلطان) كما عرفها العباسي بأنها" مجموعة الخصائص أو الصفات التي يتصف بها المنتج أو العلامة وتعطي للمؤسسة بعض التفوق على المؤسسات الأخرى ، وتعد الميزة التنافسية ميزة للمؤسسة عن غيرها من المنافسين وذلك عن طريق الموارد والعوامل المساعدة التي تمتلكها المؤسسة والتي تمنحها القوة التي تساعده في تأسيس موقفاً قوياً تجاه المستفيدين من خلال السلع والخدمات ذات القيمة العالية والمنفردة casto ، وأكّد عثمان بأن الميزة التنافسية عبارة عن استراتيجية تسمح للمؤسسات والشركات ان تنتج سلع وتقدم خدمات ذات منفعة للزبون وفي الوقت ذاته تستطيع ان تتفوق بها على الشركات والمؤسسات المنافسة مما يحقق للشركة الكثير من الربح الى جانب إعطاءه سمعه حسنة في السوق. وهو ما يعني قدرة الشركة على انتاج وتقديم منتجات(سلع وخدمات) إلى العملاء بشكل مميز عمل يقدمه المنافسون.

أبعاد الميزة التنافسية

تشير الميزة التنافسية إلى الخصائص والقدرات والكافاءات المحورية وجوانب التفوق التي تتمتع بها المنطقة وتميزها عن المنافسين في الأسواق ، ويمكن ذكر أهم أبعاد الميزة التنافسية فيما يلي :

- الحصاد السوقية: تعد الحصة السوقية مؤشر للتعرف على حجم مبيعات المنظمة في السوق، فتعظيم الحصة السوقية يساعد على توفير أرض صلبة بحيث تستطيع المنظمة في السوق أن تستمر بأعمالها بشكل طبيعي وفعال. وتعرف بأنها نسبة إجمالي مبيعات خدمات ومنتجات الشركة ، والتي يتم حسابها من خلال تحديد حجم الإيرادات والأرباح التي حققتها المنظمة ، والذي بناء عليه يتم توجيهه عمليات الانتاج والتوزيع والتسويق وتحليل حصة الشركة في السوق¹.
- النوعية: تعد النوعية من أهم المؤشرات التي تبين للشركة مدى تحقيقها للميزة التنافسية ، فكلما كانت جودة الخدمات والسلع ونوعيتها أفضل كلما انعكس على افضلية الشركة وتحقيقها للميزة التنافسية في السوق . تعرف النوعية على أنها مجموعة من النشاطات والعمليات المتكاملة التي تتبعها المنظمة كاستراتيجية لتحسين انتاجها وتخفيض التكلفة وكسب رضا الزبائن وتوسيع نطاق التسويق والتوزيع ، وتحقيق اهداف الشركة التنافسية ، كما تعرف بأنها سياسة تتبعها المنظمة لتقييم مدى جودة الخدمات والمنتجات التي تتفق وتلبى توقعات العميل².

الإطار التطبيقي للدراسة

¹) (Cho, Y. S. (2015). "The relationships between managerial metacognition, total quality management, and a firm's sustainable competitive advantages: An empirical investigation based on structural equation modeling analysis", Ph.D., The University of TexasPan Americ

²) محمد عبد العزيز سيد، رانيا السيد ابراهيم ، ممارسات ادارة الموارد البشرية الخضراء كميزة تنافسية في الفنادق بالتطبيق على واحة سيبة ، جامعة مدينة السادس ، مجلة كلية السياحة والفنادق ، المجلد 5 العدد 1/2 ، يونيو 2021 .



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

منهجية الدراسة الميدانية

اختبار ثبات استمار الاستبيان

جدول (1) معامل الثبات ألفا كرونباخ لمحاور استمار الاستبيان

المحور	العنوان	ألفا كرونباخ	الصدق الذاتي
الأول	توظيف ممارسات الموارد البشرية الخضراء	0.917	0.959
الثاني	تعزيز الميزة التنافسية المستدامة	0.841	0.918
جملة الاستبيان		0.898	0.942

الصدق الذاتي = الجذر التربيعي الموجب لمعامل ألفا كرونباخ

يتضح من الجدول (1) أن معامل الثبات ألفا كرونباخ لمجمل المحاور بلغ 0.898 ، كما بلغ معامل الصدق الذاتي في استمار الاستبيان 0.942 ، مما يشير إلى ارتفاع قيمة معامل الثبات في استمار الاستبيان.

تحديد عينة الدراسة

تم تحديد عينة الدراسة من العاملين في شركات السياحة بمدينة كربلاء المقدسة ، حيث تم توزيع الاستبيان الكترونيا عبر الانترنت وبلغت نسبة الاستجابة (103) مفردة.

تحليل الإحصائي لاستمار الاستبيان

تحليل الإحصائي للبيانات الديموغرافية

يتضح من الجدول (2) ارتفاع عينة الدراسة من الذكور حيث بلغت نسبتهم 60.2 % مقابل 39.8 % للإناث ، وبلغت نسبة الأفراد في الفئة العمرية من 30 لأقل من 40 سنة 49.5 % وجاء في المرتبة الأولى من حيث المستوى الدراسي جامعي بنسبة 61.2 %. كما جاء في المرتبة الأولى لسنوات الخبرة من 5 إلى 15 سنة بنسبة 54.4 %.

دول (2) يوضح استجابات عينة الدراسة حسب البيانات الشخصية



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

		البيانات الشخصية			
الانحراف المعياري	المتوسط الحسابي	%	ك		النوع
0.50	1.12	60.2	62	ذكور	العمر
		39.8	41	إناث	
0.78	2.0	32.0	33	أقل من 30 سنة	المستوى الدراسي
		49.5	51	من 30 لأقل من 40	
		18.4	19	من 40 لأقل من 50	
0.71	2.7	17.5	18	متوسط	سنوات الخبرة
		61.2	63	جامعي	
		21.4	22	فوق الجامعي	
0.68	2.1	27.2	28	أقل من 5 سنوات	الإجمالي
		54.4	56	من 5 إلى 15 سنة	
		18.4	19	أكثر من 15 سنة	
					103= الإجمالي

الإحصاء الوصفي للبيانات الموضوعية

المحور الأول - أراء العاملين حول ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة

يتضح من الجدول (3) أنه جاء في المرتبة الأولى يمتلك العاملين بشركات السياحة مرونة كافية لتعديل عملياته الانتاجية وفقاً لرغبات العملاء بنسبة 34.0 % ، وجاء في المرتبة الثانية يمتلك العاملين بشركات السياحة القدرة على سرعة الاستجابة لطلبات العملاء بنسبة



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

27.2% وجاء في المرتبة الثالثة تمكن ممارسات الموارد البشرية الخضراء من تقديم خدمة أو منتج فريد للعملاء عما يقدمه المنافسون بنسبة 26.2% وجاء في المرتبة الرابعة يستخدم العاملين بالشركات أفكار مبتكرة في تحسين عملياته الانتاجية البيئية بنسبة 12.6%.

جدول رقم (3) أراء العاملين حول ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة

النسبة المئوية	النكرار	المتغيرات
26.2	27	تمكن ممارسات الموارد البشرية الخضراء من تقديم خدمة أو منتج فريد للعملاء عما يقدمه المنافسون
34.0	35	يمتلك العاملين بشركات السياحة مرونة كافية لتعديل عملياته الانتاجية وفقاً لرغبات العملاء
27.2	28	يمتلك العاملين بشركات السياحة القدرة على سرعة الاستجابة لطلبات العملاء
12.6	13	يستخدم العاملين بالشركات أفكار مبتكرة في تحسين عملياته الانتاجية البيئية
%100	103	الإجمالي

المحور الثاني - تقييم ممارسات الموارد البشرية الخضراء (التوظيف والاستقطاب الأخضر) بشركات السياحة

يتضح من الجدول (4) أنه جاء في المرتبة الأولى جذب المرشحين للوظائف الخضراء الذين يستخدمون المعايير الخضراء بمتوسط حسابي 2.15، وجاء في المرتبة الثانية استخدام العلامات التجارية الخضراء لجذب العاملين الخضراء بمتوسط حسابي 2.11، وجاء في المرتبة الثالثة استقطاب العاملين الذين لديهم وعي بيئي بمتوسط حسابي 2.5.

جدول رقم (4)

تقييم ممارسات الموارد البشرية الخضراء (التوظيف والاستقطاب الأخضر) بشركات السياحة

الوزن النسبي	المتوسط الحسابي	عدد النقاط	معارض		محايد		موافق		العبارات
			%	ك	%	ك	%	ك	
71.5	2.15	221	25.2	26	35.0	36	39.8	41	جذب المرشحين للوظائف الخضراء الذين يستخدمون



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

										المعايير الخضراء
70.2	2.11	217	35.0	36	19.4	20	45.6	47	استخدام العلامات التجارية لجذب العاملين	الخضراء
68.3	2.5	211	29.1	30	36.9	38	34.0	35	استقطاب العاملين الذين لديهموعي بيئي	الحضر

المحور الثالث - تقييم ممارسات الموارد البشرية الخضراء (الأداء الأخضر للعاملين) بشركات السياحة يتضح من الجدول (5) أنه جاء في المرتبة الأولى تحديد المديرين عدة أهداف لتحقيق نتائج خضراء مدرجة في التقييمات بمتوسط حسابي 2.19، وجاء في المرتبة الثانية استخدام مؤشرات الأداء الأخضر في نظام إدارة الأداء والتقييم بمتوسط حسابي 2.06 ، وجاء في المرتبة الثالثة تحديد المسؤوليات والأهداف الخضراء للمديرين والعاملين بمتوسط حسابي 2.05

جدول رقم (5)

تقييم ممارسات الموارد البشرية الخضراء (الأداء الأخضر للعاملين) بشركات السياحة

الوزن النسبي	المتوسط الحسابي	عدد النقاط	معارض		محابي		موافق		العبارات
			%	ك	%	ك	%	ك	
68.6	2.06	212	34.0	35	26.2	27	39.8	41	استخدام مؤشرات الأداء الأخضر في نظام إدارة الأداء والتقييم
68.3	2.05	211	33.0	34	29.1	30	37.9	39	تحديد المسؤوليات والأهداف الخضراء للمديرين والعاملين



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

73.1	2.19	226	28.2	29	24.3	25	47.6	49	تحديد المديرين عدة أهداف لتحقيق نتائج خضراء مدرجة في التقييمات
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المotor الرابع - تقييم ممارسات الموارد البشرية الخضراء (التدريب والتنمية الخضراء) بشركات السياحة يتضح من الجدول (6) أنه جاء في المرتبة الأولى تطوير البرامج التدريبية في الادارة البيئية لزيادة الوعي البيئي والمهارات والخبرات لدى العاملين بوزن نسي 2.38 ، وجاء في المرتبة الثانية بشكل عام برامج التدريب والتنمية الخضراء فعالة بشكل كبير بمتوسط حسابي 2.30 ، وجاء في المرتبة الثالثة توافر إدارة معرفة خضراء للتعليم البيئي وتوفير الحلول الوقائية بمتوسط حسابي 2.03.

جدول رقم (6)

تقييم ممارسات الموارد البشرية الخضراء (التدريب والتنمية الخضراء) بشركات السياحة

الوزن النسبي	المتوسط الحسابي	عدد النقاط	معارض		محايد		موافق		العبارات
			%	ك	%	ك	%	ك	
79.3	2.38	245	14.6	15	33.0	34	52.4	54	تطوير البرامج التدريبية في الادارة البيئية لزيادة الوعي البيئي والمهارات والخبرات لدى العاملين
67.6	2.03	209	35.9	37	25.2	26	38.8	40	توفر إدارة معرفة خضراء للتعليم البيئي وتوفير الحلول الوقائية
76.7	2.30	237	19.4	20	31.1	32	49.5	51	بشكل عام برامج التدريب والتنمية الخضراء فعالة بشكل كبير

المotor الخامس - تقييم ممارسات الموارد البشرية الخضراء (التدريب والتنمية الخضراء) بشركات السياحة يتضح من الجدول (7) أنه جاء في المرتبة الأولى نشر الثقافة الخضراء في الشركة بمتوسط حسابي 2.32 وفي المرتبة الثانية توافر رؤية تنموية واضحة لتوجيه العاملين في الادارة البيئية بمتوسط حسابي 2.29 وفي المرتبة الثالث التعليم المتبادل بين العاملين للسلوك الأخضر والتوعية به في الشركات بمتوسط حسابي 67.3.

جدول رقم (7)



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

تقييم ممارسات الموارد البشرية الخضراء (الاندماج الأخضر) بشركات السياحة

الاتجاه	وزن النسبي	المتوسط الحسابي	عدد النقاط	معارض		محايد		موافق		العبارات
				%	ك	%	ك	%	ك	
	76.4	2.29	236	17.5	18	35.9	37	46.6	48	توفير رؤية تنموية واضحة لتوجيه العاملين في الادارة البيئية
	67.3	2.02	208	35.9	37	26.2	27	37.9	39	التعليم المتبادل بين العاملين للسلوك الأخضر والوعي به في الشركات
	77.3	2.32	239	16.5	17	35.0	36	48.5	50	نشر الثقافة الخضراء في الشركة

المحور الثالث - تقييم ممارسات الموارد البشرية الخضراء (أنظمة الأجور والحوافز الخضراء) بشركات السياحة يتضح من الجدول (7) وفي المرتبة الأولى توفير رحلات تشمل النقل والإقامة للعاملين بدلاً من البطاقات مسبقة الدفع بمتوسط حسابي 2.27 وفي المرتبة الثانية بشكل عام أنظمة الأجور والحوافز الخضراء مرضية بمتوسط حسابي 2.15 وجاء في المرتبة الثالثة تقديم المكافأة الخضراء للعاملين مثل الجوائز والإجازات مدفوعة الأجر وشهادات التقدير والحوافز المالية بمتوسط حسابي 2.07

جدول رقم (8)

تقييم ممارسات الموارد البشرية الخضراء (أنظمة الأجور والحوافز الخضراء) بشركات السياحة

وزن النسبي	المتوسط الحسابي	عدد النقاط	معارض		محايد		موافق		العبارات
			%	ك	%	ك	%	ك	
75.7	2.27	234	27.2	28	18.4	19	54.4	56	توفير رحلات تشمل النقل والإقامة للعاملين بدلاً من البطاقات مسبقة الدفع
68.9	2.07	213	29.1	30	35.0	36	35.9	37	تقديم المكافأة الخضراء للعاملين مثل الجوائز والأجازات مدفوعة الأجر وشهادات التقدير والحوافز المالية
71.5	2.15	221	28.2	29	29.1	30	42.7	44	شكل عام أنظمة الأجور



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

الحوافز الخضراء مرضية									شكل كبير

المحور الثالث- التحديات التي تواجه شركات السياحة في مدينة كربلاء المقدسة في توظيف ممارسات الموارد البشرية الخضراء لتحقيق الميزة التنافسية المستدامة

يتضح من الجدول (9) ففي المرتبة الأولى تنفيذ ممارسات إدارة الموارد البشرية الخضراء تتطلب استثمارات عالية بنسبة 32.0 % وفي المرتبة الثانية عملية التطوير تحتاج لوقت طويل بنسبة 26.2 % وفي المرتبة الثالثة تدريب العاملين بالشركات مهمة صعبة بنسبة 22.3 % وفي المرتبة الرابعة جاء صعوبة تغيير سلوك العاملين بنسبة 19.4 %.

جدول رقم (9)

- التحديات التي تواجه شركات السياحة في مدينة كربلاء المقدسة في توظيف ممارسات الموارد البشرية الخضراء لتحقيق الميزة التنافسية المستدامة

النسبة المئوية	النكرار	المتغيرات
32.0	33	تنفيذ ممارسات إدارة الموارد البشرية الخضراء تتطلب استثمارات عالية
19.4	20	صعوبة تغيير سلوك العاملين
26.2	27	عملية التطوير تحتاج لوقت طويل
22.3	23	تدريب العاملين بالشركات مهمة صعبة
%100	103	الإجمالي

اختبار صحة فرضيات الدراسة

اختبار صحة الفرضية الأولى

- جدول (10) نتائج اختبار Tللفرضية الأولى

الدرجة المعيارية	احتمال الدالة P	قيمة T	الفرضية
192	0.00	87.35	الأولى



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

تبين من (10) أن احتمال الدلالة $P = 0.00$ وهو أقل من مستوى معنوية (0.05) كما أن قيمة الاختبار = 87.35 وهي أقل من الدرجة المعيارية 192 ومن ثم يتم رفض الفرضية العدمية وقبول الفرضية البديلة أنه توجد فروق ذات دلالة إحصائية بين اراء العاملين في الشركات السياحية في مدينة كربلاء المقدسة حول دور ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة عند مستوى معنوية (0.05).

- جدول (11) نتائج اختبار Tللفرضية الثاني

الفرضية الأولى	قيمة T	احتمال الدلالة P	الدرجة المعيارية
	88.34	0.00	195

تبين من (10) أن احتمال الدلالة $P = 0.00$ وهو أقل من مستوى معنوية (0.05) كما أن قيمة الاختبار = 88.34 وهي أقل من الدرجة المعيارية 195 ومن ثم يتم رفض الفرضية العدمية وقبول الفرضية البديلة أنه توجد فروق ذات دلالة إحصائية بين وجود تأثير ايجابي ذو دلالة إحصائية لتوظيف ممارسات الموارد البشرية الخضراء على تعزيز الميزة التنافسية المستدامة لدى العاملين بشركات السياحة في مدينة كربلاء المقدسة. (0.05).

نتائج الدراسة

أوضحت نتائج الدراسة النظرية ان مفهوم إدارة الموارد البشرية الخضراء من المفاهيم الحديثة في الوقت المعاصر والتي تجمع بين نشاطات إدارة البيئة وادارة الموارد البشرية ، حيث ان مصطلح ادارة الموارد البشرية الخضراء للإشارة الى الدور الذي تلعبه الموارد البشرية من ممارسات تجاه الأجندة البيئية للشركات لحماية والمحافظة على الموارد الطبيعية فيها.

ان أهم ممارسات إدارة الموارد البشرية الخضراء تمثل في التوظيف الأخضر، التدريب والتنمية الخضراء، تقييم الأداء الأخضر، أنظمة الأجور والحوافز الخضراء، الاندماج الأخضر

تشير الميزة التنافسية إلى الخصائص والقدرات والكفاءات المحورية وجوانب التفوق التي تتمتع بها المنطقة وتميزها عن المنافسين في الاسواق ، ويمكن ذكر أهم أبعاد الميزة التنافسية في الحصاد السوقية ، التوعية.

أوضحت النتائج التطبيقية للدراسة صحة الدراسة وقبول الفرضية الأولى أنه توجد فروق ذات دلالة إحصائية بين اراء العاملين في الشركات السياحية في مدينة كربلاء المقدسة حول دور ممارسات الموارد البشرية الخضراء في تعزيز الميزة التنافسية المستدامة عند مستوى معنوية (0.05) وقبول الفرضية الثانية أنه يوجد تأثير ايجابي ذو دلالة إحصائية لتوظيف ممارسات الموارد البشرية الخضراء على تعزيز الميزة التنافسية المستدامة لدى العاملين بشركات السياحة في مدينة كربلاء المقدسة عند مستوى معنوية (0.05)

توصيات الدراسة:

- تطوير أساليب القيادة الخضراء وتدريب القادة والمديرين على التحول إلى الأخضر بشركات السياحة.
- مشاركة الموارد البشرية الخضراء بشركات السياحة في الأنشطة المرتبطة بتحسين البيئة.
- وضع خطة شاملة لتنفيذ ممارسات إدارة الموارد البشرية الخضراء.
- تأهيل كوادر متخصصة في نظم إدارة الموارد البشرية الخضراء
- محاولة اكتساب الميزة التنافسية من خلال تحسين صورة وقيمة العلامة التجارية للشركة وتحويلها للأخضر .



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

▪ إحلال التكنولوجيا الحديثة في كل الممارسات الخاصة بإدارة الموارد البشرية الخضراء.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Chemical Composition *Acorus Calamus L.*

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Abstract. In this article, the information on the chemical composition of the prospective medicinal plant *Acorus calamus* in Uzbekistan is presented. There are 2 species belonging to the genus *Acorus* L., and the species *Acorus calamus* L. is found in Uzbekistan. The plant contains bitter acorin glycoside, 25% starch, tar, alkaloids and flavoring substances, tannins, up to 150% vitamin C and vitamin B. The composition of the essential oil includes pinene, camphene, camphor, merneol, eugelol, azarone, guaene, selinene, acorone, roazilene and other substances.

Key words: *Acorus calamus*, medicinal features, chemical composition, rhizomes.

Acorus calamus L. It is a medicinal plant belonging to the Araceae family, which has 107 genera and 1080 species worldwide, 110 genera and 1050 species in tropical countries, 7 genera and 13 species in the European part of the former USSR, and 3 genera and 5 species in Central Asia. There are 2 species belonging to the genus *Acorus* L., and the most common species is *Acorus calamus* L. They grow in rivers, lakes, wetlands, ponds and ponds. *Acorus calamus* L. plant is found in the European part of the former USSR, Siberia, the Far East, Yakutia, the Caucasus, Central Asia and Kazakhstan [1], [2], [3], [4], [5].

The chemical composition of the plant has been widely studied by world scientists [6], [7]. Some literary sources say that *Acorus calamus* L. contains 4.3-4.5% essential oil [6], [7], F.W. Semmler and K.E. Spotnitz [8] reported 4.6%, H.Kholmatov and in O'A. Ahmedov [9], up to 5% essential oil is mentioned. In addition, calameon [6], [7], (+)-camphor, d-calamen, b-calamen, calamon, acoroxide, acorone, isoacorone [10], [13], [14], [15], Calamenol, δ -cadinene, selinene, caryophyllene, humulene, guaiene, isocalamendiol, calacone, β -myrcene, (+)-calamusenone, tropon, (-) cadalatriene-1,4,9 [1], [2], [3], There are compounds such as [4], [13], [14], [15]. Igir contains aromatic substances: 6.6%-azarone, 1.25%-eugenol and parazarone [13], [14], [15], 82% β -azarone, azoryl aldehyde, methyleugenol; aliphatic aldehyde, 4,7-decadienol, N-heptane, palmitin; from sesquiterpenoids: acogermacron, acolamon, isoacolamon, shiobunone, episobunone, isosiobunone; of nitrogenous substances: choline, 0.048% coumirin, 3.25% lutein are present [11], [12], [16], [17], [18].

1.35-5.8% essential oil is in rhizome; 80% of azarone, α -azarone β -azarone, pinene, camorene, sesquiterpenes: acorenone, episobunone, isoshiobunone, nitrogenous substances: 0.26% choline, carbohydrates: 0.2% maltose, 20.7% glucose, fructose [11], [12], [15], [17], from alicyclic substances: 4,10-dimethyl-7 isopropylbicyclo (4,4,0)decadiene-1,4, cespiro (4,5) decenone, ketones, alcohols and their derivatives: propanaldiethylacetal, hexanol, pentanaldiethylacetal, hexanaldiethylacetal, octanon-3, heptanol-1, heptanol-2,6-methylhepten-5-one-2, octen-1-ol-3,3,7-dimethylocadmen-1, 5-diol-3,7, organic acids and their derivatives: oil, valerian, capron, caparin, ethyl isobutyrate, from terpenes: trans-2-ethoxy-2 (10)-pinene, 4 ethoxy-1-n - menthene, endo -



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

isocamphanone, carvenone, n-mentadien-1 (7), 2-ol-8, selinadienol, from terponoids: a -pinene, camphene, 5% camphor, borneol, calamene, β -pinene, calamine, calamol, calamenol, azulene, 1.2% myristin, 18.2% palmitin, 16.4% palmitolein, 7.3% stearin, 29 ,1% olein, 24.5% linoleic, 3.2% arachin, α -tuien, sabinene, myrcene, α -terpene, limonene, ceneol, cis-ocimene, trans-ocimene, v-terpinene, allocimene, n-cymol , terpinolene, phenxone, trans-oxide linalool, cis-oxide linalool, menthone, δ -elemene, α -copaene, 1,7-diepicedrene, α -guryunene, menthylacetane, α -trans-bergamotene, camphenehydrate, β -gurnonene, β -elemene, terpineol-4, β -caryophyllene, xotrienol, mental, α -humulene, α -acoradiene, β -acoradiene, trans-pinocarvilacetate, viridiflorene, α -terpineol, α -selinene, δ -selinene, carvone, piperiton, v-acoradiene, δ -cadinene, β -sesquiphellandrene, n-cymen-8-ol, α -curcumene, 6-episiobunon, 2,6-diepisiobunon, shiobunone, isoshiobunone, v-eudesmol, trans - nerolidol, guayenol, isospatulenol, calamusenone, acorenone, i-cadinol, 10- α -cadinol, 10-epi- α -cadinol, torreiol, guaiazulene, humulenol-11, hydroxycalamenene, isocalamendiol, preizcalamendiol, calamendiol, oplopanone, acarone, isoacorone, from aromatic substances: b -77.68% azorone, 6, 8% α -azrone [13], [14], [15], [16], [17] 4-methyleneispropylbenzene, trans-anethole, methyl ether of cisisoeugenol, methyl ether of trans-isoeugenol, v-azarone, 4-isopropyl, 6-methyl - 1,2,3,4,-tetrahydronaphthalen-1-one; 2,4,5-trimethoxy phenylacetone, azarone aldehyde; 2,4,5-trimethoxypropiophenone; heterocyclic substances: 2-pentylfuron, 2-furaldehyde; acetic acid, methyl ester 2-hydroxy-3-methylvaleric acid, palmitic, heptane; aliphatic alcohols, octen-1-ol-3, sesquiterpenes: acorgermacrone, prenzolamendiol, steroids: sitosterol, acetophenone, benzyl alcohol, 2-phenylethanol, 1-(2,4,5-trimethoxyphenyl)-1-ethoxypicol-2, acoradine, 2,4,5-trimethoxybenzaldehyde [17], [18], [19], (2,4,5-trimethoxyphenyl)-2-propenal, quinones: 2,5-dimethoxy-benzoquinone, heterocyclics: 2,3-dihydro-4,5,7-trimethoxy-1-ethyl-2-oethyl-3 -(2,4,5-trimeoxy-phenyl) indene, Y-butyro-lactone, 2-vinyl-2-methyltetra-hydrofuranone – S is present. In the books "Kormovye rasteniya senokosov i pastbishch SSSR" [21] by I.V. Larin and other authors and "Lekarstvennye rasteniya SSSR i ix primenenie" [22] by A.D. Turova, the medicinal properties of the rhizome of *Acorus calamus* L. are at a high level in its composition noting that it depends on chemical substances, the raw rhizome contains the following amounts: 11.41% water, 5.32% nitrogen substances, 2.46% essential oil, 5.75% oil, 6.73% sugar substances, 34.08% starch, 12 .41% pectin, 6.48% cellulose, 4.40% ash, 0.28% sand; in the purified rhizome: 1.25% water, 5.39% nitrogenous substances, 2.12 essential oil, 3.02% fat, 6.52% sugars, 45.39% starch, 8.98% pentose, 4.26 % fiber, 0.03-2.90% ash. According to I.E. Akopov [23], the plant contains up to 20% starch.

The essential oil of different varieties of *Acorus calamus* L. contains up to 75% β -azarone. Triploid and tetraploid varieties have been found to contain up to 90% β -azarone. *Acorus calamus* var. americanus RAF. and β -azarone is not found in the diploid variety. The rhizome of *Acorus calamus* L. contains bitter acorin and lucenione glycoside, which are characteristic of this plant. Azarin aldehyde gives a unique aroma. Some literature reports that the essential oil found in the root of the plant contains: δ -cadinene, thymol, α -azarone, v-azarone, azarone aldehyde, myristic acid [16], [17], [18].

The leaves contain 0.66-2.5% essential oil, flavoring agents, 130mg to 150mg per 100g vitamin C, vitamin B, 1% pinet, 7% camphor, 10% calamen, 8.7% d-camphor, 3% borneol, acaron, isasecoron, eugonol, azaron, proizulenacorin, 20% starch, choline, tar and other substances. The flower contains 0.04% essential oil, additives [16], [17], [18].



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

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Normurod Norqobilov's Skill in Using Common Expressions Some Considerations About

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Abstract: In this article, the writer Normurod Norqabilov's ability to use universal expressions is highlighted on the example of the short story "Face to Face".

Key words: *Normurod Norqabilov, "Yuzma-yuz", phraseme, phraseological synonym, phraseological polysemy, universal, individual mahurat.*

Phrases serve as a means of reflecting the history of the people, domestic life, the events that exist in it, characteristic events, the behavior of some individuals in society, enlivening their speech, making it emotionally colorful, and expressing thoughts in a short and concise form. does. Phrases do not express a simple message about a thing, event or object of the speaker, but express a positive or negative assessment of them, expressive features and emotional attitudes towards them. That is why idioms are widely used in literary speech, especially in artistic works, they are the basis for word games, and they increase the stylistic effectiveness of artistic speech.

It is known that expressive-emotional coloring is an integral feature of many expressions in the language, while the majority of expressions are stylistically neutral. Because with the help of an expression, not only this or that object, event is named, but also the expressive attitude of the speaker to that object or event, person is expressed. The meaning structure of the phrase is much more complicated than that of the word, because there is a big disconnection and inconsistency between the meaning relations in the phrase and its component structure. Phrases, unlike words, arise not only to express and name a certain event in reality, but also to express a modal attitude towards it. Most of the expressions in the language are semantically aimed at a person, explaining his behavior.

In N. Norqabilov's short story "Face to Face", a number of expressions are used to reveal a person's mental state, inner experiences, character, positive or negative attitudes towards others, environmental events. It is known that there are different types of expressive evaluation and emotional evaluation painted through phraseologisms. Some expressions express the speaker's positive description and positive evaluation of people, while some expressions serve to express negative description and negative evaluation. [3]

In language, there is a phenomenon of synonymy in phrases as well as within words. It is known that synonymy is the basis of methodology. Sh.Rakhmatullayev, who studied the synonymy of phraseological units in the Uzbek language to a certain extent: "The general and most important criterion for phraseological synonymy is the semantic criterion. Phraseological combinations in each synonymous nest must mean the same concepts in the objective entity, and together must have the same meaning. [5,124]



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

In the short story "Face to Face", the writer used a number of phraseological synonyms in order to avoid repetition and uniformity and increase the value of the work. For example, in the sense of looking, expressions such as "glance", "glance", "glance", "glance", "glance" used by: The road was deserted. Starting from his father's yard, he looked at all the yards in the village one by one [3,29]; When Mamat the butcher was looking for a solution, he noticed people coming from the opposite direction [3,42]; Mamat, the butcher, looked around and saw women and children appearing in the streets [3, 38]; He glanced at the shotgun hanging from the nail [3,14]; Shadiyar's color turned pale. He examined her from head to toe [3, 8]; Then, as if looking for salvation, he glanced at the courtyard. [3, 3] Synonymous phraseological units are used in the story to express a person's high mood and happiness: "to get fat", "to be heartbroken", "to run away from the breath of the mouth". surprised that the idea did not occur to him, he admits to the butcher's business. The same meaning is evident on the faces of others. Mamat the butcher gets a lot of fat from this. [7,24]; There is a commotion in the yard... When old Samad is upset, he asks how the visitors are doing. [7,21]; The uncle massaged his neck, which still had a burning sensation, and was tied up.[7,42]

As in words, there is a phenomenon of polysemy in phraseological units. But the degree of spread of this phenomenon in the lexicon and phraseology is not the same. "A very large number of words in our language are polysemous, because people use separate words for each of the new concepts in their daily life, so the number of words is infinite. would increase, and it would be impossible to keep them in memory, as a result, the language would become difficult to use, and it would gradually become unusable. That's why in any language, we try to express infinite concepts and ideas from various combinations of linguistic units. Thanks to such an action, a new meaning is imposed on the words that were previously in the language. As a result, words with multiple meanings appear on the field. [4, 41]

"In phraseology, the main part of the phrases is one meaning. Approximately one-fifth of the expressions in our language have two or more meanings. [2, 62] 156 of the 998 phrases interpreted in the "Brief Phraseological Dictionary of the Uzbek Language" (1964) are ambiguous.

"Phraseological polysemy means that the phrase itself has more than one meaning" [5, 8]. Polysemantic expressions have a methodologically integrated character, because a polysemantic expression usually does not have a correct, nominative meaning, all its meanings are often combined into a single internal image. Linguistics still do not have a clear opinion on the recording of ambiguous phrases in the Uzbek language in dictionaries, the principles of their interpretation, and their pragmatic features.

In the text of the work, which is the object of our investigation, we can observe that some phraseological combinations are polysemantic in nature. For example, the phrase "to cross" is used in two senses:

1. To appear in front of him, to stand face to face. [6,461] After a while, Daniel the driver crossed the road. [3,33]

2. To be an obstacle, to be a barrier, to stand against. "Sorry, what's going on?" In this oil, Shodi is standing across the road. Old Samad sacrificed his life for him." [3,19]

The above phraseological unit is also used as a free combination in the text of the work: If you walk more than two miles through the tobacco field above the village, you will come across various obstacles placed across the road. Uncle installed it this spring. [3,6] From this point of



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

view, phraseological units in the work of prof. In comparison with Sh.Rakhmatullayev's "Annotated Phraseological Dictionary of the Uzbek Language" published in 1978, a group of phrases that did not find their expression in this dictionary as idioms characteristic of the style of speech and at the same time the individual style of the writer recognized and tried to interpret their meaning based on the text of the work. For example, "lapashang", "landavur" means "a bag of raw meat": Why don't you turn this child into a human being?! What is it, a bag of raw meat! [3,13]; in the sense of "bringing a product to the market" and "blooming the market": When he had a brain, he planted potatoes in places out of sight, planted greens... He blossomed the market. [3,19]; To express "joy", "satisfaction", "to fatten a sack": The host of the wedding... admits to the butcher's entrepreneurship... Mamat the butcher gets a sack of fat from this. [3,24]; in the sense of "to get her consent" and "to get her promise": He took the girl's promise while going to military service. He got married a year after returning from the service. [3,16]; In the sense of "to come with a high waist" and "to come pouring down": Saf used to come in a bad situation... Let them come. I say, "What's the point of making a fuss about it?" [3,5]; In the sense of "not knowing to whom to tell one's debt", "to tell one's taste to God": He learned to feed cattle from any grave... I knew the verb, what I was doing by speaking. Now tell your father to God. [3,20]; The phrase "to shrug" as a synonym for the phrase "to be tongue-tied": Let the beat open the gap, otherwise he will shrug his shoulders for the rest of his life. [3,10]: "hardy" in the sense of "endurable": - Will these hard workers not be needed another year? - The soul of the mountain trees is hard... it keeps turning blue. [3,7]; "to wait" in the sense of "to keep an eye on the gate": The other day old Samad chal dangala When he heard that he was going to do it, his eyes were on the gate. [3,23]; "regarding the person who does not hesitate to face someone's fault in front of people" "he has a bad mouth": Togay remembered the gossips at the market... Mamadiyar Usta has a bad mouth; there is no question of following in front of many people. [3,26]; and the phrase "to fall" means "to leave quietly", "to leave without a word": But the rider did not keep his oath - he fell. [3,5]; "bite" in the sense of "something worthwhile": People are getting more and more picky, huh? The sorrel also strengthens its nest every year, carries to the nest what it has in the tooth [3,29]; in the sense of "the period of infancy, when you don't understand anything yet", "to walk with your skirt behind your back": If you don't know, let me know, these were planted by grandfather Samad and grandfather Tokhta. At that time, you wore your skirt behind your back. [3,18]; and the expression "to lose heart" means "to be sad, to be sad": As I sit, as I stand, if the wide world is not visible to my eyes, my heart becomes sad. [3,3]; in the sense of "to break his nerve" and "to get angry": Mamat the butcher realized that there was a hidden grudge against him at the heart of this outburst, and started to get angry. [3,12] ; "no heart left" used in the meaning of "to be afraid, to scream": ... The desert rider has no heart left to beg Mamat the butcher. [3,5].

Also, in the text of the work, the phrase "preferable", "excessive" in the sense of "if dead is more than dead", "into the floor" in the meaning of "beside, in line" and "to line up, gather together" In the songs, the phrase "to make a snowball" is described with a unique stylistic color:...Later, Mamat the butcher built two more buildings for his eldest sons. Although they do not come out like before, if they die than others, they are more dead...[3,21]; At that time, Uncle had said this in a heated manner... start a fight, and I'll come to your floor! [3,15]; He lined up the children and led them up the mountain. They built a plot of land near Archazor. [3,30]



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

It seems that when the creator uses phraseological units in the language of the work, he tries not to repeat one in place of the other, or uses their synonymous variants and various grammatical forms that exist in the universal or vernacular language (live colloquial speech).

Umuman, kuzatishlar asosida quyidagi umumiyl xulosalarni bildirish mumkin:

1. The writer appropriately used synonymous expressions to express realities in the literary work. In particular, to express a person's high mood and happiness: "to gain a lot of weight", "to be cheerful", "to run out of breath"; "to be afraid", "to scream" means "to be heartbroken", "to freeze", "to fly away"; in the meaning of "look", "glance", "glance", "glance", "glance".

2. In the text of the work, we can observe that some phraseological combinations are polysemantic in nature. For example, the phrase "to cross" is used in two senses:

a) to appear in front of, stand face to face. After a while, Daniyor, the driver, ran across the road. [3.33];

b) to be an obstacle, a barrier, to stand against. It was as if he was sick inside. "Sorry, what's going on?" In this oil, Shodi is standing across the road. Old Samad sacrificed his life for him." [3,19]

3. In the author's work, using universal expressions, expressions related to individual skills are also used, which is of great importance in increasing the value of the work. In particular, in the sense of "to release a product to the market", "to flourish the market"; "get his consent" in the sense of "get his promise"; "to scratch the ground" in the sense of "farming": dialectal "to stretch one's legs" in the sense of "passing the world"; "a toothache" in the sense of "a valuable thing"; in the sense of "infancy period that still does not understand anything" "to walk with the skirt on the back"; In the sense of "to break his nerves" such as "to have a good time" are among such expressions.

4. The work also contains phraseological units characteristic of the artistic and colloquial style: "raise your hand", "eye to eye", "open your eyes like a fish", "look to put", "to reach the ear", "to stare at the mouth", "to keep a sense of humor", "to lose heart", "to lead the way", "to lighten up", "to talk", "to talk to stay in the throat", "to stare", "not to have teeth", "to add head", "to catch the eye", "not to add the sentence to the sentence", "to walk with the head raised" and others.

It seems that the creator, while using phraseological units in the language of the work, paid special attention not to repeat one in place of the other or to use their synonymous variants that exist in the universal or vernacular (live colloquial speech).

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.
Website: www.peerianjournal.com

ISSN (E): 2788-0303
Email: editor@peerianjournal.com

Religious Attention During The Samaritans

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Abstract: In this article, we aim to provide information about the attitude towards religion in the Samanid state, which ruled Movarounnahr as a strong empire for nearly a century and a half.

Key words: Samanids, Bukhara, Samarkand, Nuh, Nasr, Ismail Samani, Arab caliphate, Tahir ibn Husayn.

Log in. The Samaritans, which are recognized as an integral page in the history of our country, are distinguished by the era of the Samaritans, during which the science and culture dominated by peace politics flourished in the Middle East. During that time, dozens of scholars from our country, such as Ibn Sino and Abu Mansour Moturidia, lived. Islamic knowledge flourished in our country during that time, and many centers of knowledge operated schools such as "Dor al-Juzjoniya," "Dor al-Idiya," and "Bucharest School of Philosophy." This period is also characterized by a stable interethnic harmony and religious intolerance in the country.

Literature essay and methodology. The significant changes in socio-economic and economic fields of the Samaritans at the end of the ninth century and the establishment of peaceful policies and conditions for several years set the stage for the revival of scientific processes in Samarkand, considered one of the main scientific centers of The Hague. The location of Samaria on the great silk road caused it to become one of the centers of commerce, art and science. It is noteworthy that during the Samaritans, Samarianot only the religion of Islambut also as educational centers of other religions. In the prosperity of Zacchaeus during the SamaritansIslamthe contribution of the priests was enormous. Therefore, their reputation grew, and the capital, Bucharest, became one of the most influential centers of Islam in the East. Many temples were built in the cities, including mosques, chambers, and prayer rooms.

Results. During this time, in Bukhara, Central AsiaThe first scientific monastery on the hill will be built. This ancient monastery of Bukhara was built in the tenth century B.C.E. It was referred to as the Farjak Mosque. Religious leaders and scholaris, known as "masters", were the leaders of the country's spiritual life. Later, the name was further magnified by the name "sheikh ul-Islam". After the masterpiece, there were memos. The Samaritans allocated special places for the construction of mosques, monasteries, and chambers and large estates for their expenses and expenses. The prosperity of Islam undoubtedly played an important role in the formation of the people of Central Asia as independent people. Islam plays an important role in the spiritual life of the nineteenth and 12th centuries. During this time, Islam was widespread in the Muslim East and was elevated to the world's religious level. As a result of the policies of the Arabian Caliphate, the inhabitants of



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.
Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Nakhchivan, whose culture is separated from all their rights and whose culture is trampled on, are forced to convert to Islam, carry out sharia covenants, and learn Arabic and script. Soon the faithful people begin to produce letters in Arabic. Mosques and chambers became literacy schools. However, it has taken nearly a century and a half, or five generations, to absorb complex Arabic spelling, to be letter-literate, and to produce scholars and hypocrites who can perfectly study Arabic, considered to be the official language of science and the official language, and to grow up among the indigenous people. During this period, however, dramatic changes take place in the spiritual and religious life of the inhabitants of Nakhchivan. In the early Religion, the legal and ideological rule of society was based only on the Koran and events. However, because not all legal and moral issues of Muslims are covered in the Koran, the collection of events begins in the late seventh and early eighth centuries B.C.E. Because events were considered a sacred source after the Koran. [1:195]

There were many great writers, such as Abu Abdullah Ishmael al-Bukhari and Abu Jesus at-Zarephath. Over time, however, because of the influence of the nobles of the countries conquered by the caliphate, superstitions and differences arise on some issues of Islamic teaching. As a result, many directions, mazes and factions appear. Founded in Iraq by Abu Hanifa (Imam Azam) in the tenth century B.C.E., the Hanafi people prospered in Tajikistan and Tajikistan. Because the Hanafi tribe has its own religions and local traditions by giving relative freedom It is widely distributed because it takes into account the local traditions of the peoples.

After the end of the reign of the caliphate in Haggai and Haggai, the independent Samaritans, the Koranites, the Khmer Rouge, and the Nazarenes were decided. The emphasis on Islamic teaching, sharia covenants and knowledge will intensify. In central cities, a number of mosques and monasteries are built by women. The first monastery was built in Bucharest in the tenth century B.C.E. near the city's Cavushdo's tim. It was referred to as the Farjak Mosque. In the 12th century, a special "Monastery of the Poor" was built for lawologists in the Gate district of Bucharest. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. The covenant of Sharia was considered a sacred source after the Koran. [2:155]

There is a need for a framework of laws that encompass the socio-economic and religious activities of Muslims. For generations, theologians have developed sharia laws. It is fully formed as a religious and legal system in the 11th and 12th centuries. In this regard, Scholars work within the scope of opportunity to develop a spiritual and cultural heritage. Burhonuddin al-Margoni and his famous book Al-Hidoya provide vivid evidence of this

The land of Haggai depended on the caliphate in Baghdad until the time of Ma'mun after Damascus. After Ma'mun became caliphate, Assad the son of Samaria took his children to himself know from loved ones He appointed him as the chief of the conquest. So Zechariah goes into the hands of the Samaritans. But until 875 B.C.E., they obeyed the central caliphate. Beginning in 875 B.C.E., they established the Samaritans as an independent empire.

Ibn al-Asir, a renowned historian, acknowledged that "the Samaritans spread widely on earth, occupied many places, and were among the best countries in terms of justice and justice." Another encyclopedic scholar, Ibn Hallikon, described the samaritans as "the best in terms of the sultans of Haggai and Shulammite. Whoever sits in the kingdom of the kingdom is called the sultan of the sultans, and he is known only by that name. This name would be a sign to them. They were just,



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.
Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

intelligent, and knowledgeable people.' Ibn al-Asir described Ahmad ibn Assad, one of the sultans of the Samaritans, as saying: "Ahmad the son of Assad was a man who did not eat, and everyone loved, and his men did not accept bribes." He made similar comments about his son Ishmael: "Ishmael was a wise, just, kind man who treated his people well, loved and respected the people of knowledge and religion." [3:160]

The kings of the Samaritans paid great attention to knowledge and its people. Thanks to this, many libraries have been established in the country. During the Samaritans' time, The Land of Zacchaeus produced mature scholars in events, philosophies, dictionaries, and other Islamic scholars. They showed great maturity when they endured difficulties in the way of knowledge. No matter how far away they are, going to a variety of cities Those who have knowledge with difficulty. During the Samaritans' time, there were also various Islamic intellectual streams in the lands of Nakhchivan and Tajikistan, as well as unusual streams. In those days, Macdisiy wrote of the various streams he witnessed in the lands of Nakhchivan and Tajikistan: "This land is home to a large number of Jews and a small number of Christians. This land is the most common place in the world of various scholars. The region consists mostly of the Sunna Valley congregations. In some cities, such as Sijiston and Herod, however, foreigners and The Chaldeans were also found in Naysabur. We could also meet Shiites and Karromites in some areas. But in this country, the Abu Hanifa tribe was considered the main tribe. In the cities of Sha'drach, Me'shach and A-bed'ne-go, there were also many believers in the Chauffeur tribe. It is noteworthy that if there were disputes between Shiites and Carrots, The Chaldeans and the Hanafis in the country, the sultan himself would have to intervene and reconcile between them. The Samaritans themselves maintained religious and religious tolerance in the country. Ibn an-Nadim emphasized that during the Samaritans, about five hundred of the members of the Mania faction lived in Samaria, where their chiefs moved from Babylon. The scholar also mentioned that a Samanian faction was common in Haggai and that there were many Jews and Christians. During the Samaritans' time, geographical and socio-cultural factors, educational processes, especially hanafiism, contributed to the development of Hanafiism in the region. Absalom usurped David's throne, but his coup failed, and he was killed by Nehemiah.

Discussion. 1 – Hanafi scholars are known to be divided into two groups: Hanafi Mu'tazi. 2 – Hanafi Moturidia, developed by Abu Mansour al-Moturidia and rejected the opinions of the Mujahideans. It is noteworthy that during the Samaritans' time, a man who had just converted to Islam in Haggai heard that Muslims were divided into seventy-three factions. So he asks so much about a person's verbs. Mu'tazili replies: "I can do what I want and I can do everything I want." A new Muslim rejects his opinion, saying: "I do not choose this belief. Because by doing so, God's will and power are withdrawn.' So far, the mujahideen replies: 'If you do not accept my opinion, go to the people of the Sunna Valley community and join.' Thereafter, a new Muslim asks representatives of all factions where he lives about the human verb and does not accept the beliefs of any of them. All of the factions he addresses say, "If you do not accept our beliefs, the people of the Sunna Valley will go to the community and join." When he asks the representatives of the factions who the people of the Sunna Valley are, they reply: "They are known everywhere as the Sunna Valley congregation. In Samaria, members of "Dor al-Juzjoniya" and "Dor al-Idiya", supporters of "Ashobi Abu Hafs"



The Peerian Journal

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Volume 19, June, 2023.
Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

(supporters of Abu Hafs al-Kabir) in Bucharest, Nusayr ibn John in Balx. They are considered to be the people of knowledge whose people are spreading the views of the Sunna Valley community." [4:173]

The abstract. Instead , I can say that all the sultans who worked during the Samaritans were well- pleased with knowledge. They were not indifferent to the scientific heritage of all the nobles who lived in the country. Along with Islamic factions and streams, the country has also seen the activities of other religious leaders. (Matthew 24:14; 28:19, 20) Jehovah's Witnesses would be pleased to discuss these answers with you. (Matthew 24:14; 28:19, 20) Today, it is only natural for the above information to encourage people of other religions to live under mutual peace.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Uzbek, Persian, Russian and English alternatives of wise words used in "Nazm ul-Javahir"

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Abstract. In this article, we will talk about the words of wisdom used in the work "Nazm ul-Javahir" and their alternatives found in other languages. We will analyze their meaning, artistry, mutuality and unifying aspects.

Key words: exemplary words, humanity, alternative, human duties, correct speech, justice.

As the first president of Uzbekistan I.A.Karimov noted, "It is rare to find a poet who expresses the joy and sorrow of the human heart, goodness and the meaning of life as deeply as Navoi" [2, 47-48]. Alisher Navoi (1441-1501) devoted his entire life to raising the status of the Turkish language and recognizing Turkish literature in the world, as well as determining the criteria of truth and justice. Alisher Navoi was a great Uzbek and other Turkic poet, thinker and statesman. In the West, he is considered a great representative of Chigatai literature, and in the East he is honored with the title "Nizome millat va din" (Religion and Nation Law). The great poet and statesman was born in Herat, the center of Khurasan. Navoi's father Ghiyaziddin Bahadir was one of the people close to the Timurid family. The great writer grew up in a palace environment and this environment influenced his work.

When Husayn Boygaro sat on the throne of Khurasan (1469), a new stage in Navoi's work and life began. Husayn Boygaro gives Alisher Navoi the title "Muqarrabi Hazrat Sultani" (the closest person of His Majesty the Sultan). He continued his work in the palace as both an artist and a minister. The total volume of his lyrical heritage is more than 50,000 verses, and it is collected in four divans entitled "Khazayin ul-maoniy" (Treasures of Meanings). Navoi's mystical views permeated the spirit of almost all his works.

Alisher Navoi's work "Nazm ul-Javahir" (Jewel Chest) has not yet been thoroughly and comprehensively studied. The text of "Nazm ul-Javahir" was published in the 15-volume collection of Navoi's works (1968) and the twenty-volume complete works (1999) in Tashkent. This work is enriched with information on education from head to toe. In this work, Navoi widely promotes the ideas of goodness, humanity, and justice through the conclusions and generalizations derived from the experience of the country's life. He tries to raise people to spiritual heights. It gives guidance on how to be in a state of harmony of materiality and spirituality. This work is enriched with ghazals, rubaiyy, as well as translations. Nawai interpreted Hazrat Ali's wisdom in rubai. His 255 most meaningful wise sayings are collected in this work. Addressing the reasons for the writing of the work "Nazm ul-javahir", Alisher Navoi says that there are two reasons for it. First of all, the wisdom of Persian poets "Nasr ul-Laoli" was translated into verse, and the second was the writing of the work called "Treatise" by his closest friend, the king and poet Husayn Boygaro. This work was completed



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

in 1485. D. Yusupova stated that the title of the work "Nazm ul-javahir" is symbolic, and this is evidence that Hazrat Ali's wisdom is arranged in a single system [4,197].

Alisher Navoi, stringing the words of wisdom into a thread, puts Ali's wisdom: "Jalla man lo yamutut" (The Immortal One is great) into a verse like this:

Gardunk, you have no loyalty to the people,

There is no harm in suffering, big or small.

Everyone, if he is small, there is nothing left for him,

He who is great knows that he does not perish.

The poet gave the meaning of wisdom in the fourth stanza and used the art of contrast through the words "small", "great", "fano", "baqo". By citing these opposite words, the reader creates conditions for comparison in front of his eyes and easily achieves his goal. [3]

In this article, we have selected some of the wise sayings found in Nazm ul-Jawahir and compared them with their alternatives in other languages. Wise words clearly show the values, lifestyle and culture of each nation. Wise words are close in meaning to proverbs. "Kiska soz mukhtassar" is a wise saying that corresponds to the Uzbek folk proverb, expressed in the work "Nazm ul-javahir" as "The best word is short" [1,18]. In Russian, this combination is "Luchshaya rech-kratkaya rech", in English: "The best speech is the shortest one", in Persian: "خوبی غفاریه کوتاهی آن است" (Khobi guftor be kutohi on ast). In accordance with the above wise saying, "A person's interlocutor is like himself" [1,17], i.e. the way a person speaks, if his words are meaningful, the interlocutor next to him is also one of the diltartar words. speaks. This wise word is equivalent to expressions such as "Luchshiy sobesednik cheloveka-rovnya" in Russian, "Man is mostly associated with his companion" (in word and action) in English, and "hmneshin ağdmy msl awst" in Persian. will come. "Speak the truth even if a sword comes to your head" is a saying that has been ingrained in our blood since we were young, and we have often heard stories and tales about "Righteousness".

In the work "Nazm ul-javahir" it is said about truthfulness: "A person with the right words breathes freely" [1,40], only a person who speaks the truth is always trusted by people. liars always have black faces. In the tenth article of Alisher Navoi's prose-didactic epic "Hayrat ul-Abror" entitled "Definition of Truth", the consequences of lying are described. In this article, the idea that "if someone has learned to tell lies, he will never be trusted by those around him, and in the end he will end up on his own." The alternative in Russian is "Pravdivomu cheloveku ishitsya svobodno", in English it is "Truthfulness of a man is the pledge of his liberty and freedom", in Persian this wise word is interpreted as follows: ast). Everyone should look at everything with a good eye and envy. Envy invites a person to go astray, surrounds his spiritual world with a black veil. Alisher Navoi describes envy as follows: "The envier has no pleasure" [1,50] this wisdom is interpreted in Russian as follows: "U zavistnika net pokoya", and in English: "The envier (ill-wisher) does not enjoy a comfortable life" meaning "a dreamer (an old wise man) is not comfortable with a comfortable life". And in Persian, "حسود را راحتی نیست" (hasud ro rohati nist). Alisher Navoi in his article entitled "Salotin chapter" says about the king: "If the raiyat (people) is a herd, you are a shepherd, protect the herd from wolves." In addition, it should be said that the ruler should be a just and most importantly wise person. In the work "Nazm ul-Jawahir" there is a wise saying: "There is no need for a scholar to be a king" [1,43].

In Russian it is similar: "Ucheny pravitel bessmerten", in English: "Downfall will never threaten the enlightened knowledgeable sovereign" in Persian "sultane dono ro zolim nist" (Sultone dono ro



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

zolim nist). Our elders say: all merits and sins done in this world count. In addition, we Uzbeks have the concept of treating father and mother with special respect. In the work "Nazm ul-Javahir" it is said: "Feed your father, and your child will feed you" [1,25]. Russians used this phrase: "Zabotsya ob ottse i vozdastsyu tebe ot syna", in English: "Esteem your father, your child will esteem you", in Persian: "pdrt را احترام کن tā frzndt tw rā hātām knd" (honor from father to son). "Without a friend, my head is without salt", a person cannot live without a friend, a good friend is like the shining sun, but Alisher Navoi describes the betrayal of a friend as follows: "The blow of a friend is painful", in fact, the blow given by a friend is a dagger. like it is stuck in the heart. This wisdom in Russian: "Udar, nanesennyy drugom, osobenno muchitelen", in English, "The words of the dear true friend can be more effective but painful", in Persian: " drbh y dwst drdnaktr 'cr" (zarbeye dust dardnoktar ast) . A person should always restrain his ego, even indulging in ego is strongly condemned in our religion. In the work we are analyzing, it is said about lust: "Greed kills the greedy" [1,16] where the word "lust" is not used only for lust.

Lust is attachment to the material world, giving free rein to the ego, not being able to see the good deeds done by people. In Russians, it is interpreted as follows: "Jadnogo alchnost pogubit", in English, "Cupidity kills a greedy man", and in Persians, "شنده آزمند حرص او" (kashande ozmande khirs ust). Etiquette is the beauty of a person. Alisher Navoi says the following about manners: "A person's decoration is manners" [1,19]. Etiquette serves as clothing and food for a person. This wisdom in Russian: "Glavnoe ukrashenie cheloveka-ego vospitannost", in English, "The people's adornment is their courtesy", in Persian, "зивр мрдан адб аст" (зейвар мардон адаб ast). Wealth does not consist of worldly possessions, real wealth is being the owner of a good craft. In the work "Nazm ul-Javahir" it is defined as "Craft is a person's wealth" [1,19]. Russians use the phrase: "Znaniya - fortune cheloveka", and English: "A man's valuable treasure arises from his craft". And in Persian, " غنج آدمی هنر اوست" (a man of good skill).

In conclusion, it should be said that Alisher Navoi promoted the ideas of fairness, honesty, and justice in all his works. Although the proverbs written in "Nazm ul-Javahir" were written several centuries ago, the meaning expressed in them has not lost its importance. The name of this work also has a special symbolism, that is, the "Jewel Chest" is the reason for the fact that it contains the best examples of all religious and worldly knowledge. Alisher Navoi's Arabic sayings are expressed in many ruba'iis in "Nazm ul-jawahir" using artistic arts in a very beautiful way. In this work, the sayings described in this work have alternatives in other languages of the world. This is a proof of how high the value of the work is. In this work, the good qualities and bad vices of humanity are clearly stated. It is also explained in the wisdoms how great our religion is. In a word, it expands the spiritual world of a person and helps to distinguish between black and white, it is not an exaggeration to say that it is a collection of the best jewels that refrain from bad and evil deeds.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Generality In Socio-Philosophical Heritage

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Abstract. Universal values are considered a set of characteristics and norms of a person's coexistence, positive and justified qualities at a certain time. They are often considered innate to human nature. Universal values are the subject of the study of ethics, ethics and philosophy. In particular, Axiology devotes its research to values and evaluation conclusions, and human rights are based on what is considered universal values. This article analyzes universal values from the point of view of socio-philosophical heritage.

Keywords: heritage, human nature, human rights, universal values, qualities

Studies conducted in the period of independence also address these age-old topics, studying the national and universal values in them from the point of view of the new era. Candidate of philosophical Sciences, Associate Professor R.Rozieva comes to the idea that nationalism and universal in the socio-philosophical heritage are due to the qualities in our people. "Loyalty to universal values has long been a virtue inherent in our people, which we can clearly see in religious and secular views, science, socio-philosophical heritage. Compassion, compassion, forgiveness, mutual assistance are characteristic of the mentality of our people..." [1, 51]. It is these national qualities that make it possible to "strengthen and refresh the spirit of the people", "restore, develop, create national values" by adding the process of mastering universal values [2]. This is also the basis for the fact that in historical and Philosophical Research special attention is paid to national and universal values, to the study of positive experiences in them. True, R.Rozieva noted that it is not enough to note the dialectical connection in nationalism and universalism, they should serve as an interest in Independence, the rise of the spirituality of our people, the realization of history and the national self, the study of socio-philosophical heritage [1, 147].

Religious and spiritualistic views are not the only national feature or sign in the socio-philosophical heritage of our people. It embodies the gnoseological, historical - political and philosophical-legal teachings of the representatives of our people, our nation, ilmatians and justicians, thinkers, to know the objective being, to realize the changes in the life of society, to humanize social relations, to build a free and prosperous life, to make a huge contribution to World Philosophy.

In socio-philosophical heritage, generality occupies an important place. Both because philosophy in essence strives for the whole, for the whole, for the whole, and for the whole, In the phrase I.Ilin "acquires a universal essence and teaches a person to think on the scale of generality" [3].

The realization of creative forces, intellectual potential in a person is a task before universal values, wealth. The study of socio-philosophical heritage in the years of independence also serves this task. Hence, creativity, the free realization of its intellectual potential is a universal feature in



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

social philosophy. This generality stems from the fact that philosophy is a method of observation that is inherent in every person.

"According to its essence and its tasks" - writes the famous Russian philosopher N.A.Berdyaev, - never did philosophy adapt to necessity, never did real philosophers obey the demands of the world, because philosophers sought a wise truth that stood above existence. Lie self-decoration on philosophy. The long-standing goal of philosophy was to understand the Mudam ERK and to understand from Freedom. The stichia of philosophy is not a necessity, but freedom" [4]. Philosophy is creativity, but free, unnecessary creativity.

N.A.Berdyaev, when he says "necessity", refers to external repressions, various instructions and directions that are transferred to philosophical research. That is why he has been called an "advocate of personalism". All his creativity, philosophical works are the product of this free creation.

The appeal to socio-philosophical heritage does not deny free creativity, the creation of independent scientific and theoretical concepts, the consideration of the requirements of the period. This idea was proposed by A.Abdusamedov and I. Ergashevs in the style of questions, they put: "in the following years, a philosophical school with a new concept was created in Uzbekistan? Or has a scientific school been formed that analyzes philosophy on the basis of new views? What is a textbook or guide that meets this requirement to the fullest?". So, no matter how good, considerate work the study of socio-philosophical heritage is, it should lead, encourage the creation of new concepts, schools built on free research. Only then does a connection arise between the inheritance and the period, the requirements for independence, the harmony of intergenerational relations is ensured. It is wrong to say that no absolute research has been carried out in this regard, no new socio-philosophical works have been created, of course. We will dwell enough on the socio-philosophical research of scientists of our republic in the following chapters. Now it is necessary to admit one thing that it is not easy to create philosophical scientific schools, for this it is necessary that their spiritual and spiritual aspirations are close, gnoseological methods are united by common creators, ensuring historicism in their scientific interests.

The national character, generality of socio-philosophical heritage is justified through a number of thematic considerations.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Small and Large Business Practices of Uzbekistan and the Experience of Developed Countries in Attracting Investments

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Annotation. This article analyzes the financial performance of the world's gigamon corporations, the independent stock market as a result of the healthy investment climate in developed countries, the improvement of living standards, financial and investment stability, the country's annual production capacity, at the same time, it is written about the growth of the country's GDP as a result of the export potential of high-capitalized companies, how a single company can benefit the entire country.

Keywords: gigamon companies, capitalization, stocks, investors, stock exchanges, investment climate, business culture, shareholders, investment portfolio, investment potential.

1. Introduction.

The evolution of world business shows that capitalist movements have accelerated in economic trends over the years. As a result, the concepts of investment, diversification, shares, dividends have entered the business environment. A business culture is one in which there is mutual mobilization of equity, in which there are many rules of the game, expected risks, and market competition. If we look at the economic performance of developed countries, it falls at the expense of large companies. We may have a question, how can 4/1 of the world belong to big companies. The answer is simple, in the proper management of business culture, in the worldview. In business, the most important thing is not always to make a profit, but also to fight for the company's own brand. Today, modern marketing methods are widely used to enter the market, which serves as a mechanism for business development and finding a position in the market. In the analysis of our article, you will see that the annual capitalization of the largest companies is very high, even much higher than the GDP of some developing countries. This, in turn, has a positive impact on the social health of the country.

2. Literature review.

In the Western economic literature, financial markets are referred to as a set of market institutions that direct the flow of money from the accumulator to the borrower [1]. Frederick Mishkin refers to markets that serve to transfer money from people with surplus funds to those in short supply [2]. Definitions, a financial market is a market in which redistribution of temporarily vacant funds through financial intermediaries is based on the use of financial instruments.

Interpretation of "investment potential" as a set of investment resources, consisting of part of the accumulated capital, expressed in the form of investment demand in the investment market,



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

which has the potential to become a real investment demand that meets the material, financial and intellectual needs of capital reproduction reaches [3].

The role of foreign investment in ensuring the competitiveness of national enterprises, the opportunities and conditions for the formation of an effective competitive environment for sectors of the economy have been studied by many economists. In particular, the researches of foreign economists C. Dilek and K. Hakan are of special importance in this regard. According to researchers, foreign investment in innovation in industrial enterprises is an effective mechanism to overcome the problematic processes associated with increasing labor productivity, saving financial, labor and material resources and improving the quality of products and services [4].

The attractiveness of the investment climate, the economic development of each region depends on the potential of capital and labor resources, the level of their use. It is generally accepted that the economic potential of a region and its potential is determined by the production of vital goods through the efficient use of all the complex resources available there [5].

Capital market participants, investors and intermediaries can be distinguished as participants of the financial market. In this case, the obvious borrowers are essentially borrowers. Investors place their capital through intermediaries [6].

The activity of corporations can be understood as a large business, an arsenal that drives the flow of investment [7].

3. Analysis and discussion of results.

The issue of increasing business efficiency (profitability) is one of the most important issues in today's economic environment. Increasing business efficiency, in turn, will play an important role in ensuring the financial stability of the state, as well as gaining a strong foothold in the global market in the face of fierce competition. Attracting cheap capital and efficient placement of capital on the other hand is one of the important factors. The mechanism of functioning of the financial market will help to solve both tasks in a positive way. It is the financial market that is the main driving force of the economy puts.

In economic sciences and in various aspects of practical activity, it was found that there is a meaning of investments and their specific characteristics. Investments in the economy consist of expenses for new equipment and technologies in production and service provision, as well as for the increase of material and intangible reserves, and can appear as a part of total expenses.



The Peerian Journal

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Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

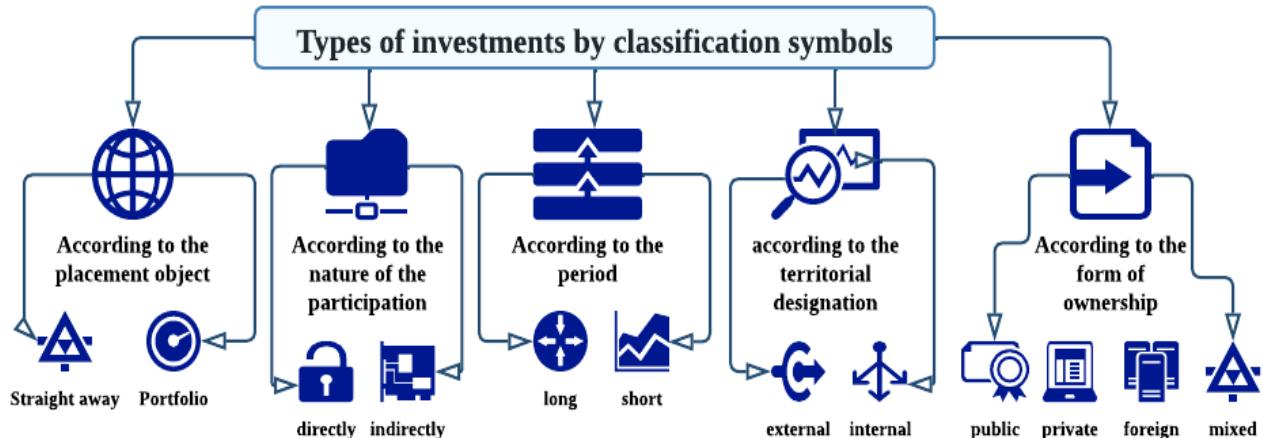


Fig. 1. Classification of investments according to the classification symbol [8]

Investments are a part of the gross domestic product that is not consumed in a specified period and helps to ensure the increase of capital investments in the economy that will be consumed in the future. In the theory of production and macroeconomics, investments are the process of creating, forming and increasing existing capital.

The methods of logical thinking, induction and deduction, systematic analysis, statistical analysis were widely used in the research process. Scientific proposals and practical recommendations for improving the processes related to the role of foreign investment in ensuring the competitiveness of enterprises through the methods of induction and deduction, systematic analysis have been formed.

In the picture above we can see the professional participant in the financial market. In it, investors - invest capital in the market and expect it to grow, studied market risk before investing. Capital borrowers can be banks, private enterprises, which develop their business in part due to debt. Financial service providers are institutional investors who benefit from managing your investments.

Investment companies are intermediaries in ensuring the level of liquidity in the money market. This is because they form an investment fund mainly from the funds of individual investors and invest in securities approved by the company's manager. If an individual investor wants to get his money back, the investment fund will return his money to that investor. Therefore, a secondary market is not required for money market instruments. In addition, investment companies spend most of their money on money market instruments, given the potential for high-yield investment projects.

Capital market participants, investors and intermediaries can be distinguished as participants of the financial market. In this case, the obvious borrowers are essentially borrowers. Investors place their capital through intermediaries (Figure 2).



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

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Fig. 2. The three largest segments of financial market participants [9]

According to M.G Baronova, “sovereign wealth fund is a special fund of funds used by the state to implement the basic constitutional rights of citizens, to implement socially important, knowledge-based and cost-effective investment projects and to finance the budget deficit [10]. From this we can see that an attempt has been made to reveal more about the stabilizing nature of sovereign wealth funds.

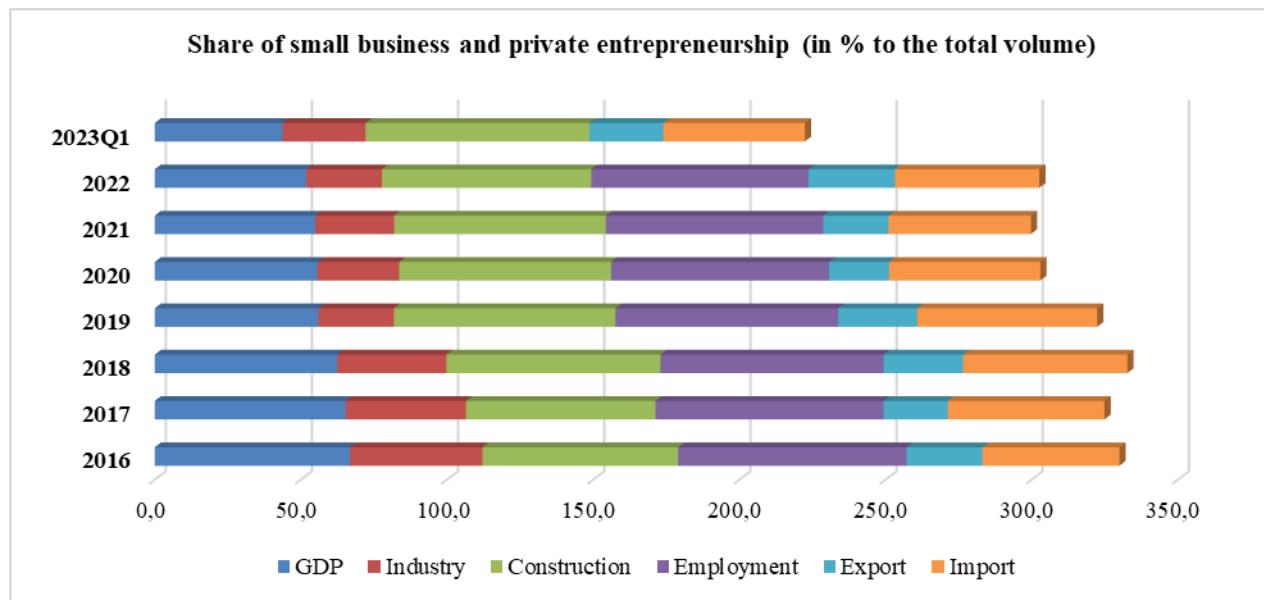


Fig. 3. Share of small business and private entrepreneurship [11]

Capital investments mainly refer to investments aimed at material production, creation and re-creation of fixed assets and development of other forms of material production. Financial investments are the most popular type of investment today, and this type of investment activity is mainly carried out in the stock market. In this case, financial investments mean placing the means



The Peerian Journal

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Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

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of the investor in shares, bonds, promissory notes, bonds and other securities, in a word, in financial assets, in order to obtain income and increase the capital.

Financial investments are of a speculative nature or aimed at long-term investment of capital. Among the investments listed above, social investments are of special importance. It is known that the role of foreign direct investments in the stabilization of the economy of our country is incomparable. At this point, we can see the countries with the highest share in the volume of foreign investment absorbed in Uzbekistan.

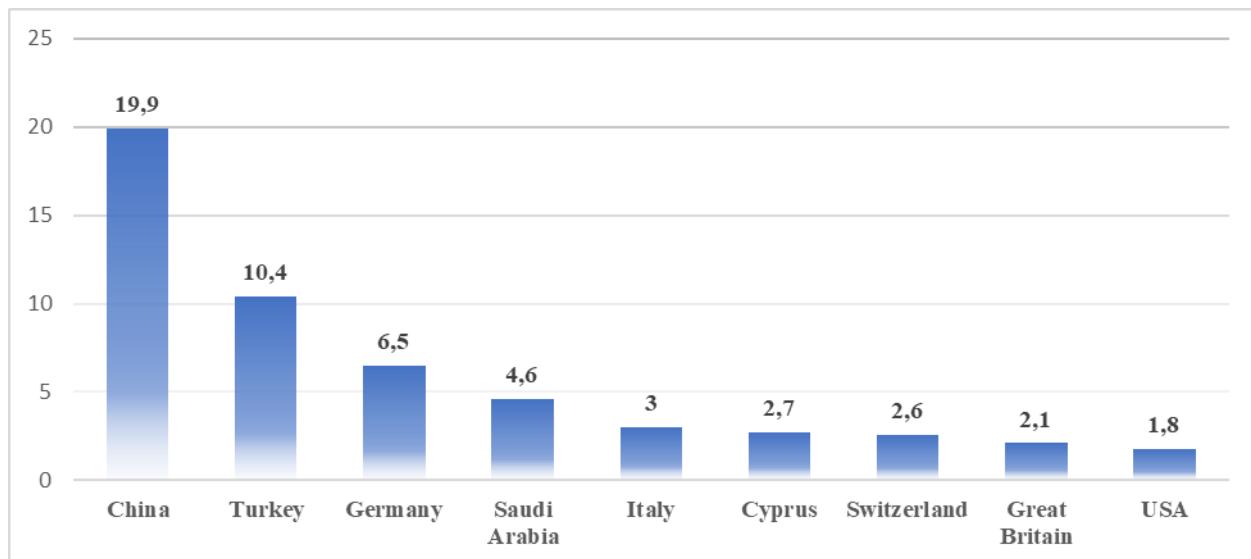


Fig. 4. The share of foreign countries in the volume of foreign investments in Uzbekistan (in percent) [12]

The volume of investments in fixed capital in Uzbekistan is 190 trillion. amounted to soums. According to the data of the State Statistics Committee, the total amount of foreign investments and loans allocated to fixed capital is 72 trillion. was recorded in the amount of soums. The figures in the above figure prove that among the investor countries with the highest share in the total amount of foreign investment and loans, Russia took the first place with 21 percent. We can see this indicator in the rest of the countries, including China 19.9%, Turkey 10.4%, Germany 6.5%, Saudi Arabia 4.6%, Italy 3%, Cyprus 2.7%, Switzerland accounts for 2.6 percent, Great Britain 2.1 percent, and the United States (United States) 1.8 percent.

According to the table above, the company with the highest capitalization is Apple, which currently has a total capital of \$ 2.6 trillion. Next in line is Saudi Arabian Oil, which has a combined annual capital of \$ 2.4 trillion. Third, the figure is directly attributable to Microsoft, which has a combined market capitalization of \$ 1.7 trillion. Turning to other metrics, Berkshire Hathaway is now ahead of the company in terms of value per share, with the company's share price in the real market at \$ 462,890.00. In the table above, we can see that most of the large



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

corporations operate in the United States. This is a sign of a huge investment in the American economy.

Table 1
Key indicators of the world's largest corporations as of May 2022 [13]

N.	Biggest Companies	Location state	Major shareholder	Price per share	Stock exchange	Capitalization
1.	 Tesla	USA, California	1. Elon Musk (15%); 2. The Vanguard Group, Inc. (5.98%).	658,80 USD	Nasdaq	\$864.7 billion
2.	 Apple	USA, California	1. The Vanguard Group, Inc. (7.39%); 2. Berkshire Hathaway, Inc. (5.46%)	140,52 USD	Nasdaq	\$2.6 trillion
3.	 Amazon	USA, Washington	1. Jeff Bezos (9.8%); 2. The Vanguard Group, Inc. 6.3%.	2 135,50 USD	Nasdaq	\$1.5 trillion
4.	 Alibaba Group	China, Hangzhou	1. DST Managers Ltd. (0.90%); 2.OppenheimerFunds, Inc. (0.72%).	81,10 USD	New York Stock Exchange (NYSE)	\$1.7 trillion
5.	 Saudi Arabian Oil	Saudi Arabia, Dhahran	1. Government of Saudi Arabia (94%); 2. Public Investment Fund (Investment Company) (4.00%).	10,82 USD	Tadawul (Saudi Stock Exchange)	\$2.4 trillion
6.	 Microsoft	USA, Redmond	1.Vanguard Group, Inc. (8.31%); 2. Blackrock. (7%);	262,52 USD	Nasdaq	\$2.1 trillion



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

			3. State Street Corporation (4.01%).			
7.	 Berkshire Hathaway	USA, Omaha	1. Bill Gates (50,3%); 2. Warren Buffett owned about (18%); 3. The Vanguard Group, Inc. (10.02%).	462 890, 00 USD	<i>New York Stock Exchange (NYSE)</i>	\$723.5 billion
8.	 BMW (Bayerische Motoren Werke)	Germany, Munich	1. Public float (50%); 2. Stefan Quandt (29%).	84,41 USD	<i>Luxembourg Stock Exchange</i>	\$51.71 billion

As a result of our observations, we have learned that investments in the stock market can yield significant returns, and to manage your investment risks wisely, diversify your investment portfolio [14].

4. Conclusion.

Corporate finance in developed countries has accelerated, which has a significant positive impact on the country's development. In today's globalized world, business has become a mutually beneficial game, and you can earn millions by properly mobilizing capital. To do this, first of all, the business outlook must be well formed. There will be various district risks, operational decisions, big losses in business, but it is also an art to keep your business status in balance. And to expand your investment, go to market with a quality product, for which you will need big ideas, tireless work and business potential. To be Elon Musk, Bill Gates, Warren Buffet, you have to think like them, you have to be in the circles they talk to, you have to meet people they know. Money is a relative concept but business reputation is a more important concept than money.

Over the past few years, Uzbekistan has undergone rapid economic transformation and is increasingly seen in the international community as a symbol of openness, renewal and determination to overcome various barriers to business and investment. The state of the investment environment is an important process not only for the investor, but also for the recipient of the investment [15].

Based on the scientific suggestions and recommendations given above, their deep study, analysis and practical implementation will give results in the near future. Also, by creating a favorable investment environment in the country, it has a positive effect on further increasing the investment attractiveness of the state and further improving the business environment.



The Peerian Journal

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Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Memoirs on "Wrappers" of Candies

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Annotation. This work is dedicated to the work of the famous Iranian writer - prose writer Bozorg Alavi, "Varaghe parehaye zendan" (Prison notes). The article also describes the life of prisoners, a description of the Iranian prison during the reign of Reza Shah. This work is devoted to the theme of prison in the works of Bozorg Alavi. The focus of consideration is the life of the prisoners of the Iranian prison in the 20th century.

Keywords. Prison notes, the work of Bozorg Alavi, the life of prisoners, the Shah's prison, prison torture, notes, memoirs.

Bozorg Alawi (real name Seyyed Mojtaba Allawi) was born in Tehran, in a large family - he was the third of six children. His father, Abol Hassan Alavi, took part in the constitutional revolution of 1906 and later published the progressive magazine Kaveh in Germany with Hassan Takizadeh.

His paternal grandfather, Seyyed Mohammad Sarraf, was a wealthy banker, a member of the first Iranian Majles. Sarraf was the younger brother of Haj Seyyed Javad Hazaneh, treasurer of Shah Nasreddin Qajar.

Bozorg Alyavi received the nickname "Bozorg" (Persian - great) from the name of his great-grandfather - Seyyed Mojtab Agha Bozorg Alavi, a sugar merchant, confectioner and shipowner who died in the year of the writer's birth.

Bozorg Alawi received his primary education in Tehran. In 1922, he was sent to study in Berlin with his older brother Mortaza. After returning to Iran in 1927, Alyavi first taught German in Shiraz and then in Tehran.¹ During this period, he met and became friends with Sadeq Hedayat. At the same time, he began to engage in dissident activities, being among the famous "53 people" imprisoned in 1937 for communist activities by the government of Shah Reza Pahlavi. He was sentenced to seven years in prison, but was released four years later, in 1941 after a general amnesty.

After his release, Bozorg Alyavi published the collections "Prison Notes" and "53 People" and continued his political activities, becoming the founder of the communist "People's Party of Iran"

1. ¹ Modern Iranian prose. Anthology of the Iranian story in 2 volumes. - St. Petersburg: Petersburg Oriental Studies. - 2010, 336 p.



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

and the editor of the magazine "Mardom" (Persian - people).² Alavi was in Germany when the 1953 coup overthrew the Mossadegh government, leading to mass arrests of people across the country. The collection "Prison Notes", in contrast to the book "Fifty-Three" with its journalistic orientation, is a kind of artistic illustration, a figurative explanation of what is stated in "Fifty-three". It shows everything that the authorities did to noble people, all the fault of which was the desire to achieve a better life for the Iranian people and the introduction of the principles of freedom and democracy in the country.

The author of his collection "Prison Notes" says: "*Much was written on scraps of paper, on tissue paper, wrappers of juices, sweets, fruits. It was not safe, it was considered a crime to carry a pencil or a piece of paper*".³"

For example, in the story "Padang", the innocent Gholyamhossein was convicted of murder, although everyone knew that he had not committed a crime.

In another, "Setāre-ye dombāledār" ("The Comet"), the great grief that befell the young people is described: on the wedding day, the police arrest the groom, the revolutionary Iraj, who is tortured in prison, tortured, demanding to abandon progressive beliefs. And, although the executioners fail to break the revolutionaries who hold steadfastly, the heroes of the stories in the collection "Prison Notes" are victims.

Also in the amnesty story, prisoners had the right to work in prison and receive a meager salary, with the exception of political prisoners, who were denied this right. "*Political prisoners are not allowed to work in a prison factory. Give me at least a hundred riyals.*"⁴ Political prisoners are arbitrarily and without trial imprisoned for long periods, perhaps even forgotten in the darkness of their cells. Some of them have even been convicted and are subject to deportation. "*Why is my case still pending and why doesn't my interlocutor want it?*" The term of political prisoners has always been long, and many of them were imprisoned indefinitely, but it must be admitted that old political prisoners remained in prison indefinitely for seven or nine years or more. Also, when an amnesty order is issued, it does not include the situation of political prisoners: "*Maybe this is really a general amnesty. It works, but not for political prisoners.*"

During the years of Alyavi's imprisonment, his sister, Badri Alavi, showed great dedication, delivering newspapers to her brother every day with great difficulty. It is no coincidence that Bozorg Alyavi dedicated the second collection to his sister with the following words, "*I dedicate these notes to my dear sister, Badra Alavi, the most courageous woman I have seen in my life.*"

The collection "Prison Notes" made a strong impression on readers and was a huge success; the workers themselves demanded from the author new works on the same topic. Readers wanted to know more about the prison.⁵ Given their desire, in 1942 he published his book "Fifty-Three Men", which became very popular.

² Persian prose of the XX - XXI centuries: a reader / Compiled by: M.N. Akhmedova, A.M. Nigmatullina. - Kazan: Kazan Publishing House. University, 2019. – 147 p.

³ B. Alavi, Prison Notes, Foreword

.Alavi, Bozorg, (b. 1978); Prison Fragments, Tehran: Amir Kabir⁴

⁵ B. Alavi, 53 people



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

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ISSN (E): 2788-0303

Email: editor@peerianjournal.com

"I want," the author wrote in the preface, "to show my readers as clearly as possible the ulcers of the black period." And he managed to perfectly cope with the task set by him with great skill and reliability, showing the socio-political life of Iran in the 30s.

In September 1941, as a result of a change in the political situation in Iran (Shahrivar events), B. Alyavi and his friends were released along with other political prisoners, but they lost their dear mentor, Taki Erani, who was brutally murdered in prison in February 1939.

Once free, they immediately joined in an active struggle against reaction. And, as B. Alavi writes, "*this is how the struggle of the 53s in prison ended and so began their struggle outside the prison.*" In October 1941, the People's Party of Iran - "Tudeh" was created, the first appeal of which immediately found a wide response among the masses. The party's press organs, the newspapers Mardom and Rahbar, began to be published. Taking a direct part in the political struggle, B. Alyavi at the same time processes and In 1941 he published his "Prison Notes". "*The coming generation,*" writes B. Alyavi in the preface to his book, "*needs to know how freedom-loving Iranian youth were treated and brutally dealt with during this dark period.*"

The book depicts 53 prisoners in strict realistic colors. With impressive artistic power and pathos, the writer depicted the wonderful image of Dr. Taki Rani, a man of unbending will, who fought against despotism with reaction until his last breath.

The memoirs "53 Men" are a testament to the writer's growth, the development of his artistic skill and the improvement of his realistic method.

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Methodology for deleting lessons that develop on the basis of concentrated training technology in beginner classes

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Annotation: this article provides information on the methodology for deleting developing classes based on concentrated talim technology in beginner classes , identification of basic skills, design of target classes, the use of technology to enhance learning experience.

Keywords: concentration, technology, beginner class, design, skills, feedback.

Concentrated learning technology is a modern instruction method that emphasizes the use of targeted classes designed to develop specific skills. This technology is especially useful in beginner classes, where students are required to quickly develop new knowledge and skills. In this article, we will study the methodology for deleting lessons that are formed on the basis of concentrated learning technology in beginner classes.

1. Determination of basic skills

The first step in developing a lesson plan using concentrated learning technology is to identify the basic skills to be taught. To do this, it may be necessary to analyze the course curriculum or consider previous assignments to identify areas where students are struggling.

2. Target lesson design

Once basic skills are identified, the next step is to design targeted classes that focus on those skills. In order to stimulate active learning when mastering these lessons, it is necessary to use various teaching tools, involve them and apply them. Teachers should also consider incorporating feedback and assessment tools into the lesson plan to help students determine their prognosis.

3. Using learning experience enhancement technology

Another major focus of concentrated learning technology is the use of technology to enhance learning experience. This includes including digital tools such as video tutorials, online quizzes, or interactive whiteboards in the lesson plan.

4. Engaging students in active training

Active learning is an important aspect of concentrated learning technology. Teachers should encourage students to participate in Round Tables, group projects, and other activities that encourage learning from hand. Active learning helps to strengthen basic concepts and improve information storage.

5. Frequent response and evaluation

In concentrated learning technology, feedback and evaluation are often necessary. Teachers should provide regular feedback to students about their development, identify areas where skill development is necessary, and provide opportunities for students to practice new skills. This can be done through quizzes, assignments, or other assessment tools.

Mental development-in the development of the mental abilities and thinking of the child by educators, in the formation of his mental actions and cognitive abilities m the mental upbringing and development of the child cannot be considered isolated from his mental development, the wealth of the child's interests, his emotions and all other features that create his mental image. The purpose of mental education of preschool children is not understood in a simplified way - in order to give children as much knowledge as possible about the environment, it is very important to develop general methods of cognitive activity (analysis, comparison, ability to generalize), develop speech, form the need to acquire new knowledge. ability to think. The rate of mental development of preschool children is very high compared to later age periods. Any defects in the mental education of preschool children are difficult to fill in at an older age and negatively affect the entire development of the child. Mental education is of great importance in preparing children for school. The acquisition of a reserve of knowledge, the development of mental activity and independence, the acquisition of intellectual abilities is an important condition for successful schooling and preparation for further work. The methodological basis of mental education is the philosophical theory of cognition, which states that the way to know the real world is carried out in this way: "the transition from living thinking to abstract thinking and from it to practice is a dialectical way of realizing objective reality. "The first stage of thinking is living thinking, in which the direct sensory perception of objects and phenomena is carried out using intuition and perception. Emotional perception in preschool children is the main source of children's knowledge about the environment, the initial stage of their knowledge of the real world. Thus, the mental development of the child begins with the direct sensory perception of the environment (pedagogical demand for visual training), the second and highest level of knowledge is abstract thinking. Sensory perception constantly enriches thinking with clear, realistic, "live" images, facts and abstract thinking, on the basis of which it is possible to enter into the properties and relationships of what is not available for living thinking, while its Acadian activity allows access to the properties and relationships of what is not available for living thinking on the basis. Objects, phenomena, their interaction are revealed to the child through thinking. Abstract thinking makes it possible to economically spend the mental forces of a child, to create in his memory a whole set of images that the child uses by studying similar things, new objects and phenomena. Mental operations that the child gradually acquires: analysis, generalization, classification, "decision" - this is an example of the economic activity of the human brain.

Conclusion

Summing up, concentrated learning technology is a valuable approach to teaching new skills quickly and qualitatively. The methodology for blurring classes that the beginner develops on the basis of concentrated learning technology in classes consists in identifying basic skills, Designing target classes, using the technology to increase learning experience, attracting students to active learning, providing frequent feedback and assessment. With this approach, teachers can help students quickly develop new knowledge and skills while ensuring that they retain this information in the long term.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Methodology of character education

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Annotation: this article provides information on the methodology of teaching Khusnihat, the basic principles of Khusnihat teaching methodology, the benefits of Khusnihat teaching methodology, the implementation of Khusnihat teaching methodology in the textbook.

Keywords: Khusnihat educational methodology, modern pedagogy, principle, Khissiy intelligence, teachers, criticism, motivation.

The methodology of khusnihat education is a modern pedagogical approach, which focuses on the formation of the whole personality. This approach emphasizes the importance of emotional intelligence, creativity, critical thinking in the educational process. In this dissertation, we will consider the basic principles of the Husnikhat teaching methodology, its benefits and how it can be implemented in the course of the lesson.

1. Basic principles of the methodology of training husnikhat

Husnihat teaching methodology is characterized by several basic principles that distinguish it from traditional teaching methods. These features include:

- Attention to emotional intelligence-the methodology of specialized education emphasizes the importance of emotional intelligence in the educational process. Teachers must create a learning environment that encourages students to emotionally connect with the subject matter.

- Creative problem - attention to solution-creativity is important in problem solving in methodology. Teachers must design learning experiences that encourage students to think creatively.

- Combining critical thinking-in methodology, special attention should also be paid to the formation of critical thinking skills in students. Teachers should encourage students to think critically about the subjects they are studying, with an emphasis on their own assumptions and beliefs.

2. Benefits of husnihat teaching methodology

The benefits of husnihat teaching methodology are many. Research has shown that it can improve student engagement, increase student achievement, and increase student capacity. Some of the specific benefits include:

- Developed social skills-methodology encourages students to cooperate and communicate with each other. This helps to form social skills.

- Increased motivation-emphasizing the relevance and meaning of what is being taught, students are more eager to gain knowledge.

- Developing critical thinking skills-encourages students to be interested, to ask questions about the materials they are learning.

3. Implementation of the methodology of teaching Husnikhat in the textbook



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

In the course of the lesson, the introduction of the Husnikhat teaching methodology into practice requires a departure from traditional educational methods. Teachers are obliged to create educational experiences that stimulate creativity, curiosity, critical thinking. Some specific methods of its implementation include:

* Design creative assignments-this can include creative writing assignments, creative projects and other creative areas of study.

* Stimulating cooperation-it is necessary to promote students to work together on projects, support each other in training.

• With Real - world examples-teachers can use real-world examples to connect emotionally and intellectually with the materials being taught to students.

Husnikhat and its teaching methodology - pedagogical science. A person can communicate his opinion to other people in oral and written form. These two forms of speech have similar and different sides, which have advantages in place. Oral speech is spoken out of sound and is intended for audibility. It serves as a means of communication in the time of the speech process of people. Written speech, on the other hand, is written through permanent signs that are perceived on the basis of vision, such as stone, wood, leather, metal, paper. Writing is a powerful tool for people to exchange ideas and acquire knowledge. Written speech connects the generation, is stored for long periods. Thanks to writing, the thought of men, the knowledge acquired by mankind, reaches from generation to generation, lives forever. In elementary grades, the need to teach students to Husny occurs on the basis of the above requirements. In elementary grades, the methodology for teaching students to write with husnikhat should make it possible to write clearly , beautifully and quickly in them. To carry out such a task, it is necessary to analyze the content of the program and its requirements, teaching methods, hygienic conditions for teaching to writing, individual shortcomings in the writing of the reader, identify the reasons for the occurrence of deficits and develop methods of Correction. Hence, writing is of pedagogical and social importance in a person's life. Teaching to write on the basis of the above requirement begins with elementary grades. In order to teach students in grades 1-4 to write beautifully, the teacher himself must write with a husnikhat, while being able to teach the student to write beautifully. Husnikhat and the subject of his teaching is a practical subject, which, in addition to teaching to write beautifully, also carries out teaching, training, tasks. The purpose of the subject 'Husnikhat and methods of its transition", which is taught in pedagogical higher educational institutions: 1. To provide students with theoretical information from the husnikhat methodology. 2. Whether it is a student - future teacher to teach writing based on the requirements of a lawyer. 3. Arm teachers of primary education with methods and methods of training husnikhat. Like other disciplines, husnyhat and its teaching methodology have their own subject. The subject of this science is the acquisition of beautiful writing in the educational process, teaching to write graphically correctly and beautifully. The subject of Husnkat and the methodology of teaching it puts before him the following task: - to give students theoretical knowledge of beautiful writing; - to form qualifications on work on their own benchmarks; - to teach the planning and organization of husnikhat classes in primary classes; - to familiarize yourself with the principles of being able to choose husnikhat materials for primary classes.



The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Conclusion

In conclusion, it can be noted that the Husnikhat educational methodology offers a modern approach to education. This approach emphasizes the importance of emotional intelligence, creativity, and critical thinking. By implementing this approach in the classroom, teachers can create a learning environment that inspires students to engage in material and develop the skills needed to succeed in the 21st century.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Primary Education In Improving Quality Efficiency Modern Approach

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Annotation: In this article, primary education in improving quality efficiency information was provided about the modern approach, integration of Technology, Project-Based Training, personalized learning.

Keywords: elementary education, modern world, technology, digital textbooks, online education, interactive.

Improving the quality of primary education is a serious issue that affects not only the present, but also the future of our society. In order to step with the modern world, primary education must include modern approaches to ensure that students are prepared for the challenges of the 21st century. In this article, we will study modern directions for improving the quality of primary education.

1. Technology integration

Integrating technology into primary education is a modern approach that has proven to be highly efficient. The technology is used to enhance learning experiences, ensure access to new information, establish cooperation among students. For example, interactive whiteboards, digital textbooks, online educational games help to attract students, make learning more interesting and interactive.

2. Project-based training

Project-based training is another modern way to improve the quality of primary education. This approach implies working on real-world projects that directly relate to student life. By engaging students in project-based learning, teachers help develop critical thinking skills, encourage collaboration, and help students build a sense of responsibility and ownership over their education.

3. Personalized learning

Personalized learning is a modern approach that recognizes how each student learns differently. By adapting learning experiences to meet the needs and specific learning styles of each student, teachers help ensure that each child receives an education that is relevant and difficult. Personalized education also includes gathering information about the progress of each student so that teachers can change their approach to meet the needs of individual students.

4. Pay attention to soft skills

Students must develop soft skills in addition to learning skills in order to succeed in the modern world. Soft skills such as communication, cooperation, solving creative problems are becoming increasingly important in today's workforce. Teachers can help students develop these

skills through group projects, discussions, and other activities that encourage interaction and collaboration.

5. Special attention to socio-emotional learning

Social and emotional learning is another contemporary approach that recognizes the importance of emotional intelligence in academic success. By teaching students to effectively manage their emotions, develop empathy, make responsible decisions, teachers help ensure that students are well prepared to set off the challenges of the modern world.

Conclusion

Improving the quality of primary education is crucial to the future success of our society. Teachers help ensure that students are well prepared to succeed in the 21st century by incorporating modern directions such as technology, project-based learning, personalized learning, emphasis on soft skills, and emphasis on socio-emotional learning. By investing in these modern areas, we can help create a brighter future for our students, teams and our world.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

The role of logical thinking in mother tongue lessons

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Annotation: logical thinking plays an important role in language development and communication. It is a necessary cognitive process that allows individuals to communicate, reason and effectively express their thoughts and ideas. In this article, we will study the importance of logical thinking in language and how it contributes to effective communication.

Keywords: logical thinking, personality reading, writing, speaking, interpreting, physical, ideas, ability.

Logical reasoning involves the ability to make logical connections and draw conclusions based on evidence and reasoning. When an individual engages in language-related tasks such as reading, writing, speaking, listening, logical thinking skills are crucial to understanding, interpreting, communicating information.

In reading, logical reasoning allows an individual to analyze the structure of a text, adhere to the sequence of events, recognize cause-and-effect relationships. Allows students to construct objects, draw inferences, cover complex ideas and arguments. Logical thinking skills also help individuals identify key ideas, support details, and effectively read the logical flow of information within a text.

Logical thinking in writing helps an individual to organize their thoughts and ideas in a coherent and logical way. It allows writers to present evidence, present evidence, and construct well-structured paragraphs and theses. Logical thinking also helps in the development of logical transitions and connections between sentences and paragraphs, increasing the general clarity and juxtaposition of written communication.

During oral communication, logical reasoning allows an individual to make logical and sequential statements of their thoughts and ideas. This helps speakers to make their arguments, support their claims with the evidence, and think critically. Logical reasoning also allows individuals to listen effectively by following the logical flow of information, recognizing patterns, and allowing connections between different ideas presented by the speaker.

Furthermore, logical reasoning is closely related to problem-solving and decision-making skills, which are very important in language-related tasks. Individuals with strong logical thinking skills when faced with a problem or decision can analyze a situation, identify relevant information, draw logical conclusions. This ability of logical reasoning increases problem-solving and decision-making skills, leading to more efficient and effective language-based actions.

A very important role can be played by teachers and parents in the formation of logical thinking skills in language development. Encouraging readers to engage in critical thinking activities such as textual structure analysis, evidence assessment, logical fallacies can enhance



The Peerian Journal

Open Access | Peer Reviewed

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logical thinking skills. Creating opportunities for open discussion, debate, collaborative problem-solving training further enriches logical thinking in language-related contexts.

Thanks to independence, our people have taken a step towards a new historical era. This, in turn, requires a new approach to the educational system, including the goals and objectives of the native language o.qit qit qit qit qit qit boshlang boshlang boshlang in elementary grades. –Education to_g_rising|the ministry of finance and the ministry of national education of the new generation to create textbooks_g_decision and come out from the rising requirements, start_mo constipation for class_ljallab native language is being published new textbooks. There are a number of requirements for these textbooks. A new generation of textbooks, first of all, it is necessary to structure the O.quvrages given in it in a form that will actively work the O. qtor, as well as to think independently and creatively. We will analyze these textbooks in search of an answer to the question of whether the current start i ich class native language textbooks meet the requirements of the Times. Start i ich class in the analysis of native language textbooks prof. A.G.ulomov and H.We rely on the classification developed by the NE'matovs. According to this classification, the exercises in the textbook are classified into the following groups in terms of studying the participants:

1. Recollection-type exercises.
2. Partial traceability type exercises.
3. Creative exercises.

In his textbooks, O_exercises of a creative nature that motivate the reader to work independently, think, make up an extremely small amount. S.Fuzailov and M.Khudoyberganova, Sh.The 3rd grade of the placenta 2019-mother tongue Dars textbook also has a special emphasis on creative thinking. This 2-class –mother tongue| given in the textbook –and it's so_z|, –Sounds and letters|, –Floured sounds and letters|, –Undosh sounds and letters|, –Speech. Text. 3rd grade of topics such as Gap|in the textbook of the native language| –speech. Gap. So_z|, –Sounds and letters|, –and are the jarangli jarangli undosh| as close bogliqligidagina with the subject, not in terms of exercise and the content, o_back exercises which encourage activity in the system is also independent readers ko_browsing, you can. In particular, exercises 1-8 give simple meaningful tasks on the spelling of so z z, sentences and letters, while later exercises recommend relatively complex tasks aimed at logical thinking of o.singers.

In conclusion, logical thinking plays a very important role in language development and effective communication. It supports reading comprehension, coherent writing, clear verbal expression, and the ability to understand and analyze complex thoughts. The formation and enhancement of logical thinking skills allows the individual to more effectively state their thoughts and ideas, engage in critical thinking, solve problems in linguistic tasks. By nurturing logical thinking in the development of language, the individual is able to communicate consciously, think critically, overcome various linguistic difficulties

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A very important role can be played by teachers and parents in the formation of logical thinking skills in language development. Encouraging readers to engage in critical thinking activities such as textual structure analysis, evidence assessment, logical fallacies can enhance logical thinking skills. Creating opportunities for open discussion, debate, collaborative problem-solving training further enriches logical thinking in language-related contexts.

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The Peerian Journal

Open Access | Peer Reviewed

Volume 19, June, 2023.

Website: www.peerianjournal.com

ISSN (E): 2788-0303

Email: editor@peerianjournal.com

Use of innovative technologies in the organization of independent education

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Annotation: the digital age has revolutionized various areas of our lives, including education. An increasing number of individuals are turning to innovative technologies to form their own study trips outside the traditional education system. In this article, we will explore the use of the most advanced technologies to organize independent education and the benefits they offer to learners.

Keywords: online, platforms, Independent Education, popularity, profession, MOOCs.

1. Online learning platforms: the basis of Independent Learning, online learning platforms have gained immense popularity. They provide a wide range of courses, from academic subjects to vocational skills, allowing students to adapt their education according to their interests and goals. These platforms offer flexibility in resource planning, speed, and access, allowing individuals to take on their own learning experience.

2. Massive Open Online Courses (MOOCs): MOOCs emerged as a game changer in independent education. Often offered by reputable universities or industry professionals, these free or low-cost online courses offer high-quality content for anyone connected to the internet. MOOCs cover a variety of topics and provide interactive features such as forums and quizzes, which shape a sense of community among learners.

3. Virtual reality (VR) and augmented reality (AR): VR and AR technologies are transforming independent learning by creating immersive and interactive learning experiences. Learners can virtually visit historical sites, explore scientific concepts, or conduct complex experiments, increasing their understanding and engagement. These technologies provide opportunities for Experimental Education without physical barriers, enabling individuals to research disciplines beyond their immediate environment.

4. Artificial intelligence (AI) in personalized learning: AI-powered educational tools are revolutionizing personalized learning. Adaptive learning platforms analyze the strengths and weaknesses of learners, provide personalized content and recommendations. Intelligent teaching systems offer personalized tutorials and feedback, mimicking one-on-one interaction with teachers. These AI-based technologies are optimizing educational experience, catering to individual learning styles.

5. Online communities and collaborative learning: independent learners can connect with similarly minded individuals through online communities, forming a collaborative learning environment. Platforms such as discussion forums, social media groups, and video conferencing facilitate knowledge sharing, group projects, and mentoring opportunities. These interactions increase learning experience and provide a sense of belonging to a larger learning community.



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Open Access | Peer Reviewed

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Innovative technologies are innovations, modifications to the activities of the teacher and student in the pedagogical process, which necessitates the use of interactive methods in its implementation. Interactive methods are based on the activity of each student participating in the educational process, free and independent thinking. Learning becomes an interesting activity for the student when using these methods. When interactive methods are used, students acquire the skills and qualifications of independent work with the help and cooperation of teachers. Students acquire new knowledge on the basis of scientific research, research, conducting experimental tests. The principle of obtaining knowledge through science is followed. Participants in the educational process work in small groups. Instructional assignments are given to all members of a small group rather than to a separate student. The main form of organizing the teaching process is a lesson. At the moment, various unconventional forms of the lesson are being introduced. Such classes serve the formation of skills and competencies in order to grow the creative abilities of the student, strengthen his mental potential, expand his scientific worldview and be able to quickly and fully perceive each innovation. The application of innovative technologies in the course of the lesson arouses interest in scientific research in students, develops creativity and creativity. As a result, the acquired knowledge, skills and qualifications are applied in practical activities, the quality of mastering increases. To do this, the teacher must be skilled and plan the lesson correctly, depending on the content of the topics, achieve active and conscious work of all students during the training. After all, the teacher is the chief executive of the educational reform. In this, it is important to train each teacher to be able to master, process and put into practice a very large set of information in a short period of time. In solving it, the teacher is helped by the use of modern information technologies, including computers, along with traditional methods of teaching.

Conclusion: the emergence of innovative technologies has opened up new ways of Independent Education. Online learning platforms, MOOCs, VR / AR, AI-based tools, and online communities offer individuals the opportunity to curate personalized learning trips. Learners with these resources can acquire knowledge, skills, and competencies outside of traditional educational systems, forming a culture of continuous learning and personal growth.

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