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ORGANIZATION OF RELIGIOUS EDUCATION OF NON-ORTHODOX STUDENTS IN THE KYIV EDUCATIONAL DISTRICT (2ND HALF OF XIX – BEGINNING OF XXTH CENTURY)

ОРГАНІЗАЦІЯ РЕЛІГІЙНОЇ ОСВІТИ УЧНІВ НЕПРАВОСЛАВНОГО ВІРОСПОВІДАННЯ В КИЇВСЬКОМУ НАВЧАЛЬНОМУ ОКРУГУ (ІІ ПОЛ. ХІХ – ПОЧ. ХХ СТ.)

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Анотація. *У статті автор на основі архівних матеріалів розглядає організацію релігійного навчання дітей неправославного віросповідання у народних училищах ХІХ – поч. ХХ ст. Визначено, що:вона включала збір даних про кількість учнів різних віросповідань, запрошення законовчителів для окремих груп учнів, відкриття навчальних закладів для дітей неправославних віросповідань, підготовку викладачів, визначення джерел фінансування, а також органів, що мають право контролю. Виявлені проблеми, які виникали у процесі організації навчання, і були пов'язані з матеріальною базою, недостатнім фвнансуванням, а також нестачею викладачів, що мали дозвіл на вчительську діяльність.*

Ключові слова: *викладання релігії**;** "іновірці"; народні училища*

Abstract. *With the addition of the new subject «Christian Ethics» to the program of secondary schools in Ukraine, a problem of obeisance of the rights of students of non-Christian religion emerged. The methods of solution author consider finding in the historical experience of the activity of educational institutions on the territory of Ukraine in the XIX – beginning of the XX centuries. Based on the research of archival documents and materials of the pedagogical press, the author concludes the civil creation of special system of education for non-Orthodox during this period. Ministry of Education collected data on the number of students of non-Orthodox religion (Catholics, Protestants, Jews, Old Believers); invited non-Orthodox priests to teach specific groups of students; opened educational institutions for children from non-Orthodox families in places of compact residence of national minorities (Jews, Germans, Czechs) and religious minorities (Old Believers); created special pedagogical institutions to prepare teachers, established the system of financing of educational institutions, controlled the subordination and activity of institutions and non-Orthodox priests. Studying the organization of elementary education for non-Orthodox children, the author also concluded that the Ministry of Education aspired for the spread of Orthodoxy and Russification among national minorities.*

The author concentrates on the problems raised in the process of creation of educational institutions: the lack of competent teachers authorized to teach, and insufficient financial funding. Studying historical experience and problems is, in the author's view, crucial to avoid the repetition of old mistakes and will reduce the risks of rights violations of children of non-Christian religion.

Keywords: *teaching of religion; believers of non–orthodox religious movements*

Вступ. Починаючи з 1990-х років у ряді загальних закладів середньої освіти України були запроваджені предмети, які містять релігійний компонент, що викликало дискусії, до яких долучалися як педагоги, так і духовенство. Проблему вивчення християнської етики розглядали М. Бабій, В. Єленський, В. Жуковський, М. Закович. Вирішення цього питання в європейських країн вивчали С. Здіорук, І. Лаухіна, М. Палінчак., В. Трофименко. Важливим у запровадженні викладання християнської етики залишається дотримання прав

учнів нехристиянського віросповідання. Для його вирішення варто звернутися до історичного досвіду діяльності навчальних закладів на території України. Частина сучасних досліджень присвячена організації освіти для представників релігійних меншин: Т. Курінна (освіта єврейського населення в Україні (XIX – на поч. XX ст.), А. Ткачук (неправославна школа на Волині XVI-XVII ст.), О. Крічкер, Ю. Поліщук (освіта єврейського населення Волині на рубежі XIX-XX ст.), А. Мелещенко (розвиток єврейської освіти на Волині у XVIII – на поч. XX ст.). Проте питання організації релігійної освіти для представників релігійних меншин в народних училищах різних регіонів Україні періоду XIX – поч. XX ст. залишається недостатньо вивченим.

Метою статті є опис загального підходу до організації релігійної освіти для дітей неправославного віросповідання у народних училищах Київського навчального округу у II пол. XIX – на поч. XX ст.

Виклад основного матеріалу.

Різноманіття типів народних училищ сприяло тому, що їх діяльність регламентувалася значною кількістю положень, правил і розпоряджень. Їх аналіз, а також дослідження архівних документів (звіти інспекторів народних училищ, доповідні записки Департамента духовних справ іноземних сповідань, листи священників), можна визначити загальний підхід Міністерства народної просвіти до надання релігійної освіти учням неправославного віросповідання. При відкритті нових навчальних закладів інспектор народних училищ повідомляв про всі навчальні заклади у цій місцевості із зазначенням національного складу учнів. Завідувачі народних училищ систематично подавали за друкованим зразком відомості про релігійну приналежність учнів: православного, римо-католицького, вірменського, інших християнських віросповідань; іудейського, мусульманського та інших нехристиянських віросповідань [7].

У Положенні про початкові народні училища (1874 р.) зазначалося, що для учнів-розкольників, євреїв, лютеран, католиків відвідування уроків Закону Божого є необов'язковим [10, с. 161]. Система організації релігійної освіти передбачала: запрошення віровчителів для окремих груп учнів та відкриття спеціальних закладів освіти для неправославних дітей.

Порядок відкриття і діяльності таких шкіл визначався: Положенням від 26.05. 1869 р. для Південно-Західного краю; "Правилами шкіл для інородців" ("Правилами инородческих школ"), виданими 1870 р.; Положенням початкових училищ 1874 р. [5, спр. 1]. Усі школи для "іновірців" у Південно-Західному краї Російської імперії підпорядковувалися відомству Міністерства народної просвіти на загальних підставах. Право нагляду за релігійною освітою зберігалося за духовенством даного віросповідання. Навчальний план закладів включав предмети: Закон Божий, російську мову, чистописання, рідну мову, арифметику, російську історію й географію, елементарні відомості з природознавства, співи і креслення. Закон Божий, на відміну від інших предметів, викладався рідною мовою. Вчителі шкіл для "іновірців" повинні бути російськими підданими і мати право на здійснення вчительської діяльності. Крім основних документів щодо загальних засад, діяльність шкіл

для "іновірців" регламентувалася рядом правил та розпоряджень по окремим губерніям. Так, 02.01.1887 р. попечитель Київського навчального округу С. Голубцов затвердив "Правила для шкіл іноземних поселенців, що знаходяться у містах, містечках, німецьких та чеських колоніях", складені на засіданні Ради інспекцій народних училищ Південно-Західного краю 24.08. 1884 р. і виправлені на підставі пропозицій міністра народної просвіти від 07.09. 1885 р.

У місцях компактного проживання чехів були відкриті чеські школи, де навчалися переважно діти-католики. Святий Синод офіційно дозволяв викладати Закон Божий ксьондзам, але нерідко до сррави долучалися православні священики (наприклад, у чеських школах Квасилова Рівненського повіту, Ульбарова Дубенського повіту, Мілушах і Княгиніці Луцького повіту). Це сприяло розповсюдженню православ'я, яке почали приймати навіть чехи-реформати. Прийняття чеськими поселенцями православ'я відповідало політичним цілям російського уряду – потребою ізолювати чехів від польського населення, яке активно добивалося національної незалежності [1, арк. 1-8].

За підтримки Міністерства народної просвіти школи для "іновірців" відкривалася у німецьких колоніях Коростишівської, Брусилівської, Малинської, Розважівської, Чорнобильської, Бишівської, Горностайпільської та інших волостей Київського та Радомишльського повітів. Міністерство пропонувало виділяти на кожну школу щорічно до 500 карбованців і окремо на спорудження приміщення – до 1500 рублів. У цих закладах викладався Закон Божий лютеранського віросповідання але також спостервгалася тенденція до розповсюдження православ'я. Так, на поч. XX ст. розпочався процес перетворення цих шкіл на початкові училища, вчителями яких призначалися лише особи православного віросповідання [9].

Діти-іудеї могли отримати початкову освіту в релігійних навчальних закладах (Талмуд-торах, хедерах) та єврейських училищах. Створювалися вони на кошти єврейських громад або приватних осіб (у такому випадку порядок їх діяльності визначався Положенням про приватні єврейські училища від 1844 р.) [3, арк. 8, 18-19].

Російський уряд підтримував створення єврейських училищ, обмежуючи діяльність Талмуд-тор та хедерів. Архівні документи (листування, повідомлення тощо) свідчать про факти відкриття таємних хедерів, де викладали меламеди, що не мали свідоцтв. Такі заклади були виявлені у селищах Мартиновичах, Приморському, Скуратах, Великій-Термахівці, м. Чорнобилі Київської губернії. Таємні хедери підлягали закриттю, а їх вчителі – ув'язненню строком до трьох місяців або штрафу до 500 рублів. До відповідальності притягалися також батьки дітей, що відвідували таємні школи [8, арк. 1-5, 8-9, 21-22; 2, арк. 4].

Таємні початкові школи створювалися також польськими та німецькими громадами [9].

Викладання Закону Божого дітям старообрядців і сектантів регламентувалося рядом актів, виданих на поч. XX ст., коли сектантство набуло особливого поширення. Так, 17.10.1906 р. Рада міністрів затвердила порядок організації навчання Закону Божого для дітей цієї релігійної групи. У ньому

зазначалося, що в школах, заснованих на кошти сектантів і старообрядців, і в загальних навчальних закладах викладання Закону Божого може доручатися особам, які мають освітній ценз учителя народних училищ [4, арк. 6]. Окремим розпорядженням Міністерства народної просвіти (1911 р.) закріплювався порядок навчання Закону Божого для дітей старообрядців та сектантів. У середніх та нижчих навчальних закладах (крім шкіл духовного та воєнного відомств) дозволялося викладати Закон Божий відповідно до віровчення, якщо воно не суперечило державному ладу, карному законодавству чи суспільному порядку й моралі. Заняття можна було проводити для невеликих груп учнів в одному з навчальних закладів. Уроки призначалися за узгодженням з викладачем Закону Божого, за можливістю, у звичайні учбові години. Програма Закону Божого і підручники затверджувалися Міністерством народної просвіти. Оплачувалася праця викладача Закону Божого за рахунок коштів батьків або релігійних громад [6].

Надання релігійної освіти старообрядцям і сектантам супроводжувалося рядом проблем, пов’язаних з невиконанням розпоряджень Міністерства народної просвіти. Старообрядці скаржилися на відмову у наданні приміщення для викладання Закону Божого і ухилення від оплати викладання (хоча винагородження віровчителів здійснювалося з коштів батьків або місцевої старообрядницької громади, у виняткових випадках виділялися гроші зі спеціальних фондів навчального закладу). У свою чергу, інспектор народних училищ Київської губернії повідомляв, що для нижчих училищ питання викладання Закону Божого дітям старообрядців і сектантів поки що не виникало, тому що більшість дітей є православними.

Висновки.

Оскільки у народних училищах обов'язково передбачалося вивчення Закону Божого, Міністерство народної просвіти мало розробити порядок навчання релігії не тільки для православних учнів, але й для учнів інших сповідань. Він регламентувався численними нормативними документами державного і регіонального рівнів. Для "іновірців", які навчалися разом із православними учнями, окремо запрошували віровчителів. У місцях компактного проживання національних та релігійних меншин створювалися окремі школи. У них до викладання допускалися вчителі, які мали російське підданство і дозвіл на здійснення вчительської діяльності. Загалом положення нормативних документів демонструють лояльність до "іновірців", але на практиці спостерігається прагнення поширити православ'я. Про це свідчить залучення до викладання у школах для "іновірців" православних священиків, допуск до роботи лише православних вчителів, обмеження діяльності релігійних шкіл. Відсутність мережі закладів для підготовки вчителів, що мають навчати дітей–"іновірців", недостатнісість матеріальної бази і фінансування також не сприяли розвитку шкіл для неправославних учнів.

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REFORMS IN NATIONAL EDUCATION OF UZBEKISTAN AND ITS EFFECTS (as an example of the 20s of the XX century)

РЕФОРМЫ НАЦИОНАЛЬНОГО ОБРАЗОВАНИЯ В УЗБЕКИСТАНЕ И ИХ ПОСЛЕДСТВИЯ (на примере 20-х гг. XX века)

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Abstract: *In the present article the history of national schools and madrasahs during the soviet period in Uzbekistan have been analyzed in details. Besides that reformation of national enlightenment system by Jadids, results of reforms, applying new programs and methods to madrasahs and schools have been investigated with important sources.*

Key words: *national education, reforms, national school, madrasah, enlightenment system, Uzbekistan, program.*

Аннотация: *В данной статье освещена история национальных мактабов и медресе, их деятельность в Узбекистане в годы советской власти. Кроме этого, автор осветил процесс реформирования национального просвещения джадидами и итоги этих реформ. А также в работе раскрыты вопросы о переводе медресе и мактабов на обучение по новометодным программам. Все основные аспекты в этой статье раскрыты при помощи первоисточников.*

Ключевые слова: *национальное образование, реформы, национальная школа, медресе, система просвещении, Узбекистан, программа.*

INTRODUCTION

As a result of Uzbekistan's independence, our national culture and values have been restored. Independence has also had a positive impact on the development and development of the national education sector, which is a component of our culture. It was during the independence that the question of the development, spiritual and spiritual values of the Uzbek people was raised to the level of state policy. The statement of the President of the Republic of Uzbekistan Shavkat Mirziyoev [1].

Based on the above considerations, it is worth noting that the study of the history of the national education system is important today. Ancient Turkic, with its own culture and civilization, had numerous madrassas and schools, had its own education system. In turn, the education of the younger generation in the national education system [2] helped them to understand their identity, so the Soviet government pursued a policy of restricting national education, depriving schools and madrasas of their foundations, and thus destroying them. In addition, there are preconceived notions that only 2% of Uzbek people were literate during Soviet rule.

METHODS

It is well known that the colonial policy initiated by the Russian Empire in the educational sphere continued in a special way under the guise of ideological masks. The Soviet government tried to implement a more restrictive and accelerated policy of limiting national education first and then ending it. The Soviet government's national education policy was highly appreciated in time; and the history of education was falsified, and some of its areas were not covered at all. The popularization of madrassas and schools in Uzbekistan has facilitated the literacy of the local

population. Nevertheless, from the first day the Soviet government opposed the operation of madrassahs and national schools. As a result, the number of madrasahs and schools decreased year by year. The national education system in Uzbekistan was restricted during the Soviet era. Their activities were resisted by the Soviet authorities. During this time, new madrassas, schools and schools were banned. The purpose of this policy was to teach only religious knowledge in madrassas and schools, not to teach other subjects. Munavar kari opposed such a policy and suggested that madrassas and schools should not be taught only religious knowledge, and that they should develop curricula for general education. He put forward the idea of turning old schools into new method schools. In 1923, the head of the academic department, Munavvar Kori Abdurashidhonov, began developing school and madrassah programs. Practice in this area required fundamental, concrete reforms. The archival documents show that in the first phase of 1923, the reform program was developed and implemented. According to the new program, "There are 5 madrassas and 6 schools in the Tashkent foundation. The Samarkand foundation has 14 schools and 440 students, 32 secondary schools and 1,280 students in Khujand, 3 schools in Kattakurgan and 110 students. During this period, there were 60 new schools and 2580 students"[3]. The report of the foundation's foundation on October 16, 1923 states that the foundation was set up on May 19 and was elected Kari Boda as its chairman. On September 4, 1923, four schools were reorganized here [4]. The program for reforming national schools and madrasas is stored in the archives of the Turkestan ASSR's Public Education Commission. This document is called "The Short Reorganization Project of Religious Schools (Schools and madrassas) and the School Program for 1923-1924" [5]. The document was signed by the Deputy General Director of the Foundation Yu.Aliyev and the head of the academic department M.Abdurashidkhanov. The program was created by Munavvar Kori Abdurashidkhanov and consists of two sections. The first section is called "Reform of Schools" and the second is "Reform of madrassas" [6].

RESULTS

There are also subtleties in the reorganization of schools, which, first of all, require caution, otherwise the new methods may lead to distrust and discontent of the population in new schools. The reforms were originally implemented by the Old City Foundation. As of April 1, 1923, there were 15 primary schools and 4 rebuilt madrassas in Tashkent. The main foundations of the foundation were that all schools under the Old City foundation were incorporated into the Soviet school curriculum, and religious education was banned in the restructured schools. In turn, the foundation department was not interested in the opinions of teachers and parents. Officers of the main foundations supported this idea. In his speech at a meeting of the Turkestan People's Commissariat of Education on April 12, 1924, M.Okhunov, the chairman of the foundation, said: The program is timely, and all schools in the Old City of Tashkent operate under the Soviet program. There was no demand from other foundations for replacing the existing program with the Soviet program"[8]. Ahunov went wrong and did not pay much attention to the new method schools. He mainly supported Soviet schools. In other cities and provinces, the reform of national schools was carried out by the academic department of the Main Foundation. Schools and

madrassas were also reformed in the territory of the Bukhara and Khorezm People's Soviet Republics. Since October, the number of such schools has declined, with only 30 schools using a new method, with 800 students and 38 teaching staff. The share of social sciences in these schools was only 30%. There are 267 schools in Gijduvan, Karakul and Karmana counties, 124 of which operate under the new methodology, with 2,400 students trained and 150 teachers [9]. 1,500 old schools in Khorezm were under the control of a mosque. Many madrassahs and caravans operated in the PRC. As of 1922, there were 89 madrassas in all regions of the country, employing 189 teachers, 101 imams, 89 muazzins, and 338 ministers. There are 1395 students studying in madrasahs. The only foundations of these madrasahs were 32,8054. There were also many industrial and commercial foundations owned by madrassahs. As of 1924, there were 126 madrassas in the PRC. Most of the madrasahs were located in Khiva, the capital of the former Khiva Khanate. By the end of 1924, there were 61 madrasahs, of which only 45 were functioning continuously [10]. In the Republic of Khorezm, there were also a lot of greenhouses, and in 1922 there were 195 factories in the PRC, with more than half of them operating. There were 172 snow-capped people in the stockrooms. Waqf foundations owned 35,164 tanab [11].

By May 1, 1924, there were about 500 schools with 2,500 students. What is the reason for the slow emergence of new method schools? On June 4, 1924, the answer to this question was found in the speech of the Chief Waqf Director. There are 10 madrassahs and schools in the Khorezm People's Soviet Republic, with 738 students and 73 employees. There were 41 reorganized Phase I schools with 3080 students. 123 staff served in these schools [12]. Clearly, during the initial reform process, Munavar Kori Abdurashidkhanov, the head of the academic department of the Main Waqf Department, is actively working on school reform. In 1923-1924 the Turkestan ASSR envisaged the reform of 40% of the old schools. According to the academic department, there were 5,600 schools in colonial Turkestan with a population of more than 70,000 [13], but in 1923-1924 the reform efforts slowed. These plans are not fully implemented due to the ongoing renovation of schools [14]. According to the School Reform Program, it is recommended that the educational process be cautious and gradual. Initially, it was recommended to set aside three hours a day for new instruction. It taught a literacy course, and taught a simple course in native language and mathematics. According to the School Reform Program, it is recommended that the educational process be cautious and gradual. Initially, it was recommended to set aside three hours a day for new instruction. It taught a literacy course, and a simple course on math and math. In addition, 3 hours each day were devoted to providing initial information on philosophy[15]. The reform also focuses on the reform of religious subjects in national schools. It was intended to be transformed into an ethical lesson based on new teaching methods [16]. In the reform of the madrassas, which have been the institution of higher religious education, the primary task is to take into account the existing madrasahs and to check the social status, education, age and attitudes of students. In addition, one of the key stages of the reform was the determination of the teaching staff and skills. Adjustment of existing buildings in madrassahs for students and scholars, the construction of new classrooms and auditoriums, the inadequacy of the existing buildings, and the failure of the reforms

have been the main reason for the delay of the reforms [17]. Developing a six-year education system to adapt schools to nine-year education, dividing the education system from three to three levels, adapting the first phase to a five-year school system, adapting the second phase to seven years, and adapting the third phase to nine years.

CONCLUSION

On October 23-24, 1993, the Government of Uzbekistan held an international conference on "The life and times of Imam Bukhari", devoted to the 1220th anniversary of the birth of our great countryman Imam al-Bukhari and his life and scientific heritage. Tashkent Islamic Higher School is now named after Imam al-Bukhari. Since 1998, the Islamic University in Tashkent has been established. In many regions of the country, madrassas have been opened, which are considered the place of higher religious education. They have five years of study and they share the secrets of both modern and religious education. In the entrance exams, the test of a foreign language (English) testifies to their modern operation. The study and study of the history of the national education system is also important in the efforts to create a modern education system that meets the world standards, which is one of the priorities of Uzbekistan's development in the 21st century.

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УДК 378

PROBLEMS OF MODERN EDUCATION IN THE RUSSIAN FEDERATION
ПРОБЛЕМЫ СОВРЕМЕННОГО ОБРАЗОВАНИЯ В РОССИЙСКОЙ ФЕДЕРАЦИИ

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Аннотация. *Образование в Российской Федерации характеризуется низкими показателями, как в средней школе, так и высшей. Работа аспирантуры также не соответствует современным требованиям. В этой связи необходимо определить основные проблемы и предложить пути их решения. В работе на основе изучения статистических данных, результатов тестов PISA, информации о рейтинге национальных систем высшего образования проведен анализ возможных причин такого положения дел. Показано, что в Российской Федерации отсутствуют системный подход к формированию образовательного процесса, реальная конкуренция на рынке образования, имеет место чрезмерная регламентация деятельности преподавателей.*

Предложен ряд мер, которые могут помочь преодолеть системный кризис в образовании.

Ключевые слова: *образование, средняя школа, высшая школа, система управления качеством, системный подход, рейтинг преподавателя*

Abstract. *The quality of secondary and higher education in the Russian Federation is low. Likewise, graduate school performance does not meet modern requirements. In this regard, it is necessary to identify the main problems and suggest ways to solve them.The focus is on the analysis of statistical data, results of PISA tests, and information on the ratings of national higher education systems, on which basis the author discusses the possible causes of the current state of education. Thus, they argue that there are no systematic approaches to the educational process or real competition in the education services market in the Russian Federation, and teacher activities are overly regulated.*

The author proposes a number of solutions to help overcome the systemic crisis in education.

Key words: *education, secondary school, higher school, quality management system, system approach, teacher rating*

Постановка задачи.

Проблемы современного образования в России имеют разное происхождение и предполагают разные подходы к их решению. С точки зрения

автора сформировалась самоподдерживающаяся система, начиная со средней школы и заканчивая подготовкой кадров высшей квалификации, которая не позволяет подготовить квалифицированных специалистов.

В этой связи необходима разработка нового подхода к образованию, к качеству системы управления ею, определения целей и задач.

1. Школьное образование

Результаты тестов PISA с 2000 г. по 2018 г. представлены на рис. 1. Источники данных - сайты Федерального института оценки качества образования (https://fioco.ru/), Центра оценки качества образования (http://www.centeroko.ru/), Организации экономического сотрудничества и развития (Organisation for Economic Co-operation and Development (OECD) (https://www.oecd.org/)

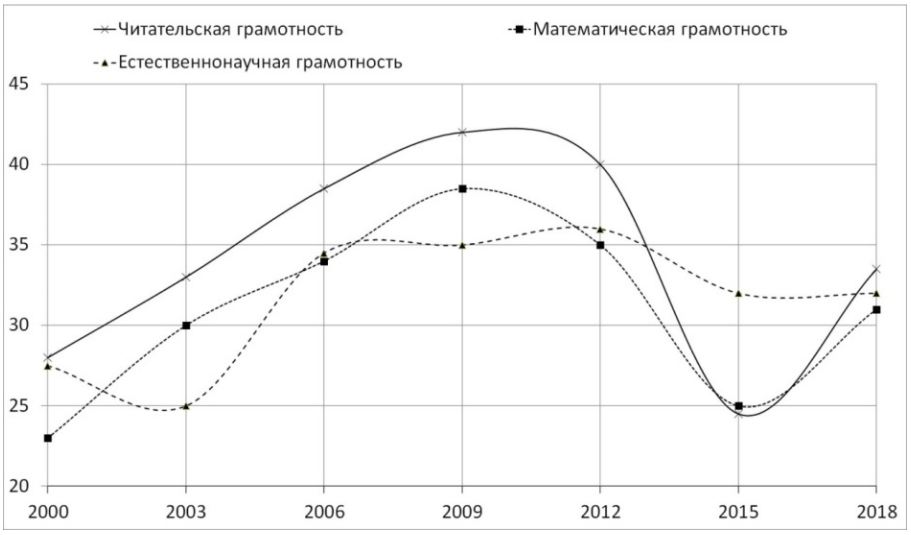


Рис. 1. Результаты тестов PISA (место РФ среди участников)

Одним из факторов такого положения является недостаточное финансирование образования [1].

Согласно исследованиям Всемирного банка, по состоянию на 2014 г. наша страна по уровню расходов на образование занимала 98 место из 153 [2].

2.Высшее образование

Уже несколько лет можно отметить неудовлетворительную грамотность студентов. П адение уровня математической подготовки были отмечены в работах [3, 4]. Автор начал замечать эту тенденцию с начала 90-х годов XX века.

Рассмотрим некоторые статистические данные оценки успеваемости студентов, которым читал лекции по математике автор [5] (табл. 1).

Таблица 1

Распределение оценок по математике по данным автора

Год	Оценка	Неудовлетворительно	Удовлетворительно	Хорошо	Отлично
1997…2003	Доля (%)	8	19	40	23
2004…2006	Доля (%)	21	45	32	2
2007	Доля (%)	10	62	22	6

Таким образом, в 2003-м, 2004-м годах произошел резкий спад качества

умений студентов младших курсов по математике, что можно объяснить проблемами в школьном образовании.

Но не только это тревожит автора, т.к. положение в высшей школе не лучше, если не хуже, чем в школе.

В работе [6] приведен один из многих рейтингов национальных систем высшего образования. Согласно проведенному исследованию, России отведено 33-е место.

Рассмотрим причины, которые могли бы сказаться на таком положении дел.

Во-первых, можно отметить отказ от дидактических единиц и переход к компетенциям. Многие работники высшей школы по-своему понимают, что такое компетенция.

Во-вторых, исчезает школа методистов, как таковая.

В-третьих, в провинциальных вузах, и, тем более, филиалах крупных университетов каждый профессор и доцент читают лекции по множеству предметов, зачастую не связанных друг с другом.

В-четвертых, все чаще преподавателей избирают сроком на один год. Этот срок абсолютно недостаточен для планирования своей работы.

В-пятых, система оплаты труда в вузе.

В работе [7] исследовалось влияние «эффективного контракта» на публикационную активность преподавателей.

Показано, что введение эффективного контракта не оказало влияние на публикационную активность и научную работу преподавателей.

3. Магистратура и аспирантура

В связи с нехваткой бюджетных мест и малым размеров стипендий на бюджетных местах магистранты и аспиранты вынуждены работать вне стен университета. Во многих случаях специальность, по которой работают магистранты и аспиранты, не соответствует профилю научной специальности. Это приводит к тому, что на научную работу остается очень мало времени, соответственно многие аспиранты не могут представить к защите свою работу. Рассмотрим некоторые показатели работы аспирантуры в соответствии с данными, представленными в сборнике «Россия в цифрах – 2019» [8] (табл. 2).

Таблица 2

Основные показатели деятельности аспирантуры

Год	Выпуск из аспирантуры	в том числе с защитой	Доля выпущенных с защитой диссертации к общему выпуску (%)
1992	14857	3135	21,1
2000	24828	7503	30,2
2005	33561	10650	31,7
2010	33763	9611	28,5
2014	28273	5189	18,4
2015	25826	4651	18,0
2016	25992	3730	14,4
2017	18069	2320	12,8
2018	17729	2198	12,4

Свою роль здесь сыграл не один фактор.

Во-первых, в настоящее время защита диссертации или представление ее к защите не является обязательным условием.

Во-вторых, ранее для кандидата технических наук было достаточно 2…3 публикации, а сейчас 15…20, обычно не имеющих научной ценности [9].

4. Государственные и частные вузы.

Одним из путей создать разнообразие программ методов обучения, увеличить конкуренцию в образовательной среде могла быть стать поддержка частных вузов. На рис. 2 на основании данных, приведенных министерством науки и высшего образования РФ [22] представлены данные по доле студентов, обучающихся в государственных и частных вузах.

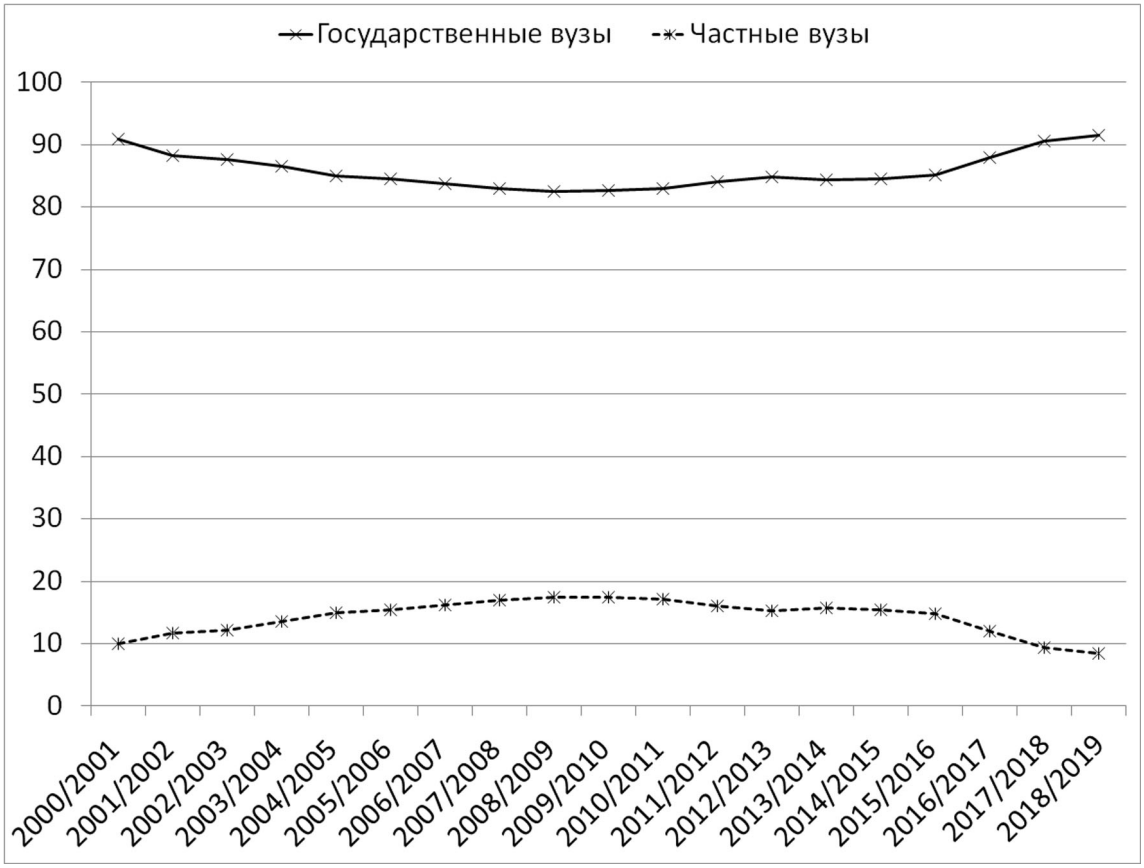


Рис. 2. Структура численности студентов вузов по формам собственности образовательных организаций (в % от общей численности)

Автор с сожалением отмечает существенное снижение доли частных вузов, что снижает конкуренцию в образовательном пространстве.

5. Система управления образованием

Один из популярных учебников по управлению высшим учебным заведением [11] по идее, предназначен для подготовки управленческих кадров высшей квалификации для системы высшего образования. Существенным недостатком этого учебника является отсутствие, каких бы то ни было критериев оценки деятельности, как различных подразделений в целом, так и сотрудников в частности. Это можно объяснить, что отсутствует основная цель

работы вуза: подготовка квалифицированных кадров. Соответственно, нет методик определения задач, которые требуется решить. Если же нет цели и поставленных задач, решение которых должно оцениваться числовыми критериями, то мы теряем управление.

Заключение и выводы.

На основании приведенных выше статистических данных, обзора литературы, материалов автора предлагается следующие выводы:

1. Система образования в Российском образовании отсутствует. Существуют отдельно среднее, высшее и поствузовское образование.

2. Качество, как выпускников школ, так и университетов с точки зрения современных требований неудовлетворительно. Это подтверждается результатами тестов PISA для средней школы, подавляющим большинством рейтингов университетов, оценке рейтинга привлекательности национальных систем высшего образования.

3. Отсутствует реальная конкуренция на рынке образования в связи с крайне низкой долей частных вузов.

4. Жесткая регламентация работы преподавателей, как средней, так и высшей школы приводит к снижению их творческой активности.

5. Отсутствует рациональный системный подход к построению образовательной структуры, критерии оценки качества функционирования, как средних школ, так и университетов.

Автор предлагает:

1. В средней школе необходимо обратить внимание не на единицы талантливых детей, а на то, чтобы существенно повысить средний уровень знаний и умений. Талантам нужно помогать, но эти расходы крайне малы в общих расходах на образование.

2. Модифицировать школьную программу по основным предметам, используя старые методические подходы. Образование не может быть часто изменяемым процессом.

4. Отказаться от Рособрнадзора, бюрократических проверок, понятия «диплом государственного образца», аккредитации. Оставить только диплом вуза.

5. Всемерно распространить требования послевузовской сертификации на всех выпускников. Именно это и будет основным показателем работы вуза, критерием конкурентоспособности.

6. Способствовать развитию частной системы образования.

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SPECIFICITY OF EDUCATION REFORM IN THE POST-SOVIET COUNTRIES: PROBLEMS AND PROSPECTS

СПЕЦИФІКА РЕФОРМУВАННЯ ОСВІТИ У ПОСТРАДЯНСЬКИХ КРАЇНАХ: ПРОБЛЕМИ І ПЕРСПЕКТИВИ

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Анотація. *Дезінтеграція СРСР дала колишнім радянським республікам право самостійно визначати свою внутрішню і зовнішню політику, тому кожній з новостворених держав на пострадянському просторі довелося модернізувати свою систему освіти у 1990-х роках. Розпад Радянського Союзу та усунення ідеологічних бар'єрів дозволили пострадянським країнам розпочати співпрацю в галузі культури і освіти із західними країнами. У статті розглядається процес реформування систем освіти у Вірменії, Білорусі, Росії та Україні. Метою статті є порівняльний аналіз результатів реформ і процесу інтеграції систем освіти пострадянських країн в європейський освітній простір. Це дозволило виявити деякі загальні проблеми і труднощі: системи освіти пострадянських країн не можуть повністю прийняти європейські правила, оскільки вони хочуть зберегти свої національні освітні пріоритети. Тому приєднання до європейського освітнього простору без адаптації його принципів до соціально-історичних особливостей кожної країни не сприяє підвищенню конкурентоспроможності систем освіти в пострадянських країнах і не підвищує якість освіти.*

Ключові слова: *освіта, освітня політика, реформування освіти, євроінтеграційні процеси, якість освіти, Вірменія, Білорусь, Росія, Україна.*

Abstract. *Disintegration of the USSR gave the former Soviet republics the right to determine their domestic and foreign policies independently. Therefore, each of the newly formed states in the post-Soviet space in the 90-s had to modernize its educational system. The collapse of the Soviet Union and the removal of ideological barriers allowed post-soviet countries to start cooperation in the field of culture and education with Western countries. The article dwells on a process of reformation of education systems in Armenia, Belarus, Russia and Ukraine, their similarities and differences are studied. The aim of the article is the comparative analysis of the results of reform and the processes of integration of the systems of education the post-soviet countries into the European educational space. This analysis revealed some common problems and difficulties: systems of education of post-soviet countries cannot completely accept the rules imposed by European educational space, as they want to keep their own national educational priorities. Therefore joining the European educational space without adapting its principles to the socio-historical specifics of each country does not contribute to a increase in competitiveness of education systems in post-soviet countries and does not improve the quality of education.*

Key words: *education, educational policy, education reforming, European integration processes, quality of education, Armenia, Belarus, Russia, Ukraine.*

Вступ.

Розпад СРСР та усунення ідеологічних бар'єрів дозволили новим незалежним державам самостійно визначати свою внутрішню і зовнішню політику, модернізувати свою систему освіти й розпочати співпрацю в галузі культури та освіти із західними країнами. Прагнення урядів пострадянських країн зайняти гідне місце на міжнародній арені зумовило підвищення їхньої уваги до проблем якісної підготовки кадрів, які здатні ефективно працювати в мінливих умовах глобального ринку. Для визначення власної, унікальної, стратегії освітніх реформ, керівництво пострадянських країн почало активно вивчати досвід і освітні моделі найрозвинутіших країн світу, поступово відбувались зміни у розумінні ролі освіти в житті людей, усвідомлювалась висока значущість загальносвітових тенденцій поступу освіти й науки, ігнорування яких може призвести до серйозного відставання розвитку інших сфер суспільства. Проблема якості освітніх реформ у пострадянських країнах була предметом наукових досліджень В. Андрущенка, І. Беха, Л. Губерського, Л. Гриневич, В. Кременя, О. Кукліна, В. Лугового, Т. Лукіної, В. Огнев'юка, С. Сисоєвої та ін. Метою даної статті є аналіз результатів реформ і процесу інтеграції систем освіти пострадянських країн у європейський освітній простір.

Основний текст.

У Вірменії після проголошення незалежності система освіти країни опинилася в складній ситуації, що призвело до занепаду якості освіти. Активне реформування вірменської системи освіти розпочалось у квітні 1999 р., після прийняття Національними зборами закону «Про освіту» Республіки Вірменія. У Законі йшлося про те, що освітня система країни спрямована на зміцнення, збереження і розвиток національних цінностей, а головними принципами політики в галузі освіти є гуманістичний характер освіти та інтеграція в міжнародну освітню систему. У 2004 р. уряд Вірменії затвердив національний курікулум, який мав такі завдання: забезпечити перехід на 12-річну загальну освіту; розвинути національну освітню систему; розробити і впровадити єдиний комплекс загальноосвітнього державного стандарту, базового навчального плану, предметних стандартів і предметних навчальних планів; впровадити нові форми оцінювання знань, умінь і навичок учнів, які відповідають міжнародним стандартам; використовувати інформаційно-комунікаційні технології (ІКТ) в процесі навчання, як новий метод викладання і навчання [2, с. 14; 7, с. 124]. Швидкість освітніх реформ у Вірменії є досить вражаючою, але існує певна специфіка їх реалізації у зв'язку із членством Вірменії у Євразійському Економічному Союзі (ЄАЕС). Це змушує Вірменію маневрувати між європейським і євразійським напрямками реформування освіти. У реформуванні системи освіти Вірменії дослідники виокремлюють три основні напрямки: європейський, євразійський та східне партнерство (Китай, Іран, Близький Схід), відповідно до яких в експертному освітньому співтоваристві Вірменії виділяють три дискурси. У «проєвропейському» дискурсі превалюють аргументи на захист незаперечних переваг європейської інтеграції, в «проєвразійському» дискурсі на перший план виводяться перспективи євразійської інтеграції, і, нарешті, у так званому «суміщеному» дискурсі

превалюють ідеї взаємодоповнюваності європейських і євразійських інтеграційних процесів у освіті. Але напрямок «східного партнерства» ще не повністю визначився у загальному дискурсі освітнього співтовариства Вірменії, незважаючи на те, що про його переваги було чимало згадок [8, с. 131-132]. Аналіз досліджень вірменських вчених дозволяє виокремити основні чинники, які перешкоджають зближенню освітніх систем країн ЄАЕС: 1) нерівномірне подолання «спадщини» радянської освітньої системи; 2) відсутність належної інфраструктури для модернізації освіти; 3) слабкість законодавчої бази як на національному, так і на міждержавному рівні; 4) проблеми фінансування освіти; 5) проблема збереження національної ідентичності різних спільнот у процесі створення єдиної освітньої зони в рамках ЄАЕС [2; 7; 8].

У Білорусі після розпаду СРСР реформування системи освіти проходило в кілька етапів, які кардинально суперечили один одному: на початку здійснювалися «дерадянізація» білоруської школи та її національне наповнення, але з приходом до влади О. Лукашенка курс освітніх реформ у Білорусі змінився. Наукові дискусії, пов'язані з реформами у системі освіти, мали ситуативний характер, Міністерство освіти Білорусі часто створювало видимість обговорення проекту цих реформ із громадськістю. А вже у 2008 р. О. Лукашенко заявив про завершення реформ в освіті. Таке несподіване згортання шкільних реформ у країні є прикладом «недостатньо продуманої організації реформування ... Рішення про необхідність реформ у 1990-х рр. і про їх припинення у 2008 р. носили вертикальний характер. Причому останнє було прийнято не Міністерством освіти (яке, навпаки, наполягало на продовженні змін), а Адміністрацією Президента» [4, с. 55]. У грудні 2010 р. був прийнятий Кодекс Республіки Білорусь про освіту, хоча експерти продовжували негативно оцінювати ставлення керівництва держави до освітньої системи, стверджуючи, що «ми втрачаємо цілі покоління білорусів через невдалі шкільні реформи» [10]. А коли Міністерство освіти очолив І. Карпенко, лідер Комуністичної партії Білорусі, то в освіті були реанімовані радянські практики: запровадили шкільну форму, учнів змушували вступати у жовтенята, піонери, БРСМ (Білоруський республіканський союз молоді, аналог радянського комсомолу). Отже, «сфера освіти в Білорусії "зависла" між прагненням чиновників зберегти радянську модель, в якій їм комфортно, і бажанням учнів здобувати освіту за моделлю європейською, з актуальними знаннями й навичками та визнаними за кордоном дипломами» [10].

Освітні реформи в Російській Федерації розпочались після прийняття у 1992 р. закону РФ «Про освіту», який легітимізував і державні, і недержавні заклади освіти. У цей час почали активно впроваджувати освітні реформи у життя, цей процес супроводжувався гаслами про «деідеологізацію». Із середини 1990-х рр. з подачі Міністерства освіти РФ почався лавиноподібний процес перейменування ВНЗ в університети, були створені всі можливості для відкриття філій і недержавних ВНЗ. Недостатнє фінансування зумовило відхід частини найбільш кваліфікованої частини викладачів у бізнес і скорочення у ВНЗ числа молодих викладачів, що спричинило зниження якості освіти. У законі РФ «Про вищу і післявузівську професійну освіту» (1996 р.) мета освіти

вперше була сформульована на основі потреб особистості: задоволення потреб особистості в інтелектуальному, культурному і моральному розвитку. У січні 2000 р. було прийнято «Національну доктрину розвитку освіти в РФ» і «Концепцію структури і змісту освіти в 12-річній школі», яка розрахована до 2025 р. У РФ почала формуватися нова філософія та ідеологія освіти, конструювалися нові підходи й методи дослідження освітньо-виховних процесів [3; 6]. Використання міжнародних стандартів ступеневої освіти зумовило початок розробки компетентнісного підходу в освіті, який вимагав зміни усієї парадигми освіти, в тому числі й зміни методів навчання, оцінки, методів забезпечення якості тощо [6]. Організаційною основою освітньої політики РФ у цей час стала Федеральна програма розвитку освіти до 2005 р. та Концепція національної освітньої політики 2006 р. Але вже у 2002 – 2006 рр. стало зрозуміло, що суспільство доволі негативно ставиться до 12-річної школи, до Болонської системи у ВНЗ, до масового впровадження Єдиного Державного Екзамену в існуючому вигляді. У 2007 – 2020 рр. реформа освіти в РФ продовжилась. Частково було враховане звинувачення багатьох експертів у тому, що нинішня російська система освіти є певним гібридом ліберальної і квазі-адміністративної моделі, а також зауваження про відсутність міжнародного визнання російських стандартів середньої освіти, про неможливість вступу випускників російських шкіл в іноземні ВНЗ та вкрай обмежене визнання за кордоном російських дипломів про вищу професійну освіту. У грудні 2012 р. був прийнятий Федеральний закон «Про освіту в Російській Федерації», в якому йшлося про створення сприятливих умов для інтеграції системи освіти РФ із системами освіти інших держав на рівноправній і взаємовигідній основі. Але критика освітніх реформ не зменшувалась, а слово «реформатор» стало синонімом слова «руйнівник». У 2018 р. був прийнятий Нацпроект «Освіта», який спрямований на реформування середніх і вищих навчальних закладів, розрахований на 5 років. Заплановано розділити Міністерство освіти й науки на Міносвіти та Міністерство науки і вищої школи; створити сучасне освітнє середовище й розвинену інфраструктуру в навчальних закладах; зробити навчання якісним і доступним; підготувати висококваліфікованих фахівців, навчаючи їх на підставі передових технологій; запровадити до 2020 р. електронне й дистанційне навчання, цифрові підручники й цифрові освітні технології; модернізувати навчальні програми природничого циклу; збільшити чисельність бюджетних місць у ВНЗ; запровадити нові освітні програми для магістратури й аспірантури; розробити нові інструменти оцінки якості навчання; збільшити фінансову підтримку фундаментальних досліджень тощо. Але у 2019 – 2020 рр. все голосніше почали звучати заклики про необхідність виходу РФ із системи Болонського процесу і повернення до традиційної радянської системи освіти.

В Україні ще у липні 1991 р. було прийнято Закон «Про освіту», який започаткував якісну трансформацію освітньої сфери, від початкової школи – до ВНЗ. У листопаді 1993 р. Кабінет Міністрів України затвердив національну програму «Освіта» («Україна XXI століття»), яка спрямовувалась на нівеляцію радянської системи освіти й демократизацію навчально-виховного процесу в

закладах освіти різного рівня, запроваджуючи індивідуалізацію навчання і виховання, багатоваріантність навчальних планів і програм, безперервність освіти упродовж життя, децентралізацію управління освітою та переорієнтацію освітньої сфери на пріоритетний розвиток особистості. Ухвалений у 1999 р. закон України «Про загальну середню освіту» передбачав поступовий перехід до 12-річного навчання у школах, запроваджував 12-бальну шкалу оцінювання знань учнів і ділив навчальний процес на 3 ступені: початкова, базова, старша школа. У 2001 – 2002 рр. була розроблена Національна доктрина розвитку освіти, а в 2004 р. було прийнято Державний стандарт основної і старшої школи. Ухвалені документи дозволяли суттєво модернізувати й дерадянізувати українську систему освіти. У 2004 р. в Україні почали впроваджувати ЗНО – зовнішнє незалежне оцінювання замість традиційних для СРСР випускних іспитів у школах, із 2008 р. проходження ЗНО стало обов'язковим. ЗНО уможливило нівеляцію корупції при вступі абітурієнтів до ВНЗ. Заплановані реформи мали завершитись у 2013 р., але у 2010 р. процес реформування системи освіти був зупинений, а новий міністр освіти Д. Табачник запустив власну «реформу» української освітньої сфери. Нові підручники й програми критикували вчителі, батьки, журналісти і науковці. Низка резонансних статей на сайті «Української правди», Круглі столі й прес-конференції були присвячені зниженню якості підручників та невідповідності української системи освіти сучасним вимогам. Ситуація почала нормалізуватись після Революції Гідності 2004 р., адже для України, яка обрала європейський вектор свого розвитку, питання реформування освіти було і залишається дуже важливим. Тому основними принципами реформування української системи освіти стали відкритість і демократичність, підвищення автономії навчальних закладів та інтернаціоналізація процесів освіти, диверсифікація навчальних програм і технологізація освітніх процесів, педагогіка партнерства і виховання цілісної особистості [1]. У липні 2014 р. був ухвалений Закон «Про вищу освіту», у січні 2015 р. Стратегія сталого розвитку «Україна – 2020» була затверджена Указом Президента України. У 2016 р. уряд ухвалив Концепцію реалізації державної політики у сфері реформування загальної середньої освіти «Нова українська школа» (НУШ) на період до 2029 р. [5; 9]. НУШ – це школа компетентностей XXI ст., яка дає змогу отримати вищу якість освіти, розвивати творче середовище, успішно долати бюрократію та розширювати автономію шкіл, запроваджувати нові освітні стандарти й антидискримінаційні підходи, суттєво підвищувати педагогічну майстерність вчителя, його професійний і загальнокультурний рівень, упроваджувати особистісно орієнтовану модель освіти, основану на ідеології дитиноцентризму. У вересні 2017 р. був прийнятий базовий Закон України «Про освіту», який окреслює основні принципи функціонування освітньої галузі, забезпечує фінансову, академічну, організаційну й кадрову автономію закладів освіти, наближаючи Україну до стандартів Євросоюзу, закріплених у Болонській конвенції, уможливлюючи оптимізацію освіти. Сучасна система освіти має базуватись на засадах людиноцентризму, гуманізму, інноваційного розвитку й академічної свободи; поширювати нові навчальні технології; розвивати академічну мобільність та

міжнародну співпрацю, інтегруючись у європейський та світовий освітній простори. Сучасними тенденціями розвитку вищої освіти в Україні є демократизація, гуманізація, комп'ютеризація, фундаменталізація, безперервна освіта й самоосвіта, інтеграція освіти, науки й виробництва.

Висновки.

Проведене дослідження дозволило виявити деякі спільні проблеми й перспективи: 1) загальносистемна соціально-економічна криза 1990-х років істотно загальмувала позитивні зміни у сфері освіти нових незалежних держав; 2) основними напрямками освітніх реформ стали формування базових компетенцій особистості, перехід на багаторівневу систему вищої освіти, забезпечення академічної автономії навчальних закладів, різноманіття освітніх установ і варіативності освітніх програм; 3) системи освіти пострадянських країн не можуть повністю прийняти європейські правила, оскільки вони хочуть зберегти свої національні освітні й культурні пріоритети, тому приєднання до європейського освітнього простору без адаптації його принципів до історичних і соціокультурних особливостей кожної країни не сприяє зростанню якості освіти та підвищенню конкурентоспроможності систем освіти цих країн; 4) необхідно враховувати, що в сучасному світі освіта є стратегічним ресурсом.

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PSYCHOLOGY OF CHILDREN IN THE STUDY OF FOREIGN LANGUAGES

ПСИХОЛОГИЯ ДЕТЕЙ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Аннатоция: *Раннее иностранных языков не только ускоряет процесс формирования иноязычной коммуникативной компетенции, но также положительно влияет на общее развитие ребенка. Под ранним обучением иностранного языка понимается обучение, осуществляемое на основе интуитивно-практического подхода в период с момента рождения ребенка до его обучения в школе. Опираясь на результаты экспериментальных исследований, можно говорить о положительном влиянии иностранного языка на развитие детей.*

Ключевые слова: *иностранный язык, ребенок, игровая деятельность, процесс обучения, язык, раннее обучение, родной язык, обучение, раннее изучение, устная речь.*

Раннее изучение иностранных языков не только ускоряет процесс формирования иноязычной коммуникативной компетенции, но также положительно влияет на общее развитие ребенка. Следует отметить, что под ранним обучением иностранного языка понимается обучение, осуществляемое на основе интуитивно-практического подхода в период с момента рождения ребенка до его обучения в школе. Обладая высокой пластичностью функций мозга и психики, дети имеют большие потенциальные возможности развития, реализация которых зависит от воспитания и обучения окружающих взрослых. Поэтому, их необходимо начинать развивать в самых разных направлениях с первых дней жизни.

В институте в Филадельфии (США) под руководством известного в Штатах врача Гленна Домана доказали, что самое эффективное обучение происходит в период роста мозга. Поэтому научить чему-либо маленьких детей, намного легче. А способность овладения речью наследуется ребенка с момента рожденияи проявляется уже с первых лет жизни. Ребенок мог бы заговорить сразу на нескольких языках, если бы воспитывающие его люди, образовали для него (искусственно или естественно) разные языковые среды. Потом детям постарше становится труднее овладеть иностранными языками. Дело в том, что к шести годам ребенок свободно владеет речью на родном языке, беспрепятственно общается с окружающими его людьми, а уникальные свойства, присущие механизму способности заговорить, застывают, так как они уже обеспечили жизнеспособность организма в среде и их назначение для организма исчерпано. И усвоение иностранного языка происходит в процессе целеустремлённого обучения больше на основе действия таких функций как память, мышление, воля. Кроме того, замечено что, ребенок, который рано

научился какой-либо деятельности (в том числе и рано начал изучать иностранный язык), если продолжает эти занятия, любит учиться, легко занимается сам и никогда не мучается от безделья и скуки. Так у ребенка формируется положительная учебная мотивация. Следует упомянуть полемику на тему: «способствует ли изучение иностранных языков улучшению произносительных навыков на родном языке». Некоторые логопеды, психологи, считают, что для развития речевой функции, а именно для разработки артикуляционного речевого аппарата ребенка, ему необходимо заниматься иностранным языком. Важно избежать смешения в языке ребенка иностранного и русского произношения, поэтому в случае нарушении речи следует отложить изучение другого языка. Доказано, что лучше всего дети запоминают слова, называющие то, что им интересно и имеет большое значение в процессе обучения иностранному языку.

Эмоциональность легко соединяется с художественностью. На уроках иностранного языка в детском саду так же часто и успешно создается художественная среда. Театральная, музыкальная, литературная или другая деятельность детей при обучении иностранному языку не только вызывает их неподдельный интерес и желание к обучению, но также оказывает положительное воздействие на развитие их личностных особенностей.[4]

По мнению психологов, таких как Л.С.Выгодский, Л.В.Щерба, изучение иностранного языка благоприятно влияет на развитие родной речи. Длительное экспериментальное обучение иностранному языку, проводившееся коллективом лаборатории обучение иностранному языку, проводившееся коллективом лаборатории обучения иностранному языку, проводившееся коллективом лаборатории обучения иностранным языкам НИИ общего и среднего образования РФ, подтвердило положительное влияние предмета на общее психическое развитие детей, на выработку у них способов адекватного поведения в различных жизненных ситуациях, на лучшее владение родным языком. Наиболее благоприятным периодом для начала обучения иностранным языкам психологи определяют возраст с 2 до 8 лет. Это далеко не полный список положительных результатов раннего изучения иностранного языка. Необходимо всегда помнить, что главным принципом в любом обучении является его гуманистическая направленность. Существует множество мнений по поводу того, какой именно следует выбрать способ обучения малышей иностранному языку. Одним из наиболее актуальных и действенных является преподавание иностранного языка в игровой форме.

Крупнейший теоретик игровой деятельности Д.Б.Эльконин выделяет в игре четыре важнейшие для ребенка функции: средство развития мотивационно-потребности сферы; средство познания; средство развития умственных действий, средство развития произвольного поведения. Игровая деятельность оказывает влияние на развитие внимания, памяти, мышления, воображения.[7]

Итак, игра является инструментом преподавания, активизирующим мыслительную деятельность детей. Учебный процесс посредством игры становится привликательнее и интереснее, заставляет волноваться и

переживать, что формирует мощный стимул к овладению языками. Вопросами методики преподавания иностранного языка с использованием игровой деятельности на начальном этапе занимались Г.В. Рогова и И.Н.Верещагина, Е.И.Пассов, Д.Б. Эльконин, Е.И.Негневицкая и другие ученые, методисты и психологи. Важнейшим условием эффективности учебных игр является строгий учет возростных психолого-педагогических особенности учащихся. Например, при обучении иностранному языку маленьких детей необходимо принимать во внимание такие особенности, как пытливость и любознательность. Также важно помнить, что им трудно в течение длительного времени удерживать внимание на одном виде деятельности. Поэтому их деятельность на занятиях должна быть разнообразный, эмоционально насыщенной. Многие методисты полагают, что в дошкольном возрасте цель обучения успешнее достигается при игровой мотивации и при оценке поведения со стороны сверстников.

Ролевой игрой дети овладевают к третьему году жизни, знакомятся с человеческими отношениями, открывают у себя наличие переживаний. У детей формируется воображение и символическая функция сознания, которые позволяют им переносить свойства одних вещей на другие, возникает ориентация в собственных чувствах, формируются навыки их культурного выражения. И это позволяет им включаться в коллективную деятельность и общение. В результате освоения игровой деятельности в дошкольном возросте формируется готовность к учению. Игры можно использовать при введение и закрепление лексики, для формирования умений и навыков устной речи. Именно в процессе игровой деятельности создаются условия для естественного общения детей.

Так же очень частно на уроках иностранного языка с детьми дошкольного и младшего школьного возраста используют проектные методики. В европейских языках слово «проект» заимствовано из латыни: причастие projectus означает «выброшенный вперед», «выступающий», «бросающий в глаза». Применительно к уроку иностранного языка, проект - это специально организованный учителем и самостоятельно выполняемый детьми комплекс действий с созданием творческого продукта. Таким образом, метод проектов- это совокупность учебно-познавательных приемов, которые позволяют решать ту или иную проблему в результате самостоятельных действий детей с обязательной презентацией результатов.

С помощью проектной методики в процессе обучения иностранному языку можно достичь сразу нескольких целей – расширить словарный запас учащихся, закрепить изученный лексико-грамматический материал, создать на уроке праздничную атмосферу, украсив кабинет иностранного языка красочными работами детей. Работу над проектами можно строить как в группах, так и индивидуально. Следует отметить, что метод проектов формирует у детей готовность работать а коллективе, принимать ответственность за выбор и разделять ее с членами коллектива, анализировать результаты деятельности. Таким образом, использование разнообразных педагогических приемов и знаний особенностей направленности личности

детей позволяют преподавателю сделать процесс обучения иностранному языку более эффективным.

Конечно, исследования по влиянию изучения иностранного языка на общее развитие детей нельзя считать завершенными, но с полной уверенностью можно утверждать, что изучение иностранного языка не оказывает отрицательного влияния на формирование личности ребенка. Скорее, опираясь на результаты экспериментальных исследований, можно говорить о положительном влиянии иностранного языка на развитие детей. И цель педагога в данной ситуации сделать процесс более приемлемым для детей. Доводов в пользу раннего обучения иностранным языкам вполне достаточно, дело только за инициативными, компетентными и увлеченными своей работой учителями, родителями, осознающими значение образования и развития своих детей.

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MODERN LESSON IN PRIMARY SCHOOL
СОВРЕМЕННЫЙ УРОК В НАЧАЛЬНОЙ ШКОЛЕ

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This article is devoted to the theoretical study of methods of teaching a modern lesson in primary school, as well as analyzes the content and structure of a modern lesson in a secondary school, focusing on the main criteria that must be taken into account in the lesson, and also considers modern methods and techniques used in the lessons. Today, this issue is of particular importance and relevance. The requirements of the Federal state tax service are justified.

Key words: *Education, primary school, student, lesson, educational process.*

Данная статья посвящена теоретическому изучению методик преподавания современного урока в начальной школе, а так же анализируется содержание и структура современного урока в общеобразовательной школе, делая акцент на основных критериях, которые необходимо учитывать на уроке, а также рассматриваются современные методы и приёмы, используемые на уроках. На сегодняшний день данный вопрос имеет особую значимость и актуальность. Обосновываются требования ФГОС НОО.

Ключевые слова: *Образование, начальная школа, ученик, урок, учебно-воспитательный процесс.*

There are huge amount of research have been conducted and a lot of books, dissertations and scientific articles have been written about a lesson in primary school and about a school in general. This is due to the fact that the subject of primary school pedagogy is always relevant. The foundation of future consciousness and worldview are formed in the period of early childhood. And atthe same time fundamental knowledge are formed and every single person would hang upon that knowledge. This feature of primary school education gives its special meaning in the educational sphere.

As for the modern education system the relevance of this subject becomes more important. It is necessary to develop the new model of the lesson's structure in primary school at the conditions of modern and rapidly changing society. The modern school should graduate students who will be able to adapt easily in terms of constantly changing living conditions and technological progress. The difficulty is that it is impossible to predict what kind of skills and knowledge can be useful to a student in 5-10 years. Some time ago we were able to predict what kind of professions would be in demand in the future in order to live prosperously but now it is unpredictable.The paradigm changing, technical and information development, automation of many processes-all thesecauses the changing in educational process. It forces the school to modernize its way of teaching. One of the most important ability that the primary school should give a student is a cognitive independence. That means the student should be interested in the process of learning. After that we will hope for a successful result. A student who is involvedin process of study will be active, creative and independent. These qualities are necessary for a person to live a successful life. But at the same time it is necessary to remember about the ability to perceive phenomena critically and events, to be able to analyze and interpret them in

proper way. Now we see, that there are many important and complicated tasks in the methodology of the lesson that teachers solve sometimes unsuccessfully.

The lesson remains the main traditional form of the learning process in the changing living conditions. The modern lesson differs from its predecessors in the way that it is based on the standards and requirements (Federal State Educational Standard). The new demands change every year and technological process is improved.

The second generation of the Federal standard differs from its predecessors in the way of interaction between the student and the teacher. Students have an active position and intellectual autonomy.

The teacher moves from the role of teacher-lecturer to teacher-consultant. He just describes the subject, but thishelps everyone to understand it. In this way the possibility of self-realization andthe activity in solving the problem and achieving goals is formed. Both,a student and a teacher,can be interested in lesson only when there is a communication bringing positive result and interest. What does the lesson means today?

By the definition of M. I. Makhmutova, "…a lesson is a multiform organization of purposeful interaction between teachers and students."

According to the dictionary of S. I. Ozhegov"The phenomenon of the lessonis an outstanding, exceptional, and ideal in some respects lesson."

Tatarchenkova S. I. says that "…the lesson should be creative, problematic, interactive, developing; in order to force the student to find out something by himself. That means the lesson should be perfectly and competently prepared.

Actually the modern lesson has suffered various changes. It is about the content, interaction with students, and structure. As is known, the new Federal State Educational Standardis in the base of a new ideology: namely, the transition from knowledge to activity paradigm in teaching. Activity method of education provides a systematic inclusion of a child in educational and cognitive activity. The modern lesson is inseverably linked with the concept of activity and with such approach in teaching."

As a result, we should say that the feature of the modern lesson is innovative approach to its construction, namely:

- personality-oriented;
- activity;
- competence;
- cognitive-creative.

A distinctive feature of the modern lesson is a kind of change in traditional norms of the past years: severity, orderliness and discipline. A student had to obey the teacher implicitly, and disobedience was severely punished. As for the modern school it is more free and civilized. During the classes students have greater freedom of self-realization. There are both positive and negative aspects in this. As for the negative – the teacher lost the control over the learning process. The teacher had to pay an attention to this fact and choose a boundary between freedom and discipline. In such circumstances, it is more difficult for a teacher to conduct his activities and force studentsto have an interest in studying process.As a result the studying process

will be a very prosperous education based on the principles of communication, mutual understanding and dialogue.

Teaching can be divided into several stages:

- Class session (the presentation of new knowledge);

-Tutorial lecture period (the formation of the initial specific skills subject acquirement of new skills);

- Seminar (the application of knowledge);

- Period of instruction/teaching exercises (systematization of knowledge and repetition);

- Test lesson;

- Reversal lesson;

- Combined lesson.

As we have already pointed out the modern primary education is built on the basic abilities of the child to cognitive activity. These abilities should be eventually developed into a certain system of educational and cognitive actions.And also they should build the ability to make decisions, setting and achieving goals. The student must learn to structure and plan their activities, to divide time, which is most relevant in the modern world. It is important to notethat a student should evaluate their own activitiesand use knowledge in practice.

Besides abilitiesmentioned above, there are many others, no less important thathave theaim to form the initial stage of school education. First of all, it is the ability to communicate and to come to a constructive conflict-free dialogue, interaction with other people and the world, the ability to cooperate and work together. It is important to form moral and ethical norms of behavior that determine the ways of interaction with society.

Younger students should be provided with conditions for the development of reflection that means the ability to realize and evaluate their thoughts and actions to relate the result of activity with the goal, to determine their knowledge and ignorance, etc. The ability to reflect is the most important quality that determines the social role of a child as a studentand his focus on self-development.

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UZBEKISTAN'S EDUCATION SYSTEM IS ON THE VERGE OF THE NEW ERA THE PRESIDENTIAL SCHOOL IN NAMANGAN

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Abstract: *This article analyses the new system of education in Uzbekistan, providing a salient example, that is, the presidential school in one of the fast developing cities of Uzbekistan, Namangan. It also gives information how the presidential school was organized, its teaching system and other features about the presidential school.*

Key words: *presidential schools, youth, STEAM, admission quota, leadership skills, critical thinking, Cambridge Assessment.*

Currently, the youth are the main potentials and future of each country, therefore everywhere, also in Uzbekistan, focus on the youth policy is considered to be one of the prevalent approaches. Uzbekistan is developing in a lightning speed by providing all educational opportunities to the youth. Decrees by the president of the republic of Uzbekistan (PD-4199- February 20, 2019) and the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan (June 25, 2019 № 526) on measures for the establishment of the Presidential Schools in Uzbekistan offered a great opportunity to showcase the youth's talents in the future. Nowadays, we have many talented students from different parts of the country. The goal of Presidential Schools is to select such talented young people and provide them with targeted education and training by highly qualified professionals.

The first three schools are scheduled to open this year in Tashkent, Khiva and Nukus. According to the instructions given during the visit of the President of the Republic of Uzbekistan, Sh.Mirziyoev to Namangan region on February 28 - March 1, 2019 and according to the extended meeting number 9, a decision was made on the construction of the Presidential school in Namangan in 2019.

The primary goal of the Presidential Schools is to educate and encourage gifted youth through the use of advanced technologies in the educational process, and to further support their potential, as well as to develop students' skills such as leadership skills and public speaking skills, critical thinking, information search, and analysis and developing skills such as processing, applying the acquired knowledge in practice.

The Presidential schools are based on the results of logical tests, written exams and interviews conducted in the prescribed manner among the fourth-graders of educational institutions in our country. The school's annual admission quota is 24 students and is divided into two classes - 12 students for each. In the first school year, a total of 144 students have been enrolled in grades 5-10 of each Presidential School.

The learning process is conducted in English in conjunction with the curriculum and programs developed by Cambridge University and is based on the STEAM education program (Science - Natural Sciences, Technology - Technology, Engineering - Technical Creativity, Art - Art, Mathematics - Mathematics).

Education in the 9-11 grades of the Presidential School is based on individual learning processes, taking into account the interests of students and the choice of

specific subjects.

Graduates of the Presidential Schools, along with a state-recognized certificate, receive a diploma in the relevant international level (International Baccalaureate, Advanced Placement or International Advanced Levels). This, in turn, provides access to foreign universities.

This year, admission to the Presidential Schools was held June 1-22, with a total of 28,446 applicants. The largest number of applications - 7724 - came to the Presidential School in Namangan region. 7456 applications were submitted in Karakalpakstan, 6503 in Khorezm and 5763 in Tashkent.

The maximum number of applications is 8,727 for Grade 5, the lowest is for Grade 10 - 2,350. The number of students who took exams in the Uzbek language was 22,051, in Karakalpak - 4847, and in English - 621.

The average competition for one place was 49 students, the highest competition was for the 5th grade applicants - 92 students for 1 place (118 students in Namangan).

The Presidential Schools Admission Exams were administered jointly by the Cambridge University Examinations Board, which operates under the Cambridge Assessment International Education brand.

Of the 144 students enrolled at the Presidential School in Namangan, 26% are from Namangan, 11% are from Chartak, 10% are Namangan, 8% are Turakurgan, 8% are Pop, 7% are Chust, 5% are Naryn, 5% are Uychi, 5% - Kosonsoy, 5% - Uchkurgan, 5% - Yangikurgan, 4% - Mingbulak. The winners of the Presidential School admission exams in Namangan were 11 students of the 2nd state specialized boarding school in Namangan, 7 students from the 5th state specialized boarding school in Chortoq district, and 6 students from 58 secondary schools in Namangan.

The construction, equipping and organization of the Presidential School in Namangan were funded by sponsorship funds and built for a short time, 7 months, on December 6, 2019 for gifted students.

Nine foreign experts were recruited by the Teachaway (Canada) and TIC Recruitment (UK) recruitment firms, which employ highly qualified foreign specialists for the Presidential School in Namangan. STEAM textbooks and manuals have been brought in by influential publishers such as Cambridge University Press, Oxford University Press and Collins.

The Presidential School in Namangan, with 144 students, is equipped with 16 electronic boards, 36 sets of computers, modern information and communication technologies and computer technology. There is a modern gym and pool, and a library with about 6,000 books. The school also has a comfortable 15-seat hotel for foreign specialists.

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PECULIARITIES OF USING PROBLEMATIC EDUCATION IN ELEMENTARY SCHOOLS

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Abstract: *Problematic education is aimed at maximizing the formation of the system of necessary knowledge, skills and qualifications in the students, ensuring their development and independent acquisition of knowledge in the high level. Problematic educational technology of gives the students the impression of independent research and creation, direction of increasing their creative activity in the article.*

Keywords: *pedagogical characteristic, individual, practical, education, cognitive motivation, research activity.*

One of the most important aspects of today's education is its humanity and humanism. This principle is based on the fact that the educational process is directed towards a person, the spiritual state and comprehensive development of each student in this process is taken into account. This principle dictates that the character of education is changing of based on personal abilities of students in cognitive activity. One of the necessary prerequisites for this process is the use of new technologies of teaching and innovative techniques of teaching. Methodist scientists say that in such developing education it is possible to achieve a high result only when it is problematic to approach it.

One of the pedagogical characteristics of the problem education is that the issues are put before the reader are interesting. This is one of the main requirements for the acquisition of knowledge of problematic education. This is especially important for students who are difficult to master. In such situations, the questions and tasks posed by the teacher are required to be independent. Another of the main conditions of problem education is that the students understand what is the main issue that must be solved in problem situation.

It is clear that the main condition in this education is the ability to organize problematic situation in it. In creating problematic situation, the teacher will need to direct the students to use one or more of the aspects of the process of thinking, such as analysis, comparison, generalization, introduction into the system.

The presence of such variety of problematic situations is conditional, of course. In practice, it is also possible to use several types of exit from the problematic situation in the study of a topic to one or another.

General tasks of problem education:

– students' knowledge system and the practice of mastering the mind-application methods;
– the development of students' intellect, that is, the independence of their cognition and the growth of their creative abilities;
– formation and development of students' independent and logical thinking skills;
– it is an expression from serving the comprehensive development of the individual.

Private functions of problem education:

– the use of logical methods (or some method of creative activity) in the training of skills creative mastering of knowledge in students;

– to train the skills of creative use of knowledge in educators (use of existing knowledge in new situations) and the skills of solving educational problems;

– ability to gather experience of creative and independent activities and use research techniques (in solving problems of scientific and illustrative artistic phenomenon) to develop skills in this field;

– presupposes the formation of social, moral and cognitive motivations in the personality of the reader.

It is also worthwhile to take into account the following psychological conditions, which are emphasized by a number of psychologists in the effective use of problematic education in the reading lessons of primary classes.

The use of problematic educational elements in the reading lessons of primary classes are carried out based on three different forms of independence of acquisition of knowledge by students.

The first form is the minimum quantitative independence of students in mastering knowledge.

The second form of the use of problematic education in the reading lessons of primary classes is partly form of aspiring activity, which implies the faultless search of students in the acquisition of knowledge.

The third form of the use of problematic education in the reading lessons of primary classes is an independent – research activity, in which the presence of the problem is determined, the students formulate the problem among themselves together, independently re-read the study material, conduct an experiment, perform practical tasks, collect data, gain experience.

In the preparation of students for problematic situations in the primary class reading lessons, initially they are assigned tasks that are called questioner-creative tasks, which direct them to independent activity, independent acquisition of knowledge, creative approach to the situation. As soon as the students are convinced that they have acquired such skills, it will be possible to put before them problematic questions and assignments, put the educators in problematic situations. The solution to any problem also depends on how correctly it is formed and put. In such situations, the task of the teacher will be to clearly and competently formulate the problem that the students must independently solve in the course of the lesson at the level of their age and abilities. Before giving the students the search-and-creative assignments, the teacher must systematize and work on their existing knowledge and accumulated experience.

In conclusion, it is possible to use the problematic form of teaching in purposeful manner in every stage of the educational system.

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PICTURES OF ALGORITMIC EXERCISES IN MOTHER LANGUAGE IN THE PRIMARY EDUCATION

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Annotation: *The article discusses the algorithmic exercises that occur in primary language classes.*

Keywords: *native language lessons, quality of education, algorithm, algorithmic exercise, teacher, student, exercise.*

Currently, a number of educational reforms are underway in the country. The teachers are doing their best to create the necessary conditions for the students to complete their knowledge as much as possible.

In our country, there is a great need for highly skilled professionals to become one of the most developed countries in the world. In order to produce such personnel, we, as teachers, must use our knowledge. It is important to note that due to the modern requirements, a number of methods of teaching can now be considered outdated. As a result, they play a different role in modern pedagogical methods.

Increasing the effectiveness of the native language teaching process in the primary grades is also indicative of the quality of education. The native language textbook includes exercises that facilitate the development of logical thinking and the ability to speak. In our research, we learned the elementary classroom native language textbooks, referring to a working description of what is called “Algorithmic Exercises to Develop Different Drawings, Diagrams, Speech Structures” in our study.

It is well-known that the term "Algorithm" comes from our great ancestor, mathematician and astrologer Muhammad Musa al-Khorezmi. Different scientists have explained the algorithm differently in their time. The scientific description was given to him by scientist Alonzo Church in the 1930s: "Algorithm is a precise description of instructions for performing certain processes." [Knut. 1976.].

Other scientists have tried to explain the algorithm in their own way. Russian scientist V.P. Bespalko says: “Algorithm means the precise description of the sequence of intellectual processes required to perform any task” [Bespalko, 1997].

Another scholar, L.N. The Landa algorithm is the simplest of terms, a rule where the elements specify the sequence of actions [Landa. 1996].

As you can see, the term algorithm has given rise to different but closely related definitions. Currently, the purpose of the algorithms, the initial conditions of the problem, the ways of its solution, depends on several types of behavior of the performer.

1. Linear Algorithms. In it, each item of the algorithms is executed naturally one at a time.

2. Networking algorithms. In this type of algorithms, each item is executed only once. But depending on whether or not a condition is fulfilled, which items are executed sequentially.

3. Duplicate algorithms. Then, one part of the algorithm performs several consecutive times depending on the value of the parameters.

Algorithmic method can be used in teaching any subject in the school curriculum. It can also be used in the primary language classes. Why did we choose our native language classes? Because these lessons teach students to think correctly in their native language. Students need to understand the importance of the topics and tasks being taught in these lessons, and that without knowing them, you cannot literally become an intelligent person. Studies show that students make grammatical mistakes when they cannot master the lessons. This type of error is a failure to complete a grammar task. In some cases, even if the student has learned all the rules, he will still make a mistake because he cannot understand how to apply that knowledge.

Without knowing the general ways of solving grammatical exercises, students cannot answer the question of what kind of work should be done. The problem of finding the most effective ways to teach grammar and spelling is still relevant. This necessitates the use of modern technologies in education.

Algorithms are also part of these cutting edge technologies. Students will be introduced to the first versions of the algorithm through math classes in the second grade.

Algorithm is one of the most comprehensive and simple in the classroom. How many functions:

- Directs thinking in the right direction;
- encourages each action to be analyzed;
- helps develop logical thinking skills;
- Equip students with the tools they need to self-check in case of misunderstandings (during the lesson);
- Provides the reader with the opportunity to formulate and understand concepts and definitions

In native language classes, algorithms can be presented to students in several ways:

- by word, that is, recording the sequence of actions;
- graphically, in this case special graphic symbols are used;
- In the form of a table, the steps and results of the algorithm are recorded.

Algorithms can be presented to students in different ways. For example: it can be displayed in ready form. In this case, students can memorize it and then reinforce it during exercise.

But the learning process can be structured so that students can "discover" the algorithms themselves during the lesson. This method is valuable in didactic terms. Because it shows the student's ability to think.

When using algorithmic operations, lessons can be used to group students into groups and couples. It is desirable for the whole class to participate in the algorithm building.

A variety of visual aids and techniques can be used in the classroom. For example, in native language classes, algorithms can be used to view a category of vocabulary with students. Different animals are represented in the exhibitions. The teacher instructs students to sort them by color, size or type. Students complete the task at the end of the time assigned to the teacher. The teacher asks them a question:

- How is the animal questioned (what?);
- How different they are (two kinds, domestic and wild);
- the size of animals (large and small);
- what color are they? (colored);
- What questions are asked about color, size and type? (what kind of question);
- to which category these questions belong (category of the word).

As you can see, the learner performed the task independently and was able to perform an algorithmic operation using the teacher's guidance questions. Here he achieved the desired result from a linear algorithm, that is, by executing several commands in a row. Qualitative vocabulary questions were introduced into his mind through visual aids and independent training.

Algorithms can also be used in lessons on the origin and structure of words. For example, a grammar analysis of a classmate's word is done here by the following algorithmic actions:

1. Define the basis of the word; (grade word)
2. Unplug the attachment; (optional)
3. Define the meaning of the word; (students per class)
4. Which category does the word belong to? (noun)
5. Define the numeric category of the word (unit). Here, students take a number of steps to reach a particular goal, that is, to analyze the word. It is advisable to use a networking algorithm. Students will be able to accomplish the task assigned to them by the teacher. Understanding that they can easily analyze any other word using this schema, and if they can do it independently, it can be said that they have created the necessary background.

In short, algorithms can create an effective and effective learning process. This results in a significant improvement in the quality of the lesson, increased interest in the subject and a significant increase in the level of knowledge.

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ICTS ARE AS NEW TOOLS FOR TEACHING AND LEARNING ENGLISH

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Key words: *Information and communication technology (ICT), foreign languages (FL), Computer Assisted Language Learning (CALL), components of ICTs, Interactive whiteboard (IWB), English as a foreign language (EFL), English as a second language (ESL).*

It is visible that nowadays information and communication technologies (ICT) take essential and vital role in all spheres of human's life and in the world, especially in the educational process and in the teaching and learning foreign languages (FL). ICTs have been introduced and known in schools and institutions during the last decade and it's compulsory to use ICTs in teaching in many countries' educational process. There are number of definition for the term of ICT, as Information communication technology or technologies are modern and different tools to communicate, to gather and share, create, manage and store information. ICTs include television, radio, phones, computer, internet and network hardware and software. Information and Communication Technologies (ICT) cover a wider range of technologies such as radio, television, computers, the Internet, social networks and many other variations of technology [1,9].

According to UNESCO ICT defines as technologies that are used in order to transmit, process, store, create, display, share or exchange information by electronic means. As it is known that ICTs are used in all fields of life, as ICT in industry, ICT in law, ICT in medicine, ICT in science, ICT in education and so on. Nowadays ICTs are assisting tools and tools for organization and management in schools and institutions.

It is fact that, in the 1980's one of the well-known language program Computer Assisted Language Learning (CALL) gave a chance to teachers and learners of foreign languages through using of CD-ROMs to enrich their language level.

It should be noticed that ICTs have strong and significant role in education, if ICTs' users utilize devices under right conditions, ICT may support teaching and learning, give new opportunities for interaction among teachers, students and knowledge; accessing, manipulating, storing and sharing information as well as create new and fertile atmosphere in education process.

21st century is the period of IC technologies and it can give a chance for people work and study at home as distance learning or study in two or more institutions at the same time. As ICT can shorten distance, e-banking and e-government are now possible from any place with an Internet connection and a computing device.

ICT, such as the internet can provide with a great deal of opportunities language teachers and learners, as learners can interact or communicate with other culture people by the help of ICT and in the target language which they are learning as foreign or second language. During the lessons they may utilize class projectors, video chats or video calls with Skype and other software, which are increasing day by day. As scientist in Taiwan Young states that Internationalisation, communication

with other cultures, is important in modern society language teaching. The use of Internet had a positive effect in the sense that learners were able to communicate with other countries making connections with other learners. Furthermore, he states that one of the reasons why Internet is to be used in education is because it puts English in an international context [2,19]

As it goes without saying that teaching and learning were considered as face to face process and not long time ago teachers were in the centre, especially in teaching foreign languages. Pupils could not learn the FL without the help of the teachers. The teacher had to explain the theme in traditional way and pupils consolidated previous materials and repeated new vocabulary with their teacher, in order not to mistake while pronouncing sounds and words. However, nowadays as the result of developing ICTs as new tools, teachers' role in the classroom and in teaching process is somehow different. In 21st century, teachers' role is as a mentor, an observer and a guide to knowledge instead of the traditional teacher. Fitzpatrick (2004) writes about teachers as "facilitators" of knowledge and that teachers need to be aware of the different ways of using ICT in order to improve learners' language skills [3, 20].

ICTs are new and essential tools that can support teachers during lessons. Technologies can improve lesson design and help to teachers to run lessons interestingly, transform teaching and learning, as well as engage and motivate pupils to learn more effectively. ICTs take essential part for students and language learners for their critical thinking. And it has chance for making drafts and plans, if there are any mistakes laptops as main components or tools of the ICTs, can easily correct at once or may give some advance while writing on computers, as well as improve learners' writing skills. Modern technologies provide structured opportunities for improving speaking and listening skills of students. It goes without doubt that ICTs are good helpers for learners in order to present and share their ideas more effectively and in different ways by the help of various tools of ICTs.

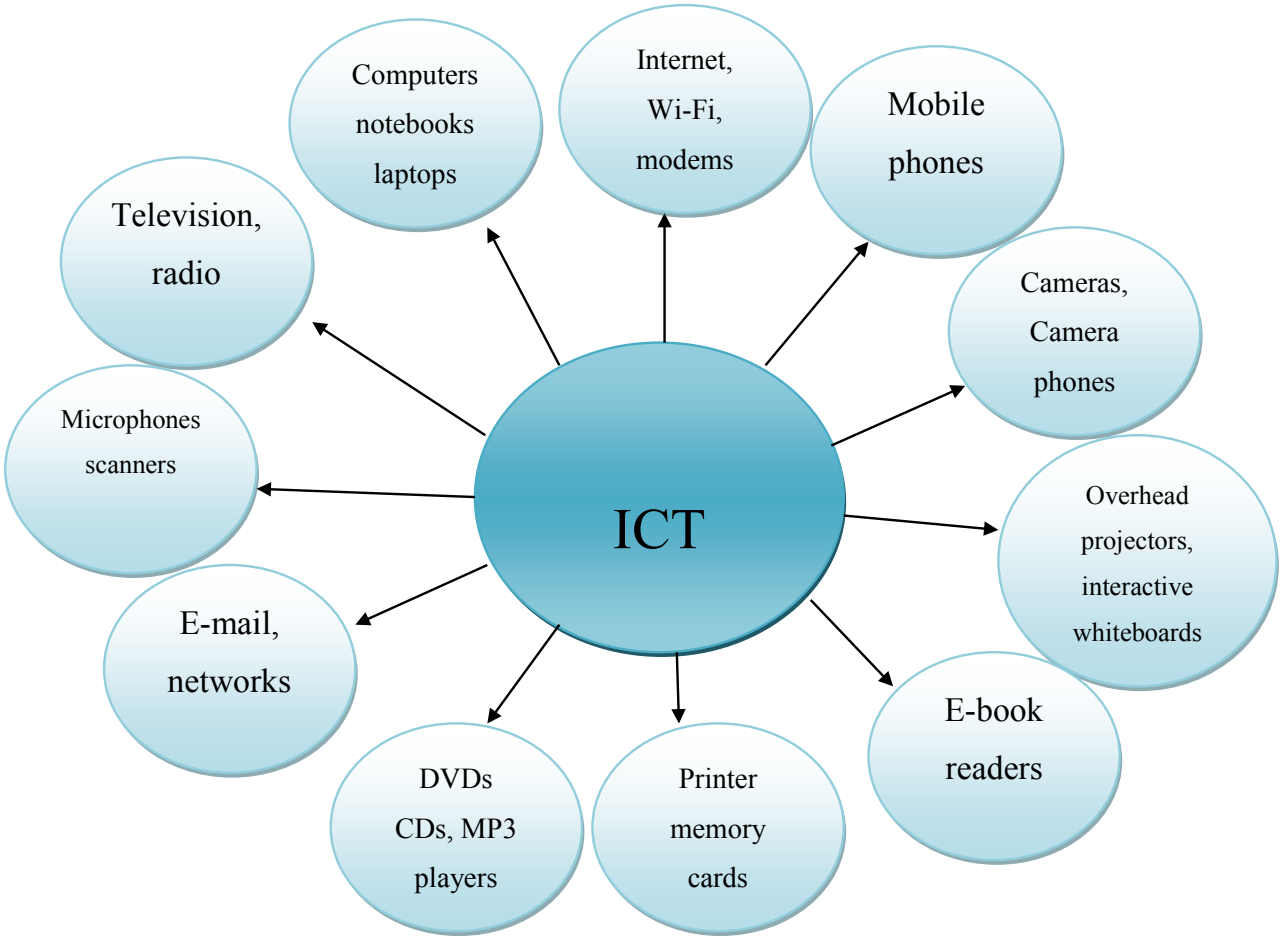
It is claimed that ICT is as a new tool considered as a teacher – teaches learners a new language, demonstrates and helps the way of learning. ICT is a tester or examiner that tests students on the already learned structures and a main tool for doing certain tasks, a data source which learners and teachers can easily get and find necessary information, as well as it is as a communication tool that provides students to communicate with others.

As it is obvious that ICT as a new tool can change both teachers' and learners' roles in the classroom as some ages ago teachers were in the center of teaching and learning process, had a great role in education, he was a knowledge provider, a director and a controller all aspects of learning, however the use of ICT in education brings some changes in teacher roles. Nowadays teachers are as observers, demonstrators the correct way for learners, cooperators, knowledge navigators, information giver, pupil-manager and give learners more options and responsibilities for their own learning. Students are in the centre of the teaching and learning process.

As it is undoubted, there are number of ICTs' components that are considered as vital and necessary tools for every field of life and education as well.

One of the most vital components of ICTs is the internet, as Moore (2005) argues that the Internet is a research tool in schools; it is used by the students to find

their own information by their own [4,10]. The internet is the large system of connected computers around the world which allows people to share information and communicate with each other. Nowadays most of schools use the Internet extensively for research and gathering ideas, and even for interacting directly with other organizations via their websites. The Internet as a new teaching tool has a great number of advantages and benefits for teachers and learners, such as the internet is an ocean of information so we can find any materials in many ways with a fast speed. Learning and teaching processes are interesting with materials, activities and games which are given from the net. Nowadays news and information can be changed or updated at any time, with the help of the internet we can easily find or be aware of them.



Computer is a programmable electronic device that performs mathematical calculations and logical operations, especially it can process, store and retrieve large amounts of data very quickly, it helps to manipulate or type texts, graphics, access the internet, play games or media. With the invention and introduction of the computer, learning and teaching are not so long and difficult processes for both teachers and learners. Nowadays teachers utilize computers, notebooks, laptops for typing their every day's plans, storing e-books rather than keeping or handing many books with themselves in every lesson.

Television is one of the major IC technologies and it is older than other information devices as the radio. As there are a lot of programs for learning FL for people who want to learn through satellite and terrestrial television programs. There

are not only contemporary and authentic programs but also potentially culturally rich programs for the language learners. In Uzbekistan there are about 15 or 20 channels however only 4 channels have special programs for language learners, there are debates about any themes, some teaching language classes, nature and historical programs and teaching kids for children in English. Some cartoons and films are given in FL for children in order to motivate them for learning language.

Nowadays audio devices are mostly used in language classes in order to enhance pupils' listening skills. Audio devices as CDs, Web and audiocassette recorders are considered as modern and important tools for improving lessons.

"Video (also videotape) is a recording of moving pictures and sound that has been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television" (Cambridge Advanced Learner's Dictionary 3rd Edition). We can find videos in DVD, cassette, Web, laserdisc, camera. Thanks to modern technology that moving images and sounds in videos can provide language learners with all important elements of verbal and non-verbal communication as body language, gestures, postures, facial expressions, proxemics, pronunciation, intonation. Nowadays films and video sequences are dubbed in both target language and mother tongue as well as there are sub-titles and texts in order to understand the meaning of the given context in the video. Videos can help learners to improve their language skills as listening and speaking as well.

Most of people think that a telephone as a new tool is not so helpful or crucial for language learning, using of a telephone is limited in education, it may have little support to teach learners as for only conference calls. However, nowadays modern mobile and smart phones are easily taking places of computers and laptops with their universal functions. With the help of phones people can do many things not only speaking on the telephone, face-to-face communication, but also they utilize in order to looking for words from the electronic dictionaries, reading e-books, searching information from the net and storing important materials and information, calculating, taking pictures, listening audio materials, watching video materials, films, cartoons and so on.

Video conference or conferencing is when two or more people who are in different parts of the world can talk, to each other and see each other on television screens. "VC can be a tool for improving student outcomes through meeting more needs of the diverse body of students by opening up possibilities for clarification, negotiation and thoughtful evaluation of teaching and learning" [5,13].

In education process video conference is very important that if you cannot take part in real conference but it is very necessary for you, you can easily connect through IC technologies and you can participate in video conference even in abroad. According to famous linguists, as Panteli and Dawson (2001) argue that VC is a powerful tool that educators can use to share and deliver instruction, it can also reduce barriers such as travel safety, costs, and time that may impede trips for interviews, visits to potential job sites and conference designs for intellectual exchanges [6,88].

Nowadays tremendous changes are observed in different fields of life, especially

in education it is visible through IC technologies. Some centuries ago there were black boards which used with chalks, and afterwards white boards have been used with the help of special colorful markers, today interactive whiteboards (IWBs) or electronic boards are invented and it is very easy to draw pupils' attention to the lessons and participate actively as well as engage more students in the lesson. Interactive whiteboards are new and useful tools that provide with great opportunities such as different kinds of multimedia resources. According to the British Educational Communications and Technology Agency IWBs are defined as following:

"An interactive whiteboard is a large, touch-sensitive which is connected to a digital projector and a computer. The projector displays the image from the computer screen on the board. The computer can then be controlled by touching the board, either directly or with a special pen. The potential applications are: using web-based resources in whole-class teaching, showing video clips to help explain concepts, presenting students' work to the rest of the classroom, creating digital flipcharts, manipulating text and practicing handwriting, and saving notes on the board for future use" [7,1].

We can easily use special pen or our finger around a large touch-sensitive electronic board in order to move objects on the board.

Undoubtedly, utilizing IC technologies in education creates new, fun, friendly and effective as well as successful teaching and learning environment. There are numerous components of ICT, however every of them has own functions and advantages. ICT tools differ from each other according to its uses. In teaching and learning English as a foreign language (EFL) or English as a second language (ESL) ICT is important as breathing.

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OPTIMIZATION OF THE TRAINING MANUAL ON EMERGENCY CONDITIONS FOR INDEPENDENT WORK IN THE STRUCTURE OF CONTINUOUS MEDICAL EDUCATION

ОПТИМИЗАЦИЯ УЧЕБНОГО ПОСОБИЯ ПО НЕОТЛОЖНЫМ СОСТОЯНИЯМ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ В СТРУКТУРЕ НЕПРЕРЫВНОГО МЕДИЦИНСКОГО ОБРАЗОВАНИЯ

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Аннотация. *В работе рассматриваются недостатки и преимущества диджитализации образования в высшей медицинской школе и необходимость разумного сочетания с традиционными печатными учебными изданиями по неотложным состояниям для повышения эффективности самостоятельной работы в структуре непрерывного медицинского образования, как на додипломном, так и на последипломном этапах. Анонсируются печатные учебные пособия с оригинальной структурой и композицией представления учебного материала, классическим подходом к оценке неотложной клинической ситуации на основании ведущих пропедевтических симптомов и признаков с синдромальным подходом проведения дифференциального диагноза, алгоритмизацией оказания доврачебной, первой врачебной, специализированной врачебной медицинской помощи, основанной на актуальных данных доказательной медицины.*

Ключевые слова: *непрерывное медицинское образование, неотложные состояния, диджитализация, печатная учебная литература, учебное пособие.*

Abstract. *The paper considers the disadvantages and advantages of digitalization of education in higher medical school and the need for a reasonable combination with traditional printed educational publications on emergency conditions to increase the effectiveness of independent work in the structure of continuing medical education, both at the undergraduate and postgraduate stages. Training manuals are being announced as pocket guides with an original presentation of educational material, a classic approach to assessing an urgent clinical situation based on leading propaedeutic symptoms and signs with a syndromic approach for differential diagnosis, algorithmization of the provision of first aid, first medical, specialized medical care based on relevant evidence-based medicine data.*

Key words: *continuing medical education, emergency conditions, digitalization, printed educational literature, training manual.*

Вступление.

«Врач без книг, как рабочий без рук».
М.Я.Мудров

В XXI веке, веке цифровой революции, практически каждый человек не может представить свою жизнь без digital-технологий (интернета, различных гаджетов и сервисов), и чем быстрее они развиваются, тем быстрее меняется окружающая нас реальность. В первую очередь это касается системы образования на всех уровнях становления личности в социуме. Диджитализация высшего медицинского образования предполагает повышение качества подготовки врачей на уровне бакалавра, магистра и непрерывного

последипломного повышения квалификации. Однако уступают ли сегодня печатные издания учебной литературы электронным изданиям? Ответ на этот вопрос неоднозначный.

Приоритеты учебной литературы в формате электронной книги:

- быстрый тематический поиск;
- оптимизация выбора актуальных изданий, публикаций ведущих специалистов в международном информационном пространстве;
- доступность ознакомления с актуальными международными и национальными рекомендациями профессиональной направленности;
- упрощение создания личной библиотеки и архивирования данных соответственно ориентирам уровней профессионального роста.

Недостатки электронной учебной литературы:

- несмотря на то, что доступ к интернету признан ООН фундаментальным правом человека, цифровые возможности доступны не для всех, где есть цифровое неравенство в возможностях для обучения и технические и финансовые (в больницах, общежитиях, дома);
- утомление от электронной нагрузки.

Преимущества печатной учебной литературы в бумажном формате:

- более безопасна для здоровья;
- «настольные» приоритеты: системное позиционирование изучаемого вопроса в структуре медицинской специальности и компетентностей;
- удобное возвращение к проработанной теме;
- возможность создания заметок (акцентов) и вопросов «на полях»;
- развитие и совершенствование клинического мышления на основе аналитического сравнения материалов печатных изданий различных периодов развития медицинской науки и практики;
- «не разряжается»;
- удобное использование карманных руководств (справочных пособий) в любых средовых условиях.

Не так давно Hewlett Packard провела исследование среди студентов и выпускников университетов, которые имели опыт работы с бумажными и электронными учебниками [1]. Оказалось, что больше половины респондентов (57%) отдают предпочтение бумаге, только один из пяти (21%) — цифровому тексту. Главным преимуществом «старорежимных» учебников оказалась «простота использования» и возможность черкать на полях.

Таким образом, оптимизация учебного процесса в высшей медицинской школе должна основываться на разумном внедрении и использовании и электронной, и печатной учебной литературы при самостоятельной работе студентов-медиков в подготовке к различным формам освоения учебных программ либо стать личностной традиционной методологией непрерывного профессионального последипломного самообразования.

Основной текст.

Вопрос сегодня состоит в способе подачи учебного материала в печатных

учебных изданиях, не только их соответствия международному информационному пространству, удобстве использования, благодаря систематизации и структурированию учебного материала в виде алгоритмов и схем, но и эстетической привлекательности изданий. Именно такие характеристики учебных пособий создают условия для обращения к ним повторно, с пошаговым повторением рекомендаций, самоанализу ошибочных суждений и действий.

Особенное значение такого подхода к формированию методологии самообразования в медицине, как в становлении специалиста, так и непрерывном последипломном образовании имеет стремительное совершенствование медицины неотложных состояний для всех медицинских специальностей в системе реальной общей врачебной практики.

Поиск универсальных подходов к интеграции представлений о фундаментальных патофизиологических, клинических аспектах и актуальных решениях в области медицины неотложных состояний определил создание коллективом ведущих педагогов и клиницистов Днепропетровской медицинской академии учебных пособий: «Экстренная медицинская помощь» [2] для студентов медицинских факультетов высшей медицинской школы, врачей-интернистов всех специальностей и «Основы экстренной медицинской помощи в практике врача-стоматолога» [3] для студентов стоматологических и фармацевтических факультетов, врачей-стоматологов, провизоров (рис.1).



Рис.1. Внешний вид (обложки) учебных пособий по неотложным состояниям [2,3]

В предисловии к первому изданию академик НАМН Украины, профессор Г.В. Дзяк писал: «Спасенные жизни пациентов – смысл врачебной деятельности, вне зависимости от специализации. Коллектив авторов,

имеющих многолетний опыт врачевания и преподавания внутренней медицины, надеется, что издание станет настольной книгой,… разовьет желание размышлять над каждой неотложной клинической ситуацией, вносить коррективы в свои действия и принимать решения в ритме международной врачебной практики…».

В основу структуры и композиции учебного печатного издания по неотложным состояниям, наиболее часто встречающимся в реальной жизни и профессиональной практике врачей любой специальности, положены руководства и согласительные документы международных медицинских сообществ, адаптированные национальными рабочими группами ведущих специалистов, действующие нормативные документы, регламентированные МЗ Украины, основанные на данных доказательной медицины. Пособия подготовлены как карманные руководства для учебного тренинга с «заметками на полях» и врачебной практики, содержат таблицы с международными и торговыми названиями препаратов, применяющихся при неотложных состояниях в общей врачебной практике.

Удачно разработанный интерфейс изданий в виде карманного справочника обеспечивает удобство пользования информацией, как при подготовке к практическим занятиям, так и во врачебной деятельности. Весь материал хорошо структурирован, что способствует быстрому зрительному восприятию и запоминанию. Издания содержат богатый иллюстративный материал, с акцентами на характерных внешних проявлениях патологических состояний, дополнительно визуализируя алгоритм дифференциальной диагностики неотложного состояния, и тем самым формируя клиническое мышление. Как показывает опыт работы в медицинском вузе, такой подход к представлению традиционных (классических клинических) основ, инноваций лабораторной, инструментальной диагностики и экстренной медицинской помощи при неотложных состояниях является наиболее эффективным и удобным в реальном анализе клинической ситуации, медицинском самообразовании и самоконтроле.

Внимание к данным изданиям в 2020-х основано на оригинальной форме представления учебного материала, оптимальном для общей врачебной практики, классическом подходе к оценке неотложной клинической ситуации на основании ведущих пропедевтических симптомов и признаков с синдромальным подходом проведения дифференциального диагноза (рис.2).

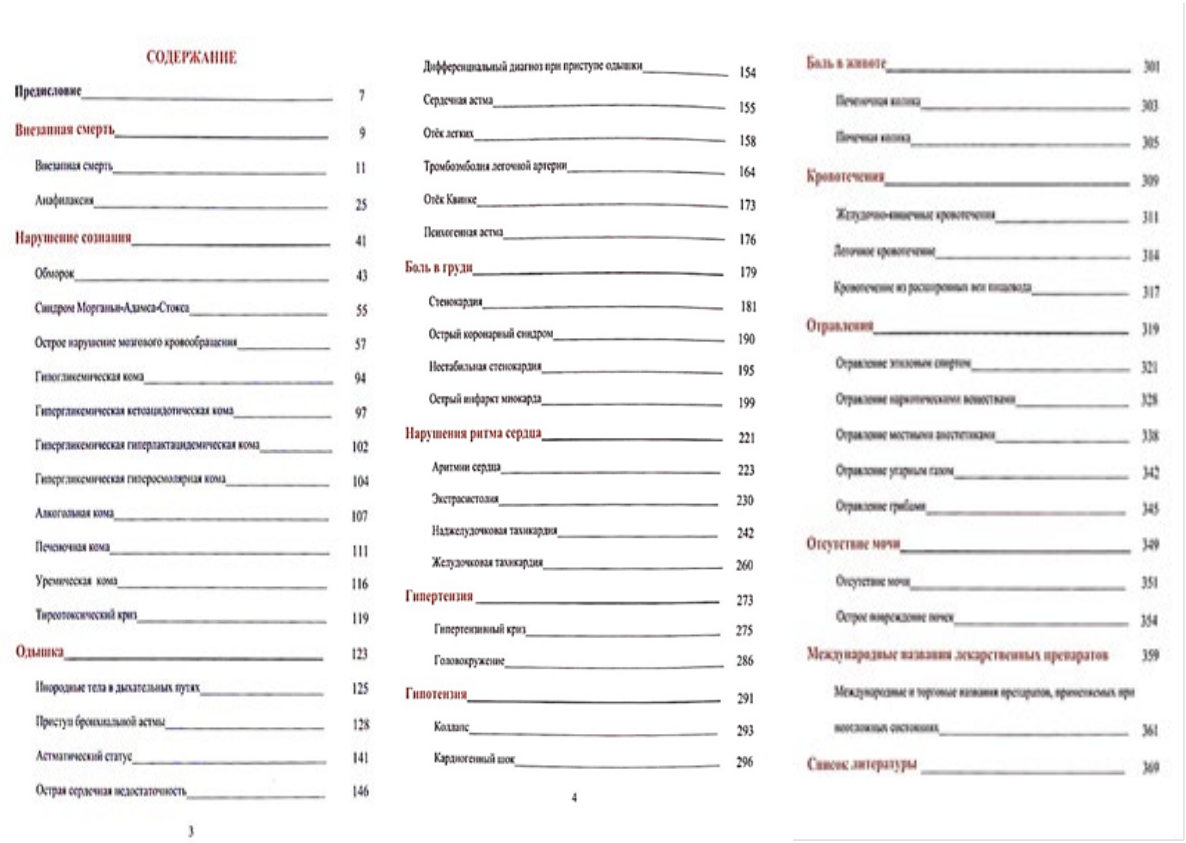
В обучающем издании представлены алгоритмы оказания доврачебной, первой врачебной, специализированной врачебной медицинской помощи. Сделаны акценты на том, что нужно делать в рассматриваемой клинической ситуации, а что – нельзя.

Заключение и выводы.

Печатные учебные издания в форме карманных руководств по неотложным состояниям и по содержанию, и по форме являются актуальными в современном информационном пространстве, прогрессивными и развивающими. Они позволяют формировать знания и компетентности, творчески подходить к анализу представленной информации, вносить новую

информацию последних международных и национальных тематических рекомендаций в разделах для заметок, сопоставлять и анализировать новые данные доказательной медицины.

Именно такой формат издания учебных пособий является сегодня примером качественной востребованной медицинской печатной учебной литературы для мотивации повышения квалификации и самосовершенствования в принятии решений в области медицины неотложных состояний.



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Рис.2. Пример содержания карманного учебного руководства по неотложным состояниям [1]

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DIALECTOLOGICAL PRACTICE: TRADITION AND INNOVATION
ДІАЛЕКТОЛОГІЧНА ПРАКТИКА: ТРАДИЦІЯ ТА ІННОВАЦІЇ

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Abstract. *The article deals with the problem of the organization of dialectological practice which trains future philologists and teachers-linguists for professional activity.*

Key words: *dialectological practice, language competence, method of teaching of dialectology, expedition method.*

Анотація. *У статті розглянуто проблему організації діалектологічної практики, під час якої здійснюється підготовка майбутніх філологів та учителів-словесників.*

Ключові слова: *діалектологічна практика, мовна компетентність, методика викладання діалектології, експедиційний метод.*

Introduction.

According to the educational plans and programs of philological faculties (specialties / specializations 035.01 Ukrainian language and literature, 014.01 Secondary education (Ukrainian language and literature)) of higher educational institutions studying of the course "Ukrainian dialectology" is mainly completed by dialectological practice. Its main task is to familiarize students with live speech, to teach them to collect relevant dialect materials, to systematize, classify and interpret them linguistically" [5, p. 1]. Programs of such practice are mostly different; it is caused by the scientific interests of teachers and departments. Also, the nature of its organization is distinctive, and it will be discussed in the article.

Outline of the main research material.

1. Forms of practice organization.

The analysis of the scientific literature on the organization of educational dialectological practice indicates that in higher educational institutions students have the opportunity to choose one of its forms: laboratory and field [2, p. 78; 8, p. 76].

According to the laboratory form, a student or group of students process expedition materials previously collected by faculty and other students. It involves different types of work: from designing of cards, cataloging of records for processing them, analyzing of texts etc. Nowadays, both traditional methods of archiving practice data (design of informational cards on paper) and modern (design of digital cards, databases, etc.) are used. Pre-processed materials become a source for scientific researches of participants of the educational process – abstracts, articles, coursework, bachelor's, master's theses, and partially – PhD and doctoral theses.

The purpose of field practice (expedition) is to collect dialect material by questionnaire or topic. Moreover, teachers, scientists, and students guided by teacher can develop collection programs.

During dialectological expeditions students can travel to certain settlements with their teachers and independently at their place of residence.

In the first case, academic groups are divided into expeditionary groups of 3 – 5 (or more, up to 12 – 15) persons, headed by the head of practice [5, p. 3; 7, p. 6]. The strength of the organization of this type of activity is the opportunity for students to observe the work of an experienced material collector and then under his tutelage to continue the study of dialects. In a relatively short period of time, this group of explorators can collect significant volume of reliable language material. However, organizing of these types of expeditions is expensive. They demand the explorators' travel to the predetermined material collection place and their household supplies.

Due to cost savings, higher education institutions practice recording materials by students at their place of residence. However, as H. Hrymashevych rightly remarked, "it does not always meet the purpose and the set tasks" [4]. On the other hand, dialectological practice at the future place of work has a positive effect on the formation of future teachers'-linguists skills in detecting the influence of the dialect environment on the language of students, which will be a valuable experience for further correction of errors that have a speech conditionality; practice enriches and enhances students' knowledge of local lore, including customs, rituals, and village residents' preferences.

Despite the form of practice organization – group or individual – students' personal linguistic observations of dialect speech have a positive impact on their comprehensive development: deepen and expand their knowledge of Ukrainian dialectology; form communicative competence; increase interest in the language and culture of the region; form research skills; expand the scientific, linguistic outlook.

2. Forms of practice materials recording.

The "handwriting" (i.e. making of notes on paper during the response of the informant) and technical method of recording (see [6] for details) are used for the fixation of dialect practice material.

In today's context, it is necessary to move away from the practice of writing dialect material on paper without fixing information on digital media. First, handwriting is not a reliable method, because recorders miss part of the information (see [1, p. 5; 3, pp. 29 – 30] for details). In addition, there is no way to verify: if the student actually questioned the informants or made self-answered questions (questionnaire method with all its disadvantages). Audio and video files give opportunity to trace, firstly, the quality of the exploration (whether the informant was selected correctly, whether his/her answer was affected), secondly, to verify whether the printed version of the practice is identic to the digital medium variant; the correctness of the transcription of the answers and narratives. Among the various types of recording, according to scientists, the best way of fixing is video recording, "because here not only the recorded voice, but also the image of the respondent himself with his look, gestures, facial expressions, smile" [1, p. 5]. If it is not possible to submit a video, students make only audio. The next step in the practice is to transcribe texts and answers to the questionnaire.

Conclusions.

Dialectological practice is an important component of the training system for

philologists and future teachers-linguists. Today, laboratory and expeditionary practices are practiced. The ways of recording dialect material have changed with the development of scientific and technological progress: instead of fixing the material on paper, they propose to do it in a technical way.

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ECONOMIC SECURITY OF HIGHER EDUCATION
ЕКОНОМІЧНА БЕЗПЕКА ВИЩОЇ ОСВІТИ

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Анотація: *У роботі розглянуто поняття безпеки на мікроекономічному та макроекономічному рівнях. Визначено,що головним фактором, який має вплив на діяльність освітніх установ, є ринок, що визначає взаємини і взаємозалежність установ вищої освіти і загальної економічної системи. Висвітлено основні принципи та особливості економічної безпеки вищого навчального закладу, а також доведено що економічну безпеку освіти слід розглядати, як сукупність економічних відносин.*

Ключові слова: *вища освіта, економічна безпека, система, освіта, вищий навчальний заклад.*

Abstract. *The paper deals with the concept of security at the microeconomic and macroeconomic levels. It is determined that the main factor influencing the activity of educational institutions is the market, which determines the relationship and interdependence of higher education institutions and the general economic system. The basic principles and peculiarities of economic security of a higher education institution are highlighted, and it is proved that economic security of education should be considered as a set of economic relations.*

Key words: *higher education, economic security, system, education, higher education.*

Вступ.

Вітчизняна система вищої освіти в даний час функціонує в умовах дії комплексу системних викликів, до основних з яких слід віднести дефіцит абітурієнтів, пов'язаний з демографічним спадом кінця 80-х - початку 90-х років минулого століття та перехід на нову модель фінансування освіти, що призводить до зниження його обсягів для вищих навчальних закладів.

У цій ситуації, без сумніву, різко посилюється увага до проблеми економічної безпеки вищого навчального закладу. Головним фактором, що робить вплив на діяльність освітніх установ, є ринок, який визначає взаємини і взаємозалежність установ вищої освіти і загальної економічної системи.

Основний текст.

Дослідження проблематики економічної безпеки представлені в працях як українських та зарубіжних науковців, серед яких: О. Барановський, Н. Кизим, А. Городецький та ін. Останнім часом у вітчизняних і зарубіжних публікаціях починають з'являтися роботи, пов'язані з аналізом економічної безпеки вищої освіти. Одними з перших проблеми економічної безпеки вузів почали досліджувати Дж. Гелбрейт, П. Істон, Р. Аскофф, С. Демидов [1]. Ці вчені виявили нелінійну залежність між бюджетним фінансуванням освіти і зростанням його якості, а також зростанням якості самого суспільства [2].

Безпека - це здатність економічної системи відтворюватися без непередбачених обмежень, тобто функціонувати у заданому режимі. Безпека як властивість будь-якої системи передбачає її здатність адекватно реагувати на

зовнішні і внутрішні чинники в цілях свого самозбереження і розвитку [3].

На мікроекономічному рівні економічна безпека організації - це такий стан господарського суб'єкта, при якому він при найбільш ефективному використанні корпоративних ресурсів домагається запобігання, ослаблення існуючих небезпек та загроз або захисту від них або інших непередбачених обставин і в основному забезпечує досягнення цілей бізнесу в умовах конкуренції і господарського ризику.

На макроекономічному рівні економічна безпеку держави обумовлена наявністю загострення суперечності між зростаючими потребами суспільства та обмеженістю ресурсів, доступних для їх задоволення.

Значну роль у забезпеченні економічної безпеки на макрорівні виконує система освіти як велика багатогалузева сфера діяльності, яка є найбільш довготривалим виробничим фактором.

Освіта є особливим специфічним товаром, який пропонується на ринку освітніх послуг. До основних відмінних рис освіти слід віднести його невідчутність, невіддільність від джерела надання послуги, непостійність, відсутність ефекту накопичення і права власності.

Економічну безпеку освіти слід розглядати, як сукупність економічних відносин, що дозволяють протистояти загрозам порушення рівноваги і стійкості розвитку системи, з іншого боку, як процес, спрямований на створення умов для безперервного пристосування господарської діяльності, економічного механізму закладів освіти до мінливих умов для досягнення поставлених цілей.

Здатність адекватно реагувати на загрози і порушення стабільності і рівноваги системи освіти, протиставляти цим загрозам своєчасну і ефективну перебудову (реорганізацію, розвиток) структури та стабілізувати функціонування самої цієї системи - це основні прояви економічної безпеки освіти.

Кожен вищий навчальних заклад стикається з проблемами забезпечення своєї економічної безпеки у своїй діяльності. Якщо у процесі сталого функціонування освітньою установою, з метою забезпечення власної економічної безпеки, вирішуються такі завдання поточного характеру як підтримка нормального функціонування і розвитку, запобігання майнової шкоди, недопущення руйнування інформаційних баз даних, протидія проявам кримінального характеру тощо, то, на відміну від цього у періоди фінансово-економічних криз найбільшу небезпеку для вищого навчального закладу представляє руйнування його потенціалу [4].

Висновки і пропозиції.

На нашу думку, в даний час, система економічної безпеки освітнього закладу має будуватися відповідно до проведеної політикою і стратегії безпеки на наступних принципах: комплексність або системність, своєчасність заходів попередження і їх безперервність, компетентність і конфіденційність. Необхідні планомірні і радикальні реформи системи освіти за участю держави, бізнес суспільства і наукової громадськості. Вищі навчальні заклади повинні бути частиною різних спільнот суспільної системи та мати взаємодію на різних рівнях.

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EXCHANGE OF MODERN MULTIMEDIA TECHNOLOGIES IN THE EDUCATIONAL PROCESS IN THE TEACHING OF INFECTIOUS DISEASES

ВИКОРСИТАННЯ СУЧАСНИХ МУЛЬТИМЕДІЙНИХ ТЕХНОЛОГІЙ В НАВЧАЛЬНОМУ ПРОЦЕСІ ПРИ ВИКЛАДАННІ ІНФЕКЦІЙНИХ ХВОРОБ

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Анотація. *В роботі розглядаються питання застосування мультимедійних технологій в навчальному процесі при вивченні інфекційних хвороб. Завдяки документальній переконливості і сконцентрованості викладу студенти засвоюють значний обсяг навчальної інформації з інфекційних хвороб за порівняно короткий час, що з достатньою повнотою розкрито за допомогою екранних та звукових засобів.*

Ключеві слова: *мультимедійні технології, навчання, інфекційні хвороби*

Abstract. *The paper deals with the use of multimedia technologies in the educational process in the study of infectious diseases. Due to documentary persuasiveness and concentration of presentation, students acquire a significant amount of educational information on infectious diseases in a relatively short time, which is sufficiently disclosed through screen and audio.*

Key words: *multimedia technologies, training, infectious diseases*

Вступ.

В Україні сьогодні відбувається реформування медичної галузі із значним скороченням ліжкового фонду на клінічних базах вищих медичних закладів. Така ситуація призводить до зменшення стаціонарних хворих, що певною мірою негативно впливає на навчальний процес. На практичних заняттях немає можливості продемонструвати відповідних тематичних хворих. Така ситуація спонукала нас до пошуків нових підходів до вирішення даної проблеми.

Сучасні технології дозволяють використовувати різні мультимедійні засоби в навчальному процесі [1-4,8]. Вони можуть застосовуватися в різних ситуаціях: під час викладання лекційного матеріалу, на практичних заняттях та при самостійній підготовці до заняття [5-7].

Основна частина.

Дидактичні та методичні варіанти застосування мультимедійних засобів навчання можуть використовуватися повністю або окремими фрагментами, у поєднанні з іншими засобами навчання. Обрана викладачем методика

проведення лекційного чи семінарського заняття може визначити можливе дидактичне призначення мультимедійних засобів у певних навчальних ситуаціях.

Значна частина мультимедійних засобів навчання розроблених співробітниками кафедри містить образно або умовно-графічно документально достовірну навчальну інформацію та наукову їх інтерпретацію, художньо-образне відображення за допомогою динамічних екранних та знакових засобів. Їх зміст і побудова підпорядковуються загально дидактичним вимогам: науковість, систематичність, доступність та послідовність викладу, врахування підготовленості студентів тощо.

Нами було створено банк фото та відеоматеріалу по різних інфекційних хворобах вивчення яких передбачено навчальною програмою. Кожна фотографія супроводжується текстовим поясненням в якому чітко вказані особливості тієї чи іншої патології, виділені патогомонічні ознаки для даної хвороби. Відомо, що особливістю перебігу ряду інфекційних хвороб є етапність розгортання клінічної картини. Ми по можливості намагалися відобразити це і в нашій програмі. Так, наприклад, зміни на шкірі хворих з вітряною віспою, скарлатиною, кором відображені не тільки на початку хвороби, а і в наступні дні захворювання.

Висновки.

Завдяки документальній переконливості і сконцентрованості викладу студенти засвоюють значний обсяг навчальної інформації з інфекційних хвороб за порівняно короткий час, що з достатньою повнотою розкрито за допомогою екранних та звукових засобів. Вважаємо, що застосування мультимедійних технологій в навчальному процесі сприяє підвищенню якості навчання студентів.

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DEVELOPING OF MEDIA COMPETENCE OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS

РАЗВИТИЕ МЕДИАКОМПЕТЕНЦИИ СТУДЕНТОВ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

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Abstract. *A number of studies are being carried out in the world in the field of the influence of media products on the socio-psychological development of individuals, ensuring the information security of children, studying media education from a social, pedagogical and psychological point of view, developing scientific and methodological foundations for media activities. The development of media competence in educational institutions through the integration of education and media, and the development of media competency through the improvement of media knowledge based on an integrative approach is gaining importance. This article is written in order to identify problem areas and trends in the use of media in the field of education, and offer recommendations for improving the organization of this sphere.*

Keyword: *media resources, media education, media literacy, media competence.*

Introduction.

Today, the transition to the information society is an important task, and the influence of media on all spheres of society has already become an urgent problem. The recommendation of the Parliamentary Assembly of the Council of Europe of Strasbourg (France) indicates that the development of software tools will be an impetus for the development of media competence of youth and adults, in addition, it is considered as an integral factor in the impact on the media culture of modern society [7].

Main part.

The components of an informatized society based on the environment of modern information and communication tools are media, language and culture. The language and culture of the world in which we live is human media competence. In the world, the recommendations of various international organizations, including UNESCO, emphasize the importance of media competence, and support the idea of developing media competence of teachers.

In our Republic, the education system is being fundamentally reformed, large-scale changes are taking place in the system of continuous, in particular, higher and secondary special education. The system of postgraduate education is being improved, the Ministry of Preschool Education was organized, and in order to strengthen the relationship between schools and colleges, a transition to an eleven-year education system was carried out. Reforms aimed at updating the content of education and improving the efficiency of educational processes are bearing fruit today. In the implementation of these processes, the most important task of teachers and educators is the training of national personnel, the upbringing of a comprehensively and harmoniously developed young generation, effectively using

the environment of information and communication technologies. The Strategy for the Further Development of the Republic of Uzbekistan defines such important areas as increasing the opportunities for quality educational services, training highly qualified specialists to meet the modern needs of the labor market [6], while the development of media competence of students of pedagogical higher educational institutions is of particular importance.

Among the scientists of the countries of the Commonwealth of Independent States, significant studies in the field of media education have been carried out by such scientists as L. Zaznobina [2], Chelysheva [3], A. Fedorov [1,4], I. Fateeva [5] and others.

In the world, the importance of media education is emphasized in the recommendations of various international organizations, including UNESCO. The following definition is given: media education is associated with media (print and graphic, sound, screen, and other sources of information) and media technologies that allow students to understand how the media are used, to master the ability to use media in communication with other people.

In foreign countries, according to the opinion of scientists involved in the development of medical competence of students of higher educational institutions, media education has educational and educational significance, it teaches students analytical and critical thinking during the educational process.

Professor A. V. Fedorov considers media education as a process of personality development through creative, communicative potential, critical thinking in order to fully perceive, interpret, analyze and evaluate media texts; in order to communicate with the mass media, mass communications, media tools and materials; with the aim of teaching various forms of self-expression [4].

Through the development of media literacy, media culture and media competence among students, they can be protected from various kinds of information attacks, destructive alien ideas, and educate young people in the spirit of patriotism, which is one of the most important tasks of the educational system.

Media education is an educational process that promotes the perception of basic laws, the study of the language of media information, the growth and development of the artistic potential of students, aimed at developing skills for the perception, study and qualified analysis of media texts.

As a result of media education, media competence is formed. Media competence is a relatively new concept that has entered the field of education, which means the ability to transmit, evaluate, study, communicate media information in various types of professional activities.

In particular, there are factors affecting the formation of media competence:

Social:

1) culture of communication.
   - motivation.
   - legal culture.
   - pragmatism.

Informational:

- Magazines, popular science sources.

- Internet resources.
- Mass media.
- Electronic textbooks and visual aids.
- Media services that ensure information security.

Conclusion.

In the period of information threats, active attempts to negatively affect the consciousness of our youth, a particularly important task is the task of psychological analysis of these processes, the search and implementation of ways to protect the young generation from these threats. In these conditions, the problem of the development of media competence and the determination of the pedagogical conditions of this process are updated.

It is necessary to determine the directions of development of media competence by improving the knowledge of students of higher educational institutions in the field of information technology, taking into account the requirements of modern scientific and technological progress.

Taking into account all of the above, we can say that the most convenient way to develop media competence of students of higher educational institutions, in our opinion, is to improve knowledge and skills in the field of information technology, multimedia technology in the process of studying basic subjects.

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PHYSICAL EDUCATION IN HIGHER EDUCATION INSTITUTIONS: CHALLENGES AND SOLUTIONS

ФИЗИЧЕСКОЕ ВОСПИТАНИЕ В ВУЗАХ: ПРОБЛЕМЫ И РЕШЕНИЯ

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Abstract. *The paper discusses the need to review the issues of methodological support of the educational process in physical education in universities; problems of health, physical preparation and physical development of students, requiring a radical solution, both on the part of the state and on the part of universities, namely teachers, whose pedagogical process of physical education of students should meet the needs of society in training healthy, physically educated specialists in various fields of economics. The development of student sports is primarily a scientific problem that needs a deep methodological development, the creation of a pedagogical management system, the development of this kind of sport, the development of appropriate psychological and managerial technologies.*

Key words: *Physical education and sports, training of healthy, physically educated specialists, the pedagogical process of physical education, health problems, methodological support, the development of student sports, sports and fitness activities*

Message from the President of the Republic of Kazakhstan - the leader of the nation N.A. Nazarbayev to the people of Kazakhstan Strategy “Kazakhstan-2050” The new political course of the held state states: “Physical education and sport should be a special concern of the state. It is a healthy lifestyle that is the key to the health of the nation. However, the country lacks sports facilities, sports equipment and equipment available to all. In this regard, the Government and local authorities need to take measures to develop physical education, mass sports and the construction of sports facilities on standard projects. "

Physical education in higher education is an integral part of the training and education of skilled workers. The discipline “Physical Culture” in a higher educational institution, being a part of humanitarian education, acts as the result of the complex impact of various organizational forms, means and methods of general and professionally applied physical training on the personality of a future specialist in the process of forming his professional competence. As a discipline, it serves the purpose of strengthening the health, physical, intellectual and spiritual improvement of the personality of students, is a characteristic of its general and professional culture.

The problem of strengthening the health and life expectancy of the population has always been the subject of attention of specialists, the public, and the state. The

solution to this problem in our time has gained particular relevance, as the socio-economic situation that has developed in recent years has led to a significant deterioration in the health indicators of all groups and categories of the population of Kazakhstan.

The most acute and requiring a radical solution is the problem of health, physical fitness and physical development of students. The pedagogical process of physical education of students should meet the needs of society in the preparation of healthy, physically educated specialists in various areas of the economy.

A number of researchers note a decrease in the physical activity of students from the first to the fourth year, and, as a result, a decrease in the level of physical fitness. Scientific and technological progress and an ever-increasing flow of various kinds of information requires a lot of mental stress and physical strength from the student. Therefore, an important feature of modern physical education for students should be an integrated approach to solving this problem by switching to a higher level of increasing the effectiveness of all forms of physical education.

The principles of state policy in the field of education reflect the humanistic nature of education, the priority of universal values of human life and health, and the free development of personality.

The physical education of students is aimed at their physical and spiritual improvement by means of physical culture and sports and makes up the pedagogical system of physical activities in the university and at home, reflects the focus of the university program of the Kazakhstan system of physical education.

In this regard, it is necessary to form an effective structure of the process of physical education of students and create a new pedagogical thinking of the teacher of physical education.

Despite certain positive results, there are significant problems in the development of physical culture and sports. There is an acute shortage of sports and recreational and sports facilities, specialists in physical education and sports, and goods for sports and tourist purposes.

It is well known that the mass of sports in universities in the late 80s reached 40% of the total number of students. Currently, in most universities, this process is being held back, due to the mismatch of the material and technical base with modern requirements and accreditation standards. In universities, there is a low level of provision of physical education classes with equipment and equipment.

It is necessary to review the issues of methodological support of the educational process in physical education in universities.

It is necessary to create, as far as possible, the most convenient conditions for people with disabilities in sports facilities, namely, providing accessible entrances for wheelchairs, purchasing special equipment and simulators, and involving volunteer assistants in working with people with disabilities. Higher education institutions of the Republic study both healthy children and disabled people, and they need to be supported.

With a view to legal regulation of physical education in the Republic of Kazakhstan, Law No. 490-I of December 2, 1999 “On Physical Culture and Sport”, and of the Decree of the President of the Republic of Kazakhstan “On the State

Program for the Development of Physical Culture and Sports in the Republic of Kazakhstan" was adopted.

Years of stay at the university are an important stage in the formation of personality. Human activity every year, regardless of the fulfillment of his functional duties, becomes more intense, requiring a more rational use of time and effort. Under these conditions, physical education, as proved by many studies, is becoming one of the leading means of improving health, increasing mental and physical performance.

In our country there is a problem of insufficient textbooks for university students of Kazakhstani publishing houses.

The development of physical culture and sports in the student community is an urgent social need. The development of student sports is primarily a scientific problem that needs a deep methodological development, the creation of a pedagogical management system, the development of this kind of sport, the development of appropriate psychological and managerial technologies.

Boys and girls who do not regularly engage in physical exercises, do not observe the regime, on the contrary, are prone to various diseases, have low physical and mental performance.

At the same time, many industry experts consider this problem as purely managerial and even more narrowly - as financial. In our opinion, the successful development of physical education for all categories of the population, and student in particular, is not only a political, but a scientific problem. Without resolving the issues of methodological and conceptual support for student sports, its development will be carried out blindly, haphazardly, ultimately, ineffectively, and will not correspond to the social expectations that are imposed on it.

Despite the increase in financial support for physical education and sports, tangible successes are found only in the traditional direction - in sports of the highest achievements, at the same time, the overwhelming majority of the population remains aloof from the practice of physical education and sports and their values.

This fact convincingly indicates the need to rethink the current practice and develop a modern scientifically based concept for the development of physical culture and sports for all.

In this regard, the socio-economic importance of high-quality professional, including physical, training of specialists is increasing, whose work in the conditions of modern scientific and technological progress is of particular importance. Physical education in the higher education system is based on new teaching technologies that ensure professional psychophysiological readiness.

Recently, attempts have been made to research professionally-applied physical training of students. However, to date, the psychophysiological features of the professional training of students have been little studied. It seems that a sufficient minimum of the development of professionally important qualities should be determined by the parameters of the model and the level of their significance to ensure students' professional readiness. Therefore, it is very timely to study the influence of various means and methods of physical education on the education and correction of professionally important physical qualities.

Motives for involvement in sports and fitness activities depend on gender, age,

level of physical development, psychosamotic type, social and property status of family status, climatic conditions, cultural and religious traditions, degree of development of sports infrastructure and fashion. In fact, every individual who is a subject of sport is characterized by a unique combination of physical concepts and goals that he or she sets for himself. For a physical education teacher, this means the need for significant individualization of the teaching methods, a creative approach, and attentive attitude to the psychological aspects of classes (trust, a comfortable environment, etc.). However, from our point of view, the competitive principle cannot be excluded from the theory of the development of physical culture and sports, since it is based on the fundamental philosophical, psychological and biological laws that make up the most important essential characteristic of physical culture and sports. Using the principle of competitiveness models the situation of human self-determination, searching for the answer to the urgent question: "What is the" I "in relation to the" other ". Only by comparing one's own results with the results of the "other" can a person self-determine. The development of physical culture and sports in the student community is an urgent social need. The development of student sports is primarily a scientific problem that needs a deep methodological development, the creation of a pedagogical management system, the development of this kind of sport, the development of appropriate psychological and managerial technologies. Under these conditions, the role of focused physical training is increasing, which in most cases is an important effective, and sometimes a decisive means of adapting a person to new conditions. Thus, physical education in higher education institutions is important not only for sports of the highest achievements, but also for students.

To educate in ourselves the best features inherent in our youth will help systematic physical education and sports. "Sport is a noble cause. In sport, character is brought up. A person involved in sports cannot be dishonest, ignoble. A man who has been involved in sports since his youth retains the desire for success for life. "

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PROFESSIONAL AND APPLIED PHYSICAL TRAINING IN HIGHER EDUCATIONAL INSTITUTIONS

ПРОФЕССИОНАЛЬНО-ПРИКЛАДНАЯ ФИЗИЧЕСКАЯ ПОДГОТОВКА СТУДЕНЧЕСКОЙ МОЛОДЕЖИ

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Abstract. *The paper examines the role of professional-applied physical training (PAPP) as one of the main directions of the physical education system, which should form applied knowledge, physical and special qualities, skills and abilities that contribute to the achievement of human readiness for successful professional activity. The program of physical education for universities is intended to acquaint students with the theory of PAPP, train them in some professional-applied exercises, increase the level of physical qualities required by the specialists of this profile.*

Key words: *professional and applied physical training, static stress of the muscles, level of working capacity, healthy lifestyle, degree of body resistance, professional training, professional negative effects, psychological training.*

The social significance of professionally-applied physical training of students of future bachelors, masters, etc., specialists of various profiles of modern production is increasing every year. This is due to the growing tendency of a socially dangerous decrease in physical activity.

In the process of mental work, the most typical is the working position sitting at the table. In this position, repeatedly bent at various joints of the legs, arms, trunk and neck — the blood is distributed unevenly across organs and tissues — adverse congestion can occur in the brain, abdominal cavity, pelvic cavity, and legs.

Many muscle groups at the same time experience prolonged and uniform static stresses, especially the muscles of the neck and lower back. As a result of such a long, inclined position of the body, mental workers who are not involved in physical education and sports develop superficial breathing, decrease the vital capacity of the lungs, impair posture, senile skeletal muscles, and decrease metabolism. The deterioration of students' health is of great concern. Scientific and technological progress has led to a change in human living conditions. As a result, there were diseases of civilization, which include drug addiction, alcoholism, smoking (especially among girls - expectant mothers), AIDS, malignant and endocrine diseases, a decrease in disease resistance, the birth of weakened offspring.

Students who sit for 6-8 hours at a desk give preference to computer games, watching TV shows, videos, etc., and few lead an active healthy lifestyle. The system

of market relations requires competitive specialists with not only special knowledge and skills, but also a high level of performance. A professionally trained, but not healthy specialist cannot be in demand for a specific activity. Psychological specialists in professional suitability and professional selection appear in the services of human resources departments, who are able, by their appearance, physique, to determine the level of compliance and working capacity, and their readiness for active labor activity.

An important tool for the formation of professional physical qualities and performance in universities is physical education. What kind of specialist a current student will become, depends not only on how well he is studying, but also on the ability to possess healthy life skills. Realistically and without exaggeration, assessing the current level of students' health, we can say that physical education in terms of maintaining and improving health should occupy a significant place in the educational process, which it currently occupies. Practice shows that in a significant part of university students the formation of healthy lifestyle skills is chaotic.

In higher education institutions, physical education classes focus on exclusively raising the level of general physical and sports-technical training of students. The upbringing of the need for physical self-improvement, self-enrichment of the personality, the formation of healthy lifestyle skills through physical culture and sports activities in practice are most often carried out spontaneously or completely ignored.

Physical education classes should address the issues of physical education and upbringing, introduce the student to the elements of psychophysical training, take into account the specifics of education and future professional activities, study the versatile psychological aspects associated with the ability to overcome stressful situations .. Many examples confirm that university graduates who actively engaged in physical education and sports during training, they work successfully in difficult conditions of enterprises.

In this regard, we see the main task of the entire educational process in physical education in teaching students the special knowledge of a healthy lifestyle and the formation of their practical skills in professional applied training.

One of the most important tasks of higher education is the creation of conditions for the maximum realization of the possibilities of intellectual activity of students. Understanding that the university is not a school, the university does not teach, the university creates the conditions for learning to, naturally, who has the strength and capabilities to self-identify, objectively develop qualities, abilities, skills, finally, health, high level mental and physical performance, intelligence, culture, you involuntarily ask the question: “Do you have enough strength, dear first-year students, to master, improve and implement everything for the good?” Professionally declare: “Enough. Enough if before any undertaking and its result there will be the word “Sam!” (V.K. Balsevich).

It is known that human health is 45-50% dependent on lifestyle conditions, the chosen lifestyle, clearly associated with the formation of the facets of the individual. Each university has its own, born by him and constantly improving information and educational environment. Its positive impact on the student, especially the first-year

student, depends on the level of pedagogical skill of the teachers of the university (not school "physical education") physical education and sports, which significantly reduces the period of adaptation of recent schoolchildren to the conditions of stay in the university with its "soft" forms and types at first training during the semester and immeasurably harsh in relation to the body, sometimes still not sufficiently strengthened, during the periods of tests and the exam. A harmonious combination of intelligence, physical and spiritual forces was highly appreciated by man throughout the course of his development and formation.

And this is facilitated by:

- active means of physical education, game sports, tourism, mountaineering, orienteering, rock climbing and other types of targeted physical employment;
- Mass recreational and sporting events in which the student is a participant, organizer, assistant, etc .;
- planning your life, the main provisions of which are aimed at improving health, improving intelligence, mastering the chosen profession.

Every year, the role of PPFP in the training of specialists able to successfully work in increasingly difficult production conditions is growing.

This largely depends on the correct selection of funds in practical classes in educational departments, as well as in classes outside the classroom. PPFP in independent studies has several forms:

- Applied sports in the sports sections of the sports club,
- in the health and sports camp
- in educational and industrial practices;
- during vacation time.

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COMMUNICATION-ORIENTED FOREIGN LANGUAGE TEACHING

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Abstract. *The article investigates the methods and approaches to teaching foreign languages from the point of view of professional -oriented communication, gives their characteristics and definition. It also lights the question of implementation of professional-oriented communication at "Foreign Language" lessons. The article also determines the ways of effective organization of activities for educational and professional communication.*

Key words: *foreign language teaching, professional-oriented communication, methods and approaches to teaching.*

Introduction. Formation of a highly qualified, competitive graduate determines the need to develop communicative competencies, in other words, skills of professional communication.

The "Foreign Language" discipline is very important in this process. Besides direct language learning students learn to communicate in foreign language and, in particular they learn professional communication.

Teaching a foreign language is a unique way to form interest in the future profession as well as a desire to learn by more communication channels, one of which in this case is the knowledge of a foreign language that provides the opportunity to know about the achievements in professional field abroad. A foreign language allows different subject content, therefore it can be used to interconnect different disciplines and all components of competence by involving students in the evaluation of professional decisions and the process of obtaining them from the point of view of culture and personal development. This foreign language function as the academic discipline is implemented through the organization of the entire academic process, the content of the learning material itself, as well as through the representation methods and forms of interaction between the teacher and students.

Each method of teaching foreign languages is based on a specific approach to teaching. There are three fundamentally different approaches to teaching foreign languages. They are: structural; functional and activity approach. The structural approach regards language as a system of structurally interacting elements that make sense. Functional approach considers the language as a means of performing a certain function (e.g., questions, denials, etc.). Activity approach considers language as a means of creating and maintaining social relationships. From the above mentioned methods of teaching foreign languages, the methods based on a structural approach include grammar-translation and audio-linguistic method.

The functional approach is implemented through an oral and situational method. On the basis of the activity approach, a direct method, a communicative method, a method of silence, a suggestopedia, a method of physical reaction, etc., have been created.

The approach is a set of teaching methods and techniques, based on a certain theory. The teaching method is a model designed to be implemented in specific forms of training work, the model of cooperative teaching and learning activities.

Method of foreign language teaching can also be interpreted as a way of language material submissions for study based on a specific approach.

Communication-oriented teaching was a reaction to denial of grammar-translation and audio-linguistic teaching of foreign languages. The publications on this approach of teaching appeared only in the mid-1980s.

In the 90s, communication-oriented teaching of foreign languages became particularly popular. The global computer network Internet has changed the opportunities for communication. On the one hand, global network requires foreign-language communication competence, but on the other hand, it provides training opportunities for students.

The main feature of the communication-oriented learning is an opportunity to learn through the educational communication activities which are close to the real situation. The purpose of such education is to communicate in a foreign language in real life. The transition to communication-oriented learning meant that the paradigm of foreign language learning has changed. The main change was that the subject matter is not just language and its expressive possibilities, but also the behavior of the speaker in the context of speech communication, which is understood today, as an activity implementation of linguistic, psychological and socio-cultural knowledge needed for effective learning. This knowledge includes mastering the language as a discourse, i.e., as a way of developing a thought in the text. Such knowledge means mastering the way of thinking and building oral and written texts of various genres (including e-mail, informal and business letters, etc.).

During communication-oriented activity we must take into account psychological factors, namely: respect for the individual, accepting the personal uniqueness of each participant of the communication, preserving personal autonomy of each student, development of interpersonal relationships.

We believe it is necessary to consider in more detail the main principles that guide the direction, content and nature of the foreign language teaching in the field of communication-oriented education.

The first principle of communication-oriented teaching is the principle of formation of foreign-language communication competence. Communication competence includes: linguistic competence, i.e. willingness to use a foreign language as an instrument of speech and thought, pragmatic competence, which is willingness to transfer content in a communicative situation; cognitive competence, i.e. readiness for communicative-thinking activity; informative competence, i.e. possession of the subject of communication. Because of it is an internal process, a decisive factor that contributes to or hinders the formation of communicative competence, is the psychological state of a student. The development of communication skills can only take place if learners are motivated and able to express themselves as well as to find common ground language with others. It requires a learning atmosphere that would give learners a sense of security and self-esteem. It depends on interpersonal relationships, characterized by support and acceptance of

the interlocutor. To build such relationships in the learning environment is possible in the context of a humanistic approach to learning, which lies in the basis of communication -oriented teaching of foreign languages. This approach creates positive conditions for activity and free development of personality.

The humanistic approach involves training centered on the identity of the student. It means that the student or the students interacting with each other are the center of learning activity in the classroom. An obligatory condition for the effective application of communication - oriented teaching of foreign languages within the framework of humanistic approach is the appropriate role of the teacher. A teacher must be ready to subordinate his activities to the interests and needs of the learners.

The teacher must understand that learning is not the result of doing his instructions and tasks. Sometimes the training can be more effective by organizing spontaneous communication activities in which the teacher does not take part. The teacher in communicative learning is more likely to be an organizer of activities, not a controller.

The second principle of communication-oriented teaching of foreign languages is the implementation of the learning process in the conditions of activity-based approach. Communication oriented teaching of foreign languages is based on an activity. It is a speech-based communication which is carried out through "speech activity" which, in its turn serves to solve the problems of productive human activity in conditions of "social interaction" (I. A.Winter, A. A. Leontief). The participants of the communication solve real and imaginary tasks of joint activity with the help of a foreign language. Training activities in communication-oriented teaching of foreign languages involves the students in real communication, in which correctness of the speech becomes less important than the solving of the communication task. In a communication-oriented training role-playing and modeling situations are widely used, where students can participate in TV shows, prepare a new issue of the newspaper, speak at a symposium, negotiate, etc. The most important thing is to make the students communicate.

The third principle that underpins communication - oriented foreign language teaching is the principle of socialization. Communication - oriented foreign language teaching creates an authentic process of students' socialization. In this context, the concept of "authentic" implies not only using the authentic training material, but also the creation of methodologically appropriate conditions of natural, professionally-oriented learning communication. "Socialization" here means the formation of the social role of the individual in conditions of acquiring experience of social interaction and assimilation of social values. Socialization is understood as a process of self-actualization and personal realization.

Socialization in education is particularly important for development of a person's self-determination, which is linked to their desire to participate in public life, to accept vital solutions, to choose the sphere of professional activity. Understanding education as a factor of socialization, particular attention should be paid to creating the conditions for learners' assimilating social norms and ways of activity. Professional socialization of university students is an active, targeted social process of professional and personal formation and development of the learner, in the course

of which the students integrate into the professional socio-cultural environment. The means of socialization of the individual is the information-signs system, (the language).

The main unit of communication is dialogue. Dialogism is a leading, fourth principle of communication-oriented foreign language teaching**.** Dialogism is a process of discussion for the purpose of transmission, interpretation and comparison of different points of view. Dialogism in a professionally - oriented learning process ensures the formation of communicative competence of students, which is a fundamental principle and objective of the communication - oriented foreign language teaching. The main unit of communicative learning activities is dialogue.

Dialogism ensures self-understanding through understanding the "other", stimulates empathy, reflection and actualizes worldview tolerance. Dialogism in a professionally oriented learning process provides the formation of communicative competence of the students that is a fundamental principle and objective of communication-oriented foreign language teaching.

Conclusions. We analyzed the methods and approaches to communication – oriented foreign language teaching. We conclude that the implementation of communication-orientated foreign language teaching in the university creates a relatively close individual contact of the teacher with students. The principle of dialogue allows to realize the functions of personal development, to form motivation for professional and personal self-improvement of students. An action-oriented approach and the principle of socialization of the learners, which lies in the heart of communicative foreign language teaching, can effectively organize the activities of educational and professional communication.

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TEACHING 6TH YEAR STUDENTS OF A MEDICAL UNIVERSITY CLINICAL ANALYTICAL WORK

ОБУЧЕНИЕ СТУДЕНТОВ 6 КУРСА МЕДИЦИНСКОГО ВУЗА КЛИНИЧЕСКОЙ АНАЛИТИЧЕСКОЙ РАБОТЕ

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Аннотация. *В работе представлен опыт проведения клинической научно-практической конференции студентами 6-го курса во время обучения на цикле "Терапия" (кафедра внутренней медицины 3 ГУ "ДМА МЗ Украины" на базе КП "Днепропетровский областной клинический центр кардиологии и кардиохирургии"). Участниками конференции стали студенты VI курса I медицинского факультета 1,2 и 4 десятков; курсанты факультета последипломного образования врачей (специалисты функциональной диагностики). Вниманию слушателей был представлен академический клинический разбор случая диагностики редкого заболевания – саркоидоза с поражением сердца. Инициативная вне- и аудиторная работа студентов 6-го курса на цикле "Терапия" по подготовке и проведению научно-практической конференции способствует не только развитию творческого профессионального мышления и мотивации познавательной деятельности, но и формирует навык работы в команде.*

Ключевые слова: *формы обучения, клиническая конференция, реальная клиническая практика, инициативная работа, формирование навыка аналитической работы, работа в команде.*

Abstract. *The paper presents the experience of conducting a clinical scientific and practical conference by 6th-year students during the training on the "therapy" cycle (Department of Internal Medicine 3, State Institution "DMA of the Ministry of Health of Ukraine" on the basis of the Dnipropetrovsk Regional Clinical Center of Cardiology and Cardiac Surgery). The conference participants were students of 1,2 and 4 dozen for VI year of the medical faculty 1; cadets of the faculty of postgraduate education of doctors (specialists in functional diagnostics). The audience was presented with an academic clinical analysis of the diagnosis of a rare disease - sarcoidosis with heart damage. The initiative out-and-out classroom work of 6th year students on the cycle of "Therapy" to prepare and conduct a scientific and practical conference contributes not only to the development of creative professional thinking and motivation of cognitive activity, but also forms the skill of working in a team.*

Key words: *training forms, clinical conference, real clinical practice, initiative work, the formation of analytical work skills, team work.*

Введение.

Медицинское образование в Украине является неотъемлемой частью национальной системы образования и здравоохранения. Несмотря на распад Советского Союза, оно по-прежнему считается одним из лучших в мире, привлекая ежегодно тысячи иностранных студентов. Выпускники украинских медицинских вузов высоко ценятся за свои фундаментальные знания и прекрасные практические навыки. Согласно последним данным, образовательный потенциал Украины позволил войти нам в 10-ку стран-лидеров в сфере международного образования, о чем свидетельствует

актуальный спрос на получение высшего образования в Украине гражданами других государств.

После принятия Болонского процесса, Украина реформировала свою систему образования, адаптировав ее таким образом к стандартам Европейского Союза. На данный момент подготовка специалистов для здравоохранительной сферы совершается в высших медицинских и фармацевтических учебных заведениях I-IV уровней аккредитации, среди которых: 64 медицинских колледжа, 47 медицинских училищ и их филиалов, 2 института медсестринства, 12 медицинских университетов, 2 медицинские академии, 1 национальный фармацевтический университет и 3 академии последипломного образования. Шесть медицинских университетов и одна медицинская академия последипломного образования имеют статус национальных. Стоит отметить, что Украинский диплом сегодня получает широкое международное признание, а уровень профессиональной подготовки – высокие оценки зарубежных работодателей [1].

По данным вступительной компании 2019 года рейтинг ГУ «Днепропетровская медицинская академия МЗ Украины" по показателю "Средний балл ЗНО абитуриентов за контракт" среди ВУЗов Украины всех форм собственности (государственной, частной и коммунальной) составил 162,21 балл, что позволило занять почетное 6 место (Табл 1) [2]. Указанный рейтинг фактически определил лидеров среди 200 учебных заведений Украины, в которых абитуриенты изъявили желание получать высшее образование за собственные средства.

Таблица 1.

Рейтинг ВУЗов по показателю "Средний балл ЗНО на контракт"

Рейтинг вишів за показником «Балл ЗНО на контракт»					
№ ↓	Форма власності	Назва закладу освіти	Середній бал ЗНО на контракт	Середній бал свідоцтва	Зараховано на контракт
1	Приватна	Український католицький університет	183,72	10,42	337
2	Державна	Національний університет "Києво-Могилянська академія"	173,99	10,08	559
3	Державна	Українська медична стоматологічна академія	168,24	9,68	177
4	Державна	Київський національний університет імені Тараса Шевченка	166,66	9,79	2347
5	Державна	Одеський національний медичний університет	163,22	9,62	289
6	Державна	Дніпропетровська медична академія Міністерства охорони здоров'я України	162,21	9,58	76

В условиях современного практического здравоохранения сформировалась потребность в высококвалифицированных конкурентоспособных специалистах - врачах, учеба которых проходила в парадигме "обучение через всю жизнь", а не "обучение на всю жизнь". Неизменной остается миссия высших медицинских образовательных заведений по формированию личности

будущего врача, компетентного и ответственного, способного оказывать помощь, человека милосердного и сострадающего. Важнейшими составляющими врачебной деятельности являются, во-первых, ценностно-смысловая, которая связана с развитием гуманистического профессионального самосознания, профессиональной идентичности, принятием гуманистических установок; во-вторых, технологическое овладение основами профессиональной культуры и деятельности. Перед высшим медицинским образованием стоит задача гармонизации этих составляющих, что и определяет уровень профессионального и личностного развития врача [3].

На 6-м курсе обучения в медицинском ВУЗе происходит очередной этап профессионального и личностного развития врача, продолжается формирование и закрепление навыков аналитической работы при работе с пациентами в реальной клинической практике, когда большинство из них имеют коморбидную патологию.

Профессиональная аналитическая работа будущего врача состоит из теоретического изучения, описания, обобщения и интерпретации имеющейся информации о клинико-лабораторно-инструментальных проявлениях заболевания (или совокупности заболеваний) с целью установки диагноза и назначения оптимального лечения. Студент во время обучения на 6-м курсе должен освоить и отшлифовать много практических навыков, среди которых самыми сложными являются навык работы с пациентом, имеющим тяжелую соматическую патологию, а также огромным и сложным массивом информации, касающимся его заболевания или заболеваний.

Цель работы.

Повысить качество подготовки высококвалифицированного конкурентоспособного врача путем подготовки и проведения научно-практической конференции с последующим представлением материалов работы на доступных информационных ресурсах ГУ “ДМА МЗУ”.

Задачи работы.

При освоении программы подготовки на цикле “Терапия” раздел “Кардиология”:

- Обучить студентов 6-го курса навыкам работы с пациентом, который имеет тяжелую коморбидную патологию сердечно-сосудистой системы в сочетании с сахарным диабетом;
- Практически применить современные рекомендации по диагностике и лечению гипертрофической кардиоимопатии (ESC 2014) - заболевания, которое, в обсуждаемой клинической ситуации, считалось ведущим;
- Отработать навык построения алгоритма обследования для проведения дифференциальной диагностики с заболеваниями, которые имеют схожую симптоматику, но требуют принципиально иного лечения.

Описание работы.

В работе представлен опыт проведения клинической конференции студентами 6-го курса во время обучения на цикле “Терапия” (кафедра внутренней медицины 3 ГУ “ДМА МЗ Украины” на базе КП “Днепропетровский областной клинический центр кардиологии и

кардиохирургии”).

В соответствии с утвержденным учебным тематическим планом в рамках тем №7 “Ведение больного с одышкой” (7 часов), №8 “Ведение больного с хронической сердечной недостаточностью” (6 часов), №9 “Ведение больного с кардиомегалией” (6 часов) и №12 “Итоговое занятие по кардиологии” (7 часов) студентами проводилась самостоятельная работа с пациенткой, которая поступила в кардиологическое отделение с явлениями застойной хронической сердечной недостаточности и тяжелой легочной гипертензии при наличии выраженной гипертрофии межжелудочковой перегородки. На момент курации была диагностирована коморбидная патология сердечно-сосудистой системы: гипертрофическая кардиомиопатия, ишемическая болезнь сердца, гипертоническая болезнь и фибрилляция предсердий на фоне сахарного диабета.

Руководствуясь европейскими рекомендациями по диагностике и лечению гипертрофической кардиомиопатии (ESC 2014) студенты провели анализ существующей медицинской документации и очертили круг заболеваний для проведения дифференциального диагноза. Был составлен перечень необходимых дополнительных лабораторных и инструментальных методов обследования для уточнения диагноза.

Когда были полцчены все результаты дообследованя наиболее инициативные студенты взялись за подготовку презентаций на темы: “Саркоидоз и ГКМП. Распространенность и клинические проявления”, “Болезнь Андерсона-Фабри. Распространенность и клинические проявления” и “Клинический случай затянувшейся диагностики редкого сердечно-сосудистого заболевания – саркоидоза сердца” (Рисунок 1, 2, 3).



Рисунок 1. Доклад Ткачук Натальи Мирославовны



Рисунок 2. Доклад Юсип Марины Викторовны

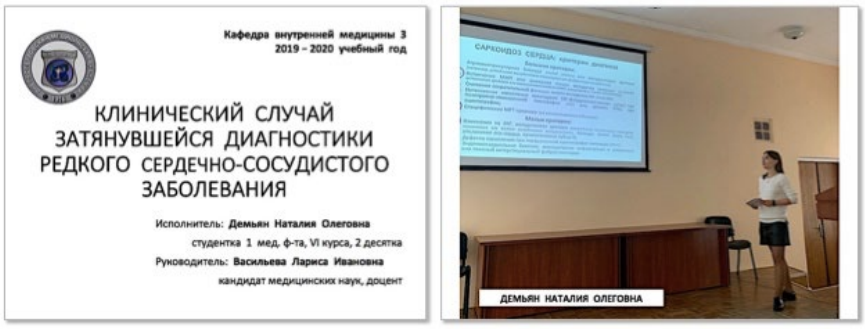


Рисунок 3. Доклад Демьян Наталии Олеговны

Аудитория слушателей была представлена студентами параллельных десятков, врачами функциональной диагностики и преподавателями кафедры. Все участники конференции выразили одобрение по поводу клинической конференции, отметили блестящую подготовку докладчиков и профессиональный интерес слушателей к обсуждаемой теме. Более подробно ознакомиться с материалами конференции можно на официальном сайте ДМА (http://405.dsma.dp.ua/materiali-konferenciie-na-bazi-dokckk) [4].

Обсуждение работы.

Ведущей задачей медицинского образования сегодня является формирование высококвалифицированного конкурентоспособного специалиста, который является венцом многолетнего обучения в ВУЗе, овладевшим комплексной системой компетенций, практических навыков и умений, которые позволят успешно реализовать себя в профессии [5]. Для студентов 6-го года обучения одним из важнейших этапов приобретения опыта профессиональной деятельности является проведение научно-практической конференции, которая посвящена сердечно-сосудистой патологии, являющейся ведущей причиной смертности населения планеты.

В ходе подготовки и проведения научно-практической конференции были успешно реализованы учебные цели:

- ✓ Закреплены основные знания по темам №7 “Ведение больного с одышкой” (7 часов), №8 “Ведение больного с хронической сердечной недостаточностью” (6 часов), №9 “Ведение больного с кардиомегалией” (6 часов) и №12 “Итоговое занятие по кардиологии” (7 часов).
- ✓ Освоены материалы ESC 2014 «Рекомендации по диагностике и лечению гипертрофической кардиомиопатии».
- ✓ Проведен разбор этапов дифференциальной диагностики гипертрофической кардиомиопатии с болезнью накопления (болезнь Андерсен-Фабри) и саркоидозом сердца.
- ✓ Слушатели ознакомлены с возможностями МРТ сердца с контрастированием для диагностики различных форм заболеваний миокарда.
- ✓ Получена уникальная информация о возможности проведении лабораторной диагностики болезни Фабри в Днепропетровске

Выводы работы.

Клиническая конференция по разбору случая заболевания пациентки пожилого возраста с сахарным диабетом и коморбидной патологией сердечно-

сосудистой системы, как форма обучения студентов 6-го курса, является уникальным инструментом повышения уровня теоретических знаний по комплексу нозологий, закрепления ранее приобретенных навыков по систематизации массива уже имеющейся информации и аналитической работе по составлению плана лабораторно-инструментального обследования с целью формирования диагноза и выбору оптимальной тактики лечения.

Практические рекомендации.

Научно-практическая конференция охватила широкий круг проблем диагностики и лечения сердечно-сосудистых заболеваний, показала готовность и способность студентов 6-го курса обучения в ВУЗе проанализировать и творчески представить информацию не только в формате традиционной аудиторной работы, но и на доступных информационных ресурсах ГУ "ДМА МЗУ", что позволило значительно расширить аудиторию слушателей. Навык проведения научно-практических конференций является важным этапом формирования конкурентоспособного врача.

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EDUCATIONAL LITERATURE - THE MOST IMPORTANT TOOL OF MODERN EDUCATION FOR STUDENTS AND PRACTITIONERS. TOPIC: CHRONIC HEART FAILURE

УЧЕБНО-МЕТОДИЧЕСКАЯ ЛИТЕРАТУРА – ВАЖНЕЙШИЙ ИНСТРУМЕНТ СОВРЕМЕННОГО ОБРАЗОВАНИЯ СТУДЕНТОВ И ПРАКТИКУЮЩИХ ВРАЧЕЙ. ТЕМА: ХРОНИЧЕСКАЯ СЕРДЕЧНАЯ НЕДОСТАТОЧНОСТЬ

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Аннотация. *В работе представлена серия из двух авторских учебно-методических руководств, которые посвящены стандартизированным и инновационным подходам к диагностике и лечению хронической сердечной недостаточности. Информация базируется на современных рекомендациях и излагается в виде последовательных, компактных и четких определений, наглядных алгоритмов, схем, шкал, графиков и таблиц. Студенты медицинских ВУЗов, курсанты институтов последипломного образования, врачи терапевты и/или кардиологи быстро осваивают навык практического использования материалов учебного руководства для решения сложных диагностических или лечебных проблем. Издания получили рецензии ведущих специалистов России и Украины, высоко оценены на международном уровне и успешно используются в учебном процессе медицинских ВУЗов в России и Украине.*

Ключевые слова: *учебный процесс, учебно-методическая литература, формирование навыка клинического мышления, конкурентоспособный врач.*

Abstract. *The work presents a series of two copyrighted teaching manuals that present standardized and innovative approaches to the diagnosis and treatment of chronic heart failure. The information is based on modern recommendations and is presented in the form of sequential, compact and clear definitions, visual algorithms, diagrams, scales, graphs and tables. Students of medical universities, cadets of institutes of postgraduate education, medical therapists and / or cardiologists quickly master the skill of practical use of the materials of the educational manual for solving complex diagnostic or medical problems. The publications received reviews by leading experts in Russia and Ukraine, are highly appreciated internationally and are successfully used in the educational process of medical universities in Russia and Ukraine.*

Key words: *educational process, educational literature, the formation of clinical thinking skills, a competitive doctor.*

Введение. Эффективность оказания медицинской помощи населению прямо зависит от организации и согласованности работы систем медицинского образования и здравоохранения. Медицинское образование – это отрасль, которая пребывает в состоянии непрерывного развития и создания оптимальных условий для обучения, освоения и обновления практических навыков по диагностике и лечению заболеваний внутренних органов. Качество профессиональной подготовки студентов в ВУЗе и последипломного усовершенствования врачей во многом зависит от компетентности преподавателей и мотивации к обучению, а также качества учебно-методических материалов, посвященных разбору того или иного заболевания в соответствии с утвержденной программой.

Цель работы. Повысить качество медицинского образования в высших учебных заведениях и учреждениях последипломной стажировки путем создания серии методических руководств и пособий, посвященных наиболее актуальным проблемам кардиологии, в частности – хронической сердечной недостаточности.

Задачи работы. Представить современные учебно-методические материалы по проблеме “Хроническая сердечная недостаточность. Стандартизированные и инновационные подходы к диагностике и лечению” в формате традиционных книжных изданий и на электронных носителях, позволяющих более эффективно проводить аудиторную и внеаудиторную работу в ВУЗах у учреждениях последипломной стажировки Украины.

Описание работы. Учебно-методическое руководство Васильевой Л.И. посвящено одной из наибелее острых медико-социальных проблем кардиологии – хронической сердечной недостаточности (ХСН) (Рисунок 1). Прогресс в области изучения ХСН и широкое практическое применение нововведений способствуют повышению качества профилактики, позволяют персонифицировать лечение, что позволяет существенно снизить частоту госпитализаций и сердечно-сосудистую смертность.

Учебно-методическое руководство Васильевой Л.И. «Хроническая сердечная недостаточность» [ISBN 978-5-6041451-6-6] представлено в двух книгах. Книга 1 – «ХСН. Стандартизированные подходы к диагностике и медикаментозному лечению» [ISBN 978-5-6041451-7-3 DOI: 10.21893/978-5-6041451-6-6.1]. Книга 2 – «ХСН. Инновационные подходы к диагностике и лечению» [ISBN 978-5-6041451-8-0 DOI: 10.21893/978-5-6041451-6-6.2].



Рисунок 1. Серия учебно-методических руководств в схемах и таблицах “Хроническая сердечная недостаточность” 2019 год издания.

В книге 1 последовательно, компактно и наглядно представлена вся базисная информация о характере патологии: история изучения, определение понятия, классификация с последующей полной расшифровкой всех рубрик, критерии диагностики (клинические, инструментальные, лабораторные), подходы к профилактике и лечению. Весь материал соответствует последним достижениям науки, требованиям доказательной медицины и стандартизации диагностических и лечебных процедур, основан на современных

рекомендациях, принятых ведущими кардиологическими ассоциациями (Европы, Америки, России и Украины) [1, 2, 3, 4]. В конце книги приведен перечень основной литературы, список аббревиатур и содержание.

В книге 2 последовательно, компактно и наглядно представлена информация по новейшим разработкам в области диагностики и лечения ХСН, критериям стабильности и декомпенсации, риску внезапной смерти, выживаемости и хирургическим методам лечения, а также ХСН, которая спровоцирована лечением онкологического заболевания. Материал этой книги отражает последние достижения науки, которые опубликованы в оригинальных статьях, обзорах и согласительных документах ведущих экспертов по проблеме ХСН и были представлены на конгрессах и симпозиумах, проходивших после выхода рекомендаций 2016-2017 годов. В конце книги приведен перечень основной литературы, список аббревиатур и содержание.

Издание выдержано в оригинальной конспективной форме, в программе PowerPoint, что расширило возможности его использования во вне- и аудиторных условиях в ВУЗе, а также – в ежедневной врачебной практике. Формат изложения в виде кратких и всеобъемлющих определений, алгоритмов, схем и таблиц, качественно представленных иллюстраций предназначен для того чтобы:

- повысить восприятие и усвоение обширного материала по проблеме ХСН;
- облегчить поиск нужного раздела;
- ускорить проведение дифференциальной диагностики;
- способствовать принятию обоснованного решения по тактике лечения в конкретной клинической ситуации.

Пособие рекомендовано Государственным учреждением «Днепропетровская медицинская академия МЗ Украины» (Протокол № 4 заседания Ученого Совета от 29.11.2018 года) в качестве учебного пособия-руководства для преподавателей высших учебных медицинских заведений и учреждений последипломного образования врачей, специалистов практического здравоохранения (семейные врачи, терапевты, кардиологи, врачи интерны) и студентов старших курсов.

Рецензии на авторский труд получены от ведущих специалистов России и Украины:

Шулутко Борис Ильич – Ректор Санкт-Петербургского медико-социального института, доктор медицинских наук, профессор, заслуженный деятель науки Российской Федерации.

Воронков Леонид Георгиевич – заведующий отделом сердечной недостаточности ННЦ Институт кардиологии им Н.Д. Стражеско, доктор медицинских наук, профессор, заслуженный деятель науки и техники Украины.

Обсуждение работы. Ведущей задачей медицинского образования сегодня является формирование конкурентоспособного специалиста, который является венцом многолетнего обучения в ВУЗе, овладевшим комплексной системой компетенций, практических навыков и умений, которые позволят успешно реализовать себя в профессии [5]. Роль учебной литературы в процессе профессионального обучения переоценить невозможно.

Применение в учебном процессе современных информационных технологий, в первую очередь, персональных компьютеров, интернета и мультимедийных устройств дало большой импульс к развитию новых форм обучения. Возможность использования учебных материалов в двух форматах (традиционное книжное издание и презентация в программе PowerPoint) поднимает процесс обучения на качественно более высокий уровень и способствует лучшему усвоению профессиональной информации.

Интернет, как информационная среда, упростил и существенно ускорил быстроту получения актуальных данных по любой из интересующих тем медицины и, в частности, кардиологии. Однако, лавинообразный характер информационного потока становится проблемой даже для тех, кто отслеживает печатные публикации только по одной тематике. Прежде всего, нужен запас времени для того, чтобы не только ознакомиться, осмыслить и критически оценить значимость первоисточника (статья, обзор и т.д.), но и достаточный опыт клинической и аналитической работы, чтобы ранжировать степень важности изложенного материала, а затем – компактно и наглядно его представить. Таким образом, работа над подготовкой и/или обновлением учебного пособия и сегодня остается трудоемким и время-затратным делом.

Современное учебно-методическое издание должно соответствовать международным стандартам, представлять целостный образ, в том числе, содержать самую актуальную информацию по проблеме и быть ориентировано на широкую целевую аудиторию: студенты, врачи интерны, практикующие врачи с различным стажем профессиональной деятельности, а также – преподаватели высших учебных заведений (ВУЗов) и факультетов усовершенствования врачей (ФУВов).

Комплект изданий из 2 книг был представлен на международных форумах:

- XLI Международной выставке-презентации учебно-методических изданий из серии золотой фонд отечественной науки и XX выставке образовательных технологий и услуг / 22 – 25 мая 2019 года. Москва, Россия // https://rae.ru/conf/list052019-4book.html (Рисунок 2)
- Catalogue of the scientific, educational and methodical literature presented by autors at the I-XLI All-Russian Book Exhibitions held by Academy of Natural History / 29 – 31 May 2019 // BookExpo America (New York, USA), 2019 XLIX (Рисунок 3)
- 32-й Международной московской выставке – ВДНХ / 4 – 8 сентября 2019 года. Москва, Россия (Рисунок 4)



Рисунок 2. Дипломы лауреата и сертификат участника XLI Международной выставки-презентации учебно-методических изданий.

Серия учебно-методических монографий "Хроническая сердечная недостаточность" были награждены двумя Золотыми медалями BookExpo America (New York) - №045 (Рисунок 5) и 32-й Международной книжной выставки-ярмарки (Москва, Россия) (Рисунок 6), получено свидетельство лауреата выставки научных изданий "ВДНХ 2019" (Рисунок 7).





Рисунок 3 (слева). Сертификат участника BookExpo America (New York, USA).
Рисунок 4 (справа). Диплом участника 32-й Международной московской выставке – ВДНХ.





Рисунок 5 (слева). Золотая медаль BookExpo America (New York, USA) - №045
Рисунок 6 (справа). Золотая медаль 32-й Международной книжной выставки-ярмарки (Москва, Россия).



Рисунок 7. Именное удостоверение к золотой медали лауреата выставки научных изданий "ВДНХ 2019"

Выводы работы. Современные учебно-методические материалы по проблеме "Хроническая сердечная недостаточность. Стандартизированные и инновационные подходы к диагностике и лечению" в формате традиционных книжных изданий и на электронных носителях, позволяют более эффективно проводить аудиторную и внеаудиторную работу в ВУЗах и ФУВах Украины.

В соответствии с тематическим планом практических занятий циклов "Терапия" - "Кардиология" – "Семейная медицина" студенты 4 – 5 – 6 курсов медицинских ВУЗов или курсанты ФУВов последовательно осваивают и закрепляют навык практического использования материалов учебно-методического руководства по диагностике и лечению хронической сердечной недостаточности для решения клинических задач.

Серия учебно-методических руководств Васильевой Л.И. "Хроническая сердечная недостаточность" в двух книгах (Книга 1. Стандартизированные подходы к диагностике и лечению. Книга 2. Инновационные подходы к диагностике и лечению) получила высокую оценку на международном уровне и используется в учебном процессе медицинских ВУЗов в России и Украине.

Практические рекомендации. Оригинальный формат издания в виде четкого конспективного изложения материала повышает эффективность процесса обучения в ВУЗе (студентов, врачей интернов) и в учреждениях последипломного образования (терапевтов, кардиологов, семейных врачей). Практикующие врачи при самостоятельной работе с учебно-методическими руководствами найдут ответы на сложные клинические вопросы.

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EDUCATIONAL LITERATURE - THE MOST IMPORTANT TOOL OF MODERN EDUCATION FOR STUDENTS AND PRACTITIONERS. TOPIC: PULMONARY THROMBOEMBOLISM

УЧЕБНО-МЕТОДИЧЕСКАЯ ЛИТЕРАТУРА – ВАЖНЕЙШИЙ ИНСТРУМЕНТ СОВРЕМЕННОГО ОБРАЗОВАНИЯ СТУДЕНТОВ И ПРАКТИКУЮЩИХ ВРАЧЕЙ. ТЕМА: ТРОМБОЭМБОЛИЯ ЛЕГОЧНОЙ АРТЕРИИ

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Аннотация. *В работе представлена серия из четырех авторских учебно-методических руководств, посвященных одной из наиболее актуальных проблем современной кардиологии – диагностике и лечению тромбоэмболии легочной артерии. Вся информация основана на анализе современных рекомендаций и представлена в виде последовательных, компактных и наглядных определений, алгоритмов, схем, шкал и таблиц. В соответствии с тематическим планом практических занятий цикла "Терапия" студенты 4 – 5 – 6 курсов медицинских ВУЗов последовательно осваивают навык практического использования материалов учебного руководства по тромбоэмболии легочной артерии, что способствует развитию клинического мышления и формированию конкурентоспособного врача. Издания получили рецензии ведущих специалистов Украины, высоко оценены на международном уровне и используются в учебном процессе медицинских ВУЗов в России и Украине.*

Ключевые слова: *учебный процесс, учебно-методическая литература, формирование навыка клинического мышления, конкурентоспособный врач.*

Abstract. *The work presents a series of four author's educational and methodological manuals devoted to one of the most pressing problems of modern cardiology - the diagnosis and treatment of pulmonary embolism. All information is based on the analysis of modern European and American recommendations and is presented in the form of sequential, compact and intuitive algorithms, scales and tables. In accordance with the thematic plan of practical classes of the "therapy" cycle, students of 4–5–6 courses of medical universities sequentially master the skill of practical use of materials from the training manual on pulmonary embolism, which contributes to the development of clinical thinking and the formation of a competitive doctor. The publications received reviews by leading experts of Ukraine, are highly appreciated internationally and are used in the educational process of medical universities in Russia and Ukraine.*

Key words: *educational process, educational literature, the formation of clinical thinking skills, a competitive doctor.*

Введение. Качественная профессиональная подготовка врачей является залогом высокого уровня оказания медицинской помощи населению. Успех борьбы с угрожающими жизни сердечно-сосудистыми заболеваниями, к которым относится тромбоэмболия легочной артерии (ТЭЛА), обеспечивает внедрение в широкую медицинскую практику унифицированных подходов к диагностике и лечению, которые систематически обновляются. Так, рекомендации по диагностике и лечению ТЭЛА Европейской Ассоциации Кардиологов (ESC 2014) [1] были дополнены и появился объединенный документ Европейской Ассоциации Кардиологов и Европейского

Респираторного Общества (ESC/ERS 2019) [2]. Следует отметить, что в новом руководстве принципиальных изменений не претерпели такие разделы: «Диагностика», «Оценка риска», «Лечение в острой фазе». Определенные нововведения появились в разделах: «ТЭЛА у пациентов с раком», «ТЭЛА у беременных», «Долгосрочные последствия», «Хроническое лечение ТЭЛА после первых 3-х месяцев».

ТЭЛА широко распространена во всем мире и с ней сталкиваются врачи практически всех специальностей: экстренной медицины, хирурги, кардиологи, пульмонологи, терапевты, семейные и акушеры-гинекологи. При этом, клинических признаков, патогномоничных только для этого заболевания нет; его наличие можно заподозрить на основании совокупности анамнестических данных и результатов объективного обследования; а для подтверждения или исключения диагноза необходимо использовать высокотехнологичные, дорогостоящие, не всегда широко доступные методы визуализации – компьютерную томографию с контрастированием легочной артерии, вентиляционно-перфузионную сцинтиграфию легких или МРТ с контрастированием для оценки перфузии легких. В то же время, больные с ТЭЛА нуждаются в оказании неотложной помощи со специфическим медикаментозным лечением. Именно от квалификации врачей, их умения быстро верифицировать диагноз и выбрать наиболее эффективную лечебную тактику зависит жизнь больных.

В условиях современного мира, когда парадигма медицинского образования изменилась с “обучение на всю жизнь” на “обучение через всю жизнь”, наличие учебной литературы, представленной в книжном и электронном вариантах, является чрезвычайно актуальным. Освоение студентами и врачами навыка работы с пациентами с использованием информации, основанной на актуальных рекомендациях и представленной в виде схем и таблиц способствует формированию и совершенствованию их клинического мышления.

Цель работы. Повысить качество медицинского образования в высших учебных заведениях путем создания серии методических руководств и пособий, посвященных наиболее актуальным проблемам кардиологии, в частности – тромбоэмболии легочной артерии.

Задачи работы. Представить учебно-методические материалы по теме “Тромбоэмболия легочной артерии. Диагностика и лечение. Рецидивы и легочная гипертензия. Доказательная база по лечению и тактика в особых клинических ситуациях. Диагностические возможности рентгенографии и компьютерной томографии” в формате традиционных книжных изданий и на электронных носителях, позволяющих более эффективно проводить аудиторную и внеаудиторную работу при обучении на циклах “Терапия” на кафедрах внутренней медицины 1, 2 и 3 в ГУ “Днепропетровская медицинская академия Министерства Здравоохранения Украины”.

Описание работы. Учебно-методическое руководство Васильевой Л.И. «Тромбоэмболия легочной артерии» представлено 4 книгами, в которых целостно освещены современные представления о венозном тромбоэмболизме

в целом и, особенно, о тромбоэмболии легочной артерии (Рисунок 1). Оригинальным является формат четкого конспективного изложения материала, в виде кратких и наглядных определений, схем, таблиц и графиков, подготовленных в программе PowerPoint, что позволяет использовать материал не только преподавателями, студентами и врачами интернами в учебном процессе, но и врачами различных специальностей в повседневной клинической работе.



Рисунок 1. Серия учебно-методических руководств в схемах и таблицах “Тромбоэмболия легочной артерии” 2015 – 2017 год издания.

В книге 1 «ТЭЛА: диагностика и лечение» [ISBN 978-966-921-024-1] последовательно изложены актуальность проблемы ТЭЛА и ТГВ в мире и на Украине; дано определение понятия ТЭЛА и факторы риска ее развития; представлен патогенез тромбообразования, а также обоснована важная роль фибрилляции предсердий как причины тромбоэмболии не только в систему большого, но и малого кругов кровообращения; изложены критерии диагностики и тактика медикаментозного и немедикаментозного лечения в соответствии с клиническим вариантом течения заболевания; сформулированы контрольные вопросы; приведен список основной литературы и список использованных сокращений.

В книге 2 «ТЭЛА: рецидивы и легочная гипертензия» [ISBN 978-966-921-023-4] последовательно изложены актуальность проблемы рецидивов венозного тромбоэмболизма и хронической тромбоэмболической легочной гипертензии (ХТЭЛГ); дано определение понятия и классификация легочной гипертензии (ЛГ); сформулированы критерии диагноза ХТЭЛГ, перечислены факторы риска ее развития; представлены алгоритмы диагностики и рекомендации по лечению ХТЭЛГ; а также освещен опыт ведущих клиник Америки, Италии и Японии по хирургическому лечению ХТЭЛГ и перечислены центры по лечению ТЭЛА и ЛГ в Украине; показана уникальная роль ассоциации больных ЛГ; приведены методы и методики определения показателей деятельности сердечно-сосудистой системы; сформулированы контрольные вопросы; приведен список основной литературы и список

использованных сокращений.

В книге 3 «ТЭЛА: доказательная база по лечению и тактика в особых клинических ситуациях» [ISBN 978-966-921-070-8] последовательно изложен весь спектр клинических исследований, лежащих в основе современного лечения ТЭЛА; детально освещена проблема антикоагулянт-ассоциированного кровотечения и дана тактика его лечения; сформулированы подходы минимизации тромболизис-ассоциированного внутричерепного кровотечения; представлена тактика ведения больных, постоянно принимающих таблетированные формы антикоагулянтов (антагонисты витамина К или прямые антикоагулянты) в особых клинических ситуациях: при кровотечении, планирующемся инвазивном вмешательстве или при передозировке; показаны современные возможности инактивации действия антикоагулянтов; очерчен алгоритм оказания помощи больным с ТЭЛА и ее осложнениями; сформулированы контрольные вопросы; приведен список основной литературы и список использованных сокращений.

В книге 4 «ТЭЛА: диагностические возможности рентгенографии и компьютерной томографии» [ISBN 978-617-7097-79-1] последовательно изложены возможности и ограничения метода рентгенографии органов грудной клетки в диагностике ТЭЛА и показана уникальная роль методов многослойной компьютерной томографии в ангио-режиме и ангиопульмонографии; приведена классификация ТЭЛА по локализации и анатомическому расположению обструкции; дан шаблон описания изменений, выявленных при ангио-КТ, который позволяет ускорить процесс описания патологии со стороны сердца, магистральных сосудов, легочных артерий и паренхимы легких для скорейшего принятия решения о необходимости проведения тромболизиса и объективной оценки его эффективности; рассмотрены примеры клинических ситуаций с особенностями КТ изображений при различных вариантах течения ТЭЛА, при опухолевой эмболии легочных артерий и при редких заболеваниях легочной артерии; проведен детальный разбор серии сложных в диагностическом и лечебном плане клинических ситуаций из личной практики; очерчен алгоритм построения клинического диагноза при ТЭЛА и ее осложнениях; приведен список основной литературы и список использованных сокращений.

Руководство рекомендовано Государственным учреждением «Центральный методический кабинет высшего медицинского образования МЗ Украины» как учебное пособие для врачей-интернов заведений (факультетов) последипломного образования [протокол заседания Комиссии для организации подготовки учебной и учебно-методической литературы для лиц, которые обучаются в высших медицинских (фармацевтических) учебных заведениях и заведениях последипломного образования МЗ Украины, от 12.03.2015 № 1].

Рецензии на серию рукводств в схемах и таблицах Васильевой Л.И. были получены от ведущих ученых Украины, которые имеют уникальный опыт лечения пациентов с ТЭЛА:

Тодуров Борис Михайлович – Генеральный директор ГУ «Институт сердца МЗ Украины», Член-корреспондент НАМН Украины, доктор медицинских наук, профессор кафедры кардиологии и функциональной диагностики

Национальной медицинской академии последипломного образования имени П.Л.Шупика.

Пархоменко Александр Николаевич – Руководитель отдела реанимации и интенсивной терапии ННЦ «Институт кардиологии имени академика Н.Д.Стражеско» НАМН Украины, Член-корреспондент НАМН Украины, доктор медицинских наук, профессор.

Перцева Татьяна Алексеевна – Член-корреспондент НАМН Украины, доктор медицинских наук, профессор, заведующая кафедрой внутренней медицины №1 ГУ "ДМА МЗ Украины"

Киреева Татьяна Владимировна – Главный пульмонолог Днепропетровска, кандидат медицинских наук, доцент кафедры внутренней медицины №1 ГУ "ДМА МЗ Украины".

Обсуждение работы. Ведущей задачей медицинского образования сегодня является формирование конкурентоспособного специалиста, который является венцом многолетнего обучения в ВУЗе, овладевшим комплексной системой компетенций, практических навыков и умений, которые позволят успешно реализовать себя в профессии [3]. Роль учебной литературы в процессе профессионального обучения переоценить невозможно.

Комплект изданий из 4 книг был представлен на международных форумах:

- XLI Международной выставке-презентации учебно-методических изданий из серии золотой фонд отечественной науки и XX выставке образовательных технологий и услуг / 22 – 25 мая 2019 года. Москва, Россия // https://rae.ru/conf/list052019-4book.html (Рисунок 2)
- Catalogue of the scientific, educational and methodical literature presented by autors at the I-XLI All-Russian Book Exhibitions held by Academy of Natural History / 29 – 31 May 2019 // BookExpo America (New York, USA), 2019 XLIX (Рисунок 3)
- 32-й Международной московской выставке – ВДНХ / 4 – 8 сентября 2019 года. Москва, Россия (Рисунок 4)

Серия учебно-методических моногрфий "Тромбоэмболия легочной артерии" были награждены двумя Золотыми медалями BookExpo America (New York) - №045 (Рисунок 5) и 32-й Международной книжной выставки-ярмарки (Москва, Россия) (Рисунок 6), получено свидетельство лауреата выставки научных изданий "ВДНХ 2019" (Рисунок 7).



Рисунок 2. Дипломы лауреата XLI Международной выставки-презентации учебно-методических изданий.





Рисунок 3 (слева). Сертификат участника BookExpo America (New York, USA).
Рисунок 4 (справа). Диплом участника 32-й Международной московской выставке – ВДНХ.





Рисунок 5 (слева). Золотая медаль BookExpo America (New York, USA) - №045
Рисунок 6 (справа). Золотая медаль 32-й Международной книжной выставки-ярмарки (Москва, Россия).



Рисунок 7. Именное удостоверение к золотой медали лауреата выставки научных изданий “ВДНХ 2019”

Выводы работы. Качественному обучению в ВУЗе способствует наличие учебно-методичестой литературы, которая отличается конспективным представлением всех аспектов диагностики и лечения тромбоэмболии легочной артерии.

В соответствии с тематическим планом практических занятий цикла “Терапия” студенты 4 – 5 – 6 курсов медицинских ВУЗов последовательно осваивают и закрепляют навык практического использования материалов учебно-методического руководства по тромбоэмболии легочной артерии для для решения клинических задач.

Серия учебно-методических руководств Васильевой Л.И. “Тромбоэмболия легочной артерии” получила рецензии ведущих специалистов Украины, высоко оценена на международном уровне и используются в учебном процессе медицинских ВУЗов в России и Украине.

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PROFESSIONAL AND TYPICAL TYPES OF PROFILACTION IN LEGAL EDUCATION
ПРОФЕССИОНАЛЬНЫЕ И ТИПИЧНЫЕ ВИДЫ ПРОФИЛАКТИКИ В ПРАВОВОМ ОБРАЗОВАНИИ

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Abstract: *In this article has been expressed process of professional and typical types of profile in legal education by the helping scientific literatures and documents as well.*

Key words: *education system, legal education, condition, protection, society, experience.*

Аннотация: *В данной статье был выражен процесс профессионального и типового профиля в юридическом образовании с помощью научной литературы и документов.*

Ключевые слова: *система образования, правовое воспитание, состояние, защита, общество, опыт.*

INTRODUCTION

As civil society develops, a number of ideas put forward by scholars of their time have been reflected in the national legal system of the states and subsequently in various international conventions and treaties. One of such legal values is the creation of conditions for the peaceful and tranquil life of everyone in their place of residence, the protection of their legal rights and freedoms, in particular, their lives, health and property against unlawful infringement.

In fact, the phenomenon of delinquency arose from the time of the emergence of state and law institutions, and it is not wrong to say that they always exist together. Only the scope of the offense will appear, at a particular time and place, to a greater or lesser extent, depending on the "conditions" created for it. Therefore, the fight against crime, especially its dangerous form, is one of the main tasks of every society and state historically.

Of course, human society is a historically changing phenomenon. Indeed, over the past hundreds of years, mankind has been experiencing unprecedented rapid growth and development. Scientific and technical progress, legal awareness and culture of population, living standards and labor productivity are increasing. However, the decline in poverty, illiteracy and unemployment did not lead to a reduction in the number of offenses as expected, but it also became apparent that those in the sector could benefit from the progress made.

It turns out that the potential offender is not just someone who wants to solve his problems, in particular, the need for material resources at the expense of others. Unfortunately, there are a lot of factors that cause this category of people.

METHODS

According to Article 3 of the Law of the Republic of Uzbekistan "On Prevention of Offenses", an offense is defined as a guilty offense (action or inaction), which provides for administrative or criminal liability. The victim of an offense in the present Law is a person who has suffered the offense as a result of physical, moral or

property damage. Also, the prevention of offenses is the legal, social, and special legal and social protection of offenses that are used to preserve and strengthen law enforcement, to identify, eliminate, and to identify and eliminate the causes and conditions of the offenses, organizational and other system of measures.

Experience of developed countries shows that improvement of the criminal legislation, use of newest methods and means of carrying out operational search activities does not work as expected. The existence of recurrent and recidivism provisions in almost all countries' criminal law, and the frequent occurrence of such crimes, imply that criminal penalties make it very difficult to educate offenders.

All of these factors call for a radical revision of our approach to crime prevention around the world. Thereafter, the fight against crime cannot be solved only with the disclosure of crimes, finding offenders, imposing legal penalties and executing them. Even when the offense is planned to be committed, it should be considered too late to carry out this task. Thus, the prevention of offenses, which initially appeared as a small element of the fight against crime, has since become a separate and comprehensive area of activity far above crime control.

RESULTS

The main objective of prevention of offenses is to raise the legal awareness and legal culture in the society, to strengthen the rule of law, to identify, investigate and eliminate the causes and conditions for the offenses. In addition, these tasks have been extended to different countries, depending on the scope of the process.

In present-day Uzbekistan, the main violations are:

1. Challenges and contradictions in the transition to market relations
2. Insufficient legal awareness of citizens, low level of culture and lack of commitment to the law enforcement
3. Alcohol and drug abuse are a factor that can destroy the genetic makeup of people.
4. Incomplete legislation. One of the most important tasks of any legal system is to prevent actions that could harm a person or society as a whole
5. Ineffectiveness of law enforcement agencies [1, p.301].

There are two situations in which violations occur:

1. Pre-existing social and mental states;
2. Circumstances which affect the occurrence of the offense, which entail criminal consequences and which increase crime rates [2, p.78].

The experience of countries such as the United States, Great Britain and Germany shows that the prevention of offenses can only be effective if they are established as a comprehensive area of activity. This requires a broad participation of state and non-state structures and citizens at all levels in the process. At the same time, realizing the need, residents of these countries also expressed a desire to participate in the prevention of offenses. By popularizing the experience of the above countries, we have now begun to implement comprehensive measures to prevent violations in North America and other European countries, most of the Commonwealth of Independent States and developing countries in Southeast Asia, coordinating and coordinating government and public action. Special laws and state programs have been adopted to guide the program.

In the prevention of offenses in foreign countries, special attention is paid to its organization through special programs in various areas and territories. The involvement of the police or police in this process is minimal, and the implementation of programs is largely based on the social activity and civic responsibility of the population. It also appears that these programs are more practical and effective than classical methods of preventing offenses - police patrols, advocacy and outreach.

Specifically, programs such as “Neighborhood Watch”, “broken windows”, “Crime Stoppers” (crime stoppers), as well as certain categories of crime prevention in countries such as the UK, USA, Canada, Germany, Australia. Weed & Seed, Safety City programs are being effectively implemented to target individuals, such as children and adolescents or to areas with relatively high crime rates. Among these programs, the US Glass program has been introduced in several other countries. The founders of this concept are J. Wilson and G. Kelling, who express their ideas as follows: “If one window is broken and no one is repaired, then all windows in the building will be demolished and the building itself will be completely demolished. It will become their home ”.

In addition to special programs for the prevention of offenses, other organizational measures that seem simple at first glance can be highly effective. In particular, over the past century, a number of European countries have seen a dramatic reduction in the number of crimes related to theft of aircraft by strict control over the importation of firearms and other dangerous items by air passengers. Also, in football competitions, the number of passionate offenses by the fans of both teams has been significantly reduced by sitting in separate sectors and entering different gates [3, p.46].

Promptly respond to the public's concerns about everything happening in the community, including instability in nearby apartments, promptly informing law enforcement agencies of suspected or possible offenses on the street, as well as neglecting homes and cars. The emergence of a habit of storing large quantities of cash or valuables in banks and pawnshops also contributes to a reduction in the number of potential victims.

Special attention should be paid to the wide-ranging efforts being undertaken in our country to prevent crime. Unlike countries where for decades there has been a very narrow vision of where people can do what they want to do and do it, our nation has long been known as “One Child - Seven Parents” and “Prevention of Disease”.Adherence to ethical principles, being kind to people around you, and feeling ashamed of the slightest misconduct are the basis of family upbringing [4, p.10].

In addition to directing law enforcement agencies to prevent crime, large-scale organizational and legal measures have been implemented in this area. In particular, the Law “On prevention of juvenile delinquency and offenses” was adopted in 2010, which is the most important part of prevention of juvenile delinquency. In addition, the Law on Investigative Activities adopted in 2012 provides for the protection of human rights, freedoms and legitimate interests, protection of property of legal and physical persons, security of individuals, society and state, crime prevention. marked

as. The results of such efforts can be seen in the fact that in April this year Uzbekistan ranked 3rd among the 99 countries in law enforcement and security in the annual report of the independent international organization The World Justice Project.

The Law on Prevention of Offenses, signed on May 14, 2014, has taken the work in this direction to a new level. The law defines four main types of crime prevention: general prevention of offenses, special prevention of offenses, individual prevention of offenses, and vimological prevention of offenses. Specific measures and mechanisms for their implementation were identified for each type of prevention. The law provides for the prevention of offenses, along with law enforcement agencies such as the interior, prosecutor's office, the National Security Service, Justice, the State Customs Service, and the State Tax Service, as well as labor and social welfare agencies, education authorities and educational institutions. government agencies and public health authorities, local authorities, citizens' self-government bodies, NGOs active participation of organizations and citizens in crime prevention. This will help to increase the effectiveness of the prevention of offenses.

CONCLUSION

In conclusion, it is important to note that the prevention of offenses is the responsibility of not only government agencies, but of every member of the community. First and foremost, we must always have a sense of responsibility towards ourselves, our family and society, to be indifferent to what is happening around us, and to live in peace and tranquility.

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MODERN STATEGY OF TRAINING MASTERS OF PHYSIOTHERAPY

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Abstract. *The system of professional training of future masters in physical rehabilitation in higher educational institution is analysed, based on foreign and national experience in the modern paradigm of higher education. The analysis of international experience will enable use of positive tendencies in the national training of specialists in physiotherapy and introduce qualified specialists to the labor market.*

Key words: *physical rehabilitation, physical therapy, training programs, institution of higher education.*

Introduction. The system of higher education of Ukraine experiences the stage of its essential transformation in the realities of the globalized society in the 21st century, and in modern times the problem of organizing such an educational process, whose key dominant is the focus on the professional training of future professionals, competent, capable of effective work, professionally mobile, and competitive in the labour market, is becoming urgent for this system. At the same time, the training of specialists in the field of "Physical therapy, ergotherapy" is carried out mostly without international experience, but only on the basis of the interpretation of the place and role of physical rehabilitation in national systems of physical culture and health care. Therefore, studying different aspects of professional training of future specialists in physical rehabilitation in foreign countries will serve as an impetus for the development of the field of physical therapy, ergotherapy in Ukraine.

The main text. The relevance and expediency of research of the training of future masters in physical therapy in higher education institutions is determined by the need to overcome the contradictions that arise between: the objective need of society and the growing demand for masters in physical therapy, and insufficient level of education of graduates for this work; new requirements for improving the quality of higher education and insufficient development, as well as scientific validity of the system of professional training of future masters in physical therapy, the need to update the software, information support, and scientific and methodological support of this process; current tendencies in transformation of higher education in the conditions of globalization and European integration and insufficient consideration of the positive experience of training future physical therapists in higher educational institutions from different countries of the world [2].

The analysis of foreign experience has proven that the specialties, which are used for training specialists in physical rehabilitation, are paramedical and related to the field of health care. The names of these specialties differ in different countries (physical therapy, physiotherapy, rehabilitation, etc.), but the main focus of professional activity of specialists in the field of physical rehabilitation is the restoration of motive dysfunction in persons of different nosologies and different categories of the population with the use of physical means and methods. The field of professional orientation of masters in physical therapy also provides advisory, research, and teaching activities [3].

Training masters in physical therapy is carried out on the basis of the bachelor degree, obtained in the relevant or related specialties. The duration of their training in different countries, including the bachelor degree, averages 5 to 7 years. Training masters in physical therapy in different countries has differences in the standards of higher education and the specific organization of the educational process, which corresponds with traditions of a certain country and a certain university in particular.

In the United States, the training of physical therapists in higher educational institutions is similar to that of any medical specialty based on a four-year bachelor degree and is the longest: three years of full-time study and clinical practice. It has been stated that since 2002 higher education institutions in the US, with the assistance of the American Association of Physiotherapy, have abandoned the training of bachelors and masters in this specialty, and the starting level of education for professional activity in physiotherapy is a doctor in physical therapy. The Physical therapy training program is built on a complex traditional model that provides a solid basis in the study of fundamental, applied, and professional physical therapy courses.

At Universities of the Netherlands, masters in physical therapy are trained on the basis of a bachelor degree program, that includes three fields of study: physical therapy, science, and innovation, according to the CanMEDS model (The Canadian Medical Education Directives for Specialists).

The duration of the Master degree study is 18 months, after the successful completion of which the graduate is awarded the Master of Science in Physical Therapy (MScPT) qualification. The peculiarity of the organization of the educational process of the master program is the widespread use of interactive learning environment, the combination of classroom (contact) hours with online work during the first two semesters, and the transition to distance learning in the third semester. This approach allows to combine (part-time) work with training and research [4].

The experience analysis of training masters in physiotherapy in the Baltic states enabled to find out that the condition for admission to the master program is a bachelor degree in the specialty "Physiotherapy". In Latvia and Lithuania, the master program has two research levels - academic (Akadēmiskā) and professional (Profesionālā). The academic higher education programs, in contrast to professional programs, focus on study of fundamental and applied sciences by masters and provide writing a thesis and its defence.

In Estonia, bachelors of physical therapy have the right to continue their studies at a university under “the master of physical therapy” or “master of physical

education and sports" training program. The content of the training program for future masters of physiotherapy is designed for 2 years of study in the Baltic states[1].

Since 2016, in cities of Ukraine the training of specialists in physical therapy and ergotherapy has started. Currently, over 30 higher education institutions in Ukraine are training such specialists. Students studying in this specialty receive the educational qualification level: bachelor of Physical therapy, ergotherapy (4 years on the basis of complete general secondary education) and master of Physical therapy, ergotherapy (1.5 years on the basis of the first level of higher education - bachelor in specialties "Physical Therapy, ergotherapy"), PhD in Physical rehabilitation (4 years on the basis of the second level of higher education - master degree in the specialty "Physical therapy, ergotherapy", "Physical rehabilitation").

The analysis of foreign experience in professional training of future masters in physical rehabilitation in higher educational institutions in different countries of the world allows taking into account positive achievements in the development of modern educational and professional programs and standards of training future physical therapists and ergotherapists in national higher educational institutions.

The results of the analysis of the training plans for future masters in physical therapy proved significant variability of the list of selective disciplines, both at the choice of a particular university and at the choice of undergraduates, which is caused by the traditions and achievements of scientific schools of a particular university, regional needs in the professional profile of specialists, taking into account the analysis of the results of monitoring the employment of masters graduates.

Transforming the content of higher education in the context of globalization and European integration processes implies, on the one hand, standardization, in particular the development of training programs for subject modules according to the European Credit Transfer System, on the other, it requires the flexibility that manifests itself in selection of educational information within a specific discipline, defining its amount, specifics of teaching, taking into account connections to other disciplines and previous topics, etc.

Research data. In order to study the status of professional training of future masters in physical therapy in higher educational institutions in Vinnytsia, a survey of 120 undergraduates was conducted. The analysis of the survey results showed that 73.6% of the respondents consider it advisable to train future masters in physical rehabilitation in higher educational institutions with physical or pedagogical profiles (provided there are teachers with medical, biological, physical background at the graduating chairs); 26.4% of the respondents consider it advisable to train such specialists in medical higher education institutions. 64% of respondents believe that the effectiveness of the process of physical rehabilitation depends on the professional training of masters in physical therapy. According to 36.4% of the surveyed undergraduates, they are fully trained to use the means and techniques of physical rehabilitation in their future scientific or professional activity.

38.7% of respondents consider themselves fully trained for professional activity in health resorts; 29,3% of surveyed undergraduates consider themselves fully trained for professional activity within the educational-sports center and centers for social

rehabilitation of children with disabilities; 25.3% of respondents consider themselves fully trained for work at SPA and fitness centers.

Certain questions of the questionnaire were formulated to estimate the self-assessment of the undergraduates in using special and author's techniques and methods of physical rehabilitation, and knowledge, abilities skills and skills, necessary for future professional activity. 38.7% of the respondents believe to be fully familiar with massage techniques and methods; 41.5% of the surveyed undergraduates believe to have knowledge of the theory and methods of physical education for various forms of exercise therapy; 67.2% of surveyed undergraduates believe to possess skills necessary for organizing healthy lifestyle; 60.3% of respondents claim first aid skills for emergency situations.

The analysis of the survey results confirmed the need to transform the content of higher education for future masters in physical therapy, taking into consideration features of scientific and professional activity in the market of rehabilitation services. The implementation of the above mentioned implies flexibility of the content of professional training of future masters in physical therapy in higher education institutions, which consists in constant updating / improvement of all its structural components in accordance with current trends (globalization, integration, standardization, informatization, continuity), introduction of innovative training technologies, development of higher education and modern requirements for training future masters in physical therapy, with scientific and professional activity, with innovative nature, taking into account the needs (demand) in the market of rehabilitation services.

Conclusions. The modern system of professional training of future masters in physical rehabilitation in higher education institutions in the context of social and cultural integration into the European community must meet the world and European standards of higher education and modern strategic guidelines for the development of rehabilitation.

We consider the following areas, for improving the professional training of specialists in physical therapy, a priority: reforming the regulatory framework; improving funding of higher education; improvement of higher education standards; changing admission requirements to the course of physical therapy; involvement of specialists in the field of physical therapy in the process of content development of educational programs and organization of training; correction of the training content; providing clinical education and professional support for trainee students; changing requirements for professional qualification of teachers of practical training; specialization of masters training of specialists in physical therapy; improving feedback between universities and health and social care institutions; active use of the cooperation of universities with public organizations; introduction of effective mechanisms for accreditation of educational programs and certification of qualifications of physical therapists; integration into the European and world educational space.

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IMPLEMENTATION IN THE EDUCATIONAL PROCESS OF INNOVATIVE EDUCATIONAL TECHNOLOGIES BASED ON INTERACTIVE MECHANISMS

УПРОВАДЖЕННЯ В НАВЧАЛЬНИЙ ПРОЦЕС ІНОВАЦІЙНИХ ОСВІТНІХ ТЕХНОЛОГІЙ НА ОСНОВІ ІНТЕРАКТИВНИХ МЕХАНІЗМІВ

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Анотація. *В роботі розглядаються інноваційні освітні технології, що враховують сучасні вимоги до підготовки фахівців в сучасних умовах соціально-економічного розвитку і засновані на принципах «smart»-механізму.*

Ключові слова: *педагогічні технології, soft компетенції, суспільство, фахівець, інтерактивні механізми, викладач, студент, робоча програма, навчальні ресурси, тематичний блок*

Abstract. *The work considers innovative educational technologies that take into account modern requirements for the training of specialists in modern conditions of socio-economic development and are based on the principles of "smart"-mechanism.*

Key words: *pedagogical technologies, soft competencies, society, specialist, interactive mechanisms, teacher, student, work program, learning resources, thematic block*

Вступ.

Соціально-економічні зміни, що відбуваються в сучасному світі, висувають нові вимоги до якості підготовки фахівців. Суспільством затребувані випускники, готові адаптуватися до динамічному середовищі, здатні до постійного оновлення знань, які вміють швидко переключатися з одного виду діяльності на інший і поєднувати різні трудові функції. Такий комплекс передбачений стандартами вищої освіти, які містять компетентності, що визначають специфіку підготовки за фахом і результати навчання, які відображають що саме повинен знати майбутній фахівець.

Основний текст

Традиційні педагогічні технології апробовані роками і дозволяють вирішувати численні завдання, які були поставлені індустріальним суспільством кінця XIX–середини XX століття. У цей історичний період актуальними були завдання інформування, освіти учнів, організації їх репродуктивних дій. Це дозволило за порівняно короткий проміжок часу виховати покоління грамотних людей, які володіють певними знаннями і навичками, необхідними для залучення кожного освіченого індивідуума в процес масового виробництва. Індустріальне суспільство потребувало

величезній кількості кваліфікованих робітників і інженерів, які володіють сучасними технологіями. Природно, що в цей період традиційні педагогічні технології вирішували цілком певні завдання.

Традиційні педагогічні технології мають свої позитивні сторони, наприклад, чітка організація навчального процесу, систематичний характер навчання, вплив особистості викладача на студентів в процесі спілкування на заняттях. Величезне значення мають, а також широко застосовуються наочні посібники, таблиці, технічні засоби навчання.

В даний час суспільство вже змінило свої пріоритети, що сформувало поняття постіндустріального суспільства (суспільства інформаційного), воно в більшій мірі зацікавлене в тому, щоб його громадяни були здатні самостійно, активно діяти, приймати рішення, та мали змогу адаптуватися до мінливих умов життя.

Підприємства, приділяють більшу увагу наявності soft компетенцій, віддаючи перевагу при прийомі нароботу всебічно розвиненим кандидатам. Все частіше застосовуються різного роду психологічні тести для виявлення «м'яких» навичок кандидатів, відбувається ретельна оцінка портфоліо і посилюються вимоги до наявності сертифікатів про додатковому навчанні.

У той же час спостерігається протиріччя між вимогами стандартів щодо формування компетенцій і структурою навантаження. Освітній процес потребує істотних змін підходу в напрямку більшої націленості на впровадження креативних форм і методів навчання, що призводять до активізації взаємодії із зовнішнім середовищем.

При традиційному підході до процесу навчання досить важко виховати фахівця, що задовольняє новим вимогам.

В умовах, які склалися, природним стала розробка різноманітних інтерактивних механізмів, одним з яких є розроблений у ДВНЗ «ПДТУ» викладачами факультету транспортних технологій механізм «SMART».

Мета навчання із застосуванням «SMART»-механізму – підвищення ефективності освітнього процесу, досягнення всіма студенти високих результатів навчання.

«SMART»-механізм припускає навчання в системі «співпраці». Всі учасники освітнього процесу (викладач і студент) взаємодіють один з одним, обмінюються інформацією, спільно вирішують проблеми, моделюють ситуації.

Суть використання «SMART»-механізму полягає в зануренні студентів у реальну атмосферу ділового співробітництва з вирішення проблем для вироблення навичок і якостей майбутнього фахівця.

Основні переваги «SMART»-механізму в системі навчання: активізація активно-пізнавальної та розумової діяльності студентів; залучення їх в освітній процес, освоєння нового матеріалу не в якості пасивних слухачів, а в якості активних учасників; розвиток навичок аналізу і критичного мислення; посилення мотивації до вивчення дисципліни; створення сприятливої атмосфери на заняттях; розвиток комунікативних компетенцій у студентів; скорочення частки контактної аудиторної роботи і збільшення обсягу самостійної роботи студентів; формування і розвиток уміння самостійно

знаходити інформацію і визначати рівень її достовірності; гнучкість і доступність освітнього процесу (можливість підключатися до навчальних ресурсів та програм з будь-якого комп'ютера, що знаходиться в мережі); «SMART»-механізм дає можливість постійних, а не епізодичних (за розкладом) контактів; ознайомлення студентів з системою управління якістю, що реалізовується на передових підприємствах. Таким чином відбувається початкова адаптація студентів ДВНЗ «ПДТУ» до вимог роботодавців.

«SMART»-механізм реалізується при проведенні занять на всіх рівнях підготовки (бакалавр, магістр), а також при підвищенні кваліфікації.

Проведення всіх видів занять (лекції, практичні, лабораторні) із застосуванням «SMART»-механізму повністю узгоджується з затвердженими робочими програмами навчальних дисциплін.

Згідно із запропонованим «SMART»-механізмом, викладачами розробляються макети електронних «зошитів тематичних блоків дисциплін».

У традиційній моделі підготовки студентів пропонується засвоювати великі обсяги вже готових знань. При цьому практично відсутня необхідність самостійної роботи. Навчальний процес, що спирається на використання «SMART»-механізму, організується з урахуванням включення в процес пізнання всіх студентів групи без винятку. Самостійна робота студента та своєчасна її здача викладачу означає, що кожен студент активно приймає участь в учбовому процесі та вносить свій особливий індивідуальний внесок, в ході роботи йде обмін знаннями, ідеями, способами діяльності. Запропонований механізм навчання засновано на принципах: взаємодії, активності студентів, опорі на груповий досвід, обов'язковості зворотного зв'язку. Це дозволяє реалізувати розвиток особи фахівця, а не окремих її властивостей і якостей. Професорсько-викладацький склад намагається організувати навчальний процес по спеціальних дисциплінах так, щоб навчання знанням і умінням одночасно поглиблювало усвідомлення сенсу дисциплін, що вивчалися, для професійної діяльності, забезпечувало розвиток світоглядної мотиваційної сфери, творчого потенціалу і інших якостей особи. Викладач разом з новими знаннями веде учасників навчання до самостійного пошуку. Активність викладача поступається місцем активності студентів, його завданням стає створення умов для їх ініціативи. Викладач відмовляється від ролі своєрідного фільтра, що пропускає через себе навчальну інформацію, і виконує функцію помічника в роботі, одного з джерел інформації.

Навчальний процес організовано таким чином, що студенти мають можливість багато уваги приділити науково-дослідній роботі, упродовж останніх років щорічно студенти займають призові місця на Всеукраїнських олімпіадах і конкурсах студенських наукових робіт робіт по спеціальності «Транспортні технології».

Таким чином створюється середовище освітнього спілкування, яке характеризується відкритістю, взаємодією учасників, рівністю їх аргументів, накопиченням спільного знання, можливість взаємної оцінки і контролю, як на лекційних так і на практичних роботах.

Висновки.

Були розглянуті інтерактивні механізми, одним з яких є розроблений у ДВНЗ «ПДТУ» викладачами факультету транспортних технологій механізм «SMART», який дозволяє створити середовище освітнього спілкування, яке характеризується відкритістю, взаємодією учасників, рівністю їх аргументів, накопиченням спільного знання, можливість взаємної оцінки і контролю, як на лекційних так і на практичних заняттях.

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MODERN APPROACHES TO TEACHING DISCIPLINES
СУЧАСНІ ПІДХОДИ ДО ВИКЛАДАННЯ ДИСЦИПЛІН

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Abstract. *The article deals with theoretical and methodological foundations and practical aspects of developing adequate modern approaches to teaching and studying discipline in modern conditions and developing recommendations for their further improvement.*

Keywords: *education, students, teacher, disciplines.*

Анотація. *В статті розглядаються теоретико-методологічні засади і практичні аспекти вироблення адекватних сучасних підходів до викладання і вивчення дисципліни в сучасних умовах та розробка рекомендацій щодо їх подальшого удосконалення.*

Ключові слова: *освіта, студенти, викладач, дисципліни.*

Introduction. The World Declaration on Higher Education adopted at the International Conference in November 1998, states that education is a multidimensional concept. It covers all aspects of higher education: educational and academic programs, educational and research work, teaching staff and students, educational material and resources.

The quality of education must be at the heart of the development of higher European education. Quality assurance is carried out at institutional, national and European levels. This requires the development of mutual criteria and technologies for determining quality assurance.

Thus, the choice of topic is due to the need to explore these issues in order to develop new approaches to the organization of scientific research leadership, its improvement and modernization in the general educational system, and on this basis to identify and disseminate the positive experience of the organization and development of scientific school in modern higher education institution.

The main text. TomazzoCampanella dreamed of the teacher's professionalism. He expressed the opinion that specially selected and trained people who have a sincere soul, humanists by vocation, morally and physically developed, should teach the youth. At the same time, society needs to create appropriate living conditions for educators, treat them with respect and help. This commandment of the great teacher of the past is relevant today to our society, which, in the wake of the old theories, builds the future.

The creative activity of the university teacher is aimed at obtaining, systematization, processing and transfer of new scientific information in order to train specialists. This kind of activity requires special abilities and long-term training, during which such abilities are developed and improved. Pedagogical work is characterized by the relative independence of creative choice of methodical actions, techniques within the framework of general, recognized principles.

Teaching at the university is an art and a science. The art is because every lesson is unique.

The main direction of the restructuring of the educational process at universities at the present stage is the development of the creative abilities of specialists, enhancing their individual training, developing students' skills of individual work. In this regard, an important role in the training of specialists is a developing function of the teacher, which requires knowledge of the laws of students' cognitive process, scientific foundations, ways and methods of developing creative abilities. This function is closely dependent on the ability to identify students' inclination, to manage their mental activity, to apply active teaching methods, to interest students with their discipline, prospects of learning.

The success of educational influence depends on the ability to develop the socio-political and work activity of students, to identify their psychological mood, to study the individual characteristics of students.

It is necessary to have the ability to formulate problems, goals and objectives of the research, to develop its hypotheses, as well as to find the most effective and original methods of studying facts and phenomena, criteria for their assessment, to collect, analyze scientific information and find rational means of its processing, to formulate results research for effective scientific activity.

When asked: “What qualities should a teacher have? How do you classify them?” 89.5% of students put “communicativeness” in the first place; next are: sociability, artistry, optimism, good taste for clothing, kindness. That is, human qualities come first, so more integrated and complex formations emerge. Communicative qualities occupy a special place in the structure of the teacher's activity and help to create the best conditions for achieving the educational goal.

The higher education institution provides services to three entities - customers of the educational process: the person receiving education, the production for which qualified personnel are trained, and the state, which is the guarantor of the educational process.

The leverage of improving the quality of training of highly qualified specialists is the use of modern approaches, techniques for teaching the discipline.

In conditions of transition of economy of Ukraine to market relations the requirements for training of specialists of economic profile, in particular in the specialty "Accounting and taxation" significantly increase.

As the Great Kobzar Shevchenko used to say, "Who doesn't count, he doesn't have one." An accountant is a person who is no less important in an enterprise than a director. No business can do without an accountant. With the education of an accountant, this knowledge can be applied not only in the workplace, but also in everyday life and in the family, to calculate the family basket.

Mastering the profession of accountant makes it possible to understand all the socio-economic processes that take place in any society. Knowledge of accounting makes it possible to analyze the level of solvency of the enterprise using the financial statements. Accounting is a universal business language. An accountant is a specialist who can prepare financial, tax and statistical reports, including financial statements in accordance with international financial reporting standards, and uses computer-aided

software (technology).

Forms of work that enhance students' professional self-determination and contribute to the fullest manifestation of their character traits and personality include discussion, didactic games and instructional design as one of the most productive types of student self-employment. And also that the former professional pedagogical skills can be shown during carrying out of training through the following components of teaching:

1. a clear definition of the structure of the class according to the requirements of the educational process (organizational activity);

2. selection of the content of educational material for each of the main elements of the structure of the classes - introduction, main part, summing up (ability to analyze the pedagogical situation, formulate educational tasks, in accordance with the purpose to apply productive ways of solving these tasks);

3. taking into account the individual and cognitive interests of students in the selection, adaptation and presentation of educational material, in the process of structuring classes (design and constructive skills);

4. appropriate use of training tools, first of all, clarity, to improve understanding of abstract economic laws and patterns;

5. ensuring contact with the audience, owning yourself, their own organization, which creates relationships of understanding, mutual trust, mutual respect in the system "student-student" (the teacher's ability to quickly and correctly navigate in terms of communication, design his speech, anticipate his pedagogical influence, its effectiveness, correlating the expected result with the achieved, selecting the appropriate content and means of its transmission, providing feedback, etc.).

The results of the experimental work prove that the proposed set of forms, methods and tools for the formation of professional pedagogical skills of future teachers is effective enough, so there is reason to recommend it for introduction into the mass practice of teacher training of the discipline.

Recently proposed national standards are the basis for teaching individual, creative work of the student. This principle is based on the latest, including information, training technologies. Curricula in the specialties tend to reduce the hours of classes and increase the number of hours for individual work. In the structure of ECTS student workload, individual work is also considered as one of the major components of education and should take up about half of its workload. ECTS credits provide full student workload, not limited only classroom hours.

In the course of individual work, the student must independently work with lecture notes, literature for topics presented at practical and seminar classes, independently make notes on topics presented for individual study, make abstracts, etc. Despite the fact that such forms of individual work are varied by finding information on the Internet, performing the simplest tasks on computer technology, they are reduced to purely technical work and do not require deep systematization and creative thinking, design, modeling. The efficiency of this type of individual work is too low and only part of the students who make it work.

Conclusions. In the course of the research it was determined that the main purpose of the training was the acquisition of knowledge, skills and skills was

identified in the process of research.

Among the most important requirements for the professional qualities of the teacher are: a high level of general training, knowledge of their subject, ownership of determination, perseverance, contact, mental compatibility in the team, as well as love and respect for students.

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ON THE APPLICATION OF THE PROFESSIONAL STANDARD FOR UNIVERSITY TEACHERS IN RUSSIA

К ВОПРОСУ О ПРИМЕНЕНИИ ПРОФСТАНДАРТА ДЛЯ ПРЕПОДАВАТЕЛЕЙ ВУЗОВ В РОССИИ

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Abstract. *The paper considers the application of the professional standard "Teacher of professional training, professional education and additional professional education". The author justifies the need to cancel this professional standard and adopt a new one.*

Key words: *professional standard, teacher of professional education, labor function, assistant, senior teacher, associate Professor.*

Introduction:

The qualified staff plays important role at the present stage of scientific and technical development. The researchers noted that the technical progress creates situation when the old qualification requirements for professions are not enough for the needs of the modern labor market and employers. New approaches are appearing to solve this problem, for example the formation of a national qualifications system [1].

The professional standards of different professions are regularly creating and changing. That's why the Ministry of labor and social protection of Russian Federation has been published the list of professional standards on the own website (http://profstandart.rosmintrud.ru), which includes professional standards in 40 different fields of activity, like education, health and the other fields.

In particular, the professional standard "Teacher of vocational training, vocational education and additional vocational education" is actively discussing, the first question is necessity of its application and the second its content (this standard was approved by the order of the Ministry of labor and social protection of the Russian Federation in 08.09.2015 with №608н). Also this professional standard has the special relevance of the provisions for the pedagogical community, that's why this topic has a special importance will be considered in this work.

The main text of the work:

Article 195.1 of the Labor code of the Russian Federation of 30.12.2001 № 197-ФЗ in the current version gives the definition of a professional standard. The professional standard it is description of the qualification requirements for an employee that needs for doing certain type of professional activity, including certain job function performing. The professional standard specifies the labor functions that can be various and depends by the employee qualification that requires for the work performed. At the same time, the standard identifies the type of professional activity as first, then describes generalized labor functions, each of them includes a set of

related individual labor functions [2].

The order of application of professional standards is governed by article 195.3 of the Labor code: if the Labor code of the Russian Federation, other Federal laws, other normative legal acts of the Russian Federation establishes requirements to the qualifications necessary for the worker to perform a specific job function, professional standards for those requirements mandatory for the employers. In other cases, professional standards are Advisory in nature [3]. Professional standard "a Teacher of professional training, professional education and additional professional education" in accordance with second paragraph of the order of the Ministry of labor and social protection of the Russian Federation 08.09.2015 №608н used by employers in the formation of personnel policy and personnel management, in organizing training and certification of workers, employment contracts, developing job descriptions and establishing wage systems from 01.01.2017.

For teachers of higher education system, this professional standard was recommended until 01.01.2020, but since this year it has become mandatory. Of course, it should be pointed out that the introduction of a professional standard in accordance with the position of the Constitutional Court of the Russian Federation is not a cause for termination of the employment contract with employees (Decree of the Constitutional Court of the RF from 14.11.2018 No. 41-P [4]). Unfortunately, in our time teachers of higher education system do not receive long-term contracts, the introduction of mandatory application of the professional standard "Teacher of professional training, professional education and additional professional education" will entail a mass outflow of professional workers from universities, who do not have a degree, but have significant experience in professional and teaching activities. It should be noted that the provisions of the professional standard "Teacher of professional training, professional education and additional professional education" have been repeatedly subjected to justified criticism. So, in the fair opinion of Senator I. Rukavishnikova, the considered professional standard "negatively affected the traditional scheme of forming the educational load of teachers. For example, assistants, teachers, and senior teachers were not able to conduct full-time classes in undergraduate and additional professional programs, while they were completely unable to complete their majors and master's degrees. Only docents could work in universities without restrictions. To get out of this situation, many higher education institutions began to appoint people who do not have a degree to associate professors" [5], which demotivated employees to make efforts to actually increase their scientific and pedagogical status.

Indeed, at the < Letter> of the Ministry of education and science of Russia dated 11.11.2019 №03/17089-O "on consideration of the application" explains that the work function of the assistant and senior teacher does not include teaching on specialty programs. The Ministry of education and science of Russia informs that the professional standard "Teacher of professional training, professional education and additional professional education" refers to the job functions of the applicant for the position of "assistant" and "senior teacher" teaching undergraduate programs and additional professional programs focused on the appropriate level of qualification. Teaching in bachelor's, specialist's, master's, and additional professional education

programs that focus on the appropriate level of qualification is assigned to the job functions of an applicant for the position of "docent". And in the Decemeber of 2019 as a result of a lot of discussions based on the initiative of the Federation Council, the Ministry of labor and social protection of Russia prepared a draft Order "on invalidation of the order of the Ministry of labor and social protection of the Russian Federation dated 08.09.2015 №608н" on approval of the professional standard "Teacher of vocational training, vocational education and additional professional education" (as of 25.12.2019) (project ID 01/02/12-19/00098385). But this order of cancel the considered professional standard has not been adopted yet.

Conclusion and conclusions.

We believe that the professional standard "Teacher of professional training, professional education and additional professional education" should be abolished in the near future. We are need new standard, this new professional standard should be developed with actual needs of higher education institutions, for example education institutions needs practical-teachers with huge practical experience for teach not only undergraduate programs, but also to conduct classes for training in specialty and master's programs and also without needs to have any academic degree for this type of teachers.

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УДК 378.17

MONITORING THE PREVALENCE OF DISEASES, IDENTIFIED IN STUDENTS FROM SPECIAL MEDICAL GROUPS AT POLZUNOV ALTAI STATE TECHNICAL UNIVERSITY

МОНИТОРИНГ РАСПРОСТРАНЕННОСТИ ЗАБОЛЕВАНИЙ, ВЫЯВЛЕННЫХ У СТУДЕНТОВ СПЕЦИАЛЬНЫХ МЕДИЦИНСКИХ ГРУПП АЛТГТУ ИМ. И.И. ПОЛЗУНОВА

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Аннотация. *В статье рассматривается мониторинг распространенности заболеваний, выявленных у студентов специальных медицинских групп, обучающихся на отделении физической культуры и спорта АлтГТУ им. И.И. Ползунова на основании анализа медицинских осмотров.*

Ключевые слова: *специальные медицинские группы, студенты, распространённость нозологических форм заболеваний, физическое воспитание, мониторинг.*

Abstract. *The article considers the monitoring of the prevalence of diseases detected in students of special medical groups studying at the Department of physical culture and sports of AltSTU. I. I. Polzunova based on the analysis of medical examinations.*

Key words: *special medical groups, students, prevalence of nosological forms of diseases, physical education, monitoring.*

Вступление.

Ряд исследователей отмечают, что наблюдается ежегодное ухудшение состояния здоровья студенческой молодежи. Физическая культура и физическое воспитание играют важную роль в сохранении и укреплении физического здоровья студентов [2, 3]. На отделении физической культуры и спорта (ОФКиС) Алтайского государственного технического университета им. И.И. Ползунова (АлтГТУ) в специальную медицинскую группу (СМГ) зачисляются студенты, по результатам актов медицинского осмотра и справок врачебно-консультационных комиссий, результатом которых является медицинский документ единой формы, включающий в себя не только диагноз, отнесение к медицинской группе для занятий физическим воспитанием, но рекомендации, запрещающие и ограничивающие физическую нагрузку, показанную каждому студенту индивидуально [1]. С 2008 года ведется мониторинг количества студентов, отнесенных по состоянию здоровья к СМГ с

целью выявить распространённость нозологических форм заболеваний. В результате нашего исследования количество студентов СМГ, имеющих значительные отклонения в состоянии здоровья постоянного или временного характера, составляет 21,13%, а 5% являются полностью освобожденными от практических занятий по физическому воспитанию в ВУЗе. С 2008 по 2018 гг. нами было обработано 49084 записей о медицинском обследовании студентов, из них 10372 справки СМГ.

Сравнительный анализ медицинской документации у студентов СМГ за предшествующие года (2008-2018 г.г.) выявил, что общая структура заболеваний из года в год остается без изменений в соответствии с основными разделами Международной статистической классификацией (МКБ-10): ведущую роль занимают заболевания костно-мышечной системы (71,2%), за ними по частоте следуют болезни системы кровообращения (26,8%), третье место в рейтинге – заболевания нервной системы и органов чувств (25,6%) (рис. 1).

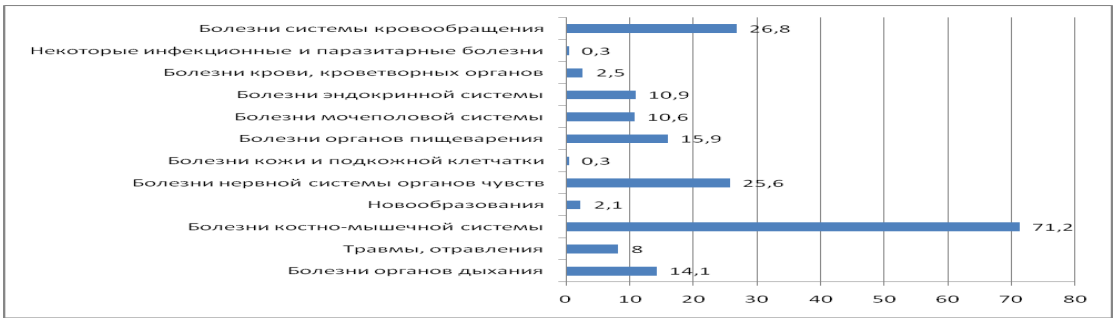


Рис. 1. Распространенность заболеваний, выявленных у студентов СМГ ОФКиС АлтГТУ, %.

Болезни костно-мышечной системы

Болезни костно-мышечной системы занимают ведущее положение и наиболее многочисленны и разнообразны.

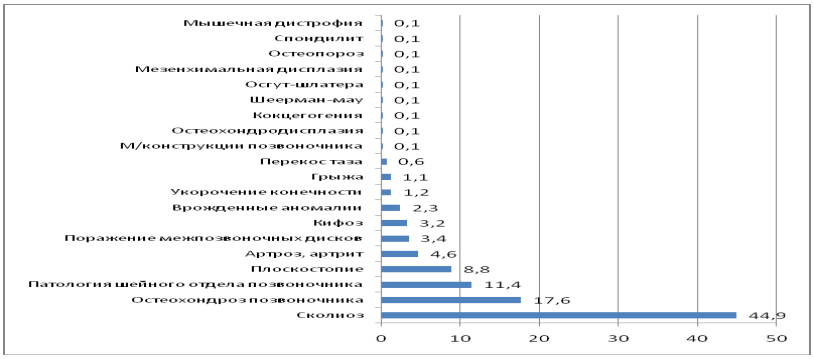


Рис. 2. Болезни костно-мышечной системы, встречающиеся у студентов СМГ в общей структуре патологий (%).

Очевидно, что преобладает патология позвоночника, в основном представленная сколиозами. Здесь следует принять во внимание, что сколиозы в предоставленных документах зачастую носят характер сопутствующего, а не основного заболевания.

За сколиозами по частоте встречаемости идут: остеохондрозы позвоночника, патология шейного отдела позвоночника с проявляющимися на ее фоне неврологическими осложнениями и плоскостопие (чаще встречаемое у юношей).

Болезни сердечно-сосудистой системы

Болезни сердечно-сосудистой системы занимают 2-е место по частоте встречаемости. Треть всех сердечно-сосудистых заболеваний составляет вегето-сосудистая дистония – 38,8% от общей картины представленных патологий, пролапс митрального клапана – 21,7, гипертоническая болезнь – 12,3% (рис. 3). Среди юношей пролапс митрального клапана и гипертония являются более распространенными.

Характерно, что такие проявления как пролапс митрального клапана, нарушение ритма, врожденные пороки сердца входят в состав синдрома дисплазии соединительной ткани, так же отдельно, как и патология опорно-двигательного аппарата, в частности - сколиоз и другие заболевания позвоночника.

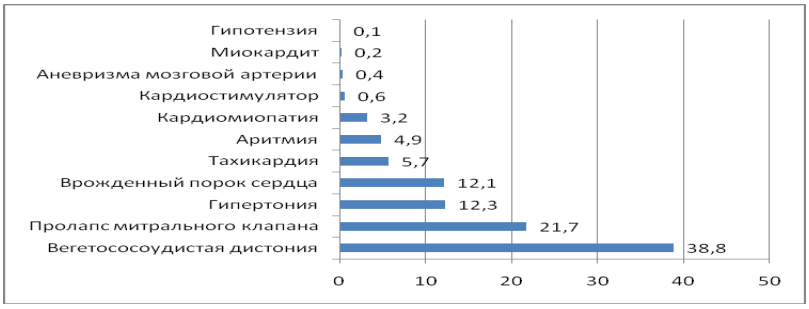


Рис. 3. Болезни сердечно-сосудистой системы, встречающиеся у студентов СМГ в общей структуре патологий (%).

Болезни нервной системы и органов чувств

Структура болезней центральной нервной системы у студентов СМГ представлена на рис. 4.

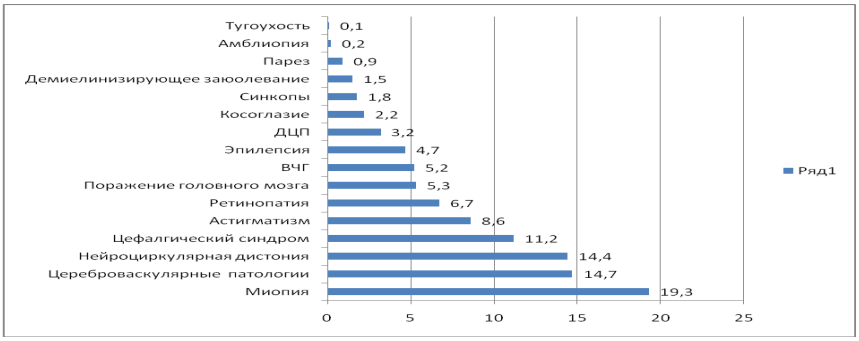


Рис. 4. Заболевания нервной системы и органов чувств, встречающиеся у студентов СМГ в общей структуре патологий (%).

Из года в год лидирующие позиции занимают цереброваскулярные нарушения. Среди заболеваний органов чувств традиционно преобладает

миопия разной степени тяжести, в том числе оперированная. Среди патологий центральной нервной системы у студентов отмечаются такие заболевания как органические поражения головного мозга, ДЦП и рассеянный склероз.

Болезни желудочно-кишечного тракта

Структура болезней желудочно-кишечного тракта из года в год остается неизменной (рис. 5).

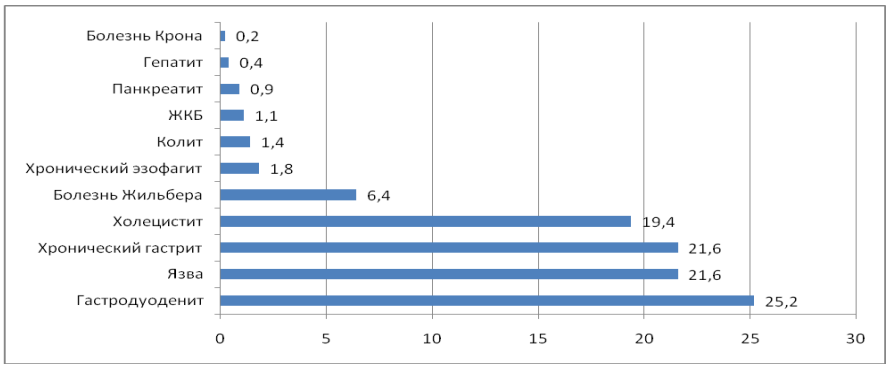


Рис. 5. Заболевания пищеварительной системы, встречающиеся у студентов СМГ в общей структуре патологий.

Преобладают язвенная болезнь желудка и двенадцатиперстной кишки. Отсутствие положительной динамики по встречаемости этих заболеваний у студентов из года в год обусловлено формированием гастродуоденальной патологии еще в школьные годы и нарушениями режима питания в студенческие годы. Прежде всего, отсутствует мотивация у студентов с такими заболеваниями к соблюдению правильного и здорового питания.

Болезни органов дыхания

Анализируя структуру заболеваний дыхательной системы, можно сделать вывод, что бронхиальная астма наиболее частое заболевание из этой группы – причем, болеют им преимущественно юноши (37,7%). Больные с аллергическим ринитом и хроническим бронхитом представляют группу риска по развитию бронхиальной астмы.



Рис. 6. Заболевания системы органов дыхания и ЛОР, встречающиеся у студентов СМГ в общей структуре патологий (%).

Болезни эндокринной системы

В структуре эндокринных заболеваний преобладают ожирение (нейро-эндокринная форма) и гипоталамический синдром. У больных диабетом 1 типа

студентов часто нарушается режим приема инсулина и контроль уровня глюкозы в крови, что связано с переводом диспансерного наблюдения подростков из детской во взрослую лечебно-профилактическую сеть, а также в связи с изменениями режима труда и отдыха в условиях обучения в вузе. В то же время адекватный подбор заместительной терапии позволяет таким студентам добиваться успешного выполнения учебной программы, в том числе по физической культуре.

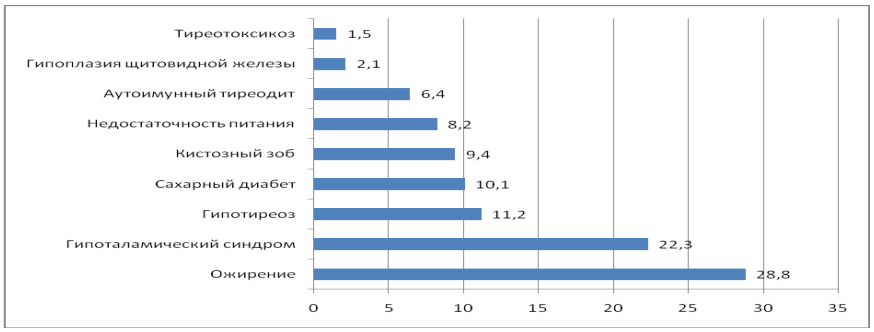


Рис. 7. Заболевания эндокринной системы, встречающиеся у студентов СМГ в общей структуре патологий (%).

Заболевания щитовидной железы встречаются так же часто, как заболевания поджелудочной железы. Их спектр более широк: гипотиреоз, кистозный зоб, аутоимунный тиреодит.

Болезни мочеполовой системы

Среди заболеваний мочевыводящих путей у студентов, в основном, встречаются пиелонефрит (40%), часто в сочетании с нефроптозом (25% в общей структуре патологии, рис. 8). Студенты с мочекаменной болезнью, гломерулонефритом и нефропатиями представлены по одному-три человека в каждой нозологической единице.

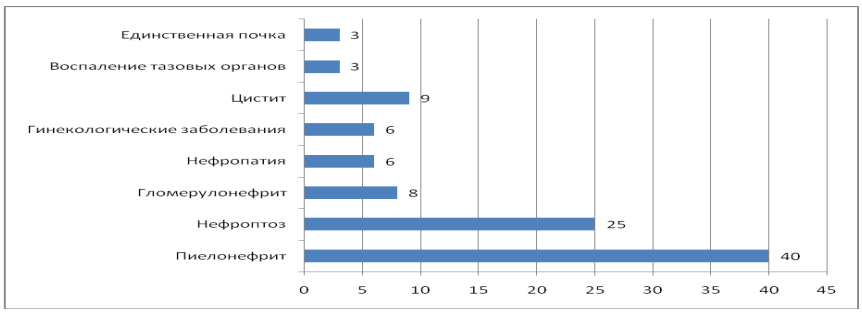


Рис. 8. Заболевания мочеполовой системы, встречающиеся у студентов СМГ в общей структуре патологий (%).

Травмы, ожоги, послеоперационные состояния

В этой группе заболеваний преобладают последствия травм и операций (девушек на треть больше, чем юношей). Среди травм преобладают травмы позвоночника и черепно-мозговые. И те, и другие, как правило, сочетаются с другими видами патологии, чаще всего неврологической.

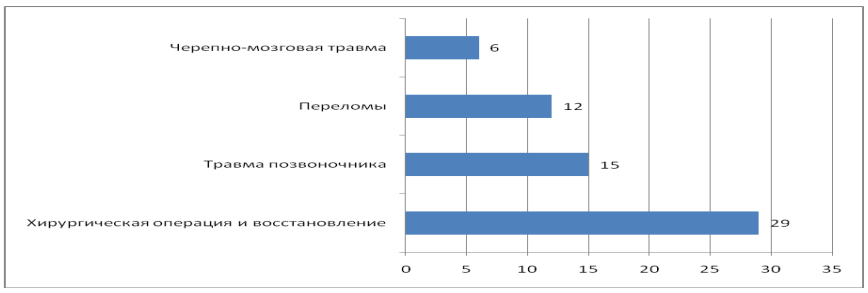


Рис. 9. Травмы и последствия операций, встречающиеся у студентов СМГ в общей структуре патологий (%).

Заключение и выводы.

Проведенное исследование, направленное на выявление распространённости нозологических форм заболеваний среди студентов, обучающихся на ОФКиС АлтГТУ им. И.И. Ползунова позволило заключить следующее:

1. По результатам исследования было выявлено, что среди студентов, отнесенных к СМГ, многие имеют в анамнезе два и более заболеваний.

2. При анализе медицинской документации с 2008 по 2018 гг. среди студентов СМГ преобладают заболевания костно-мышечной системы (71,2%), за ними по частоте следуют болезни системы кровообращения (26,8%), третье место в рейтинге – заболевания нервной системы и органов чувств (25,6%).

Результаты исследования используются на ОФКиС АлтГТУ им. И.И. Ползунова для совершенствования преподавания, повышения результатов обучения и при планировании дальнейшей работы со студентами по физическому воспитанию.

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NEW ACCENTS IN THE ORGANISATION OF INDIVIDUAL WORK OF STUDENTS

НОВІ АКЦЕНТИ В ОРГАНІЗАЦІЇ САМОСТІЙНОЇ РОБОТИ СТУДЕНТІВ

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Abstract. *The article has been devoted to the problems of activization of individual work of students for fixing of theoretical knowledge and ability to use them for practical aims. New accents in methodical maintenance of individual work of students on discipline «General chemistry» has been considered. Concrete examples of educational tasks that is executed during individual study of material, tasks for preparation to the colloquium, separate blocks of tasks for individual mastering of material are shown.*

Key words: *individual work of students, organization, methodical maintenance.*

Анотація. *Стаття присвячена проблемам активізації самостійної роботи студентів над закріпленням теоретичних знань та вмінням застосовувати їх для практичних цілей. Розглянуто нові акценти в методичному забезпеченні самостійної роботи студентів з дисципліни «Загальна хімія». Наведено конкретні приклади навчальних завдань, що виконують студенти під час самостійного опанування матеріалу; завдань для підготовки до колоквіуму; окремих блоків завдань для самостійної перевірки рівня засвоєння матеріалу.*

Ключові слова: *самостійна робота студентів, організація, методичне забезпечення.*

Introduction.

Creation of state educational standards, revision of on-line tutorials and passing, to the credit-module departmental teaching foresees reduction of amount of o'clock of audience employments on chemical disciplines in higher educational establishments of unchemical profile and gives a priority role to individual work of students.

Individual work among various forms and methods of educational work occupies one of major places, her a priority role belongs to in activation of the creative thinking of students, appearance for them of the personal interest in acquisition of knowledge and skills. She found out itself as such, that stimulates educational activity of students, trains them to systematize the knowledge, work on mastering of material constantly, regularly, consciously. Being one of the most difficult moments in organization of educational process, individual work simultaneously is the most effective form of educational activity of future specialists. In accordance with the credit-module departmental teaching a capacity for independent studies is the necessary constituent of general competence of students.

Individual work of students can take the proper place in the general chain of the didactics system of educational object and carry out an important role in the increase of efficiency of studies only at the terms of the correctly built methodical providing.

Therefore, the issue of creating methodological literature for individual work of

students, which takes into account the specifics of the discipline and provides feedback, is becoming relevant

The purpose of this work is to discuss new emphasis in the organization of independent work of students, to analyze the new methodological support of the discipline «General Chemistry».

Results and its discussion

Scientifically-reasonable approach of the preparation of scientifical-methodical literature for independent work must lean against the complex of known to pedagogical science of didactics and principles, major from that is the system, scientific character, sequence, availability; to expose connection of theory with practice, inwardly and intersubject copulas; to answer the level of development of science, technique, requirements of modern production.

Taking into account these principles, the authors of the article are work out the program of educational discipline «General Chemistry» for preparation of bachelors straight «Energy and electrical engineering systems in an agroindustrial complex» [2]. In her material of course is structured in accordance with the requirements of the credit-module system on three tmodule. In Program a reference structure over of maintenance of educational discipline and reference distribution of educational time are brought for the separate types of lessons and independent work.

Taking into account the important role of individual work of students for her rational organization on the department of general chemistry of the National University of Life and Environmental Sciences of Ukraine as one of constituents educational methodical complex from discipline «General Chemistry» for engineering specialities a scientifically-methodical textbook is created and used for independent work of students [3]. In him systematized, carefully selected and adapted to speciality of students scientific material, connection of theoretical positions of chemistry opens up with practice of future specialist, other requirements that is pulled out to the rich in content block of didactics model of educational object are maximally taken into account. The sequence of presentation of material answers the substantive provision of classic didactics. Informative material of textbook has clear organization and logical accents. Such going near presentation educational of methodical material, in our view, gives an opportunity to learn causal connection to the students.

Taking into account subzero preparedness of students of 1-th course to independent work (the students of engineering specialities of agrarian institutions of higher learning study chemistry on a 1-th course) in the first division of manual next to the executable code of course methodical advices over are brought to independent preparation to seminar and laboratory employments.

In an educational methodical textbook to every theme that is studied, it is resulted: reference to modern literature, where more widely and the most essential questions are thoroughly reflected; sweep works and list of basic knowledge, abilities and skills, that gives mastering to material; methodical advices are to independent preparation from a theme; a task, answers, for that is necessary to be given during a capture material; a separate block of tasks is for verification of mastering of material; a task is for preparation to the colloquium; an example of task is on a colloquium

from a theme; decision of this task and detailed explanation (it is resulted in additions).

The presence of feed-back, id est information is about the rightness of implementation of different after complication tasks, creates for students the terms of independence in educational-cognitive activity.

For example, for an independent assessment of the level of assimilation of material on the topic «Building atomic and periodic law D.I. Mendeleev» students are invited to complete a block of tasks that include such questions.

Finish definitions and sentences:

- An atom consists of_____.
- The atomic nucleus contains_____.
- The nucleus of an atom is charged _____ due to the presence of _____ in it.
- The electron shell of an atom is_____.
- It is built from_____
- The number of energy levels at an atom is determined by_____.
- The sublevels are characterized by _____ quantum numbers and are denoted by_____.
- The sublevels have a different number of orbitals and the maximum number of electrons (indicate for each sublevel)_____.
- The distribution of electrons by energy levels and sublevels is written in the form_____.
- To compile them, use the rules:_____.
- According to the _____ rule, electrons fill the energy sublevels in the following sequence:_____.
- To compile electronic graphic formulas, the principle _____ is applied, according to which_____.
- Electronic and electron-graphic formulas are used to determine:_____.

Parts of tasks are sent to development of skills of the analytical thinking and foresees the deep analysis of educational material. For this purpose it is suggested to conduct logical correlations students, lay down comparative description.

Storing of a considerable quantity of the information is possible only under condition of formation of theoretical generalisations and systematization of knowledge. A classical example of systematization – periodic system of chemical elements of D.I.Mendeleev. The main kind of systematization used in educational methodical textbook – classification, for example inorganic, organic substances, oxidation-reduction reactions.

During generalization and systematization of knowledge a large role is played by comparison as method of studies. As memorizing the amount of formulas, facts, rules, conformities to law is difficult, during comparison of material of important value acquires the stowage of the erected tables, charts, charts, in that there are formulas, laws, students, governed systematized on certain signs. It gives an opportunity to promote cognitive activity of students, assists to development of

attention, forming of long-term memory, expansion of vocabulary, rightness of construction of suggestions and offering opinions. For example, during a capture a theme "Chemical connection and structure of molecules" to the students it is suggested to erect in a table and compare characteristic features, general and excellent lines of four basic types chemical

In the textbook for individual work attention is accented on bilateral intersubject copulas between fundamental and special disciplines, on tasks, that they are combined. This is important for development of individual cognitive interest and creative capabilities of students, perfection of skills self-training, self-education, self-control. It is assisted also by problem questions that have direct attitude toward future speciality of students. To them the problems of choice belong, for example,, that students decide during the study of themes "Hydrolysis of salts", "General properties of metals". It is very important for the successful mastering of material, that a student felt expediency of theoretical knowledge for his further practical activity. A theory without practical examples complicates understanding and perception of educational material, contradicts to the engineer thinkink.

Conclusions.

Thus, the use for individual work of students of the scientifical-methodical textbook prepared taking into account approach of the systems to the study of educational material gives possibility to discover and develop creative flairs of students, activate systematic selftetcing activity of students, promoting efficiency of studies and quality of the purchased knowledge and abilities.

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THE MUSIC COMPONENT OF AUDIOVISUAL EDUCATION
МУЗИЧНА СКЛАДОВА АУДІОВІЗУАЛЬНОЇ ОСВІТИ

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Анотація. *У роботі розглянуто основні компоненти аудіовізуальної освіти, що складають комплекс знань, вмінь та навичок, необхідних для створення кіно- та телепроектів. Виявлено особливості творчого мислення кінематографіста, що спрямоване на відтворення пластики аудіовізуального образу мовно-виразними засобами екрану. Через виокремлення необхідних вимог щодо музичного навчання у межах аудіовізуального освітнього процесу здійснено спробу визначити роль музики та музичного мислення у формуванні кінематографічних здібностей митця.*

Ключові слова: *пластичне мислення, аудіовізуальна творчість, чуттєве сприйняття, асоціативна уява, музична виразність.*

Abstract. *The main components of audio-visual education which make up the complex of knowledge and skills for filming and TV designing are considered. The peculiarities of filmmaker's creative thinking as feeling of screen figurative expression and free manipulation of screen language are revealed. The role of music and musical thinking in sharing an artist's abilities was identified. For this purpose, the necessary requirements for music training within the audio-visual educational process were generalized.*

Key words: *figurative thinking, audio-visual creativity, sensory perception, associative imagination, musical expressiveness.*

Вступ.

Аудіовізуальна творчість у сучасних умовах є провідною формою мистецької самореалізації. Про це доводять рейтинги й популярність відеоблогів та постів з відео у соціальних мережах, зростання кількості та поширення медіа шкіл, що навчають створенню відео- та телепроектів, відкриття кіно- та телефакультетів у закладах вищої освіти, попит на відео контент серед масової аудиторії. Причину такої популярності дослідники вбачають у таких якостях відеотвору, як «масовість», «демократизм» та «тиражування» [3]. Дослідженню особливостей аудіовізуальної освіти останнім часом присвячено чимало наукових робіт, де здійснено спроби класифікувати та упорядкувати численні методики та підходи [2; 3; 4]. Проте вивченню специфіки взаємодії окремих видів мистецтва, що поєднано у синтетичному за природою екранному творі, особливостей впливу виразних засобів кожного з них на творче мислення та художню мову екрану приділяється недостатня увага. Між тим, виховання високопрофесійного фахівця у сфері аудіовізуальної творчості спирається на знання мистецьких традицій, комплексу виражальних засобів усіх складових екранного мистецтва. Зокрема, виявлення зв'язків музичної та аудіовізуальної освіти у цьому контексті набуває особливого інтересу та актуальності.

Основний текст.

Оскільки фільм є поєднанням літератури, живопису, театру й музики у новій, невідомій до того якості, не дивно, що його творчий потенціал убирає

виразні властивості кожного окремого виду творчості. Як наслідок, аудіовізуальна освіта успадковує методики виховання фахівця у відповідних галузях, висуваючи загальні та більш предметні вимоги щодо набутих навичок. До перших належать «інтуїція, евристичні, естетичні та інтелектуально-духовні здібності» [4], що формують загально-мистецькі компетенції здобувачів аудіовізуальної освіти. До других слід віднести вміння спостерігати за навколишнім світом, вдивляючись та емоційно сприймаючи існування та взаємодію речей, предметно-речове середовище, життя природи та людей. Водночас, слід зауважити, що вироблення цих навичок супроводжується синергетичним характером творчого процесу, що передбачає залучення усіх технологій та знань з різних видів мистецтва, комунікації та загально-гуманітарних наук.

Зображальна структура фільму складається з аудіовізуального комплексу образів, створених виразними засобами зображального мистецтва та музики. Перше передбачає набуття навичок спостережливості, вироблення вміння вдивлятися у навколишній світ, визначати деталі й подробиці речей та явищ. Серед цих навичок Н. Кириллова виділяє художнє та інтелектуальне спостереження, де перше означає бачення «гармонії, краси ліній, гри світла та тіні», у той час як друге – це «занурення у суть явищ, загострення чуттєвого сприйняття при виявленні прихованих смислів» [3, с. 80]. Означені типи мислення єднають кінематографічний спосіб висловлювання з музикою, що вкотре підтверджує необхідність музичного виховання творця екранного твору.

Принциповими складовими аудіовізуального мислення є зображення та його рух. І якщо перша пов’язує аудіовізуальне мистецтво з образотворчим, то друга єднає його з театром та музикою на підставі образної пластики. Початковою пластично-зображальною одиницею в екранному творі є кадр, відчуття якого є головною вимогою в аудіовізуальному вихованні. Кадр містить предмети та їхні деталі, певне явище та його окремі елементи, відображає міміку та жести, різні види руху. Окремою складовою кадру є темпоритм та швидкість руху, що в ньому відображено. Крім того, кадр має часовий вимір, що теж єднає його з музичним мисленням.

Музика в аудіовізуальній освіті представлена трьома предметними напрямками – вивченням елементів музичної мови, або музичної грамоти; отриманням слухового досвіду з різних музичних стилів, етапів історії музики та творчого спадку видатних композиторів; засвоєнням технологій використання музики в аудіовізуальному творі та практики музичного оформлення. Якщо останнє безпосередньо пов’язане з роботою над музичною складовою кінотвору, то перші два скоріше сприяють розвитку навичок оперування зображальним інструментарієм. Абстрактна мова музики допомагає удосконаленню асоціативно-образного мислення кінематографіста, вміння оминати предметну конкретику речей на користь пластично-чуттєвої виразності їхніх форм та ліній з контурами, емоційного сприйняття навколишнього середовища, почуття часу та темпоритму як головних вимірів аудіовізуального твору.

Таким чином, музична освіта, певні знання з музичних дисциплін є

невід'ємною частиною формування професійних навичок кінематографіста. Роль музики в аудіовізуальній освіті є однією з головних, оскільки сприяє більш досконалому засвоєнню професії, універсальності мистецького мислення. Сучасна тенденція щодо поєднання мистецтв в одне видовище, повернення синкретизму у нових умовах, пошуку нових взаємозв'язків між окремими виразними складовими – все це вимагає поглиблення у вивченні специфіки кожного з них заради пошуку й вироблення свого власного стилю та погляду на світ.

Висновки.

Було розглянуто типологічні характеристики підходів та методик в аудіовізуальній освіті, серед яких головними є спрямованість на вироблення навичок асоціативного, образного та метафоричного мислення, чуттєво-емоційного сприйняття предметно-речового середовища, пластично-ритмічного відчуття навколишньої дійсності. У процесі співставлення специфічних рис аудіовізуального виховання з музичним мисленням було виявлено тісний зв'язок між звуковою та зображальною пластикою.

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MECHANISMS OF FORMING YOUTH LEISURE ORGANIZATION

МЕХАНИЗМЫ ФОРМИРОВАНИЯ ОРГАНИЗАЦИИ МОЛОДЕЖНОГО ДОСУГА

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Abstract. *Priorities for reforming social policy in modern conditions lead to the need to improve the goals, objectives and social mechanisms of state youth policy at all levels to address youth problems. The most important aspect in this direction is the organization of leisure activities for young people. This article was written with the aim of identifying problem areas and trends in the organization of youth leisure by regional and municipal authorities on the basis of a sociological study, and offering recommendations for improving the organization of this sphere.*

Keyword: *free time, organization of leisure activities, organization of free time.*

Introduction. In the entire history of the study of leisure as a social phenomenon, there was a large number of views on the ratio of working, non-working, free and leisure time. Scientists analyzed the role of free time and leisure in life as a society as a whole or its individual representatives. At the moment, most researchers distinguish between such concepts as “free time” and “leisure”. At the same time, leisure, in their opinion, is a structural element of free time, the focus on the definition of leisure as an autonomous area of life has been identified. The reasons for this trend can be explained by the increase in the importance of leisure in the life of modern society, the strengthening of its influence on the processes of socialization of youth.

Main part. Leisure is a structural component of daily life. In turn, the structure of leisure is determined by the types of pastimes that fill the area of leisure activities. Their choice is wide, the choice of type of leisure is determined by personal preferences and tastes.

The following types of leisure behavior are distinguished:

a) developing;
b) entertaining;
c) home;
d) sports;
e) socio-political;
f) destructive.

The existing system of youth leisure organization requires corrective actions, since one of the main conditions is missing - a systematic structured regulatory framework on youth policy and youth leisure organization, and that the search for mechanisms for making effective management decisions in this area should be based on a scientific sociological basis.

The theoretical and methodological procedures used for structural and functional analysis made it possible to study the essence, structure, and functions of leisure from a sociological point of view. From this point of view, the structural elements of leisure as a subsystem of society are described, the specifics of its functioning are analyzed, factors of determining leisure as a relatively independent area of social life of youth are studied.

On the topic of work in domestic and foreign sociological science, such scientists as B.L. Grushin [2], G.E. Zborovsky [6], M. T. Kendo [4], G.P. Orlov [5],

F. Daniy [1], A.D. Jarkov [3] laid the basic approaches to the study of free time and leisure.

Leisure is an activity for the sake of entertainment, recreation, self-development, self-education, self-improvement or the achievement of any other goals of one's own choice, and not of material necessity. Leisure allows you to form the spiritual and physical qualities, determined by the social needs of youth.

Leisure activities of youth significantly determines the lifestyle of the younger generation. Leisure often becomes the basis for socialization, professional self-determination, self-realization of creative and spiritual potential, the formation of a youth's lifestyle.

Leisure preferences of youth are affected by the level and quality of life in the region. At the same time, the claims of the youth themselves, life prospects and guidelines in the province are more modest than in the metropolitan areas.

Leisure has a significant impact on the socialization of the younger generation. Genuine life for a young man - often begins beyond the threshold of a school, university or place of work. The youth, as it were, "leaves" in leisure as a certain protected environment, where it feels truly free.

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Conclusion. It is necessary to improve the quality of information support for youth, for which it is necessary to develop and conduct various information campaigns in the media. In order to eliminate the "information hunger" of youth on leisure activities, and to improve the quality of information work with youth, they will increase their leisure activity.

In addition, our recommendation to improve youth information support is to increase the role of modern information technologies.

Thus, administrations need to develop forms of interaction with these categories of young residents of the district, as well as social work technologies when interacting with other organizations and institutions, the purpose of which is to solve the problems of non-studying youth. These may be youth employment centers, psychological rehabilitation centers, and social protection bodies.

It should be noted that one of the methods of scientific substantiation of managerial decision making regarding youth policy issues within the framework of the district's activity can be monitoring of public opinion of young citizens. And the planning of the activities of the departments for youth affairs, first of all, should be based on the interests, desires and problems expressed by the youth themselves.

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SOCIO-PSYCHOLOGICAL ASPECTS OF THE TEACHER'S EMOTIONAL STATE

СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ЭМОЦИОНАЛЬНОГО СОСТОЯНИЯ ПЕДАГОГА

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Abstract. *This article is written about the problem of studying the teacher's reflection culture in professionally significant life situations and is due to the necessity and importance of studying the content of reflective self-awareness; insufficient study of this problem in relation to pedagogical students and a complete lack of work on the study of a similar problem for temporarily non-working teachers; the significance of the stage of entering the profession of the future teacher in the general system of continuing education; a forecast of the possibility of the emergence of social and psychological maladaptation among graduates of pedagogical educational institutions in connection with progressive unemployment.*

Keyword: *socio-psychological aspects, emotional state, pedagogue-teacher, reflection.*

Introduction.

The urgency of the problem is due to the close relationship of vocational education and the labor market. Personality-oriented technologies, dialogization of the process of professional training of specialists require the construction of a vocational education system based on a reflexive program, the reflexive type of management of the educational process, and the formation of a culture of reflection for future teachers. The reflective approach in the understanding of man creates the basis for revealing the prospects of internal growth, reserves of the individual development of the teacher. It cannot be ignored that, being in the "man-man" system, the teacher works under conditions of neuropsychic stress. This feature is significantly enhanced as a result of increasing social tension, due to the forecast of the demographic situation in the country, the possibility of the emergence of "socio-psychological maladaptation syndrome" among graduates of educational institutions. The profession of a teacher is most often chosen by people who are more sensitive to emotional overloads, who have a high level of personal anxiety, therefore, a culture of reflection and competence may be a necessary condition and means of self-diagnosis, self-help, self-support and self-correction.

Main part.

The profession of a teacher, teacher, as well as the profession of a doctor, is one of the oldest. In fact, a teacher is a link between generations, a bearer of socio-historical experience. The socio-cultural integrity of the people, civilization as a whole, is largely due to the role of teachers and schools. In the changing world of professions, the total number of which amounts to several tens of thousands, the profession of a teacher remains unchanged, although its content, working conditions, quantitative and qualitative composition are changing.

The role of the teacher in the progressive development of society is significant due to the fact that he educates young people, forms the generation that will continue

the work of the elders, but at a higher level of development of society. Therefore, to some extent, we can say that the teacher shapes the future of society, the future of its science and culture [2].

The social functions of a teacher undergo changes along with the development of society itself. It cannot be otherwise: the teacher lives in society and, therefore, undergoes all the same evolutionary and revolutionary changes that are taking place in this society. It is not surprising that in different historical eras the social role of the teacher changed, evolved from the level of a hired artisan to a civil servant. Examples of history prove that the social role and functions of a teacher depend on the history of society itself. Meanwhile, they have something constant and common for different historical periods and eras. The main ones: the teacher plays the role of an "engine" in society, a catalyst for social progress; the role of the "accumulator", accumulating in itself social experience and knowledge and transmitting them to the younger generation; teacher - a person authorized by society to represent the world of youth before the older generation; the teacher also participates in the formation of the spiritual world of youth in accordance with the principles and values of a particular society [3].

The teacher at the school is the organizer of the educational process, a source of knowledge for students both during lessons, additional classes and consultations, and outside the educational process. Most teachers act as class teachers, i.e. are the organizers of the educational process.

A modern teacher cannot but be a social psychologist, because he needs to be able to regulate the interpersonal relations of students, use the socio-psychological mechanisms of the children's team. As a member of the teaching staff, the teacher participates in the organization of the life of the school staff, works in methodological associations of subject teachers and class teachers, and performs public assignments. Each teacher, giving lectures, conversations in front of students' parents and the public, is a promoter of pedagogical knowledge.

A number of the most serious requirements are presented to the personality of the teacher. Among them are the main and secondary. And among the main, and among the additional psychological properties necessary for a qualified teacher, there are stable, constantly inherent to the teacher and educator of all eras, times and peoples, and changeable, due to the characteristics of the stage of socio-economic development of the society where the teacher lives and works.

The problem of the formation of a teacher's reflection culture is of significant interest to psychology. Without a culture of reflection, it is impossible to solve the problem of creative longevity of an individual, the formation of his motivation for self-education, self-improvement. For a deeper understanding of reflection, it must be considered on real social groups, united by significant joint activities carried out in professionally significant life situations. As professionally significant life situations, we have chosen two main ones:

1. Entry into the profession (stage of vocational training in a pedagogical educational institution).

2. Temporary and forced unemployment. The situation of unemployment is a complex of external and internal living conditions of an individual, which determine

the actual limitations of the possibility of professional activity.

Neuropsychic tension has become a typical phenomenon that accompanies a person in modern life. At present, large groups of the population have formed in society, requiring targeted psychological counseling [4], built taking into account the socio-psychological characteristics of these groups, which is a prerequisite for its effectiveness.

The teaching profession is hard work. The teacher's activity is organized in conditions of increased emotional stress. Most often, the profession of a teacher is chosen by people who are more sensitive to emotional overload (). The person's decision of professionally significant tasks in the situation of entering the profession and the forced situation of unemployment is objectively interconnected with the solution of socially and personally significant tasks. And the problem of psychological assistance and support for teachers (future teachers) in the context of socio-economic instability can be classified as state-significant tasks.

Two aspects of this problem can be distinguished:

1. The first aspect is related to the deterioration of the demographic situation in the country. In this regard, in the coming years, the education system will replenish the labor market with thousands of teachers of secondary schools.

2. The second aspect concerns higher and secondary vocational schools. Almost half of young people (43.6%) cannot get a job right after graduation. Lack of work experience, psychological unpreparedness for independent actions turns the employment of young people into a serious problem. Thus, a significant situation of professional demand (lack of demand) is really interconnected not only with the situation of entering the profession, but also with a whole complex of socially and personally significant situations.

In domestic and foreign psychology, many researchers, studying the problem of individual personality traits, consider anxiety among many closely interconnected personality traits that are important both for diagnosis and for predicting personality stability in situations of stress. The stress of mental and psychophysical functions in extreme conditions came to be called "mental tension." Mental tension is a mental state in difficult conditions in general, regardless of the effects they cause [4].

Conclusion.

1) Methodologically important approaches to the study of teacher reflection are: philosophical, psychological, acmeological, ergonomic. Their theoretical analysis underlies the author's classification of the main directions of the study of reflection.

2) The essence and multidimensionality of the concept of "reflection" are reflected in the author's classification of the main directions of its study, such as ontological, logical and epistemological, methodological, natural-scientific, engineering-active, humanitarian-cultural, process.

3) The level of personal anxiety of the future teacher is determined by the duration of communication, the status of each member of the group in significant situations of educational and professional activity, and the (un) success of his professional training.

4) The accumulation of experience of self-reflection, reflection of the processes of mutual understanding, understanding and interaction among future and

unemployed teachers is carried out on the basis of the active use of socio-psychological methods.

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NOTE-TAKING AS AN ACTIVE LISTENING TECHNIQUE IN TEACHING EFL LEARNERS

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Abstract: *This article discusses an important role of note-taking in teaching EFL learners active listening. To formulate students listening skills in EFL environment.*

Key words: *listening comprehension, passive listeners, focused listening, post-listening, note-taking.*

Taking notes is a crucial process. It also ensures that you become an active and involved listener and learner. One of the problems of teaching EFL learners is the development of listening comprehension skills. To teach students to listen effectively is very important, since listening occupies from 45% to 53% of our communication activity (1). Then how can we 'transform' our students from passive listeners into active ones and make them participants of effective communication? To answer this question we should mention the following types of listening: listening for enjoyment, listening to help, and listening for information (2). The latter one is often referred to as focused listening: when we listen for a particular purpose, to find out information we need to know. Examples of this kind of listening may be listening to news or a university lecture. In these situations we listen much more closely, but we don`t listen to everything we hear with equal concentration – we listen for the most important points or for particular information. So, in class we are usually concerned with focused or active listening: we expect the students to listen closely and remember afterwards what they heard.

Speaking on **Where and for whom active listening may be important**, we should identify different educational situations and groups of learner.

As for Foreign Languages Department, we teach pedagogues for professional communication and the importance of active listening skills for them is quite obvious.

We also deliver integrated English courses for the students of the above-mentioned specialization students. The following business situations, such as telephone talks, meetings, interviews, negotiations are effective when their participants are active listeners.

Active listening is a must for the students, who get an opportunity to continue their education in American or European colleges and universities, and who are to take the TOEFL or IELTS. Listening comprehension is a part of this test format. And since college students are generally tested on the material presented by professors during class lectures or discussions, good listening and note-taking skills become really a question of survival for them.

One of the major techniques for developing active listening is note-taking. Although some authors use the terms note-taking and note-making interchangeably. We distinguish between note-taking and note-making. Note-taking is a passive process which is done at lectures whereas note-making is more active and focused

activity where you assimilate all information and make sense of it for yourself. F.Grellet makes a clear distinction between them in connection with summary writing.

In summary writing, minor details must be deleted. Nevertheless, the summary must be an accurate and objective account of the text without reader`s reaction to it. So, if we record the information as we perceive it – we take notes; and we make notes when we write our reactions to what we perceive. Hence, note-taking quite often can be supplemented by note-making (6).

Note-taking involves putting onto paper the data received through any of our senses. These data can range from simple figures, letters, symbols, words or phrases. And the decision on whether the notes are to be taken at the moment of perception or shortly afterwards depends on the complexity of the task and the ability of the note-taker. Consequently, if we are to take notes with figures, letters or single words to fill in a predesigned skeleton, we can do it at the same time we receive the information; whereas notes which require selection, summarizing and organization ought to be taken later.

So, the question arises **How to take better notes**?

First, we should have our own set of meaningful abbreviations and symbols.

Second, when listening to a lecture of recorded material, we need to have a clear purpose and a definite sense of organization for the notes to be taken.

Third, we need to anticipate the information we are going to receive and be ready to write what is really important.

The fourth requirement is that students must have a reason for taking notes.

The fifth requirement is to be alert to those cues that precede the information that should be noted down. You should pay attention to such signals as pauses, raising of the voice to make an important point, or using words describing a process or sequence of events (first, next, subsequently, etc.), describing the causal relationship between events (due to the fact that, because of, if, etc.).

Finally, you must try and predict what will be heard (5).

In our article we shall concentrate on listening to lectures, as much has already been written about listening to a sound track on TV. The teachers of English Language Department apply this activity in training students in professional communication. We use this kind of focused listening, because we are absolutely sure that aside from developing note-taking ability, several other skills necessary for academic success are worked in a tandem:

- processing information received orally;
- making inferences and drawing conclusions therefrom;
- becoming familiar with the various styles and accents of lectures;
- handling objective test-taking formats (we are trying to familiarize the students with the objective test-taking formats often used in tests of listening comprehension);
- preparing for classroom discussions and debate.

When choosing the material for listening comprehension, we try and follow some criteria.

Firstly, this kind of listening must include listening preparation. The examples of pre-listening activities may be preview of content, vocabulary and sentences.

Secondly, good listening exercises must encourage both whole message listening and listening for details. The lecture may be presented in different ways. For example, at an early stage of this skill development, students may be given a note-taking model of the lecture in a skeleton form. The student listens to the lecture while looking at the model. During the second listening the student is advised to develop an individual style of note-taking that will best suit his or her individual needs.

Thirdly, the lecture must provide interesting content and communicate real meaning to require listener`s response. For these reasons, post-listening activities are usually familiar multiple-choice questions or true-false statements. As for follow-up activities, we offer topics for discussions and writing which require the student to reorganize, synthesize or amplify the data given. Though some require that outside reference sources be consulted in preparing answers to the questions.

By way of conclusion, I would like to stress that as teachers we must decide what sort of help our students need for every task of listening activity we assign. Guidance provided will depend on the degree of difficulty of the task involved, but it must build up the students' confidence in their ability to listen and take notes in English simultaneously.

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THE IMPORTANCE OF PEDAGOGICAL REFLECTION IN THE DEVELOPMENT OF PROFESSIONALISM IN THE FUTURE PRIMARY SCHOOL TEACHER

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Abstract: *this article discusses the reflexive skills of primary school teachers in the pedagogical process, as well as the role of reflexive skills in the formation and development of professionalism of the future primary school teacher.*

Keywords: *pedagogical process, reflection, primary school teacher, method, means, pedagogy, psychology, scientists, self-analysis, self-education, professionalism.*

The radical reform of education and training, science, and vocational education systems in the country is now reflected in the pedagogical skills of the teacher aimed at raising a person. This enormous sense of responsibility requires teachers to refine the various processes of pedagogical skills to the modern requirements. In recent years, pedagogues and psychologists have emphasized the importance of thinking and analytical skills in the pedagogical activity of teachers. The basis of these abilities is the professional reflexion of the teacher. According to researchers in pedagogy and psychology, the continuous pedagogical activity of a teacher is reflexive in nature and encompasses all reflexive processes. It should be noted that to date there is no perfect classification of the concept of pedagogical reflection. Probably, the study of this phenomenon can be solved in connection with the interrelation of such disciplines as psychology, pedagogy, pedagogical psychology, philosophy.

Scientists describe reflexion as a person's self-awareness, and professional reflexion in his or her professional activities, and pedagogical reflexivity in teacher skills as self-awareness in pedagogical professionalism.

One of the main features of the pedagogical skills of teachers is the continuity of their development. Thus, in the reflexive process it is not necessary to mention whether the teacher's professional skills or qualifications are present, but rather to encourage their development, enrichment and empowerment. It is precisely what the learning process should serve when knowledge, skills and competencies are consciously embraced with an internal motivation for self-improvement.

A teacher's "perfect self-improvement" is not always an activity. Nevertheless, almost any teacher's feedback on himself, almost every process of professional reflexion, is important for engaging in professional activities: hard work that is done sincerely and lovingly facilitates professional activity, which is one of the basis of the reflexive content and essence.

In the work of pedagogical scientists G.A. Golitsin and G.P. Shedrovitsky great importance is given to reflexion as the main factor and natural mechanism of development of pedagogical activity of teacher. G.Shedrovitsky proposes to study reflexivity in the context of a "set of positive activities" of a person. He believes that if any pedagogical activity is not possible, a system of "reflexive exit" will be built on the basis of this idea. At the same time, a person switches from unrealized activities to a new activity and has the means to “construct ideas”, from which they understand

and characterize the primary activity, using the first as an important “material” in the new activity.

These conclusions of scientists are based on the professional reflection of the teacher's self-development (determined by his inability to be satisfied with the results of his creative work), the constant search for, and creativity in, the news about his or her professional activity. Therefore, reflection can also be a basis for teacher's self-improvement.

Examining reflexive processes in professional pedagogical activity suggests that reflexion is not only a phenomenon associated with planning pedagogical activities, but also the essence of reflexion in order to optimize professional activities. According to some scholars, reflection is an opportunity to overcome old patterns and shortcomings that have accumulated through centuries of teacher's professional experience, his behavior, culture of communication, and thinking.

The teacher's professional reflexion can be viewed as a necessary component of pedagogical thinking, allowing the teacher to analyze analytically in his or her professional activities, to find the best ways and constructive means to transform the pedagogical activity in order to achieve positive results in the planned work.

Having studied the role of reflexion in overcoming professional difficulties, the work of VA Metaeva is one of the most relevant research of our time. The scientist concludes that the level of development of reflexivity depends on the success of the pedagogical skills, which "is the basis for the effective solution of difficulties in the professional activity of the teacher." However, in our view, the success of a teacher's pedagogical activity does not depend on the level of reflex development in the teacher, but rather on the success of the teacher in his / her education, his satisfaction with the results of his work, and the teacher's professional pedagogical reflexion.

Pedagogical reflection helps the teacher to find the sources of self-improvement and knowledge and opportunities for self-improvement and promotes their development.

It has been proven that the teacher cannot regularly analyze his / her performance, which requires the teacher to remain in a position to establish regular communication with those around him (pupils, parents, colleagues). and reflects the internalization of social relations (the transition of external factors into internal factors). Therefore, reflexion, even though it is a function of consciousness, is formed by the sum of human interactions and goes unnoticed by the human psyche, which in turn determines the meaning of conscious change in human activity.

It is well-known that any professional activity is a process of changing the object, but also the process of changing the subject itself, and increasing the quality and effectiveness of the activity can lead to the improvement of the individual as the subject of activity, or vice versa. This principle is also the basis for the study of reflexive processes by A.A. Leontev's conclusion that "the correct way to study one's personality is to study the transformation (change in shape or appearance) that occurs as a result of the subject's activity in social relations."

Thus, based on scholarly research, it can be said that the problem of developing a teacher's professional pedagogical skills can be solved only through the improvement of his professional reflexion. Professional pedagogical reflection is not

only a professional activity, it also promotes the growth of knowledge, skills and skills, and is the basis for improving these activities.

Any teacher, even with a very strong commitment to self-education and self-development, cannot set his own development program without special skills, which are to succeed in teaching, self-readiness, self-analysis, self-analysis, related to the extent to which the ability to self-diagnose is formed.

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TEACHING STUDENTS TO PROTECT THE ENVIRONMENT AND THE SURROUNDING

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Annotation: *It is advisable to start with students from kindergartens, schools and colleges to develop environmental education concepts. The purpose of the formation of environmental education and environmental awareness among preschool, school and college students is to teach them environmental solutions.*

Keywords: *ecology, environment, surrounding, natural sciences, geography, garden, school, college, folklore.*

President of the Republic of Uzbekistan Shavkat Mirziyoyev declared 2017 the "Year of Dialogue with the People and Human Interests" on improvement of the system of public administration in the sphere of ecology and environmental protection. The development phase has begun and this has put a number of tasks before each leader. Because the interests of the people outweigh everything. Creating a healthy environment for people to lead a healthy, environmentally friendly environment is one of the most urgent issues today, and it requires each individual to have a positive attitude towards the environment.

The Decree of the President of the Republic of Uzbekistan on improvement of the system of state management in the field of ecology and environmental protection is developed, several objectives to improve the system of collection, storage, transportation, utilization, recycling and disposal of domestic waste was marked.

In today's world, man needs to learn how to solve problems directly. Of course, you should learn how to solve problems, not learn about problems or protect them from problems.

Deepening environmental crisis has a negative impact on the development of our country. For example, farming and animal husbandry are becoming more difficult due to adverse environmental factors, and environmental and drinking water quality problems are worsening, and the population is suffering from various diseases. In order to solve these problems it is necessary to develop ecological education among young people.

Dialogue analyzes the problems of social ecology by our first President, IAKarimov, emphasizing the relationship between nature and man under certain laws, and that the violation of these laws leads to irreparable environmental disasters and considers them a hidden threat to national security. . "Failure to do this, to be alone, is to commit suicide." Unfortunately, many still treat this problem with carelessness and irresponsibility. ” In the Constitution of the Republic of Uzbekistan it is written that "Citizens are obliged to care for the environment".

The National Program for Personnel Training also focuses on the "harmonization of human, society and environment interactions" and on "improving environmental and sanitary and hygiene education and training of students". focused on Therefore, it is important for secondary schools, especially those in primary education, to have environmental responsibility and environmental knowledge. .

So, we need to start with kindergarten, school and college students, and give them a sense of respect, care and responsibility for the nature and environment of our homeland. The child is influenced by the environmental and social environment around them, and lives on the basis of community-based ethical and environmental awareness. After all, the beautiful nature of the country and its future are determined by their attitude to the environment.

Abu Rayhon Beruni, Abu Ali Ibn Sina, Abu Nasr Farobi, Kaikus, Yusuf Khos Hajib, Amir Temur, Zahiriddin Muhammad Babur, who laid the foundations for modern science in the field of environmental responsibility we proudly mention the names of many other great figures. It is worth noting that the possibilities of Uzbek national pedagogy are great. The use of various methods in the natural sciences, ecology, geography, ecology and environmental protection, as well as the use of folklore, is also very effective.

Oral creativity is the source of students' understanding of environmental education. In folklore, the image of a man is not imagined without nature and his whims.

In folklore, the protagonist overcomes evil and frees nature from all kinds of evil. Through oral folklore, it is used to develop an understanding of environmental education in the mind of the student. Oral creativity did not come at once and at the same time. Some of the earliest genres of folklore - myths, legends, legends, folk songs, seasonal and ceremonial songs, and fairy tales, poems, proverbs, puzzles, anecdotes, lofts, folk dramas, posters, historical songs, and folk songs. others are the result of nature-based resources that can help build a positive attitude for the students.

Early examples of folklore created in myths and legends forced man's inability to fight nature, to respond to unknown events, to create ideas and ideas.

The purpose of forming students' environmental perceptions is to create an environmentally responsible attitude. Increasing responsibility for a young student's perceptions of his or her specificity, vividness, sympathy, credibility, vividness, vividness and clear thinking.

Particularly, the main tasks faced by educators in addressing current environmental problems are to educate students on environmental education, to create environmental awareness, to teach students about environmental protection, to teach students about environmental and environmental issues. one.

We have the task of educators to carry out a number of important tasks in environmental and environmental education. Young people should be taught about ecology and the environment in the course of environmental education and environmental education, which is part of the process of protecting the environment. Nature is made up of the material world that surrounds man with its many different manifestations. The purpose of introducing students to environmental concepts is to teach nature and conservation, to teach environmental and environmental education, to develop theoretical knowledge, practical skills and skills in environmental education.

This means that when a person lives, he uses the environment for his own needs, and to some extent, is environmentally friendly. It is necessary to build in the human mind the skills to build a positive attitude towards the environment, to educate young

people in the spirit of love for the motherland and the environment, to teach the students about the environment and the environment. it is necessary to carry it.

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TECHNOLOGY OF INTERACTION OF HIGHER EDUCATION INSTITUTIONS WITH EMPLOYERS IN THE REGION FOR THE PURPOSE OF FORECASTING EMPLOYMENT OF GRADUATES

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Annotation: *This article discusses the technology of interaction between universities and employers in the region with the aim of predicting graduate employment using Foresight studies and neural network algorithms.*

Keywords: *graduates, employers, information space, competency-based approach, technology, neural networks*

A criterion for the effectiveness of managing a regional university is the competitiveness of its graduates in the employers' market. This article voiced the results of research and found that the key to success of graduate employment is the so-called Competence-Based Education. The competency-based approach in higher education implies the orientation of all components of the educational process towards the acquisition by graduates of the university of “professional competencies” in demand on the labor market [1].

The modern view of higher education sets as its goal the transition from education “for life” to education that is acquired “throughout life”. Since the transition to a market economy, the active introduction of modern digital technologies in production entail an increase in the role of “horizontal mobility” of employees during their working life, decentralization of economic responsibility and responsibility for the quality of educational services rendered, changing lifestyles, strengthening the role of personal development. The Bologna Declaration prescribes a practically oriented education, which lays the foundation for employment, where the acquired basic, general professional and applied knowledge and skills are sufficient to carry out professional activities. The educational model involves continuous learning to expand relevant basic and practical knowledge for professional growth and a successful career. In the generated educational model, the fundamental point is the close interaction of universities with employers; analysis of the regional labor market; the flexibility of forming educational programs for current and future requirements of regional employers. So, for the successful employment of university graduates, the participation of two equal parties is supposed - employers (labor market) and the academic community (market of educational services), which should be supported by regulatory documents that encourage joint activities of the parties. In addition, the appropriate forms and institutions of cooperation between education and business should be developed [1, 2]. However, modern conditions for training university graduates do not remove obstacles to effective cooperation between universities and employers. There is no interest in interaction on both sides. Since there is no regulatory framework governing the interaction process and protecting the interests of employers in investing in the training of required specialists.

The technology of solution to this problem can be implemented in the following sequence:

1. Creation of a single information space for the direction of university education with potential employers.
2. Questioning employers using Foresight technologies for competency requirements of a university graduate.
3. Clustering requirements of employers using methods of mean square or Euclidean distances.
4. Creation of a database of regional employers and their requirements.
5. Preparation, adjustment of the curriculum in accordance with the requirements of employers (implementation of the competency-based approach).
6. Training graduates according to the types of averaged requirements of employers, using the results obtained by clustering in paragraph-3.
7. The use of GIS technologies in mapping the employers data bank. Creation of quantitative and qualitative data layers on a map.
8. Search for compliance of graduates' competencies with the requirements of employers, presented in the form of spatial GIS data using neural network algorithms.

Neural networks integrated with geographic information systems are a powerful tool for solving a wide class of problems, providing effective decision support. A neural network can use spatial GIS data as input and output data. Programs created on the basis of neural network algorithms will dynamically modify the layers of an electronic map, change the characteristics of existing objects, create new objects. As a result of processing the array of available data, new map layers may also appear, while existing layers will acquire dynamic properties. Today, the effectiveness of the use of neural network GIS is confirmed by many examples when they encounter large amounts of information stored in large organizations, on the basis of which decisions are made. Thus, the state of a certain sphere of economic activity is estimated and forecasted, and, therefore, it is possible to evaluate and forecast the employment of graduates of regional universities in the local labor market. Examples of neural algorithms can be: an error back propagation algorithm, a quantization algorithm for data and a Kohonen map, or if there is a lot of data, you can combine these algorithms - first build a multidimensional version of the Kohonen map from them and apply nonlinear regression methods to this map.

The backpropagation algorithm requires the use of a complex mathematical apparatus. As for Kohonen maps, they are easy to use and solve many practical problems. The algorithm builds a relatively regular grid, condensing where the raw data is thick. This is a compressed - “compacted” model of the original data set. On the other hand, it is an opportunity to classify new data.

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A TEXT-CENTRIC APPROACH TO THE STUDY OF UKRAINIAN AS A FOREIGN LANGUAGE

ТЕКСТОЦЕНТРИЧНИЙ ПІДХІД ДО ВИВЧЕННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

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Анотація: *У статті розглядається текстоцентричний підхід як один із основних у мовній освіті. Акцентується увага на текстоцентричному підході, який дає змогу вирішити проблему формування мовної компетенції іноземних слухачів підготовчого відділення.*

Ключові слова: *лінгводидактика, текстоцентричний підхід, лінгвістика тексту, комунікативна компетенція.*

Summary: *The article considers the text-centric approach as one of the main ones in language education. Emphasis is placed on the text-centric approach, which helps to solve the problem of formation of linguistic competence of foreign students of the preparatory department.*

Key words**:** *linguistics, text-centric approach, linguistics of the text, communicative competence*

У сучасній лінгводидактиці використовуються різноманітні педагогічні підходи.

Основними підходами до навчання у мовній освіті є:

- антропоцентричний,
- функціонально-комунікативний,
- особистісно-зорієнтований,
- текстоцентричний.

Варто зауважити, що формування мовної особистості неможливе без роботи з текстом, який допомогає реалізувати всі зазначені підходи.

У сучасному лінгвометодичному просторі текстоцентричний підхід набув великої актуальності. Актуальність вказаного підходу зумовлена важливістю застосування тексту, перспективністю вивчення всіх розділів мовознавства на текстовій основі.

Саме текстоцентричний підхід дає змогу вирішити проблему формування мовної компетенції іноземних слухачів підготовчого відділення.

Так, методист Н. Мединська виділяє функції тексту, а саме:

1) функція поповнення знань про систему мови;

2) функція тренування. Мета функції – формування мовних умінь і навичок. Реалізується на основі завдань до тексту, зорієнтованих на часткове чи повне відтворення змісту;

3) функція розвитку усного мовлення (формування на основі тексту навичок говоріння). З цією метою використовуються різні форми відтворення тексту (переказ, доповнення, продовження тексту, продукування діалогів на

основі тексту).

4) функція розвитку смислового сприйняття тексту і розуміння прослуханого або прочитаного тексту. Також лінгводидакти, зокрема Варзацька Л., визначають соціокультурні, розвивальні, дидактичні та виховні функції тексту.

Основними ж критеріями відбору текстів є: країнознавчий, лінгвістичний, (дібрані тексти повинні бути наповнені комунікативно-значущою лексикою відповідної тематичної групи для збагачення словникового запасу іноземних слухачів підготовчого відділення). А також – едукаційний (виховний), комунікативний (можливість формування комунікативних умінь). Текст повинен легко читатися і сприйматися на слух (читання, аудіювання), стимулювати слухачів до складання діалогів, монологічних висловлювань на базі цього тексту (продуктивні види мовленнєвої діяльності: говоріння і письмо).

Текстоцентричному підходу присвячений і посібник авторського колективу кафедри української мови Державного університету телекомунікацій «Лексичні теми з української мови для іноземних слухачів підготовчого відділення» (Стежко С.О.., Марченко Г.В., Кондратенко Н.Ю., Розумна В.Р., 2019), який дає можливість викладачам кафедри української мови комбінувати та використовувати різноманітні методики, техніки та завдання, які знайшли своє відображення у навчальному посібнику.

Це сприяє ефективному засвоєнню матеріалу та адаптації у мовному середовищі іноземця.

Використання традиційних та новаторських методик дозволяє викладачам акцентувати увагу на наступних завданнях для іноземних слухачів:

1. мовленнєва спрямованість;
2. комплексність;
3. різноманітність форм роботи іноземних слухачів.

Варто звернути увагу на інтерактивне навчання та постійний зв’язок між викладачем та іноземним слухачем. Це сприяє ефективній співпраці викладача з аудиторією.

Наведемо приклади організації роботи з текстом.

Завдання. Прочитайте і вивчіть вірш Т.Г. Шевченка «Село!..»

Село! І серце одпочине.
Село на нашій Україні -
неначе писанка, село.
Зеленим гаєм поросло.
Цвітуть сади, біліють хати,
а на горі стоять палати,
неначе диво. А кругом
широколистії тополі,
а там і ліс, і ліс, і поле,
і сині гори за Дніпром.
Сам Бог витає над селом.

Вправи та розвиток швидкості читання.

1) Гра «Відшукайте і називайте».

Швидко відшукати у вірші дієслова й прочитати їх у швидкому темпі.

2) Прочитати вірш парами, «дощиком».

3) Гра «Підберіть пару».

сади одпочине хати стоять палати цвітуть серце біліють

4) Гра “Диктор телебачення”.

Прочитайте вірш, періодично відриваючи очі від тексту, щоб подивитися на аудиторію.

Запитання.

1. Із чим порівнює село поет?
2. Чому відпочиває серце поета? Які підказує йому слова, порівняння і як ви їх розумієте?
3. З яким почуттям написано вірш?

Отже основною тезою статті є те, що текстоцентризм посідає вагоме місце в сучасному гуманітарному освітньому просторі, а проблемам творення, інтерпретування, трансформації тексту відведено значне місце не лише в лінгвістичних дослідженнях, а й у методичних, зокрема у курсі вивчення української мови як іноземної.

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INSTRUMENTS FOR THE IMPLEMENTATION OF THE FEDERAL PROJECT «EXPORT OF EDUCATION» IN RUSSIAN UNIVERSITIES

ИНСТРУМЕНТЫ РЕАЛИЗАЦИИ ФЕДЕРАЛЬНОГО ПРОЕКТА «ЭКСПОРТ ОБРАЗОВАНИЯ» В РОССИЙСКИХ УНИВЕРСИТЕТАХ

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Аннотация. *В работе рассматриваются задачи, поставленные Федеральным проектом «Экспорт образования» и Программой увеличения числа иностранных граждан, обучающихся в российских транспортных образовательных организациях высшего образования Российской Федерации, и проводится обзор и анализ инструментов их реализации.*

Ключевые слова: *программа экспорта образования, иностранные студенты.*

Abstract. *The paper considers the tasks set by the Federal project "Export of Education" and the Program for increasing the number of foreign citizens studying in Russian transport educational institutions of higher education in the Russian Federation, and reviews and analyzes the tools for their implementation.*

Key words: *education export program, foreign students.*

Вступление. Обеспечение глобальной конкурентоспособности российского образования, вхождение Российской Федерации в число 10 ведущих стран мира по качеству общего образования является целью национального проекта «Образование» [1]. Средневзвешенный результат Российской Федерации в группе международных исследований в сфере образования (средневзвешенное место) на момент старта национального проекта был равен 14,5; на 31.12.2024 должен стать не ниже 10. Со средневзвешенного 17-го места в мире по присутствию университетов в ТОП-500 глобальных рейтингов университетов Российская Федерация должна подняться на 10-е [1]. Для определения рейтинга в области общего образования используются результаты участия России в исследованиях в рамках международной программы по оценке качества обучения PISA (Programme for International Student Assessment), PIRLS (Progress in International Reading Literacy Study), тестирования TIMSS (Trends in Mathematics and Science Study) и др. [2]. Для определения рейтинга в области высшего образования используются данные по количеству российских вузов, вошедших в ТОП-500 мировых рейтингов QS, THE, ARWU.

Федеральный проект «Экспорт образования», как составная часть

национального проекта «Образование», направлен, с одной стороны, на решение новых задач, с другой – обеспечивает преемственность с успешно реализуемыми в течение последних 4 лет в системе высшего образования России приоритетными проектами: «Вузы как центры пространства создания инноваций» и «Развитие экспортного потенциала российской системы образования».

Основной текст. Федеральный проект «Экспорт образования» (далее – Проект) будет решать задачу по увеличению не менее чем в два раза количества иностранных граждан, обучающихся в образовательных организациях высшего образования и научных организациях, а также по трудоустройству лучших из них в России. Для этого будут реализованы мероприятия по формированию механизма государственной поддержки экспорта российского образования через систему летних и зимних школ, филиалов и представительств российских организаций, находящихся за рубежом, для привлечения иностранных граждан (не менее 15 тыс. иностранных граждан ежегодно будут участвовать в работе таких школ), а также проведение международных и российских олимпиад, по итогам которых иностранные граждане могут быть зачислены на обучение в российские образовательные организации высшего образования в рамках квоты Правительства РФ.

Проектом предусмотрено в 2019 году формирование организационно-экономической модели (с привлечением внебюджетного финансирования) создания и функционирования современных многофункциональных студенческих городков, ориентированных на создание комфортных условия быта и проживания, обеспечение возможности проведения учебных занятий и организации самостоятельной работы обучающихся, проведения культурно-массовых, досуговых мероприятий и занятий спортом. К 2024 году будет создано 77,6 тысяч новых мест в студенческих городках.

В 2019 году в рамках Проекта создана программа поддержки и развития экспорта образования по референтным группам стран-партнеров и территориально-отраслевым сегментам мирового рынка, разработан комплекс мер по совершенствованию правил въезда в РФ и пребывания на ее территории иностранных граждан в целях обучения в российских образовательных организациях и трудоустройства в России. К 2021 году будет разработано не менее 10 специализированных интернет-сайтов для привлечения на обучение иностранных граждан, ориентированных на конкретную страновую аудиторию и учитывающих ее специфику, а также расширить систему международных олимпиад и конкурсов для иностранцев. По данным опроса 80 000 зарубежных абитуриентов, проведенного в 2019 году Агентством по сотрудничеству в образовании, 44% опрошенных узнали о проведении набора на обучение в российских вузах из Интернета, 33% – в представительствах Россотрудничества, 10% – от друзей [3].

Проект предусматривает расширение количества университетов и образовательных программ, прошедших международную аккредитацию (к 2024 г. не менее 60 университетов реализуют не менее чем по 5 аккредитованных образовательных программ).

Министром транспорта Российской Федерации Е.И. Дитрихом 23.07.2019 утверждена «Программа увеличения числа иностранных граждан, обучающихся в российских транспортных образовательных организациях высшего образования, и реализации комплекса мер по трудоустройству лучших из них в Российской Федерации». В соответствии с Программой перед транспортными вузами поставлены следующие задачи:

- увеличение объёма внебюджетных средств, полученных от экспорта образовательных услуг в 2024 г. в 1,5 раза по сравнению с 2017 г.;
- создание и актуализация презентационных и печатных материалов о ВУЗе на иностранных языках для распространения на международных мероприятиях и выставках;
- продвижение информации об университете в мировом информационном пространстве через СМИ, сайты, социальные сети;
- организация летних и зимних школ русского языка для иностранцев;
- увеличение количества образовательных программ «двойных дипломов» для иностранных студентов;
- организация курсов по совершенствованию уровня владения иностранными языками для преподавателей и ключевого административного персонала;
- разработка и реализация образовательных программ на английском и других иностранных языках;
- развитие онлайн-образования для иностранцев; подготовка материалов для единого иноязычного портала российского транспортного образования;
- обеспечение комфортного пребывания иностранных студентов на территории университета; организация мероприятий, направленных на повышение уровня межнациональной и межконфессиональной толерантности, а также на адаптацию и интеграцию иностранных студентов в России;
- активное взаимодействие с иностранными выпускниками;
- организация практического обучения иностранных студентов на российских предприятиях;
- повышение квалификации сотрудников международных отделов (служб).

Инструментами, способствующими расширению экспорта образования, являются:

- ✓ развитие компетенций преподавателей, в том числе языковых;
- ✓ реализация совместных с зарубежными вузами образовательных проектов и совместных исследовательских программ;
- ✓ сотрудничество с международными экспертами в области образования и науки;
- ✓ участие в международных профессиональных сообществах и ассоциациях;
- ✓ международная аккредитация и сертификация качества образовательных программ;

- ✓ участие вуза в международных рейтингах.

К инструментам привлечения зарубежных абитуриентов можно отнести: активную информационно-рекламную политику (участие в международных выставках-ярмарках; статьи и реклама в зарубежных СМИ; присутствие в социальных сетях; видеофильмы о ВУЗе на иностранных языках; информация о ВУЗе на сайтах зарубежных представительств Россотрудничества); проведение олимпиад за рубежом; создание волонтёрских команд из выпускников; работу с рекрутинговыми агентствами; обеспечение трудоустройства выпускников.

Механизмы удержания зарубежных студентов: обеспечение качества образования; увеличение количества программ двойных дипломов; увеличение количества образовательных программ на иностранных языках; развитие системы стипендий, грантов, скидок; формирование мультикультурной и полиязычной среды; совершенствование инфраструктуры кампуса; формирование комфортной академической среды; расширение сервисов по адаптации иностранных студентов.

Механизмы взаимодействия с выпускниками включают: поддержку и создание ассоциаций выпускников; создание профессиональных сообществ выпускников; совершенствование информационно-коммуникационного взаимодействия с выпускниками (база данных, сайт, социальные сети); вовлечение выпускников в научно-образовательное сотрудничество и проектную деятельность; учреждение дня выпускника; содействие трудоустройству зарубежных выпускников на родине.

В Омском государственном университете путей сообщения (ОмГУПСе) благодаря соседству с Республикой Казахстан и авторитетности вуза традиционно обучается много казахских студентов. Всего на февраль 2020 г. в ОмГУПСе насчитывается 929 иностранных студентов (в том числе 172 поступили в 2019 г.) из таких стран, как Азербайджан, Армения, Германия, Казахстан, Киргизия, Китай, Монголия, Таджикистан, Туркменистан, Узбекистан, Украина. Доходы об обучающихся по международным контрактам иностранцев составляют свыше 20 млн. руб. ежегодно [3]. Регулярно проводятся летние школы русского языка и размещается информация об ОмГУПСе на сайтах Россотрудничества в Вене, Душанбе, Пекине, Ташкенте, Улан-Баторе; преподаватели ОмГУПСа проводят занятия в китайских вузах, участвуют в международных образовательных проектах и программах академических обменов TEMPUS и ERASMUS.

Заключение и выводы.

В результате анализа федеральных и отраслевых программных документов по вопросам экспорта российского образования предложены инструменты увеличения объемов образовательных услуг для иностранцев, привлечения зарубежных студентов, взаимодействия с выпускниками.

Был рассмотрен опыт Омского государственного университета путей сообщения в обучении зарубежных студентов. На сегодняшний день в ОмГУПСе для успешного расширения экспорта образования необходимо решение актуальных задач:

- ▪ продвижение бренда университета среди работодателей, ассоциаций

выпускников и зарубежных вузов-партнёров через форумы, конференции, круглые столы, выставки, социальные сети, печатные и электронные СМИ, информационные печатные материалы;

- выявление и реализация востребованных за рубежом образовательных программ, отвечающих текущим потребностям работодателей.

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USING EFFECTIVE METHODS TO TEACH ENGLISH FOR PRIMARY LEVELS

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Abstract: *This article talks about an effective methods of learning English in the first stage of study. There are several types of good methods and directions for learning the English language. It is divided into several stages to show how the method works, what are its pros and cons, and advice is given on this subject.*

Key words: *effective methods, primary level, advices, directions.*

Most Uzbekistan schools choose English either as the first or the second compulsory foreign language. If students start learning English in primary school, they usually have the same specialist teacher from the 1rd grade until they are in the 5th grade, when they finish secondary school first level. During primary and secondary school years, foreign language studies are allotted 2, maximum 3 hours a week for expanding or improving linguistic competencies. Thanks to the technological developments, people are able to reach every people around the world, get knowledge about the events in the world easily, and they expose foreign languages much more than ever via TV, games, social networks etc. This makes foreign language teaching and learning inevitable for us. English language has been inarguably accepted as the lingua franca, and also it has become one of the symbols of our time, like globalization, economic integration, networking, and the Internet.There are many reasons for starting with the teaching of English at an early age. As the concept “teaching English to young learners” suggests, age plays a crucial role in what we teach and how we teach it, since a young learner class is different from an adult and/or a teenager class in terms of the learners’ language learning needs, the language competences emphasized, and the cognitive skills addressed. Specialists have in mind and expect that gaining some additional years for the learning of English as the most important international language will take learners to higher levels of competence in its use. Language researchers and educationalists point out that the younger children are the less difficulty they have with the second language acquisition because of the greater plasticity of their neuronal circuits. Early learning of a second language is also hoped to pave the way for more intercultural understanding and facilitate the later learning of a third or fourth language. Studies have proved that learning English at an early age helps students grasp their mother tongue better, simultaneously enabling them to acquire remarkable proficiency in their second language. The implementation of English teaching in kindergarten may also become a useful means for the younger generation to understand a deeper knowledge of religions and cultures in the world. At first you might get frustrated when students speak their own language in class. Keep this checklist in mind and it may help. Always present yourself as an English speaker, right from the start. Don’t be tempted to lapse into the students’ language to explain, regain control or reply to a question. Patiently reply in English. Don’t be tempted to slow down. You may feel put off when they call to each other in their mother tongue What’s she saying?” Use

pictures, gesture, facial expression and rephrasing to get your message across. Lapsing into quick explanations in their language will undermine your role. Tuning-in will take time! Keep at it! Activities to encourage English. Here are more ways to create opportunities for simple communication in English lessons: start each lesson by asking students about their week, weekend or previous evening. Talk about yours in a natural way: “Did anyone see that funny film on TV last night?” Ask students about their area or information you may need to know. Simple requests for help, such as: “Does anyone know if there is a bank open on Saturday here?” Ask for suggestions for places to visit. Even with beginners, opportunities can arise: ask for the time, the date, how to get to places nearby etc. Ask for explanations in English whenever students are able. This stretches students. Involve students in board work, asking them to spell aloud a word you are writing, inviting younger learners to complete a summary, write a question or correct a mistake on the board. Avoid asking “Do you understand?” Try to get more comments with questions to check understanding: “Why is there an 's' on this verb?” or “Can you pronounce this word?” Get students to refer to an English-English dictionary (take your own if necessary). Play games involving definitions. Do simple crosswords with clues. Play games where use of the mother tongue loses points for the team. Practise and encourage all common classroom requests: “Can I have another piece of paper?” or “May I go to the toilet, please?” - Students may not use English requests amongst themselves but insist they do with you. Encouraging students can eventually pay-off. If they enjoy your lessons, their attitude to speaking English will improve over time. A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity.

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HYBRID APPROACH FOR THE EDUCATION RESULTS EVALUATION
ГИБРИДНЫЙ ПОДХОД В ОЦЕНКЕ РЕЗУЛЬТАТОВ ОБУЧЕНИЯ

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Аннотация. *В работе рассматривается задача оценивания результатов обучения по плохо структурированным наборам данных (рейтинговых оценок). Предложен гибридный подход к решению этой задачи в системах контроля качества образования, основанный на применении нового математического аппарата гибридной алгебры. Благодаря гибридной методологии он позволяет в процессе обработки данных по качеству образования одновременно решать задачи уменьшения влияния факторов ошибок, объективизации получаемых интегральных оценок и визуализации результатов оценивания.*

Ключевые слова: *тестирование, рейтинговые оценки, гибридные методы, агрегация, принятие решений*

Abstract. *The presented paper deals with the knowledge assessment problem in case of weakly structured data sets (rating scores bank). The new hybrid technique, based on the designed hybrid algebraic structures, are proposed and used for the educational rating system. Due to the new hybrid operators the new technique provides a few advantages in the data misrepresentation, decision making objectification and data visualization.*

Key words: *assessment, rating system, fuzzyfication, hybrid techniques, decision making*

Введение.

Основной тенденцией в области оценивания результатов обучения и их сравнения в настоящее время является объективизация с помощью многофакторных рейтинговых оценок и оценивания путем введения методов теории принятия решений. Для этой цели используются преимущественно статистические методы. В данной работе предлагается метод, основанный на процедурах визуализации и фаззификации данных по результатам обучения. Это позволяет уменьшить влияние НЕ-факторов, типичных для задач оценивания знаний [1]. Второй особенностью развиваемого подхода является использование обобщенных операторов агрегирования (OWA), применение которых позволяющий выявлять сходства и аналогии для данных, имеющих высокую размерность и плохо формализуемую структуру [2]. Метод развивается для задач анализа успеваемости в рамках рейтингового оценивания.

Постановка задачи

В задачах принятия решений на основе множества критериев (или оценок) основную роль играют операторы интегрирования информации, позволяющие

получить некоторую обобщенную оценку задачи для выбора интегральной оценки решения. Наиболее универсальны OWA-операторы агрегирования, введенные R. Yager, которые позволяют находить ряд необходимых агрегированных оценок – min и max значения, ряд средних значений, медианное значение и т.д. Однако OWA-операторы требуют применения нормализованных данных в числовой форме [3]. Для преобразования рейтинговых оценок, представляющих собой слабо структурированную информацию [2] введем метод нечеткой оцифровки данных по оператору сходства с шаблоном [4]. Для визуализации таких многомерных данных используем представление в виде лепестковых диаграмм, отображающих многомерные данные на картинную плоскость [5].

В результате мы должны получить визуально воспринимаемое отображение банка рейтинговых оценок и необходимые для отбора (по критериям, принятым в образовании [1]), агрегированные оценки каждого элемента банка (отдельного обучаемого).

Визуальное представление многомерных рейтинговых данных

Для наглядности представления исходных данных и получения верифицирующих экспертных оценок в работе широко использованы отображения данных в виде лепестковых диаграмм, представленных на Рис. 1. Важнейшей особенностью такого представления является корректное отображение из произвольного пространства $\square^n$ на картинную плоскость $\square^2$ не в виде точек, а в виде областей или гранул данных [5], [6].



Рис. 1. Пример лепестковой диаграммы отображения рейтинговых данных успеваемости студента и эталонной диаграммы для сравнения

Для анализа данных студентов задается эталонная диаграмма (рис. 1), которая формализует допустимые и желаемые значения данных оценок [5]. Наиболее удобна для дальнейшей обработки модель диаграмм Рис. 1 в полярной системе координат.

Благодаря введению такой формализации задача сравнения наборов данных сводится к сравнению пространственных гранул с помощью топологических отношений нечеткого сходства, предложенных в [4]. Эти отношения вводятся на математических моделях пространственных гранул, которые покрывают данные диаграмм, представленных на Рис. 1, тем самым обеспечивая устранение погрешностей отображения [6]. Рассмотрим

математический аппарат пространственного гранулирования применительно к данной задаче.

Математический аппарат гранулированных вычислений

В ряде наших работ были введены методы представления данных путем покрытия подмножеств точек данных декартовыми гранулами [5]. При этом модели имеют достаточно богатую алгебраическую структуру (на основе алгебры определителей). Модель гранулы отображает объект пространства произвольной размерности $\square^n$ в двумерный объект в $\square^2$. Для покрытия подмножеств точек $A=\left({}^i x^1;{}^i \mathrm{x}^2\right)\in\square^2$, $i=1,2,...,m$ или $B=\left({}^i x^1;{}^i \mathrm{x}^2;{}^i \mathrm{x}^3\right)$, $i=1,2,...,\mathrm{k}$ достаточно определить крайние точки соответствующих проекций. Тогда по [2] модель покрывающей декартовой гранулы на этих подмножествах вводится в виде определителя специального вида:

$$G_2^+(A)=\begin{vmatrix} \min x^1 & \min x^2 & 1\\ \max x^1 & \min x^2 & 1\\ \max x^1 & \max x^2 & 1\end{vmatrix},\ G_3^+(B)=\begin{vmatrix} \min x^1 & \min x^2 & \min x^3 & -1\\ \max x^1 & \min x^2 & \min x^3 & -1\\ \max x^1 & \max x^2 & \min x^3 & -1\\ \max x^1 & \max x^2 & \max x^3 & -1\end{vmatrix}. \quad (1)$$

Аналогично можно получить модель вида (1) для произвольного $\square^n$. Для применения модели (1) в задачах сравнения диаграмм Рис. 1 приведем их к полярной системе координат для точек диаграмм $C=\left({}^i\varphi;{}^i\rho\right)\in\square^2$:

$$G_2^+(C)=\begin{vmatrix} {}^i_{\min}\varphi & {}^i_{\min}\rho & \dfrac{{}^i_{\min}\rho+{}^i_{\max}\rho}{2}\\ {}^i_{\max}\varphi & {}^i_{\min}\rho & \dfrac{{}^i_{\min}\rho+{}^i_{\max}\rho}{2}\\ {}^i_{\max}\varphi & {}^i_{\max}\rho & \dfrac{{}^i_{\min}\rho+{}^i_{\max}\rho}{2}\end{vmatrix} \quad (2)$$

Теперь согласно [4] мы можем ввести нечеткое отношение сходства двух гранул ${}^iG_2^+$ и ${}^jG_2^+$ типа (2) в виде:

$$\mu\left({}^iG_2^+,{}^jG_2^+\right)=\frac{\begin{vmatrix} {}^i_{\min}\varphi & {}^i_{\min}\rho & \dfrac{{}^i_{\min}\rho+{}^i_{\max}\rho}{2}\\ {}^i_{\max}\varphi & {}^i_{\min}\rho & \dfrac{{}^i_{\min}\rho+{}^i_{\max}\rho}{2}\\ {}^i_{\max}\varphi & {}^i_{\max}\rho & \dfrac{{}^i_{\min}\rho+{}^i_{\max}\rho}{2}\end{vmatrix}+\begin{vmatrix} {}^j_{\min}\varphi & {}^j_{\min}\rho & \dfrac{{}^j_{\min}\rho+{}^j_{\max}\rho}{2}\\ {}^j_{\max}\varphi & {}^j_{\min}\rho & \dfrac{{}^j_{\min}\rho+{}^j_{\max}\rho}{2}\\ {}^j_{\max}\varphi & {}^j_{\max}\rho & \dfrac{{}^j_{\min}\rho+{}^j_{\max}\rho}{2}\end{vmatrix}}{\begin{vmatrix} \min\left({}^i_{\min}\varphi,{}^j_{\min}\varphi\right) & \min\left({}^i_{\min}\rho,{}^j_{\min}\rho\right) & \dfrac{\min\left({}^i_{\min}\rho,{}^j_{\min}\rho\right)+\max\left({}^i_{\max}\rho,{}^j_{\max}\rho\right)}{2}\\ \max\left({}^i_{\max}\varphi,{}^j_{\max}\varphi\right) & \min\left({}^i_{\min}\rho,{}^j_{\min}\rho\right) & \dfrac{\min\left({}^i_{\min}\rho,{}^j_{\min}\rho\right)+\max\left({}^i_{\max}\rho,{}^j_{\max}\rho\right)}{2}\\ \max\left({}^i_{\max}\varphi,{}^j_{\max}\varphi\right) & \max\left({}^i_{\max}\rho,{}^j_{\max}\rho\right) & \dfrac{\min\left({}^i_{\min}\rho,{}^j_{\min}\rho\right)+\max\left({}^i_{\max}\rho,{}^j_{\max}\rho\right)}{2}\end{vmatrix}} \quad (3)$$

Попарно находя меру сходства (3) для всех гранул Рис. 1, мы получим ряд оцифрованных нормированных оценок сходства профилей студентов с эталоном.

Теперь нам необходимо на этом материале сделать выбор с помощью OWA для получения требуемых агрегированных данных по контингенту обучаемых.

Математический аппарат OWA

В работе [3] R. Yager ввел метод агрегирования оценочных функций и формирования решающей функции как отображение $F:\square^n \to \square$, ассоциированное с вектором $\mathbf{w}=\left(w_1,w_2,\dots,w_n\right)^T$, таким, что при $w_i \in [0,1]$, $1 \le i \le n$ и условии $\sum_{i=1}^{n} w_i = 1$ имеет место формула

$$F\left(\mu_1,\mu_2,\dots,\mu_n\right)=\sum_{i=1}^{n} w_i b_i , \qquad (4)$$

где b_j есть j-й наибольший элемент кортежа $\langle \mu_1,\mu_2,\dots,\mu_n \rangle$ оцифрованных оценок (3). Универсальность оператора OWA заключается в том, что он позволяет из (4) получить целый спектр операторов. Для нашего случая мы можем найти по [3]:

- Наилучшего обучаемого: $\mathbf{w}^* = \left(1,0,\dots,0\right)^T$
- Наихудшего обучаемого: $\mathbf{w}_* = \left(0,0,\dots,1\right)^T$
- Среднюю оценку по базе: $\mathbf{w}_A = \left(\frac{1}{n},\frac{1}{n},\dots,\frac{1}{n}\right)^T$
- Медианное значение оценки $\mathbf{w}_M = if\left(i=n/2\right) then\ w_i=1, else\ w_i=0$ и т.д.

Применение OWA становится возможным в связи с тем, что исходные многомерные данные очищаются от действия НЕ-факторов рейтинговых оценок [1] путем гранулирования [2] и представляются в виде нормированных числовых оценок по (3).

Заключение и выводы.

В работе рассмотрена задача оценивания банков данных результатов обучения по рейтинговым оценкам, полученным в условиях слабого структурирования предметной области, что типично для слабо связанных наборов данных по различным дисциплинам [2]. Целью работы являлось получение суммарных оценок для каждого обучаемого путем сравнения с задаваемым исследователем шаблоном качества обучения в виде эталонной лепестковой диаграммы.

Были получены основные расчетные соотношения для массовой обработки таких оценок с помощью агрегирующих операторов (4), позволяющих путем изменения весов оператора изучать порядковые статистики на базе результатов обучения.

В силу геометрического характера предложенных гранулированных оценок (3) становится возможным распространение предложенной методологии и на нечисловые типы данных обучения (например, в формате зачтено/не зачтено).

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FACTORS WHICH DETERMINE MOTIVATIONAL AND EMOTIONAL CONTEXT OF THE EDUCATIONAL PROCESS IN THE MEDICAL HIGHER EDUCATIONAL INSTITUTION

ФАКТОРЫ, ОПРЕДЕЛЯЮЩИЕ МОТИВАЦИОННЫЙ И ЭМОЦИОНАЛЬНЫЙ КОНТЕКСТ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА В МЕДИЦИНСКОМ ВЫСШЕМ УЧЕБНОМ ЗАВЕДЕНИИ

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Abstract. *The aim of the study is improvement of education quality on the basis of improvement of teacher and student interaction. The survey was conducted anonymously, in small groups (8-10 people) among 4th-year students, trained at the Department of pediatrics 1 and medical genetics. 187 respondents took part in the research under discussion. Studied the subjective perception of students about adequacy of presentation and topicality of the lecture material, organizational aspects of a practical lesson, the role of additional teaching material in the educational process, professional orientation, correct behaviour of teachers. The level of satisfaction with knowledge and skills acquired during the lectures and practical lessons reached 89,8% and 92,4% correspondingly among students.*

Key words: *educational process, teaching quality, student survey.*

Introduction. Vocational education is a multi-level process, which is mainly constituted by the cognitive, motivational and emotional components. The cognitive component is characterized by learning productivity, motivational - by students 'awareness of the relevance of suggested material, emotional - by students' satisfaction with their participation in the educational process [5; 7]. Personal and professional development of a student of a medical higher educational institution is associated not only with the acquisition of professional knowledge, but also certain moral and ethical qualities [6; 8; 9].

The key factor integrating both external and internal aspects of the educational process is the multidimensional and, often, irrational “teacher - student” interaction, which determines not only success of the structural assimilation of fragments of special knowledge and the systematic nature of the professional outlook, but also motivation of the educational process, which predetermines further postgraduate cognitive activity.

We have assessed the quality of teaching a lecture course and practical classes based on the results of a student survey. In the study we used two author questionnaires specifically designed by teachers of the Department of Pediatrics 1 and Medical Genetics in conjunction with the staff of the laboratory of

psychophysiological research of the State Institution "Dnepropetrovsk Medical Academy of the Ministry of Health of Ukraine". To assess satisfaction (subjective perception) with the educational process, a five-point scale was proposed in the questionnaire, which reflected the quality of presented lecture material and the content of practical classes, the relevance of gained knowledge, the interactivity of teaching, as well as the professional and motivational orientation of the educational process.

The survey was conducted anonymously, in small groups (8-10 people) among fourth-year students whilst studying at the Department of Pediatrics 1 and Medical Genetics. 151 domestic students took part in the discussed survey.

Mathematical processing of the survey results was carried out using the statistical programs "Statgraf", "Matstat", Microsoft Excel for Windows with determination of the frequency distribution of various answers and comparison of the answers to various questions. To assess the significance of the difference, the Mann-Whitney criterion (U) was used for independent groups. The critical value of the level of statistical significance (p) when testing null hypotheses was taken to be 0.05. The consolidated assessment of the degree of students' satisfaction with the quality of teaching (Ui, %) was calculated as the proportion of the total points awarded by certain respondents from the maximum possible total points. To assess the relationship between variables, a Spearman's rank correlation analysis was used [1, 11].

We analyzed the results of the survey concerned with the students' subjective attitude to teaching the lecture course and practical classes and discovered a number of features in their perception of informative, organizational, motivational and emotional aspects of the educational process.

Comprehensibility of recital and relevance of the lecture material

90.9% of students rated comprehensibility and relevance of the lecture material at 4-5 points, noting the clarity, comprehensibility and coherency of the content. Oratory skills of the teachers (vividness of presentation of the material, acting skills) were positively rated in 91.5% of the responses.

Organizational aspects of practical classes

98.9% of students commended (4 and 5 points) the structured presentation of the curriculum, formulation of the goals and objectives of the discipline, requirements for mastering the material and the criteria for assessing knowledge and skills. Students also gave practical classes 4 and 5 points in 93.8% of cases.

The role of auxiliary educational materials in the educational process

The overwhelming majority of respondents believed that textbooks, articles and monographs issued by the department staff were useful in preparation for the classes (98.3% of the respondents). However, visual materials (presentations, situational tasks, tests, clinical cases) used during practical classes were not highly rated among respondents (rated 4 and 5 in 85.9% of cases). In all probability, the discrepancy of the visual materials accompanying practical classes is due to limited opportunities to use modern individual electronic devices.

The ethical correctness of the teachers' behavior towards students

The majority of students surveyed (96.7%) noted that teachers were friendly and

considerate when giving lectures and teaching practical classes.

General satisfaction of students with their participation in the educational process

Students' opinions regarding their satisfaction with gained knowledge and participation in the educational process were almost unambiguous. Satisfaction with the knowledge and skills obtained at lectures and practical classes measured up to 89.8% and 92.4% among domestic students.

The conducted correlation analysis showed the main factors which shape the students' satisfaction with the educational process (Fig. 1).

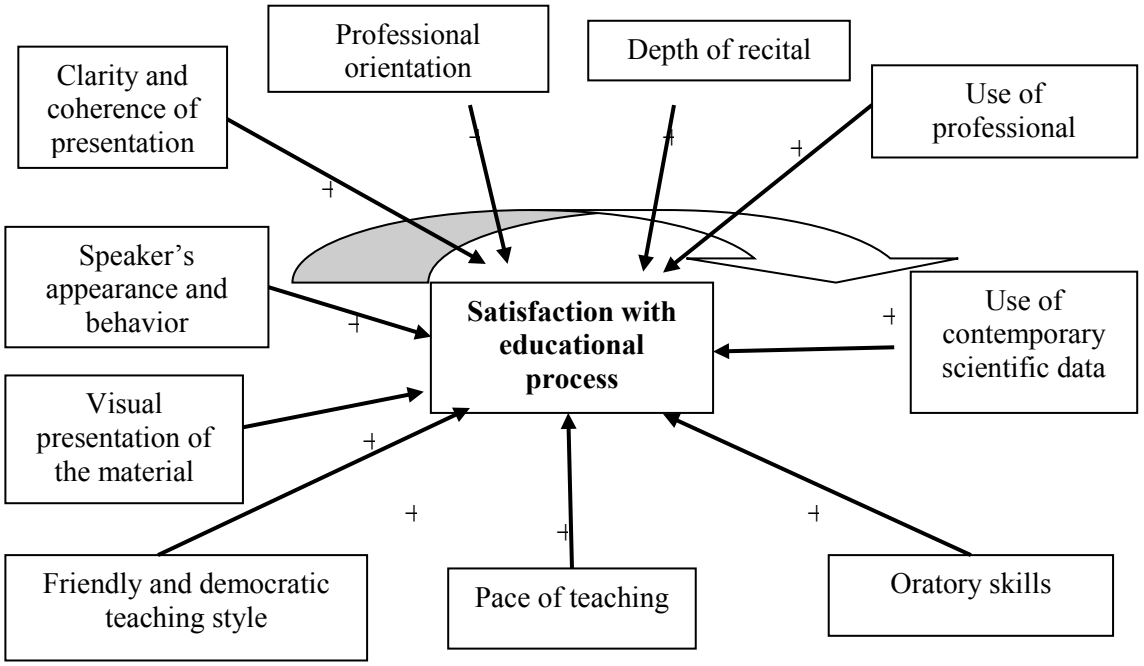


Fig. 1. Factors determining students' satisfaction with the educational process

The obtained data allow us to argue that out of the combination of the factors which determine both domestic and foreign students' satisfaction with educational process, the pivotal factors are the speaker's oratory skills ($r = + 0.66$; $p \leq 0.05$), the depth of the recital and full coverage of the topic ($r = + 0.65$; $p \leq 0.05$), as well as the use of relevant, up-to-date theoretical material ($r = + 0.65$; $p \leq 0.05$).

Conclusions

Thus, personal qualities along with professional skills of a teacher are pivotal components to underpin students' satisfaction, interest and creative orientation during training. Students' satisfaction and interest in the discipline are formed based on the quality of presentation and relevance of the material provided that there is a high level of organizational aspects of training with professional orientation, stimulation of creativity and independence of the thought process. In our opinion, the use of data obtained in the study allows correct balance of the main motivational components of the educational process, which, in turn, induces educational activity and creativity of students' behavior.

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CID: US01-081

Системы контроля качества образования

METHODS FOR ORGANIZING CLASSROOM ACTIVITIES IN PROMOTING STUDENTS' COGNITIVE ACTIVITY

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Annotation. *This article explores ways and objectives of engaging students in learning, organizing classroom activities in monitoring student learning.*

Keywords: *Senate, Legislative Chamber, Cabinet of Ministers, outlook, mature person, ideological, political, provisional, educational work, educational culture.*

At present, the pedagogical community has a great role in the implementation of school and home-based educational work. The school needs to build a young generation's outlook, ideological, political training, high moral qualities, preparation for work and conscious career. The class leader plays an important role in solving these tasks. This is because it organizes and manages activities aimed at implementing educational tasks in a classroom setting.

In the Annex 2 to the Order of the Minister of Public Education of the Republic of Uzbekistan dated August 29, 2019 № 282, there is a provisional Regulation on the organization of the activities of classroom administrators in secondary schools. This Regulation consists of 5 chapters and 18 points.

This Provisional Charter defines the main tasks, functions, rights and obligations of the leaders of classrooms of general secondary education and the procedure for their organization.

The leaders of the class act in accordance with the Constitution and laws of the Republic of Uzbekistan, decisions of the Senate and Legislative Chamber of the Oliy Majlis of the Republic of Uzbekistan, documents of the President of the Republic of Uzbekistan, decrees and orders of the Cabinet of Ministers; in accordance with this Provisional Charter and other regulations.

The classroom teacher is the classroom teacher, the primary teacher and mentor of the students. She is responsible for organizing the lives of children, organizing and educating the community, and teaching the classroom. It is about developing students as educators, educating students about mental depth, physical strength, mental alertness, cultivating beliefs, knowledge, and strengthening discipline in the classroom. takes care of. The class leader does all this work as an official, not as an observer, because he or she is in the classroom assigned to the school pedagogical team for the state of ideological, political, spiritual and moral work, or the content of educational work. is responsible for the installation.

At present, without education, it is difficult to identify itself as an equal claimant in society. At the same time, knowledge is the state of a person who is based on a “secret” patent knowledge. However, we need to determine if it is not possible to build effective human relationships in a society without teaching: qanday How to teach as a natural element of professional pedagogical activity must be?". Education as a learning process should not contradict the process of establishing public relations, the development of social rules, and the formation of social and moral

beliefs.

Teaching is an important part of training. Two thousand years ago, Pluto thought about education. Over-the-top "educative" teaching often leads to poor information delivery, over-exaggerations and ideals. Education is a separation from education, but it has to do with the development of education, the transfer of knowledge, ideas and skills.

The task of the class leader in promoting students' cognitive activity is to:

1. Motivation and love for knowledge.

A child is not interested in learning, does not seek to read, does not read successfully. It is especially important for a child to have confidence in his or her abilities and skills, to engage in learning, and to encourage his or her first achievement. A child's learning curiosity leads to overcoming difficulties, increasing activity, instilling confidence and enhancing his independence.

2. Responsible and responsible approach to educational work.

A conscious attitude towards educational work means explaining the social, educational value of education. Class leaders should explain to students that their main task is to study. A sense of responsibility for learning, not only a duty to the motherland, but also a broad social - community, teachers, parents, and their own responsibility, striving to hear their thoughts, approval, class, learning and the right place on the team.

3. Enhance learning culture.

Low self-development is most likely due to the lack of ability and systematic skills and abilities of students to carry out systematic and planned work.

The main task of the class leader and teachers is to build the activities of each student on the following terms:

1. Planning activities.
2. Work hard.
3. Prevent clutter and teach how to organize.
4. Improve the quality of education.
5. Overcoming Difficulties.
6. Obedience to a certain mode of study.

This means that student work is a direct replacement of student's rest.

7. Organization of mutual support in learning.

Mutual support helps prevent class misunderstandings, increases class cohesion, and fosters community spirit.

8. Collaboration with classroom teachers.

The head of the class does not work alone with the teacher but also with other teachers in the classroom.

The class leader takes into account the views of all parties as educators, parents, and students as a connecting person, combining actions, influencing the correctness of relationships, and at the same time should be able to clearly secure his position. That should be able to clearly state its position.

In summary, the class leader must always be aware of his students.

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CID: US01-021

УДК 334.7:378.4

EXPERIENCE OF CREATION OF ELEMENTS OF ECOSYSTEM OF VOLGOGRAD STATE AGRARIAN UNIVERSITY

ПРАКТИЧЕСКИЙ ОПЫТ СОЗДАНИЯ ЭЛЕМЕНТОВ ЭКОСИСТЕМЫ ВОЛГОГРАДСКОГО ГОСУДАРСТВЕННОГО АГРАРНОГО УНИВЕРСИТЕТА

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Abstract. *The article discusses the practical experience of creating some elements of the ecosystem of an agricultural university on the example of the Volgograd State Agrarian University. The author analyzes various definitions of the university ecosystem concept. Various components of connections in the university ecosystem are considered. The analysis of partnerships with world-famous vendors, agricultural enterprises and society of the Volgograd region. Proposals for expanding the ecosystem of the university are put forward*

Key words: *ecosystem, agricultural university, partners, interaction, agro-industrial complex*

Introduction. In the modern turbulent world, changes affect all areas of activity, including the sphere of higher education. In conditions when any information is easily found on the Internet, the University as a knowledge translator loses its relevance. The fundamental question is about his new role in modern society, about what unique and sought-after competencies and results of activity he can give to society. Many initiatives are launched related to the development of universities aimed at the formation of systems that accumulate human, financial and other resources for intensification, optimization and ensuring high performance.

According to Tresi and Wiersema opinion [1], to achieve good results, organizations should ensure that their efforts are focused on at least one of the main ways to achieve them: ensuring close relationships with their partners, high operational efficiency, and leadership in products and services. In this paper, we analyze the first of these methods, because at present it is one of the less studied, but effective ways to increase the effectiveness of universities, and today, in fact, universities are not competing, but university ecosystems.

Main text. Ecosystem is a biological concept that means a complex and self-organizing relatively stable system of dynamic equilibrium, consisting of a community of living organisms, their environment, a system of bonds that exchange matter and energy between them [2]. Later, this term was applied to the economy to determine the organization's place based on the results of its activities in the network of customers, competitors, partners, suppliers and the level of technology and innovation, which determine the success of the organization's action in this environment of cooperation and training [3, 4]. Some authors believe that the concept of an ecosystem is applicable to interacting groups of entities operating in a single environment and creating value that no company could produce alone [5], and this cannot be disagreed. The ecosystem of the university is a flexible system with multiple connections, able to quickly respond to external and internal changes. And

such changes are especially significant and relevant for agricultural universities in connection with the need for their rapid transformation in accordance with the requirements of the Digital Economy of the Russian Federation program [6]. The complexity of the situation is that traditionally, agriculture in our country is characterized by the lowest penetration of digital technologies among all sectors. Therefore, the agrarian universities are faced the task of not only the formation of a new type of specialists with demanded digital and professional competencies, but also the retraining and advanced training of existing specialists in the agro-industrial complex [7].

To solve these problems, the Volgograd State Agrarian University has created a center of digital competencies. Thus, the first type of relationship that is implemented in the ecosystem, is a partnership with vendors. The University has opened the Academy of world-famous vendors in the field of digital and communication technologies: Cisco, Microsoft, Samsung, D-Link, which on favorable terms provide the university with its software and hardware, as well as teaching materials.

Materials of 1C, Cognitive Technologies, Softline, etc. companies are widely used in the educational process and practical work of students. This allows the university to maintain high positions in the modernity and relevance of knowledge presented to students and the formation of practical skills.

Today there is a global task of improving the qualifications and retraining of about 40 thousand specialists of the agro-industrial complex (AIC) of the Volgograd region in the field of digital agriculture. In this direction, the second inextricable link is formed - the link between the university and the agricultural business. On the one hand, the university is ready to solve this problem, since it has competent personnel in this area, a sufficient material and technical base and an excellent experimental site. On the other hand, a business must spend time and its own resources for interacting with the university, as this helps to narrow the gap between the knowledge and skills of graduates and the real needs of the business in the competencies of employees. Moreover, this interaction does not imply merely the presence of contacts, but a comprehensive understanding of the problems and requests of agricultural enterprises. The university is not just waiting for help to come to it, but it is actively keeping in its attention the market movement, technology change, and company development. University staff understand what kind of personnel the agro-industrial complex will need, together with its representatives they are ready to discuss this and move on to specific projects and educational programs. At the same time, enterprises should not only formulate a request for specialists, but also influence the program, a set of knowledge and skills, etc. The university is able to respond mobile to changes and adapt programs taking into account what is in demand today in practice, in agribusiness. We are ready to expand the format and scope of distance learning courses. A university can help people move in their education, and in this sense, the figure of a professor acts as a cultural support for individual education. Such cooperation is not only a real social responsibility of the business, but also an opportunity to save in the future on retraining its employees.

An integral component of the Volgograd State Agrarian University is scientific work. The university conducts analytical studies aimed at the digital development of

the agricultural sector of the region, the development of recommendations for the introduction of digital solutions for agriculture. The university is also capable of providing scientific support for the launch and operation of modern elements of digital agriculture systems. However, the federal budget is the main source of financing science and innovation at universities, and the share of corporate orders is very small. The university is ready to solve breakthrough problems in the fields of science, but in a situation of limited resources, it is impossible for one university to do this.

Agribusiness companies are also interested in working with competitive research units that provide an innovative product or unique competency, as this allows the industry to adopt and adapt new technologies. But today, the relations between universities and customers of projects and scientific developments are most often based on old backlogs and personal contacts. Such a system of interaction has a low growth potential, small scale research, which contributes not to interaction, but rather, the isolation of universities and companies. This does not allow to form a common planning horizon and create new organizational models, since only a small number of university and company employees are involved in the system. The gap in communication between the developer community and enterprises is due to the low motivation of the Russian agro-industrial complex to introduce new technologies, the lack of platforms and forms of communication between industry and university science.

It is also worth paying attention to the creation of another connection - interaction with graduates. It is university graduates who successfully work in the agro-industrial complex or who have created their own projects, create a reputation for the university, and can contribute to the formation of new connections and the conclusion of new contracts. For this, it is necessary to maintain a database of graduates, manage their community, and replicate the "success stories" of graduates.

Another internal resource of the university - students - can become a catalyst for the development of the university ecosystem. Students are most susceptible to innovation, risk, experimentation, so their energy must be directed to the development of the university's ecosystem. Currently, the Volgograd State Agrarian University is creating permanent platforms for collective work of students, teachers, as well as specialists in the field of digital technologies and agribusiness, where they will carry out joint projects in the areas of: digital technologies, Big Data, neurotechnology and artificial intelligence, distributed systems registry, IoT technology, robotics and sensor components, as well as virtual and augmented reality technologies. This will allow to attract creative specialists in the field of digital solutions to the university, carry out marketing research to study the needs for IT solutions in the agricultural sector, students to gain invaluable practical experience, and practical workers to look for future employees. In turn, partnership in educational business projects will allow recommending events and courses of other ecosystem actors to a new audience. The university should become an ecosystem integrator, creating teams of navigators, maps of educational opportunities, counseling platforms. The university must purposefully help everyone who wishes to build an educational route according to their wishes, create complex compound courses from

educational modules from various leading scientists.

Another area of interaction between the agrarian university, creating its connection and making up the ecosystem is its "third mission" as an intellectual center of the local community, a place for discussion and examination, and a creative environment. This extends the ecosystem of the university, although it is not directly related to its main activity and brings indirect benefits - new students, additional publications in the media, etc. The Volgograd State Agrarian University, working in this direction, becomes a driver of the region's economic well-being, because it generates new technologies, new knowledge, affects the formation of growth points of the region's innovative economy, forms the cultural space of the region, and the qualitative characteristics of the rural population, etc.

Conclusion. However, this requires not just a formal signing of agreements, but a relationship of trust and the desire to form a common vision for the problems of the agricultural sector of the region. Only with partners representing science, business and government, and taking into account mutual interests, can success be achieved in this matter.

Creating a comfortable and effective environment around the university, mutual activities, cooperation in educational, research, innovative and social activities reinforce the innovative potential of each interacting system and allow them to develop.

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HEALTH EXPENDITURE AND ECONOMIC GROWTH

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Annotation.*This thesis is devoted to the study of health expenditure as an important factor which strongly influences on economic growth. The author of this thesis provide information related to the subject taking Korea as an example.*

Key words*: economic growth, human capital, life expectancy, Gross Domectic Product, coefficient of determination, coefficient of correlation, labour force, T-statistics, empirical data.*

Introduction.

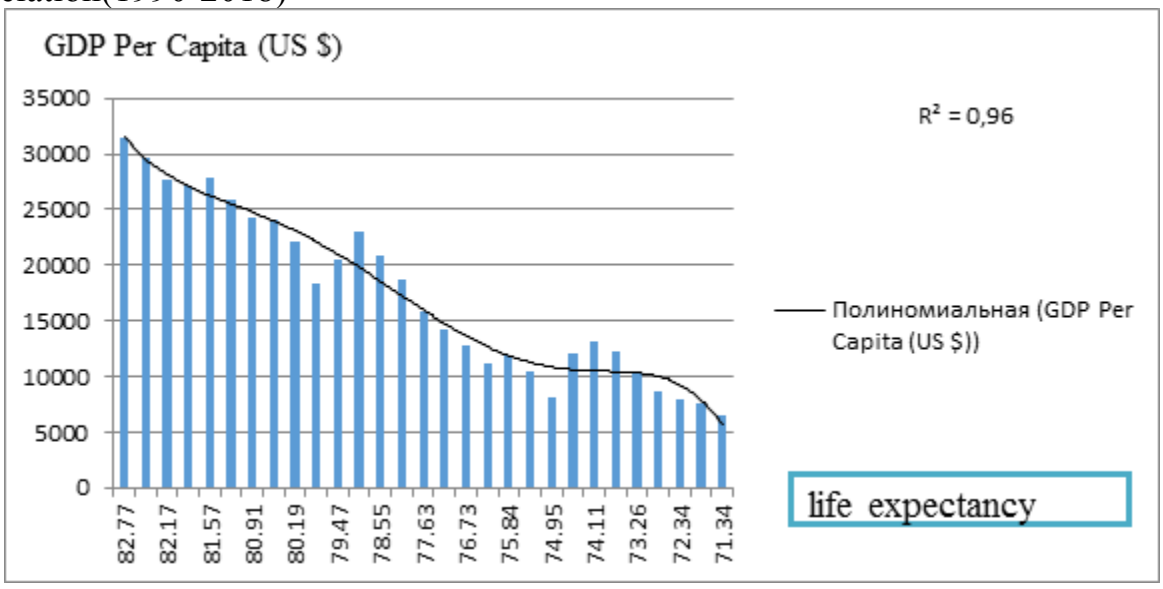
Health contributes significantly to economic growth as a crucial part of human capital because healthier workers are physically and mentally more energetic and less likely to make mistakes during their work. They implement their job more productively than others and attend work without breaks.Health helps raising income levels.It is evident from researches that if the population of a country have more income, they are more likely to live longer.

Main part:

1.Relationship between life expectancy and GDP per capita as an example of South Korea.

If we look at life expectancy and GDP per capita in South Korea from 1990 to 2018 ,levels of life expectancy and GDP per capita raised simultenously.The correlation between life expectancy and GDP per capita is high in this country (r =0.98). It is evident from the coefficient of determination (R2) of 96,6% ,showing that the explanatory power of the model is strong with the independent variable explaining 96,6 percent of the movement in the dependent.

Life expectancy and GDP per capita in South Korea, graphic with correlation(1990-2018)



1.Source:United Nations – World Population Prospects. 2.World Bank.

2.The interaction among health expenditure, labour force and GDP in South Korea.

It is noticed from analyzing empirical data in Korea that there is strong relationship between labour force and health expenditures in Korea, namely the determination coeffitcient is high at 95.2 %. It is evident from this that the changing of labour force strongly depends on health expenditures.If health expenditure per capita is increased by 1 US $, labour force grows by 3362 person. In the result of this, the growing of labour force by one person GDP increases by 0.125 mln $.GDP also highly depends on labour force , meaning that the coeffitcient of determination shows 96.8 %.



L- labour force,person;GDP – Gross Domestic Product, mln US $; H – health expenditure,per capita, US $.

Source: Computed and Extracted by the Author from Computer output

Conclusion

As an overall evaluation ,we can conclude from this study that health expenditure significantly contributes to economic growth. Hence, if health expenditure is gone up it brings increase in labour force and ultimately GDP growth of the country. It will be possible to assert that the health sector will further develop in terms of productivity as a result of more competition in the private sector.Economic growth also can give governments the means to provide a better public health system and to invest in infrastructure that directly or indirectly affects health.

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УДК 371.2

WORKING WITH GIFTED YOUTH AS A SPECIAL AREA OF PEDAGOGICAL ACTIVITY

РОБОТА З ОБДАРОВАНОЮ МОЛОДДЮ, ЯК ОСОБЛИВИЙ НАПРЯМ ПЕДАГОГІЧНОЇ ДІЯЛЬНОСТІ

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Анотація. *В роботі розглядаються різні аспекти підготовки педагога до роботи з обдарованою молоддю. Описано особливості цієї роботи та виокремлено додаткові вимоги до педагогів, які працюють з обдарованою молоддю.*

Ключові слова: *обдарована молодь, здібності, розвиток, діяльність, досягнення.*

Abstract. *The paper deals with various aspects of teacher preparation for work with gifted youth. The features of this work are described and additional requirements for educators working with gifted youth are highlighted.*

Key words: *gifted youth, ability, development, activity, achievement*

Вступ. Педагогічна діяльність розмаїта і багатогранна, причому одним з її феноменів залишається нерозривне і органічне поєднання інновацій, у наслідок чого педагогіка залишається сучасною, і традиційних підходів (опори на досвід поколінь і прагненні не нашкодити) у наслідок чого вдається забезпечувати стабільність педагогічних процесів. У цьому розумінні одним з найбільш проблемних напрямів є робота з обдарованою молоддю, яка з одного боку, апріорі, передбачає максимальне спирання на новітні наукові знання та досягнення, а з іншого боку передбачає використання накопиченого педагогічного досвіду, як запоруки досягнення максимально ефективного результату. Педагогіка значною мірою ґрунтується на досвіді роботи з дітьми, а педагогічні здібності найкраще, найефективніше розвиваються саме під час практичної педагогічної роботи. К. Д. Ушинський зазначав, що метод викладання можна вивчити з книги чи зі слів викладача, але набути навички щодо застосування цього методу можна лише в процесі тривалої практики. Відповідно, саме досвід і результати практичної роботи з обдарованою молоддю лежать в основі рекомендацій, узагальнень та висновків щодо особливостей зазначеної діяльності в цілому і додаткових вимог до підготовки педагогічних працівників, зокрема.

Мета роботи. У нашому дослідженні ми прагнемо розглянути роботу з обдарованою молоддю, як невід'ємний, але специфічний вид педагогічної діяльності до якого педагогічних працівників треба цілеспрямовано готувати, а також окреслити аспекти такої спеціальної підготовки.

Матеріали та методи. В основу нашого дослідження покладено, зокрема, матеріали, зібрані протягом десятиріч організації різних форм інтелектуальних змагань різних рівнів для школярів та студентів. Аналіз накопичених матеріалів та відповідного досвіду, застосування методів педагогічних досліджень, спирання на принципи навчання та використання діяльнісного підходу дозволили нам отримати належні результати та зробити відповідні висновки.

Результати та обговорення. Існує думка про недоцільність використання терміну обдарована молодь (обдаровані учні тощо) по відношенню до визначеної групи осіб, тим самим нібито порівнюючи цю групу з іншими, начебто менш обдарованими особами. Тобто, при такому підході, початково всі діти вважаються обдарованими, справа лише в розкритті цих обдарувань. Ми не будемо заперечувати тезу про те, що існує нагальна потреба у виявленні, розкритті та розвитку природних здібностей дітей і молоді, це дійсно так. Але й з твердженням, що від природи всі люди мають однакові здібності, тобто є однаково обдарованими погодитися не можемо. Тобто діти, молодь і люди взагалі, безумовно, мають якісь певні здібності, але ці здібності є дуже різними і за своєю сутністю і за рівнем прояву. Вважаємо, що окремого наголосу і уваги потребує твердження про те, що хоча наявність здібностей (або їх задатків), безумовно, є дуже важливою, але з практичної точки зору ще більш важливим є прояв, розкриття, втілення та розвиток природних здібностей.

Ми у цьому дослідженні не ставимо за мету заглиблюватись у вивчення особливостей загальних та спеціальних здібностей, що загалом більше відноситься до психолого-педагогічних проблем, але вважаємо за необхідне зазначити, що вживати термін обдарована молодь у педагогічному розумінні є цілком коректним.

А отже ми вважаємо, що маючи на увазі певне коло людей, зокрема учнівської молоді, узагальнене за певною ознакою, наприклад за наявністю художніх, музичних, хореографічних, літературних або інших мистецьких здібностей, так само, як і по відношенню до тих, хто має різноманітні, але однотипні інтелектуальні здібності (до математики, фізики, моделювання, конструювання тощо) є цілком коректним, нікого не ображаючи, вживати термін обдаровані діти (учні), або обдарована молодь. При цьому, керуючись діяльнісним підходом щодо визначення обдарованості, зарахування тієї чи іншої особистості до категорії обдарованих, перш за все, означає те, що ця особистість вже хоча б у якійсь сфері людської діяльності проявила себе більш вдало та досягла більших успіхів, ніж інші її колеги (однолітки, односельці тощо). Отже, якщо обдарована молодь існує, то її потрібно навчати, зважаючи на обдарування, здібності, пізнавальні потреби та інтереси. Тобто зміст, методи, форми та умови навчання мають враховувати усі відповідні обставини та специфічність контингенту.

Педагогічна діяльність є дуже специфічною, такою, де людський фактор відіграє надзвичайно важливе значення, і в цьому розумінні діяльність педагога дуже важко піддається жорсткій регламентації або стандартизації. Варто згадати не дуже серйозні, але все ж дискусії про те чи є педагогіка наукою чи мистецтвом. Дійсно, досвід педагогів переконливо свідчить, що стиль і методи,

бездоганно працюючи на уроках одного вчителя іноді не спрацьовують на уроках іншого, також кваліфікованого вчителя, який використовує інші підходи до учнів, веде урок в іншому стилі тощо. Вчителі-практики розуміють, що порівнювати двох хороших, але різних педагогів – це безнадійна і невдячна справа, оскільки дуже важко встановити відповідні єдині безперечні критерії. Інша річ, що вивчаючи досвід, методи і форми роботи різних фахівців, кожен вчитель віднаходить по зернятках те, що саме він зможе використати на своїх уроках, завдяки чому процес навчання стане більш змістовним, більш цікавим, більш корисним.

Вчитель має бути викладачем, вихователем, методистом та обов'язково мати відповідні морально-психологічні якості і особливості характеру, які б дозволили йому знайти контакт та порозумітися з учнями. Майбутній вчитель повинен мати задатки педагогічних здібностей, які в процесі навчання можна формувати, розвивати, але повинна бути першопочаткова точка відліку – відповідні риси характеру. Це ні в якому разі не означає, що у вчителів однакові або схожі характери, інша справа, що деякі ключові професійні риси характеру вчителів, очевидно, можна виокремити. Також можна визначити основні аспекти цілеспрямованої підготовки, які по суті складовими формування фахового педагога. Нами виокремлено такі аспекти:

1. Змістовий аспект підготовки. Професійна підготовка вчителя ґрунтується на його фахових знаннях відповідної дисципліни.
2. Педагогічний аспект підготовки. Знання дидактики та володіння методикою навчання є необхідною умовою успішної педагогічної діяльності.
3. Загальнокультурний аспект. Рівень загальної та внутрішньої культури, інтелігентність вчителя, його непересічність впливають на учнів здебільшого опосередковано, але саме ці риси вчителя підсвідомо наслідують його учні.
4. Професійна придатність. Морально-психологічні особливості характеру майбутнього вчителя є визначальними в його становленні саме як вчителя.

Порядок перерахунку аспектів жодним чином не відображає міру їх важливості, на наш погляд, вони є рівноважливими, тісно пов'язаними, і лише комплексне виконання всіх вимог забезпечить якісну підготовку педагога.

Водночас заважимо, що зважаючи на специфічність, складність та відповідальність діяльності, окремого вивчення потребує питання, чим саме і якою мірою повинні (і чи повинні?) відрізнятись особистісні якості і підготовка педагогічних працівників, які працюють з обдарованою молоддю, та у чому полягають найбільш важливі психолого-педагогічні особливості цієї роботи.

Висновки. За підсумками узагальнення результатів проведеного аналізу матеріалів педагогічної практики і ґрунтуючись на власному досвіді роботи з обдарованою молоддю, нами виокремлено вимоги, яким додатково повинні відповідати педагогічні працівники і, перш за все, вчителі та викладачі, що успішно навчають обдаровану молодь. А саме:

1. Володіння системними предметними знаннями науки, що відповідає

дисципліні викладання та, дуже бажано, інших споріднених наук (дисциплін) відповідної галузі. Це дозволяє педагогу ефективно висвітлювати міжпредметні зв'язки та швидко і кваліфіковано реагувати на несподівані, оригінальні і досить складні питання, зміст відповідей на які, як правило, виходить за межі офіційної програми навчання тощо.

2. Високий загальний інтелектуальний рівень, широка загальна ерудованість, обізнаність у загальних сферах молодіжних інтересів, здатність до підтримки розмов, роздумів, дискусій на різні теми що до загальнолюдських цінностей, суспільних подій тощо.

3. Креативність, здатність до постійного навчання та самовдосконалення.

4. Знання та розуміння особливостей психології обдарованих молодих людей, спроможність врахування особистісних аспектів у процесі навчання, психологічна налаштованість на співпрацю, визначення метою і головним критерієм успішності навчання перевершення учнем досягнень учителя.

5. Здатність до підтримання (створення) атмосфери творчого неспокою, створення плідного конкурентного середовища.

6. Здатність організувати процес навчання в умовах принципової відмови від занадто жорсткої регламентації процесу пізнання досить високого рівня, яке носить індивідуальний характер, уміння зацікавити (заінтригувати) молодих людей. Уміння організувати і спрямувати самостійну роботу обдарованої молодої людини. Здатність керувати самонавчанням учня навіть в умовах, коли знань і здібностей наставника виявляється вже недостатньо або якщо навчання здійснюється дистанційно і можливості педагога дещо обмежені тощо.

Педагогічні здібності, на наш погляд, лежать в основі професійної придатності педагога (вчителя), але не визначають її остаточно. Можна довго перераховувати риси характеру, які учні хотіли б бачити у свого вчителя, але ці риси можна розвивати та вдосконалювати лише за умови наявності їх задатків. Зазначимо також, що формування, становлення і успішність справжнього вчителя, наставника залежить, зокрема, і від особистісних рис його характеру, які можна розвивати, але яким навчити не можна.

Нами також виокремлено та сформульовано найбільш важливі психолого-педагогічні особливості, що вирізняють роботу з обдарованою молоддю, а саме:

- Робота є особливою з точки зору необхідності здійснення навчання, спрямованого на розвиток загальних здібностей молоді.
- Робота є особливою з точки зору необхідності здійснення навчання, спрямованого на виявлення та розвиток спеціальних здібностей молоді.
- Робота є особливою з точки зору необхідності урахування особливостей ведення виховної роботи щодо обдарованої, тобто креативної, неординарної молоді.
- Робота є особливою з точки зору необхідності забезпечення узгодження особистих пізнавальних потреб та інтересів обдарованих молодих людей з потребами суспільства, держави; коректного спрямування пізнавальної діяльності на корисні дії.

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ADVANCED TRAINING OF ENGINEERS OF THE RUSSIAN TELEVISION AND RADIO BROADCASTING NETWORK COMPANY

ПОВЫШЕНИЕ КВАЛИФИКАЦИИ ИНЖЕНЕРОВ РОССИЙСКОЙ ТЕЛЕВИЗИОННОЙ И РАДИОВЕЩАТЕЛЬНОЙ СЕТЕВОЙ КОМПАНИИ

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Аннотация. *Рассмотрена методика и содержание курса повышения квалификации специалистов компании РТРС на базе ПГУТИ и Самарского ОРТПЦ. Предлагаются для обсуждения пути решения проблем цифрового телевидения в РФ, обеспечивающие надежное и бесперебойное телерадиовещание в соответствии со стратегией развития цифрового телевидения до 2025 года.*

Ключевые слова: *повышение квалификации, цифровое телевидение, стандарт DVB-T2, стратегия развития.*

Abstract. *Methodology and content of the professional development course for RTRS specialists on the basis of PGUTI and Samara ORTPZ was considered. It is proposed to discuss ways to solve the problems of digital television in Russia, providing reliable and uninterrupted television and radio broadcasting in accordance with the strategy of development of digital television until 2025.*

Key words: *advanced training, digital television, DVB-T2 standard, development strategy.*

1 Введение

В Поволжском государственном университете телекоммуникаций и информатики (г. Самара) в 2011 году открыт курс повышения квалификации сотрудников компании «Российская телевизионная и радиовещательная сеть» (РТРС) по технологии цифрового телерадиовещания в стандарте ***DVB-T2***. С 26 по 30 марта 2012 года прошла обучение первая группа специалистов РТРС [1] по теме «Цифровое телевидение. Основы построения. Технологии цифрового телерадиовещания в стандарте ***DVB-T2***».

В подготовке к проведению курса под руководством профессора, д.т.н. В.Л. Карякина приняли участие сотрудники Самарского ОРТПЦ, предприятия ООО «НПП Триада-ТВ».

Для обучения были приглашены специалисты филиалов РТРС из Астрахани, Оренбурга, Татарстана, Краснодара и других регионов России.

Посетили курсы и ознакомились с процессом обучения заместитель Министра связи и массовых коммуникаций РФ О.Г. Духовницкий, заместитель председателя Правительства Самарской области С.В. Казарин, первый заместитель генерального директора РТРС П.В. Степанов, а также Генеральный директор ООО «НПП Триада-ТВ» С.Ю. Матвеев [1].

К началу 2020 года под руководством В.Л. Карякина с участием сотрудников Самарского ОРТПЦ прошли обучение более 600 инженерно-технических работников РТРС из различных регионов России.

В рамках федеральной программы «Развитие телерадиовещания в Российской Федерации на 2009 – 2018 годы» подготовлено и опубликовано два

учебных пособия [2, 4], монография [3], ряд статей в научно-технических журналах. Технические решения, изложенные в книгах [2 - 4], защищены пятью патентами.

Целью статьи является рассмотрение методики повышения квалификации специалистов компании РТРС на базе ПГУТИ и Самарского ОРТПЦ в рамках федеральной программы «Развитие телерадиовещания в Российской Федерации на 2009 – 2018 годы» и стратегии развития цифрового телевидения до 2025 года.

2 Методика обучения инженеров РТРС

Обучение слушателей дистанционно-очное. Разработаны и опубликованы методы экспериментального исследования качества цифрового телерадиовещания в стандарте ***DVB-T2*** с удаленным доступом к оборудованию передающих центров [5]. Режим удаленного доступа значительно расширяет возможности взаимодействия специалистов компании РТРС. Методы экспериментального исследования цифрового вещания используются в дистанционном обучении слушателей в тренинг-центре «Цифровое телевидение» на сайте [6].

Разработаны и внедрены в учебный процесс руководящие указания и видеоуроки в цикл лабораторных исследований по методам оценки показателей качества цифровых телевизионных систем и сетей второго поколения.

Рассматриваются общие принципы построения систем и сетей цифрового телевидения, компрессии цифровых сигналов изображения и звука. Уделяется внимание технологии цифровой компрессии стандартов ***MPEG***, в том числе перспективам развития и внедрения новых видов компрессии ***HEVC*** и **AV**1 в цифровом телевидении высокой и ультравысокой четкости.

Обсуждаются итоги выполнения целевой федеральной программы «Развитие телерадиовещания в Российской Федерации на 2009-2018 годы», а также результаты перехода регионов от аналогового к цифровому вещанию.

В стратегии развития телерадиовещания в Российской Федерации до 2025 года [7] особо указывается на необходимость обеспечения надежности и бесперебойности телерадиовещания. В этой связи дан подробный анализ причин возникновения проблем, которые приводят к техническим остановкам и браку в региональном телерадиовещании.

Предлагаются для обсуждения пути решения проблем цифрового телевидения в РФ, обеспечивающие надежное и бесперебойное телерадиовещание.

3 Содержание курса и алгоритм самостоятельной работы

Каждый раздел курса содержит лекционный материал, форум, контрольные вопросы, задания и тесты. Всего на сайте [6] одиннадцать разделов.

1. Сети эфирного цифрового телерадиовещания в РФ
2. Формирование контента
3. Формирование транспортных потоков
4. Семейство стандартов DVB
5. Технологии построения систем и сетей ЦТВ стандарта DVB-T2

6. Спецификация режимов систем и сетей ЦТВ стандарта DVB-T2
7. Оборудование Центров Формирования Мультиплексов
8. Транспортные сети в ЦТВ
9. Технология эксплуатации систем и сетей ЦТВ
10. Технологии исследования и проектирования систем и сетей ЦТВ
11. Абонентские устройства стандарта DVB-T2

Алгоритм самостоятельного изучения многоуровневый. Для перехода на очередной уровень необходимо успешное прохождение тестов текущего уровня в каждом из одиннадцати курсов.

Обучение дистанционно-очное. На дистанционное самостоятельное обучение отводится 36 часов. Очное обучение в объеме 72 часов осуществляется на базе учебных лабораторий ПГУТИ и учебно-производственных лабораторий Самарского филиала РТРС. Теоретическую подготовку по технологии цифрового телерадиовещания в стандарте ***DVB-T2*** осуществляет проф. В.Л.Карякин. Практические занятия проводят представители Самарского ОРТПЦ под методическим руководством В.Л. Карякина.

В процессе обучения используется методический материал, опубликованный во 2-м и 3-м издании книг «Цифровое телевидение» [2, 4], а также в отдельных разделах монографии [3].

Раздел курса «Технологии исследования и проектирования систем и сетей ЦТВ» содержит методические указания к циклу лабораторных работ, посвященных методикам измерения качественных показателей систем и сетей цифрового телевидения второго поколения.

1. «Изучение функционального назначения элементов конструкции ТВ анализатора ***R&S ETL***».
2. «Методика предварительных и специальных настроек анализатора ***ETL*** для исследования цифрового телерадиовещания в стандарте ***DVB-T2***».
3. «Методика измерения спектров и отношения сигнал/шум ТВ сигналовв стандарте ***DVB-T2***».
4. «Обзорные измерения ТВ сигналов в стандарте ***DVB-T2***».
5. «Методика измерений сигнальных созвездий ТВ сигналов в стандарте ***DVB-T2***».
6. «Методика измерения модуляционных ошибок ТВ сигналов в стандарте ***DVB-T2***».
7. «Методика измерения транспортных потоков ТВ сигналов в стандарте ***DVB-T2***».

Предлагаемые на конкретных примерах методы проектирования устройств, систем и сетей цифрового телевидения позволили сократить сроки экспериментальных работ при переходе к цифровому телерадиовещанию и обеспечить высокое качество услуг. Дана методика оценки влияния интерференции на качество приема в области перекрытия зон обслуживания передатчиков. Разработана методика оценки эффективности компенсации интерференционных искажений в системах и сетях цифрового телерадиовещания.

Обсуждаются преимущества технологии наземного цифрового телевизионного вещания, позволяющие предоставлять населению бесплатно общедоступные обязательные теле- и радиоканалы на всей территории страны.

Большое значение для перспектив развития наземного телевизионного вещания имеет использование данной платформы в качестве базовой для государственного и общественного вещания, в том числе для предоставления населению большого объема государственных услуг и создания систем оповещения о чрезвычайных ситуациях.

Обеспечение альтернативной возможности приема программ наземного эфирного вещания будет являться сдерживающим фактором для роста тарифов операторов других способов доставки контента.

Как показывает опыт стран Западной Европы, платформа наземного цифрового вещания имеет высокую конкурентоспособность и успешно развивается даже в странах, где проникновение кабельного и спутникового вещания является достаточно высоким. При внедрении цифрового вещания в Германии был отмечен даже некоторый отток абонентов платных кабельных и спутниковых сетей из-за перехода на наземную платформу вещания. Это вызвано тем, что наземное вещание способно обеспечить хоть и меньшее число программ, чем в спутниковом и кабельном телевидении, но все же достаточно большой набор программ и высокое качество без абонентской платы. Во многих странах (особенно это характерно для стран с большой территорией) инфраструктура наземного вещания остается основным механизмом доставки населению общедоступных сервисов, например, программ телевидения и звукового вещания.

4 Перспективы развития наземного цифрового ТВ

В настоящее время дальнейшее развитие наземного цифрового телевизионного вещания связано с интеграцией ТВ-вещания и информационных технологий, в частности, с внедрением в России технологии ***5G/IMT2020***.

В результате при интеграции различного рода игроков телекоммуникационного рынка на фоне традиционных моделей вещания будут развиваться альтернативные модели: ***IPTV***, интернет-телевидение ***OTT*** (***Over The Top***) и мобильное телевидение.

5 Заключение

1. Рассмотрена дистанционно-очная методика повышения квалификации специалистов компании РТРС на базе ПГУТИ и Самарского ОРТПЦ в рамках федеральной программы «Развитие телерадиовещания в Российской Федерации на 2009 – 2018 годы» и стратегии развития цифрового телевидения до 2025 года.

2. В период с 2012 года по настоящее время под руководством д.т.н., профессора В.Л. Карякина с участием сотрудников Самарского ОРТПЦ прошли обучение более 600 инженерно-технических работников РТРС из различных регионов России.

3. Основой программы курса, разработанной специалистами РТРС совместно с В.Л. Карякиным, является материал 2-го издания книги «Цифровое

телевидение» [2].

4. В процессе обучения методический материал дополнялся и проходил апробацию на занятиях со слушателями, который в дальнейшем опубликован в научно-технических журналах и книгах [3, 4], соответственно в 2017 и 2019 году. Технические решения, предлагаемые в этих книгах, защищены автором пятью патентами.

5. Разработаны и опубликованы методы экспериментального исследования качества цифрового телерадиовещания в стандарте ***DVB-T2*** с удаленным доступом к оборудованию передающих центров [5]. Режим удаленного доступа значительно расширяет возможности взаимодействия специалистов компании РТРС.

6. Дальнейшее развитие наземного цифрового телевизионного вещания связано с интеграцией ТВ-вещания и информационных технологий, в частности, с внедрением в России технологии ***5G/IMT2020***.

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USING THE CASE METHOD IN THE STUDY OF ACCOUNTING DISCIPLINES USING INFORMATION TECHNOLOGY

ВИКОРИСТАННЯ КЕЙС-МЕТОДУ У ВИВЧЕННІ ОБЛІКОВИХ ДИСЦИПЛІН ІЗ ЗАСТОСУВАННЯМ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ

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Abstract.. *The article describes the main requirements for modern professionals with accounting, trends in the development of case-method in teaching, an example of using the method in the study of accounting discipline with the use of information technologies is given*

Key words: *teaching, case study, training objective, accounting, information technology*

Анотація. *У статті розглянуті основні вимоги до сучасних фахівців з обліку, висвітлені тенденції розвитку кейс-методу у навчанні, наведено приклад використання методу при вивченні облікових дисципліни із застосуванням інформаційних технологій*

Ключові слова: *навчання, кейс, навчальне завдання, облік, інформаційні технології*

Introduction.

The integration of our country into the world economy made it necessary to train qualified management personnel. However, the success of professional training of students depends not only on the quality of software and methodological complexes and the choice of adequate forms of training organization, but also on the level of the teacher's knowledge of educational technologies. Educational technologies and training technologies are a prerequisite for the professional development of a future specialist in the field of accounting.

The case method acts as a way of thinking of the teacher, its special paradigm that allows you to think and act differently, to develop creative potential. This is facilitated by the broad democratization and modernization of the educational process, the emancipation of teachers, the formation of their progressive style of thinking, ethics and motivation of pedagogical activity.

The history and spread of the case method originates at the Harvard business school. One of the interactive methods that has gained popularity in the UK, USA, Germany, Denmark and other countries is the Case study (a case method, a method of analyzing situations), developed by English scientists M. Shever, F. Edey and K. Yates. It is in the world practice that it has an important place for solving modern problems in education. The case method was first used in 1910 when presenting management disciplines at Harvard business school, which is well known for innovation, and in Ukraine, this method began to spread only at the very end of the twentieth century, as a cognitive acceleration in the study of natural Sciences.

The purpose of the article is to analyze the requirements for young professionals in the field of accounting and justify the need for innovative methods of teaching

accounting disciplines on the example of the introduction of the case method in the educational process.

Key research findings.

The current socio-economic situation in the world places increased demands on the training of specialists of Economics. Modern society needs a socially active specialist who can work in a team, make decisions in non-standard situations, perceive and process large amounts of information, and know how to process and analyze it using modern information technologies.

According to recognized educational standards, graduates of economic specialties of higher education institutions should be able to [1, p. 112]:

- systematize and summarize information, prepare references, reviews on professional activities, edit, refer, and review texts;
- use basic and special methods of economic analysis of information in the field of professional activity;
- develop and justify options for effective management decisions;
- critically evaluate the behavior of economic entities and trends in the development of objects in the field of professional activity from different sides (production, motivational, institutional, etc.);
- use computer technology in user mode to solve economic problems;
- use methods of economic and mathematical modeling and optimization of labor indicators using computers.

A modern accounting specialist should know the principles of modeling and forecasting the national economy, as well as the structure and content of the most important balance sheet, statistical and optimization models and methods. Possess skills in using universal and specialized software packages, including packages for processing expert, statistical and intersectoral information on personal computers and knowledge in the field of quantitative economic and mathematical methods of analysis and statistics for commercial activities, operational management and strategy, and information technologies.

The need to train competent specialists determines the need to develop and apply non-traditional methods of teaching students of accounting and economic profile. One of these methods, in our opinion, is the case method.

Case study – a method for analyzing situations. Its essence lies in the fact that students are asked to understand a real life situation, the description of which simultaneously reflects not only a practical problem, but also actualizes a certain set of knowledge that must be learned when solving this problem. However, the problem itself has no unambiguous solutions [2, p. 389].

All cases used for educational purposes can be divided into several groups [3]:

1. Harvard-type cases are serious study tasks that include a description of the business situation in the form of text, tables, statistics, graphs, drawings, and the like. Such cases never contain a problem statement, but only a description of its symptoms. Students themselves must formulate a problem, analyze various options for its solution and offer the most suitable one as a recommendation, justifying their choice. The volume of the case varies from 5-6 to 30-35 pages.

2. The case-history, a more simple case studies that serve to demonstrate the particular economic problems and contain the wording. Students are asked to answer a number of questions about the content of the case and options for solving the problem presented in it. These solutions can even be presented in the case itself, then students are asked to choose the most appropriate option for the situation and justify their choice. The volume of such case stories usually ranges from 1-2 to 5-6 pages.

3. Mini-cases are a form of written knowledge control that involves students ' reaction to the proposed and briefly described business situation. Students should link the situation to a specific topic or section of the discipline being studied and comment on the situation from the point of view of this topic, as well as draw conclusions or make recommendations. Of course, the volume of the mini-case is within 1-2 paragraphs.

The goals for which the use of the case method is aimed depend on the type of specific situation, namely: case-needs, case-choice, crisis case, conflict case, case-struggle, innovative case, and so on.

The case method training tasks are as follows:

- in acquiring skills for using theoretical material to analyze practical problems;
- in developing skills for assessing the situation, selecting and organizing the search for basic information;
- in the developed skills to formulate questions and requests;
- developing skills to develop multi-variant approaches to the implementation of the action plan;
- in the formation of skills to make decisions independently in conditions of uncertainty;
- in the formation of skills and techniques for comprehensive analysis of situations, forecasting ways of developing situations;
- in forming the skills of constructive criticism.

As part of practical training in accounting disciplines, students were asked to develop a case study on one of the topics of the course. The work was carried out within small groups (3-4 students) and involved several stages, in accordance with the program proposed by the school of business at the University of Chicago [4, p. 76]:

1. Choosing the subject of the process research (case study basics);
2. Search, processing and analysis of the necessary information (in literature, statistical collections, industry standards, Internet sites).
3. Analysis and selection of application software for further work (among such packages as Microsoft Excel, 1C: Accounting, etc.).
4. Research of the problem: data analysis, correlation of indicators.
5. Direct writing of the case and guidelines for it.

All work was carried out under the guidance of the teacher. After the completion of case writing, the finished material and case solutions were exchanged between small groups. All participants received additional points for their creative work.

Conclusion.

The construction part of the curriculum of accounting disciplines with writing a

case study students in the selected direction and the next use of the case method in the framework of the discipline, in our opinion, allowed:

- increase interest in the subject, motivate creative activity of students in the field of professional interests;
- add research skills;
- expand the scope of knowledge on the use of application software necessary for future accountants and provide skills for its use in the field of professional activity;
- learn to navigate and make competent management decisions in the modern information environment.

When teaching students who study accounting, it is necessary to apply cases using specialized accounting software is proved. This will allow future specialists to quickly adapt to the practical realities of the world, where most business processes are based on information technology.

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CONCEPTS OF DEVELOPMENT OF EDUCATIONAL ACTIVITIES OF THE CYCLE COMMISSION OF TRAINING SPECIALISTS

КОНЦЕПЦІЇ РОЗВИТКУ ОСВІТНЬОЇ ДІЯЛЬНОСТІ ЦИКЛОВОЇ КОМІСІЇ ПІДГОТОВКИ ФАХІВЦІВ

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Анотація. *Розглядалися питання освітньої діяльності викладачів циклової комісії технологічних дисциплін підготовки фахівців. Викладацький склад та його професійність надають можливість підготовці фахівців вищої кваліфікації – творчих, озброєних теоретичними знаннями, практичними навичками та компетентностями, знаннями принципів нових інформаційних технологій і вміннями користуватися ними,*

Студенти вже завтра будуватимуть майбутнє України. Саме від якості їхньої освіти, знань, які вони отримують у навчальному закладі залежить не тільки подальше життя кожного з них, а й країни.

Кожній людині надається можливість повною мірою реалізувати свій потенціал сприяючи суспільному і особистому розвитку та підвищуючи якість життя. Це зумовлює постійну необхідність у професійному вдосконалені, а також пошуку, підходів до практичної підготовки майбутніх фахівців нового типу.

Ключеві слова: *Концепції, інформаційні технології, фахівець, фаховий рівень, досвід, наставництво, вивчення, компетентності, вдосконалення*

Вступ.

В умовах інформаційного суспільства викладачі мають готувати фахівців здатних критично ставитися до інформації, яка в неймовірній кількості накопичується; глобальний простір у який інтегрується студентська молодь, передбачає надати можливість майбутньому фахівцю ефективно діяти, використовуючи технології створення, обробки, передачі та зберігання інформації під час виконання свого професійного обов'язку [4].

Основний текст.

Комісія технологічних дисциплін є випускаючою і здійснює підготовку фахівців техніків – технологів.

Фахове спрямування – «Хімічна технологія та інженерія».

Технолог – фахівець інформаційно – комунікаційних технологій.

Інформаційні технології – сукупність засобів і методів збору, обробки і передачі даних для одержання інформації нової якості про стан об'єкта, процесу, продукту. Застосовуючи різні технології матеріального ресурсу можна одержати різну продукцію.

Інформаційні технології є найбільш важливою складовою процесу використання інформаційних ресурсів суспільства.

Студенти вже завтра будуватимуть майбутнє України. Саме від якості їхньої освіти, знань, які вони отримують у навчальному закладі залежить не тільки подальше життя кожного з них, а й країни [1].

Кожній людині надається можливість повною мірою реалізувати свій потенціал сприяючи суспільному і особистому розвитку та підвищуючи якість життя. Це зумовлює постійну необхідність у професійному вдосконалені, а

також пошуку, підходів до практичної підготовки майбутніх фахівців нового типу.

Циклова комісія технологічних дисциплін є випускаючою і здійснює підготовку фахівців за освітньо – кваліфікаційним рівнем – молодший спеціаліст, технік – технолог.

Фахівець здатний виконувати зазначену професійну роботу і займати посади: технік, технік–технолог, технік з підготовки виробництва, технік з налагодження та випробування, технік з підготовки технічної документації, технолог, апаратник, контролер якості продукції, оператор пульту керування.

Викладацький склад та його професійність надають можливість підготовці фахівців вищої кваліфікації – творчих, озброєних теоретичними знаннями, практичними навичками та компетентностями, знаннями принципів нових інформаційних технологій і вміннями користуватися ними, прагнення розвивати здатність чітко і критично мислити, розв’язувати проблеми та приймати рішення; здатних працювати на підприємствах різних форм власності і підпорядкування; у вищих навчальних закладах; у науково – дослідницьких інститутах та інших сферах діяльності.

Студенти вже завтра будуватимуть майбутнє України. Саме від якості їхньої освіти, знань, які вони отримують у навчальному закладі залежить не тільки подальше життя кожного з них, а й країни.

Фаховий рівень викладачів технологічних дисциплін забезпечує навчально – виховний процес спеціальності, маючи інтелектуальний капітал, досвід в роботі, зв’язки та напрацьований імідж [2].

Мета концепції: задоволення потреб особистості суспільства і держави в освітніх послугах в сфері професійної освіти і навчання з урахуванням тенденцій формування вітчизняного ринку праці та світового досвіду; нарощування науково–педагогічного потенціалу і посилення роботи в сфері формування його якості; адаптація науково – педагогічного потенціалу до соціально–орієнтованої ринкової економіки; інтеграція комісії у складі металургійної академії України в умовах інформаційного суспільства у Європейський і світовий освітній й науковий простір; озброєння студентів спеціальності основними знаннями, навичками та компетентностями; знаннями принципів нових інформаційних технологій і вміннями користуватися ними; розвиток партнерських відносин із спорідненими цикловими комісіями коледжів та кафедрами вищих навчальних закладів України; забезпечення соціального захисту усіх працівників для створення сприятливих умов їх праці [3].

Розробка концепції розвитку професійної освіти і навчання враховує стратегії – її цілі – принципи – напрями діяльності, організацію і методи вирішення завдань: учбові, методичні, науково – дослідницькі [3].

З метою реалізації основних завдань планується: задоволення попиту суспільства на підготовку фахівців вищої кваліфікації всебічно морально–етично вихованих та озброєних основними знаннями, навиками, компетентностями; прагнення розвивати здатність, чітко і критично мислити, розв’язувати проблеми та приймати рішення; задоволення професійної

мобільності фахівців – готовність і здібність до швидкої зміни професій, робочих місць, виконуваних завдань, прискореної адаптації до нових соціально – економічних завдань; підвищення професіоналізму викладацького складу, збільшення інтелектуального потенціалу; розвиток науково – дослідницької бази; формування якісного кадрового потенціалу викладачів; формування потужного потенціалу майбутніх фахівців професійним складом викладачів; пошук шляхів вдосконалення професійної підготовки фахівців спеціальності; підвищення ефективності профорієнтаційної роботи серед шкільної молоді, щодо вибору майбутнього виду діяльності і тенденцій розвитку ринку праці; розвиток партнерського співробітництва циклової комісії технологічних дисциплін з іншими цикловими комісіями коледжів і відповідними кафедрами інших вищих навчальних закладів, науково – дослідницькими інститутами між викладачами і студентами; взаємодія і співробітництво реалізується на рівні циклової комісії технологічних дисциплін; використання новітніх інтерактивних методів навчання (семінарські заняття, виробничі ситуації, ділові ігри та інше), які потребують теоретичних знань і практичних вмінь; підвищення наукового рівня викладачів циклової комісії з метою підвищення якості навчання; підвищення інтенсивності та якості роботи студентської наукової діяльності (науково–пошукові роботи; робота гуртків та інше) – розвиток творчості, новітні пошуки опанування знань; розвиток всебічного морально–етичного виховання студентів; соціальний захист працівників та створення сприятливих умов для їх праці; здійснення науково–методичного супроводу процесів модернізації професійної освіти навчання; розроблення сучасних засобів навчання, що відповідають світовому науково технічному рівню; організація навчання викладачів сучасним інформаційно – комунікативним технологіям; створення інформаційного простору; інформатизація професійної освіти і навчання; вивчення і використання досвіду інших країн щодо застосування стандартів якості професійної освіти і навчання, її оцінки; інтеграція національної професійної освіти і навчання у світовий освітній простір.

Підвищення професіоналізму викладачів– вирішення кадрової політики регіону: розвиток всебічного морально–етичного виховання студентів спеціальності та озброєння їх основними знаннями, навичками та компетентностями; забезпечення професійного, наукового, теоретичного, методичного рівнів підготовки викладачів; впровадження у навчальний процес новітніх інтерактивних методів навчання; розробка навчально–методичної документації, з урахуванням сучасних вимог до навчання (електронний варіант); підготовка навчально–методичного забезпечення самостійної роботи студентів (електронний варіант); впровадження у навчальний процес науково–дослідницьких розробок; застосування викладачами сучасних інформаційно–комунікативних технологій у навчальному процесі; вивчення і використання досвіду інших країн, щодо застосування стандартів якості професійної освіти і навчання, його оцінки; індивідуалізація навчання; вивчення досвіду, наставництво з метою підвищення кваліфікаційного рівня викладачів; участь викладачів у конференціях, науково – методичних семінарах, круглих столах,

фахових об'єднаннях з питань організації навчального процесу; підготовка до видавництва навчальних посібників, підручників з предметів спеціалізації; запровадження незалежного оцінювання – комплексу методів та процесів, для визначення рівня досягнень: знань, навичок та компетентностей випускників із наступним присвоєнням кваліфікації відповідного рівня; сукупність знань, умінь і навичок повинні надати змогу фахівцю виконувати певну роботу, виявляючи свою компетентність.

Забезпечення підвищення якості професійної та практичної підготовки молодших спеціалісті, кваліфікованих фахівців: комп'ютеризація навчального процесу; використання електронного варіанту навчально–методичних матеріалів студентами, для самовивчення теоретичних матеріалів студентами.

Інформатизація діяльності циклової комісії технологічних дисциплін направлена на досягнення якості змісту професійного навчання відповідно рівню сучасних вимог і конкурентоздатності.

Забезпечення навчального процесу інформаційно–комунікаційними технологіями (персональний комп'ютер; електронні посібники; пошукові портали; мультимедійні довідники та інше).

Опанування викладачами і навчання сучасним інформаційно–комунікативним технологіям.

Здійснення інформаційно–рекламної роботи престижності фахового навчання і потреби на ринку праці.

Навчатися користуватися інформаційно–комунікаційними технологіями викладачам, студентам і мати при цьому інформаційну культуру.

Використання певних прикладних програм та Інтернету викладачами, студентами для виконання певних завдань навчального процесу.

Майбутньому фахівцю надати можливість ефективно діяти, використовуючи технології створення, обробки, передачі та зберігання інформації під час виконання свого професійного обов'язку. Розвиток самостійного активного пошуку інформації студентами – форма навчальної роботи, яка сприяє не тільки розвитку самостійності у навчанні, але й життєвому самовивченню [4].

Виховання студентської молоді ЦК технологічних дисциплін. Глобальний простір у який інтегрується студентська молодь, передбачає засвоєння надбань культури різних народів. Постає потреба в здатності студентської молоді до входження у світовий соціально–культурний простір за умови збереження української національної ідентичності.

Робота ЦК технологічних дисциплін направлена на виховання студентської молоді, формування свідомого громадянина–патріота держави через набуття молодим поколінням національної свідомості, активної громадянської позиції, високих моральних якостей та духовних запитів.

Національне виховання має стати фундаментом становленням світогляду молодої людини, на якому формується фахові знання та професійна відповідальність, ґрунтується на принципах: демократичності – виявлення своєї творчої індивідуальності; гуманізації – формування людяної, щирої, доброзичливої, милосердної особистості; послідовності, системності і

наскрізності – зв'язок виховання з життям; єдності навчальної та виховної діяльності; єдності теорії та практики – реалізації набутих студентами знань, умінь, навичок на практиці.

Науково–дослідницька робота циклової комісії технологічних дисциплін спрямована на сучасність розвитку навчально–виховного процесу (впровадження новітніх технологій; сучасного обладнання; розробка технічних рішень; підвищення продуктивності виробництва та якості продукції) – поведінка підприємства в умовах ринку; розвиток обдарованості (участь у конкурсах, конференціях та інше).

Розвиток технічної творчості, як один із елементів засвоєння теоретичних знань з вибраної спеціальності; створення умов для самопізнання, самовизначення особистості. Підвищення якості роботи студентських наукових гуртків з метою формування у студентів наукових поглядів та творчого пошуку в навчальному процесі. Здійснення наукового керівництва роботою студентів під час розробки науково–пошукових робіт. Сприяти впровадженню наукових досліджень у навчальний процес.

Постійна робота викладацького складу циклової комісії технологічних дисциплін над розвитком творчих здібностей студентської молоді, з метою формування інтелектуальної еліти. Робота з обдарованою молоддю – розвиток творчих здібностей з метою формування інтелектуальності особистості.

Як наслідок цієї роботи, результати науково–пошукових робіт полягають в основу курсового, дипломного проектування, розробки реальних проектів та інше.

Роль такої роботи в навчально–виховному процесі дає змогу не тільки засвоїти необхідний об’єм навчального матеріалу, оволодіти відповідними вміннями і навичками, але і вчить самостійно знаходити рішення, глибоко і критично мислити, планувати власну освітню діяльність, виявляючи свою компетентність [2].

Сучасні інформаційні технології надають майбутньому фахівцю широкі можливості ефективної діяльності під час виконання своїх професійних обов’язкі

Висновки.

Фахова спрямованість викладачів циклової комісії технологічних дисциплін надає можливість підготовці молодших спеціалістів – творчих, озброєних теоретичними знаннями, практичними навичками та компетентностями; знаннями принципів нових інформаційних технологій і вміннями користуватися ними; здатних працювати на підприємствах різних форм власності і підпорядкування; формування їх наукового світогляду; опанування ними відповідного рівня і якості кваліфікації та підвищення інтересу до навчання; формування інтелектуальності особистості.

Сучасні інформаційні технології надають майбутньому фахівцю широкі можливості ефективної діяльності під час виконання своїх професійних обов’язків.

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TEACHING THE SUBJECT OF THE THEORY OF ALGORITHMS BY MEANS OF THE SOFTWARE AND METHODOLOGICAL COMPLEX

ПРЕПОДАВАНИЕ ПРЕДМЕТА ТЕОРИИ АЛГОРИТМОВ ПОСРЕДСТВОМ ПРОГРАММНО-МЕТОДИЧЕСКОГО КОМПЛЕКСА

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Аннотация: *В статье рассмотрены вопросы, связанные с применением ИТ в преподавании предмета Теория алгоритмов. Приведены основные аспекты и цели методики использования в образовательном процессе программно-методического комплекса разработанного в поддержку предмета Теория алгоритмов.*

Ключевые слова: *Образовательный процесс, Теория алгоритмов, программно-методический комплекс, электронный дидактический контент, электронные ресурсы.*

Стремительные изменения, происходящие в обществе, ставят перед системой образования задачу формирования творческой, гармонически развитой личности, способной адаптироваться в быстро меняющихся условиях жизни. В век научно-технического прогресса и все увеличивающегося информационного потока важнейшим средством решения данной задачи является информатизация образования. Информатизация - это качественно новые приоритеты в формировании содержания образования и организации учебно-воспитательного процесса. Информатизация образования радикально меняет характер учебного процесса, позволяет в полной мере раскрыть творческий потенциал педагога, дает возможность резко повысить качество и устойчивость получаемых студентом знаний. Так как освоение новейших технологий развивает у студентов не только навыки конструктивного мышления, но и логического мышления - умение рассуждать, доказывать, ставить вопросы, давать четкие ответы, выдвигать конструктивные решения, то главным в освоении новых информационных технологий является развитие у студентов информационной культуры как качественной характеристики жизнедеятельности человека в области целенаправленного получения, передачи, хранения и использования информации с помощью информационно-коммуникационных технологий (ИКТ). В этом процессе важная роль отводится созданию и эффективному использованию электронных образовательных ресурсов (ЭОР). Под ЭОР понимается совокупность образовательных материалов и средств доступа к ним, снабженная методикой по их использованию в учебном процессе [2]. Сегодня вузы самостоятельно решают проблему информационно-методического обеспечения образовательного процесса и это цель достигается в разных местах по разному. В настоящее время считается неэффективным заниматься разработкой информационных ресурсов для каждой дисциплины с нуля. Наличие огромной массы ЭОР

освобождает преподавателя от необходимости создания электронных средств учебного назначения по дисциплине собственными силами, однако, остаётся проблема поиска такого готового ресурса и разработки методики его применения. На этой стадии наибольшую сложность представляет отсутствие упорядоченной информации о наличии образовательных ресурсов по дисциплине - структурированного каталога, доступного всем преподавателям, единой сети электронных хранилищ учебных материалов, организованных на уровне вузов, регионов и т.д. Трудно предположить, что, будет существовать такой образовательный ресурс, содержание которого будет полностью соответствовать целям и задачам дисциплины, уровню аудитории, технической оснащённости класса и т.д. Таким образом, задача преподавателя сводится к отбору и комбинированию имеющихся «образовательных модулей» - фрагментов готовых электронных материалов, которые могут использоваться в преподавании отдельной дисциплины. Важным компонентом развития в этом направлении является использование электронных программно-методических комплексов (ПМК), ориентированных на различные учебные дисциплины. ПМК – неотъемлемая часть современного учебного процесса в вузе, так как он предлагает содержательный и разнообразный учебный материал, целесообразное использование средств гипермедиа в обучении, одновременно являясь и средством обучения, и примером использования информационных технологий[1]. В качестве примера можно привести научную работу по разработке методики преподавания дисциплины «Теория алгоритмов» посредством ПМК ведущуюся на кафедре Прикладная математика и информатика Термезского государственного университета. ПМК представляет собой новый качественный уровень использования ИКТ в образовании и позволяет организовать учебный процесс на основе ЭОР, находящихся не только в распоряжении вуза, но также размещенных в глобальных сетях. Особенностью электронных ПМК является, с одной стороны, их универсальность, гибкость, вариативность (на уровне дисциплины), а с другой стороны, детализация, содержательная завершенность (на уровне модуля). Переход к использованию электронных программно-методических комплексов в подготовке специалистов позволяет повысить качество образовательного процесса, производительность труда преподавателя, снизить зависимость качества обучения от уровня квалификации преподавателя. Вместе с этим ПМК является эффективным средством качественной организации межпредметной связи в образовательной среде вуза, являющейся важным составляющим звеном в цепочке развития мировоззрения студентов. Например, один из модулей входящих в ПМК в поддержку курса «Теория алгоритмов» при изучении темы «Понятие интуитивного и формального алгоритма» предоставляет теоретический и практический материал характеризующий такие понятия как алгоритм, история возникновения термина «алгоритм», объект алгоритма, исходные данные для алгоритма, применимость и неприменимость к исходным данным, алгоритмизация, необходимости уточнения понятия интуитивный алгоритм , формальный алгоритм и т.д.[3]. ПМК разработано в виде гипермедийного программного продукта, который может применяться как

локально так и в сети. Используя например, на лекционных занятиях презентации или электронный текст лекций лектор имеет возможность при помощи гиперссылок переходить на любую страницу с дополнительным материалом касающегося объекта обсуждения в данный момент. При этом страница может содержать текст, графику, таблицы, фотоматериалы, видеоролик или исполняемый файл. Собранный в структурированном виде многообразный материал по общей теме освобождает преподавателя от необходимости быть основным источником информации на занятии любого типа и от необходимости лично (иногда многократно) демонстрировать различные приемы обработки информации. При этом реализовать межпредметную связь можно как при определении конкретных понятий и терминов так и при обсуждении некой проблемы, концепции, гипотезы и т.д. ПМК предлагает средства для формирования «инфопотребности». Например, при изучении каждой темы часть информации студенту не дается в готовом виде, ему предлагается получить ее самостоятельно, используя ресурсы Интернета, справочных систем различных программных средств и др. Модульность образовательных ресурсов позволяет обеспечить дифференциацию и индивидуализацию учебного процесса, гарантирует открытость структуры ресурса и возможность дальнейшего расширения его содержания. Кроме всего прочего ПМК становятся показателем уровня информационной культуры вуза, показателем его конкурентоспособности на рынке образовательных услуг. Наличие ПМК в современном вузе является необходимым условием обеспечения качества учебного процесса. Такие комплексы в полной мере могут обеспечить не только сам образовательный процесс, но и эффективную самостоятельную работу студентов.

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THE INFORMATIONAL COMPETENCE OF AN ELEMENTARY SCHOOL TEACHER

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Abstract: *this article deals with the information competence of primary school teachers, as well as problems related to the problem of forming the information competence of primary school teachers.*

Keywords: *information competence, Internet technologies, special knowledge, multimedia tools, visual perception, presentation, visibility, fragments of lessons.*

One of the indicators of professional readiness of an elementary school teacher to successfully function in modern educational conditions is his informational competence. The informational competence of a teacher is understood as a special type of organization of subject-specific knowledge, which allows making effective decisions in professional-pedagogical activity, and indicates the level of mastery and use of information and Internet technologies in the educational process.

The tasks associated with the problem of the formation of information competence of a teacher are divided into three groups:

- expressing the interests of society;
- reflecting the functions and content of the professional - pedagogical activity of the teacher;
- expressing individual professional needs and interests of the teacher. The term “informational competence” refers to the key terms of the State Educational Standard for elementary general education and is defined as the ability to independently seek, analyze, select, process, and transmit the necessary information.

A modern lesson is impossible without the use of information and communication technologies. They help to make educational information more interesting by attracting visual images, improve the quality of learning and the desire to learn.

Lessons using presentation material have a high density, the intensity of changing activities, they acquire a new color, pass emotionally, expressively, in a playful way, which ultimately helps to improve the quality of learning material. Due to the increase in mental load in the lessons, you need to think about how to maintain students' interest in the subject being studied and their activity throughout the lesson.

Before developing a lesson, each teacher must:

- study the methodological literature;
- pick up material for lessons;
- arrange the collected material in the form of presentations.

The teacher needs to find such ways that will make the lesson interesting and rich, and most importantly, will be able to arouse students' interest in the subject being studied.

To optimize the process of visual perception and increase the demonstration effect of the lesson, it is important to use a multimedia projector. Presentations allow you to revitalize the learning process and increase learning motivation. The teacher

should have the necessary training to differentiate students' abilities, motivation, age and psychological characteristics.

Presentations are a convenient and effective way of presenting information using computer programs. It combines dynamics, sound and image, i.e. those factors that hold the child's attention for the longest time.

Benefits:

- facilitate the display of photographs, drawings;
- using animation and insertion of video clips, demonstration of dynamic processes is possible;
- using the headings on the slide, you can give the opportunity to follow the progress of the presentation of the material;
- intersubject communications are revealed;
- Saves time for other activities in the lesson.

A multimedia presentation is a demonstration, speed, convenience, attractiveness for children, support for an emotional mood, facilitating the perception and memorization of the material presented, the ability to focus on important points of the lesson. In the classroom during such lessons, an atmosphere of communication is created in which students seek to express their thoughts "in their own words", they fulfill tasks with a desire, show interest in the material being studied. Children, as the most inquisitive and curious part of society, literally "lay down" all the novelties.

K.D. Ushinsky also wrote: "Children's nature requires visibility."

The presentation should complement, illustrate what is discussed in the lesson. In order for the use of the computer in the lesson to give positive results, the correct organization of the educational process in accordance with the established hygiene standards for elementary school is necessary.

After using technical training tools related to visual load, it is necessary to conduct a set of exercises to prevent eye fatigue.

A computer is an incentive for children's creativity. The screen attracts attention, which we sometimes cannot achieve. The labor spent on the management of cognitive activity through presentations, justifies itself in all respects:

- improves the quality of knowledge;
- promotes the child in the overall development;
- helps to overcome difficulties;
- creates favorable conditions for a better understanding of the teacher and students and their cooperation in the educational process.

Fragments of lessons that use multimedia presentations reflect one of the main principles of creating a modern lesson - the principle of attractiveness. Children actively express their opinion, reason.

Thus, we have the opportunity to shape the personal results of mastering the basic educational program of primary general education.

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FORMATION OF NATIONAL CONSCIOUSNESS OF COLLEGE STUDENTS THROUGH THE COMPOSITION OF THE KAZAKH COSTUME

ФОРМИРОВАНИЕ НАЦИОНАЛЬНОГО САМОСОЗНАНИЯ ОБУЧАЮЩИХСЯ КОЛЛЕДЖА ПОСРЕДСТВОМ КОМПОЗИЦИИ КАЗАХСКОГО КОСТЮМА

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Abstract. *The article deals with the formation of national consciousness among College students through the composition of the Kazakh costume, raising the national spirit, the need to contribute to the preservation of national traditions. Definitions of national consciousness and its main value are given. When teaching students of the College national clothes, coloristic features, harmonization of texture and color of the fabric, the essence and meaning of ornament and the use of frequent ornamental compositions to give distinctive features of the Kazakh national clothes are considered.*

The properties of costumes of national motif related to the concept of national consciousness are revealed, as national consciousness should be felt every day with a daily review of our history and respect for our ancestors and batyrs. The issues that need to be taken into account to give shape to the costumes of the national motif are considered.

Keywords: *national identity, national costum, collage students, key value, meaning of expressions, computer engineering*

The very concept of "national modernization" means the maturity of national consciousness. His profile is:

Firstly, the expansion of horizons of national identity.

Secondly, to change a number of its characteristics, while maintaining the core of national existence.

We must remain eternal in the spirit of national traditions, language and music, literature, rites, in a word, national spirit [1.1].

Homeland is the basis of national education. National upbringing, traditions and future citizen throughout life, grew up healthy, smart, by the way, hardworking, polite, helpful, it is clear that. Therefore, we can say that national education is the roots of the future of our country.

National consciousness is the main wealth that every nation retains its own special thinking, national customs and traditions.

The article discusses the origin of the Kazakh clans of the Elder Zhuz: Saryuysun, Dulat, Alban, Xuan, Ysty, Shapyrashty, Oshakty, Sergeli.

The main sign of national consciousness is the self-education of each nation, the ability to distinguish themselves from other nationalities, the struggle to realize national goals and interests, the ability to combine national goals and interests with the goals and interests of all mankind. If you have not reached your nationality, overcome with a blizzard, learn with the good, positive sides of advanced nations,

and achieve global humanistic consciousness [2.214].

Let's look at the formation of national consciousness and its further development from two sides: the first is sensual, intuitive, that is, the first from the first ardent feelings that respect and love your country, people, your nationality. And the second is a conscious theoretical one, he must know and check the past, present, future of his country, people, nation, trace and comprehend the fate of the people, the problems of the nation from the state, country and even world point of view, the theoretical national direction-program.

In the study of national consciousness, the value problem is of great importance. The problem of values is currently reaching a level that thinks not only of scientists in the field of sociology and philosophy, but also of all spheres of society.

The main value in the national consciousness:

* historical process;
* stability of consciousness;
* stability (it seems to me social, political and economic);
* collective (early) [3.193].

The main evidence that the culture of the nation is passed on to the future rising generation is preserved and developed.

The upbringing of the people, the formation of the national consciousness of the people is a very subtle thing. Because it is impossible to make a forced or imposed duty on him. Therefore, great events are being held within the framework of the state program “Cultural Heritage.” In this regard, efforts to promote the national cultural heritage and build young people's consciousness should be at a high level. Every child of our people should know who was at its root, which difficult path way.

At a time when the Kazakh public figure Mustafa Shokai said: “a useful citizen who does not have the needs and interests of our people” does not go from generation to folk culture, brought up in the spirit of the people ”[4.71].

One of the main tasks of the formation of national consciousness is to show research in the field of the formation of the national moral behavior of the individual and cultural and spiritual archives that have been dreaming today in the course of implementing the requirements of the independence of the people.

Our noble treasury, handed down from generation to generation, is a national identity based on national upbringing. And the Kazakh national costume is one of the main tools for finding such topics and transmitting public opinion to the future generation. In particular, it is necessary not only to form a national consciousness, but also to improve it in accordance with modern requirements.

The property of costumes of national color is associated with the concept of national consciousness, since national consciousness develops through the historical memory of the majority, respect for the great scientists and batyrs of our nation, daily awareness of the connection with one's spiritual background. Creatively creating rich materials of the Kazakh historical costume, college students use the image, cutting elements, colorful features of national clothes, thereby realizing the continuity of generations in costume culture.

The harmonic harmony of the compositional solution of a national-style costume requires that all parts of this costume are interconnected with each other and coincide

with the natural construction of a person's personality. In order to help college students deeply perceive the beauty of life and dressing, it is necessary to connect them with personal experience, attitudes, needs.

In the educational process, it is very important not only to explain to college students how to construct sleeves or model the chest of a costume, but also to convey to them the features of the corresponding national costume. The interest of college students in the composition of modern costumes based on the traditional Kazakh costume is one of the main tasks of the formation of national consciousness.

When choosing the fashion style of a national-style costume, students need to explain that one of the valuable qualities of good taste should correspond to the shape of the costume, their type, age, when choosing any clothes, it is important that when choosing a form, simplicity and weight of forms are important. The obvious properties of clothing is the choice of the appearance and nature of the artwork of the fabric. Therefore, in the manufacture of the national costume, it is necessary to take into account the combination of the color of the fabric and the artwork with the external shade and character of the look. But fabrics have their own stable combinations and should be comparable and taken into account with each other. In short, the basic principles of comparison should be applied.

The main goal of the consistent production of national-style clothing is to demonstrate the beautiful sample obtained by the composition, and therefore, the expression of the unity of all parts of clothing. In the process of forming national clothing and its artistic processing, creative thinking of college students develops. The main fashion designer of national clothes is an ornament. The ornaments used in traditional national costumes are used to decorate and decorate the costume.

In theoretical classes, college students study the traditional features of Kazakh national clothing, the history of the origin of the ornament, their names and patterns, the meaning and essence of the ornaments, the combination of different patterns and the adoption of specific decisions in the combination of their colors .. Here we bring the shape of the ornament in accordance with the fabric, pattern clothing, manufacturing products, developing a composite thought of a college student and is formed in the national consciousness. Each national ornament of the Kazakh people is considered to form a national consciousness. Indeed, each ornament has a special history and significance of origin.According to the dictates of the times, we must revive the direction of national clothing in a new way. Only then will he be in a beautiful appearance, which is in demand.

In the manufacture of Kazakh national costumes, ornaments that are repeated in a certain interval are often used. It is necessary to take into account the choice of ornaments, its location and coincidence with other ornaments. Here, the types of ornaments depend on the shape of the details of the clothes. In what form of clothing ornaments of the same form are applied to clothing. These patterns clearly reflect the edge lines of the clothes from which they are made. Each detail of the ornament is used in any topic and easily moves from one place to another.

The ornament and its parts withstand evenly proportionately and form a composition, connecting with each other the same number of elements. In this regard, the placement of ornaments in the Kazakh language requires certain rules that allow

you to plan the design of clothing. From this it follows that the composite characteristic of the form of clothing and the pattern is connected with each other. It arises due to the integrity of the solution of artistic processing and construction.

When students use computer technology in a lesson, students can use the maximum information, identify patterns with each other, explore, consider various options, independently monitor and evaluate, relate the results achieved with a dream, detect a shortage and fix it on their own, i.e. carry out classes on their own . It creates favorable conditions for the timely regulation of the organization of educational relations, an accelerated management system for independent decision-making by college students.

This increases the interest of college students in the lessons, develops their creative abilities and improves the national spirit, national consciousness. As a result, in the conditions of the educational process in college, the problems of the formation of national consciousness, moral character, taste, modern condition and the advanced state of national education, starting with the family and achieving renewal, are considered.

When assessing the abilities and skills of college students, it is necessary to be guided not only by quality requirements, but also by their attitude to national consciousness. The success of the formation of national consciousness largely depends on the results and quality of the classes held by the teacher, the level of his skill as a master of his craft and teacher. College students develop several abilities and skills, having formed national costumes, the ability to a harmonious development process increases; formed from their own thoughts; their plans appear, national self-awareness and creative search are improved, business skills are formed.

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FORMVANNYA OF RESEARCH COMPETENCE - OBLIGATORY COMPONENT OF TRAINING OF FUTURE TEACHERS OF BIOLOGY FOR RESEARCH ACTIVITY IN INSTITUTIONS AT SCHOOL

ФОРМУАННЯ ДОСЛІДНИЦЬКОЇ КОМПЕТЕНТНОСТІ – ОБОВ'ЯЗКОВА СКЛАДОВА ПІДГОТОВКИ МАЙБУТНІХ УЧИТЕЛІВ БІОЛОГІЇ ДО ДОСЛІДНИЦЬКОЇ ДІЯЛЬНОСТІ У ШКОЛІ

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Анотація. *Дослідницька функція педагога набула іншого розуміння на сучасному етапі розбудови освіти. Вона забезпечує системотвірні та інтегровані процеси життєдіяльності педагога. У сучасній школі дослідницька діяльність стала провідною складовою роботи вчителя. Цю роботу регламентують державні нормативні документи. Існують різні погляди на сутність дослідницької діяльності вчителя. Вони висвітлені у літературі як напрямки такої діяльності. Ці напрямки неоднакові у різних працях учених. Водночас учені одностайні в тому, що здійснювати дослідницьку діяльність може тільки фахівець, який має дослідницьку компетентність. Вона становить базис дослідницької діяльності вчителя. Виходячи з цього, провідною складовою підготовки майбутніх учителів біології до дослідницької діяльності у закладах загальної середньої освіти є залучення студентів до дослідницької діяльності. Вона спричинює формування дослідницької компетентності у майбутніх фахівців. Автори презентують модель підготовки таких фахівців до дослідницької діяльності у школі. Вона базується на принципах фундаменталізації змісту освіти і адаптивного навчання.*

Ключові слова: *дослідницька діяльність, дослідницька компетентність майбутніх учителів біології, підготовка студентів до дослідницької діяльності.*

Abstract. *Research function of the teacher got other understanding at the present stage of development of education. It provides backbone and the integrated processes of activity of the teacher. At modern school research activity became the leading component of work of the teacher. State standard documents regalement this work. There are different views on essence of research activity of the teacher. They are lit in literature as the directions of such activity. These directions are not identical in different works of scientists. At the same time scientists are unanimous that only the expert who has research competence can carry out research activity. It makes basis of research activity of the teacher. Proceeding from it, the leading component of training of future teachers of biology for research activity in institutions of the general secondary education is involvement of students to research activity. It causes formations of research competence in future experts. Authors present model of training of such experts for research activity at school. It is based on the principles of fundamentalization of content of education and adaptive training.*

Key words: *research activity, research competence of future teachers of biology, training of students for research activity.*

Вступ. Під час підготовки майбутніх учителів біології процес формування дослідницької компетентності безпосередньо пов'язаний з розвитком однієї із

загальних функцій педагога – дослідницької. Фахівці вважають, що тільки у вмотивованій діяльності може бути сформована така функція [16]. На думку науковців [6] вона забезпечує системотвірні та інтегровані процеси у життєдіяльності педагога. Ще В. Сухомлинський звертав увагу на те, що «педагогічна діяльність неможлива без елементів дослідження, бо вже за своєю логікою та філософською основою вона має творчий характер» [22, с. 471]. Розвиваючи думку великого педагога, В. Загвязинський наголошує на тому, що практичну діяльність вчителя будь-якого фаху можна порівняти з науковим пошуком, виходячи з наявності у ній достатньо сильних і суттєвих дослідницьких елементів. Цей фахівець виокремлює дослідницьку як самостійну функцію у роботі вчителя [7]. У цьому його підтримує інший російський науковець В. Краєвський. [8]. Виходячи з вище вказаного, група фахівців [2, 4, 12, 15, 17, 24] вважають, що дослідницька діяльність (ДД) є провідною складовою роботи сучасного вчителя. У зв'язку з цим суттєво змінюється роль педагога у закладах загальної середньої освіти (ЗЗСО). Він стає вчителем – наставником, що виконує різноманітні функції. Г. Кловак [10] також звертає увагу на те, що в сучасній педагогічній науці останнім часом творча пошукова діяльність учителя розглядається як провідна. З попередніми науковцями погоджується. Г. Лицман [14], яка вказує на те, що реалізація таких ідей на практиці можлива за умови широкого застосування науково-дослідницького підходу. Водночас, у науково-методичній літературі залишається недопрацьованим питання, що є першочерговим, базисним аспектом підготовки майбутніх учителів, зокрема, біології до ДД у ЗЗСО. З'ясування цього аспекту проблеми і становить **мету** нашого аналітичного дослідження.

Основний текст. Ґрунтовний доробок науковців, що наведений вище, набув відображення у нормативних документах МОН України. У них констатовано, що дослідницький характер діяльності вчителя у ЗЗВО відображає його готовність до успішного розв'язання професійних проблем [20]. Підтвердження вказаному знаходимо у Національній рамці кваліфікацій, що затверджена Кабінетом Міністрів України, за якою дослідницька компетентність входить до складу ключових (загальних) компетентностей фахівців. Л. Карпова [9, с.85], оцінюючи сучасні тенденції розвитку української педагогічної освіти, наголошує: «.. у системі освіти відбувається утвердження нової парадигми – дослідницької, яка концентрується на забезпеченні єдності навчального та дослідницького процесів» у ЗЗСО. Науковці [10, 14] вважає, що у цьому випадку вчительську роботу необхідно розглядати як наукову, дослідницьку діяльність, у процесі якої статус педагога-дослідника повинен постійно зростати. Окреслена нова освітянська парадигма суттєво розширює розуміння дослідницької функції вчителя біології зі здійснення пошукової діяльності суто педагогічних явищ у школі до організації свого викладацького життя загалом на основі науково-дослідницького підходу. Літературні першоджерела певним чином висвітлюють напрями реалізації такого підходу у ЗЗСО, а праці І. Рибальової [19], Р. Турдієвої з співр. [23], О. Шквар [25] і Л. Карпової [9] виокремлюють різний їх спектр. Цей доробок науковців

свідчить, що вказана проблема знаходиться лише на початку розроблення. Проте не зважаючи на існуючу ситуацію, вчені одностайні в тому, що здійснення ДД вчителем у ЗЗСО можлива, насамперед, лише за однієї умови: ***учитель повинен мати сформовану дослідницьку компетентність, якій притаманні всі складові структури*.** Аналіз першоджерел з окресленої проблеми [1, 3, 5, 11 та ін.] засвідчив, що саме сформована дослідницька компетентність учителя є запорукою успішною реалізації сучасної дослідницької парадигми у ЗЗСО. І. Плаксіна [18, с.250] погоджується з таким висновком і наголошує, що «умовою успішної реалізації дослідницької діяльності вчителя є наявність у педагога навичок власної дослідницької діяльності до організації ДД учнів». На думку цього науковця навчально-дослідницька діяльність учнів вимагає від учителя низки дослідницьких властивостей і умінь, які є складниками структури дослідницької компетентності [7а]. Отже, першочерговим завданням підготовки майбутнього вчителя, зокрема, біології до ДД у ЗЗСО є цілеспрямоване формування структури дослідницької компетентності, яке забезпечується процесом організації дослідницької діяльності студентів.

Особливого загострення набуває ця проблема у зв'язку з підвищенням кількості студентів з мозаїчним або «кліповим» типом мислення серед майбутніх учителів біології [21]. Йому притаманна низка властивостей, які суттєво ускладнюють навчання таких студентів загалом і формування у них дослідницької компетентності, зокрема. Педагогічна література має ґрунтовні дослідження стосовно особливостей підготовки студентів-«кліповиків», наприклад, технічних спеціальностей [13]. Водночас вона залишається практично не розробленою щодо підготовки майбутніх учителів біології до ДД у ЗЗСО.

Підсумок. Одним із шляхів поліпшення вказаної ситуації може стати розроблення моделі підготовки таких фахівців на першому освітньо-кваліфікаційному рівні вищої освіти, яка забезпечить формування структури дослідницької компетентності з урахуванням особливостей мисленнєвих процесів сучасних студентів. Саме таку модель створили і експериментально перевірили автори. Її розробка ґрунтувалася на принципах фундаменталізації змісту освіти і адаптивного навчання. Провідний напрям реалізації такої моделі – упровадження до підготовки майбутніх учителів біології адаптивного навчання з фахових дисциплін (дисциплін системної біології) – має три аспекти. Таке впровадження здійснюється крізь:

- різновиди інформаційної підтримки (комп'ютерне, хмарне і мобільне навчання, використання авторських сайтів викладачів) та їх сполучення як засобів організації продуктивної (дослідницької) діяльності студентів у аудиторний час і дистанційно;
- систему методичних прийомів дослідницької спрямованості, яка враховує особливості мисленнєвих процесів сучасних студентів (їх мозаїчний тип мислення);
- систему прийомів щодо організації самостійної роботи під час підготовки до занять за фахом для підвищення рівня мотивації до

навчання і його результативності, що також ураховує вказані особливості мислення сучасних студентів.

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SELECTION OF LACTIC-ACID MICROORGANISMS AS RESOURCE IN NATURAL SCIENCE EDUCATION

СЕЛЕКЦИЯ МОЛОЧНОКИСЛЫХ МИКРООРГАНИЗМОВ – ПРАКТИЧЕСКИЙ РЕСУРС ЕСТЕСТВЕННО-НАУЧНОГО ОБРАЗОВАНИЯ

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Аннотация. *В работе рассматривается возможность селекции молочнокислых микроорганизмов с целью увеличения практической значимости образовательной деятельности.*

Ключевые слова: *«кейс-проекты», пробиотик, функциональные кормовые продукты (ФКП), молочнокислые микроорганизмы, селекция*

Abstract: *The present paper considers the possibility of selecting lactic acid microorganisms to increase the practical importance of education.*

Keywords: *"case projects", probiotic, functional feed products, lactic acid microorganisms, selection*

В мире динамично развивается направление функционального кормления для сельскохозяйственных животных. Пробиотики позиционируются и, как полезные для здоровья человека. Селекция молочнокислых микроорганизмов – тот научно-практический ресурс образования, который доступен уже школьникам, тем более в рамках специального курса. Это соотносится с мировой тенденцией практического и научно-практического образования по методу «кейс-проектов».

Равновесие тенденций практического и научно-фундаментального

образования достижимо при включении в образовательный процесс учебно-научных проектов, результаты которых направлены на решение конкретных актуальных задач и создание конкретного продукта («кейс-проекты»).

Применение пробиотиков в животноводстве и ветеринарии на современном этапе – неотъемлемая часть рационального питания и лечения животных. Здоровье и продуктивность животных определяется общим физиологическим состоянием, которое в значительной мере зависит от работы пищеварительной системы, микробного биоценоза желудочно-кишечного тракта, от состава и соотношения нормальной и патогенной микрофлоры.

Идея целенаправленного изменения состава симбиотической микрофлоры желудочно-кишечного тракта принадлежит основоположнику отечественной микробиологии И.И. Мечникову (Россия, 1845-1916 гг.). Предложенный им метод энтерального введения живых культур молочнокислых бактерий в качестве антагонистов гнилостных микробов явился началом современных исследований в области лечения и профилактики различных патологических состояний, связанных с нарушениями состава нормальной микрофлоры. Доктор Минору Широта выделил штамм, который используется в лечебно-профилактических целях для борьбы со вспышками диареи (Япония, 1935 г.). Об использовании пробиотиков в лечебных целях и уровнях доказанности эффектов собран международный отчёт [2].

Другое ключевое использование пробиотических культур – ферментация. Понятие «ферментация» во всем мире употребляется в отношении сохранения множества сырых сельскохозяйственных продуктов (круп, кореньев, клубней, овощей и фруктов, молока, мяса, рыбы и т.д.). В качестве ферментирующих пробиотических культур могут быть использованы штаммы: лактобактерий (лактобацилл, Lactobacillus: Lbm. acidophilus, Lbm. fermentum, Lbm. brevis, Lbm. helveticus, Lbm. plantarum и др.) и бифидобактерии Bifidobacterium (B.bifidum, B.longum, B.breve B. adolescentis, B. animalis, B. infantis, B. thermophilum и др.).

Среди других групп молочнокислых микроорганизмов, в комбинированных пробиотических препаратах и для ферментации продуктов используются:

- лактококки (Lactococcus lactis: L. lactis subsp. lactis, L. lactis subsp. diaetilactis, L. lactis subsp. cremoris);
- лейконостоки (Leuconoctoc subsp.):
- термофильный стрептококк (Streptococcus salivarius subsp. thermosphilus, сокращенно Streptococcus thermosphilus).

Непатогенные энтеробактерии, дрожжи Saccharomyces boulardii и др., некоторые виды спорообразующих бактерий также могут оказывать пробиотический эффект.

Среди эффектов использования пробиотиков (в частности ацидофильных и энтеробактерий в одном из препаратов) на крупном рогатом скоте отмечается: повышение удоев на 10-15% с 10-го дня после начала приема препарата; устранение диареи у телят при становлении кишечного нормобиоза; устранение мастита у коров; улучшение перевариваемости основных кормов.

Один из наиболее изученных выраженных эффектов для людей у

известного в мире пробиотического штамма L. rhamnosus GG (синонимы Lactobacillus LGG и L. rhamnosus ATCC 53103) был выделен из кишечника здорового человека в 1983 г. и запатентован в 1985 г. S. Gorbach и B. Goldin. Этот эффект выражается в демонстрации крайне высокой активности в предотвращении антибиотик-ассоциированной диареи [2, 3].

Для обеспечения безопасности при селекции и применении пробиотических препаратов, должна быть произведена идентификация культуры до вида, подвида и штамма в специализированных лабораториях путем изучения широкого спектра фенотипических характеристик с подтверждением воспроизводимых молекулярно-генетических методов. Штаммы должны быть депонированы в национальной или международной коллекции. К методам исследования безопасности пробиотических штаммов относят также изученный профиль внехромосомных элементов (плазмид, транспозонов, бактериофагов и др.). При наличии внехромосомных элементов должна быть охарактеризована и доказана их неспособность к генному трансферу и др.

Несмотря на указанные сложности селекции существует группа микроорганизмов, селекция посредством естественного отбора практически ценных форм которых – доступное и весьма познавательное научно-практическое знание даже для школьников – это молочнокислые микроорганизмы, ферментирующие лактозу с образованием сквашенного (ферментированного) молока [1].

Молочнокислые микроорганизмы человечество использовало в своих целях задолго до того, как были выделены чистые их культуры, Homo sapiens употребляет кисломолочные продукты около 12 тысяч лет.

Для выделения молочнокислых микроорганизмов выбирают объекты, где обитание того или иного вида микроорганизмов наиболее предпочтительно в связи с выбранными для него критериями оценки (сырое молоко, молочная сыворотка, силос, квашеные продукты, молочные продукты, части растений (листья, ягоды), фрукты, овощи, силос, квашенная капуста, stercus и др.).

При отборе образцов для выделения, следует исходить из следующих основных положений: эпифитная микрофлора культурных растений, ягод, овощей и фруктов представлена бóльшим разнообразием видов и большей плотностью популяции (до 10^6 КОЕ/г), чем диких (до 10^3 КОЕ/г). Большое разнообразие видов установлено для ризосферы таких культурных растений, как кукуруза, люцерна, клевер, виноград.

Микробиоценноз самоквасных кисломолочных продуктов хорошего качества отличается от промышленных бóльшим разнообразием видов. Однако в кисломолочных продуктах промышленного производства под действием конкретных физико-химических условий происходит отбор форм, наиболее приспособленных к этим условиям [1].

При выделении культуры из источника с низкой плотностью популяции необходимым этапом является получение накопительной культуры.

Для этого отобранные природные или производственные образцы (1-2 бактериологических петли) вносят в жидкую питательную среду, содержащую

селекционный компонент. Для выделения молочнокислых бактерий предпочтительна накопительная среда – стерильное обезжиренное молоко с 0,05-0,07 % этилового спирта с выдержкой при оптимальной для выделения необходимых культур температуре до образования сгустка или контролируя состояние молока микроскопически (если культура не образует сгустка, то накопительные работы проводятся только в лаборатории, имеющей для этого допуск). Повторное обогащение возможно путем повторных перевивок на соответствующую жидкую питательную среду, затем выделение клонов культур посевом на плотные питательные среды. Молочнокислые культуры выделяют на среде ГМБ или MRS, термофильный стрептококк на среде М17. Далее изучают морфолого-культуральные, физиолого-биохимические и технологически ценные свойства, производят окончательную таксономию. Сотрудничество учебных заведений с научными центами, в которых полнее осуществляется изучение указанных свойств и окончательная идентификация – залог такого проектного образования, результаты которого имеют шанс получить практическую реализацию [4].

Междисциплинарные образовательные проекты, включающие микробиологию, селекцию, технологию пищевых производств и латинский язык могут быть полезны будущим медикам, технологам пищевых производств, ветеринарам, зоотехникам. Некоторые методические разработки с молочнокислыми микроорганизмами, имеющими статус «GRAS» (Generally Recognized As Safe) - абсолютно безопасных для здоровья человека и животных, могут быть использованы в рамках научных проектов школьников.

Заключение и выводы

В работе были рассмотрены основы методических и организационных вопросов селекции молочнокислых микроорганизмов в рамках практически значимых актуальных междисциплинарных проектов, которые получили оформление в виде монографии «Подбор, применение, получение эффективных пробиотиков в животноводстве», предназначенной всем интересующимся в той или иной степени вопросами селекции, проектирования состава бактериальных препаратов пробиотиков и их использования. Монография может служить фундаментом проектной деятельности студентов и школьников по селекции молочнокислых микроорганизмов при условиях реального, а не декларативного использования метода конкретных ситуаций (англ. Case method, кейс-метод, метод кейсов, метод ситуационного анализа) в образовательном процессе и последующего методического обеспечения.

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TO THE QUESTION OF HOW TO PREVENT THE OCCURRENCE OF CONSTITUTIONAL CONFLICTS

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Abstract: *The research article considers the problems of preventing the occurrence of constitutional conflicts in various spheres of the life of the state, civil society and each person in particular, including in the framework of studying education as an important way of preventive work in this area.*

Key words: *elections, constitutional conflict, legal culture, electoral process, legal education, electoral conflictology.*

Introduction.

Elections, as a way of forming bodies of state power and local self-government, play a crucial role both in the life of the entire state and society, and for every citizen of the Russian state. Moreover, the implementation of legal regulation of all election procedures must be carried out not only at the highest legal and technical level, but also subject to a balance of interests of all subjects of electoral legal relations with the aim of preventing the occurrence of electoral disputes of conflicts.

Main text.

It is necessary to increase the level of legal literacy and constitutional culture of the population, to strengthen the confidence of citizens that they can actually take part in the implementation of government. It should be agreed with E.E. Barinov, who believes that participation in the elections, if it does, is reduced to a routine procedure, lacking understanding of the constitutional significance, without any certainty of its real necessity [1, C.12]. An important role in enhancing the constitutional culture and, as a result, in the formation of a preventive legal mechanism for the prevention of constitutional conflicts in all spheres of the life of the state and civil society is played by legal education as a form of general legal education, which must be started from school. Higher legal education is a continuation of the formation of legal awareness aimed at observing the rule of law, however, its absence or the person receiving another higher education should not mean ignoring the legal system of the state.

First of all, it is necessary to start with the procedure for reforming and transforming legal norms governing all stages and the legal status of subjects of the electoral process, as part of the prevention of various disputes and conflicts that are resolved both out of court and in court.

At the stage of collecting signatures and registering candidates for elective posts and political parties, the greatest number of problems arise when verifying voters' signatures, since this particular process is notable for the complexity of monitoring the reliability of the results. At the same time, it is noteworthy that all the subjects of this process may turn out to be the guilty party, independence from the presence of direct intent, or simply not knowing any features of the implementation of this stage of the election process. In this regard, we believe it is advisable to increase the legal

allowable share of marriage in the signature lists and the allowable excess of the submitted signatures to 20 percent. If you go back to the end of the nineties the beginning of the two thousandth years, then the permissible proportion of marriage was 15%, and in 2002 - 2005. - 25%. Accordingly, we can agree with the prevailing opinion among researchers about the specifics of suffrage regarding the admissibility of the twenty percent figure we are proposing.

Prevention and leveling of electoral conflicts are not fully able to prevent the presence of subjects of the electoral process who are dissatisfied with the results of the elections. At the same time, in the framework of ensuring precisely democratic procedures for the exercise by citizens of their right to elect and be elected, as much as possible should be provided to all subjects of the electoral process to realize their electoral rights in full, including the right to appeal the election results. Particular attention should be paid to the political opposition, and agree with E.V. Markina and R.G. Nepranovye, who believe that the subjects that can participate in the implementation of opposition activities can be not only political parties, but also public associations and individual citizens [3, C. 61]. In this regard, it seems unnecessary to limit the time limit for appeal of the voting results to 10 days. The discovery of real evidence of violation of the electoral law, the analysis of all the material collected involves the expenditure of much more time, which determines the need to consolidate a longer period for appealing the election results and increase it to at least 30 days.

Another pressing issue of electoral conflictology is the legal regulation of the process of liquidation of political parties in the Russian Federation, including for non-participation in elections. Efficiency in this case does not matter, although from our point of view, it is very important. Moreover, in order to prevent liquidation, political parties must technically take part in the elections, regardless of the presence or absence of support for their political program and their candidates. Accordingly, it seems advisable to prohibit liquidation for non-participation in the election of political parties that have at least one deputy, regardless of what level of public authority it includes: federal, regional or local.

In world practice you can find a huge variety of varieties of democracy, which are classically grouped into the following groups: a) developed liberal democracy; b) limited democracy (formal, non-free, electoral, delegated), which implies competition for votes and a minimum set of freedoms in the absence of a total guarantee by the state of the realization of settled rights and freedoms; c) pseudo-democracy (authoritarian democracy, electoral authoritarianism, hybrid regime, neo-authoritarianism, quasi-democracy), which has signs of electoral democracy, but with limitations of honest electoral rivalry [4, P. 92].

Conclusion and conclusions.

Based on the results of the study, one should pay attention to the fact that such an important and complex structured procedure as elections cannot but cause extremely positive emotions, not all its subjects will be satisfied with the results and, in general, with the legal regulation implemented in the current legislation. However, the duty of scientists and practitioners is the permanent search for the most optimal models of legal justification for all parties to the election as the main form of direct

expression of will of citizens and, as a result, the realization of the right to participate in the management of state affairs.

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CONSTITUTIONAL CULTURE IN THE SYSTEM OF GUARANTEES OF RIGHTS AND FREEDOM OF PERSONALITY

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Abstract. *The scientific article discusses various aspects of determining the place of constitutional culture in the system of guarantees of individual rights and freedoms, improving the legal mechanism of its development, identifies problems in the constitutional and legal mechanism of its formation and support.*

Key words: *constitutional culture, legal education, legal education, constitutional and legal relations, public consciousness, constitutional infantilism.*

Introduction.

One of the ideological guarantees of the rights and freedoms of the individual, which is closely interconnected with their spiritual and cultural guarantees, is the constitutional culture, as a system of special attitudes and representations characterizing the current state of constitutional justice, attitude to the current Constitution and constitutional and legal processes taking place in Russia and for abroad. Constitutional culture acts as a qualitative indicator of constitutional and legal relations. At the same time, it is also understood as a relatively isolated variety of legal culture, characterizing the degree of constitutionalization of domestic legislation and law enforcement, the level of practical implementation of the most important constitutional values.

Main text.

Understanding of constitutional culture as one of the ideological guarantees of individual rights and freedoms is inextricably linked with the assessment of the current Constitution of the Russian Federation, awareness of its place and role in the system of constitutional and legal regulation. And here we have to admit that the development of a common understanding of the place and role of the Basic Law of the country is a task for a relatively long-term perspective. Despite the fact that the current Constitution of the Russian Federation was adopted more than a quarter century ago, the attitude of the legal community still reflects, on the one hand, the rootlessness of the basic constitutional ideas and principles in the legal and public consciousness, and on the other, the absence uniformity in understanding the basic and fundamental principles of functioning of modern Russian society and the state, even at the level of system-forming processes and constitutional phenomena.

The modern constitutional culture of Russians is forced to form and exist in conditions of tough confrontation between various constitutional and legal theories, a significant difference in political and legal views, permanent uncertainty in the choice of further paths of constitutional and legal development that openly do not contribute to raising the level of constitutional culture. This situation looks especially critical based on the results of the ongoing geopolitical confrontation, which ultimately led to the need to review the place and role of international legal norms in the Russian legal system, as well as the transformation of the institution of “enforceability” of

decisions of interstate human rights bodies on the territory of the Russian Federation. Thus, constitutional nihilism and constitutional infantilism, characteristic of the modern constitutional culture of Russians, are based on the absence of clear constitutional and legal ideological guidelines that could form the basis of the modern constitutional legal awareness of Russians. The increasing role of constitutional upbringing of an individual in such conditions is an objectively necessary reality. However, modern legal reality, unfortunately, does not offer clear axiological guidelines for such education.

Assessing the overall results of the large-scale constitutional reform of 1993, it can be said that there were not many completely supportive of the transformations that took place - not among scientists, nor among ordinary citizens. A part of the population was not able to accept the transition to a fundamentally different model of the social function of the state, which became especially evident following the results of the pension reform in 2018. The other part did not believe that the state was real, and not on paper, trying to realize the idea of rights and freedoms as the highest value. A significant part of the population did not accept the very idea of the highest value of rights and freedoms, because For a long time it was brought up in the conditions of statist and paternalistic propaganda, which in recent years has been increasingly returning to everyday reality. Proponents of traditional values were unhappy with the insignificant attention in the current Constitution to the value of the family as the main "unit" of society and the state, and to traditional religions, as carriers of true moral values of a traditional nature. There are a significant number of those who, on the contrary, are dissatisfied with the widespread introduction of religious values in numerous spheres and branches of state and public life and would like to return to the situation in the former USSR when religion was carefully pushed by the state to the margins of public consciousness.

Conclusion and conclusions.

The current state of constitutional and legal culture is characterized by an extreme degree of heterogeneity, which significantly reduces its potential as an important way to guarantee the full realization of the rights and freedoms of citizens. In the most favorable conditions, the system of ideological guarantees receives its further development and concretization at the level of guarantees of special, including legal. However, in the conditions of modern constitutional legal realities, one should speak about the insufficient formation of basic ideas and values of the constitutional order. The system of views and attitudes of everyday and professional consciousness, characterizing the general state of constitutional and legal culture, is characterized by significant uncertainty and heterogeneity, including through the fault of the state, which failed to form any uniform and understandable understanding for everyone of the place and role of the Constitution in society , as well as a system of constitutional values. In this regard, the positive potential of constitutional culture as one of the ideological guarantees of ensuring and realizing the rights and freedoms of the individual has to be considered to a greater extent in its theoretical aspect.

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DIGNITY OF THE INDIVIDUAL AS THE NATURAL BASIS OF HUMAN RIGHTS AND FREEDOMS

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Abstract: *The article considers the importance of the legal values of the dignity of the individual as an integral part of Russian constitutionalism and the rule of law.*

Key words: *human dignity, human rights protection, personal dignity, principle of law, constitutional value.*

Introduction.

Respect for human dignity is a necessary element of the modern constitutional democratic State. This concept is based on recognition of differences and diversity. It assumes, on the one hand, guarantees of the inviolability of a person's private life, and, on the other hand, freedom of action necessary for the development of his or her personality.

Main text.

The human dignity is the basic concept of modern constitutionalism, the basis of international and supranational law and order, and the system of protection of human rights.

With the adoption of the 1948 Universal Declaration of Human Rights, the concept of the dignity of the individual has become an important component of the human rights and legal system of Russia as a whole. Traditionally, the concept of the dignity of the individual is considered in connection with the independence of the individual, his or her ability and freedom to self-determination and to control his or her own life.

The doctrine considers dignity as the ability of a person to exercise his rights, interests, claims in everyday life in order to achieve the full realization of his talents, ambitions and abilities. The concept of the dignity of the individual begins to operate exclusively in a social context, since a person's claim to recognition, respect and dignified treatment is only possible in relationships with others. The concept is a based on the recognition of differences and diversity. It involves, on the one hand, guarantees of the privacy of a person, on the other hand, the freedom of action necessary for the development and affirmation of his or her identity. In today 's society, however, a person's capacity for self-determination, self-realization and development is limited to a certain extent by being bound by obligations and moral requirements, because self-determination and personal responsibility are as important to the formation of a person's dignity as his openness to society, responsibility to other people and society as a whole.

The constitutionalization of the dignity of the individual determines the parameters of influence on other branches of law, the need to observe constitutional guarantees for the protection of the dignity of the individual in other branches of law.

Modern research notes the relationship between social statehood and the unity of legal values of individual dignity, justice and equality. According to Jagaryan A.A., «it is in them that the fundamental moral and legal basis of the legal system of the

social state, its highest goals, tasks, principles, substantive and functional content is rooted». The dignity of the individual in the Russian legal system has various sectoral legal regulators and is a criterion for agreeing on means of legal regulation and sectoral protection of the rights and freedoms of the individual, as well as the State social policy of the Russian Federation.

It should be noted that constitutional control bodies are increasingly addressing issues related to the dignity of the individual in their practice. According to the judge of the Constitutional Court of the Russian Federation N.S. Bondar, the term "dignity" in itself and in derivative forms was used in 643 decisions of the Constitutional Court of the Russian Federation, and since 2000 every five years the number of decisions referring to this concept has doubled. The legal positions of the Constitutional Court of the Russian Federation confirm that the dignity of the individual is the basis of all human rights and freedoms and a necessary condition for their existence and observance. The Russian Federation, as a State governed by the rule of law, is obliged to protect and protect the right to dignity of the individual in all spheres where it is exercised.

Conclusion and conclusions.

Based on the results of the study, it should be noted that for the further development and application of the dignity of the individual as a constitutional and legal category, the decisions and positions of the Constitutional Court of the Russian Federation are important. The obligations of the State to protect the right to dignity of the individual are an important step in the development of Russian constitutionalism and should be realized in all spheres of human life.

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ECOLOGICAL EDUCATION OF HIGH SCHOOLS STUDENTS

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The article shows the importance of ecological education. The authors specify that the lack of information is the main problem. The results of sociological surveys are shown. The paper presents the experience of Zhytomyr National Agroecological University in the ecological education of high school students.

Key words: *climate changes, ecological education, sustainable consumption.*

It is obvious that the environmental situation in the region of residence has a direct impact on people's health and quality of life. We should admit that the speed of this process depends on the level of environmental education of the population. Environmentally educated individual has a desire for healthy nutrition and behavior aimed at the daily taking of environmentally friendly measures.

However, despite the fact that many people are concerned about the presence of numerous environmental problems, most of them are still not sufficiently environmentally aware. Therefore, in recent years a number of eco-projects aimed at preserving the environment, minimizing the negative impact of people on the environment and communicating environmental information to the population have appeared in Ukraine.

On our opinion, one of the ways of raising the environmental awareness of the nation is to create and promote environmental web sites. Such online resources should contain information about the ecological situation in the regions. For example, the level of water or air pollution on a specific territory. In addition, web sites should identify all potential threats from particular pollutant. Currently, the most informative are the educational portals, like Environmental Leader, EcoLife, Ecologysite, etc., as well as the websites of independent environmental organizations. Such organizations as WWF and GreenPeace regularly publish the results of comprehensive environmental audits, manufacturers' ratings of their environmental concerns.

Another way of raising the environmental awareness of the population is to hold the conferences and discussions by environmental workers on regular basis. Such activities are conducted with students and staff. The purpose is to highlight and clarify the usefulness of organic produce and the importance of improving the status of the environment. Listeners must learn about the dangers of contaminants to human health.

Another source of spreading environmental information is social advertising.

Social advertising is a very complex and subtle tool of influencing the society. Social advertisement can be divided into three categories: information, encouraging and advisory. The first one informs recipients about environmental problems that may occur in a particular region or the world as a whole. Encouraging advertisement motivates taking certain actions in order to prevent the occurrence or aggravation of environmental problems. The last one presents the actions that can minimize the negative impact on the environment. Social advertising promotes environmental education of the population. Thus, the joint introduction of information and educational environmental advertising campaigns by businesses and public organizations will be able to influence the environmental awareness.

It has been proved, that the spread of sustainable consumption is a way to preserve the environment and improve the quality of life. Sustainable consumption is the use of goods and services that satisfy basic needs and improve the quality of life with minimal use of natural resources and with the least damage to the environment. The main purpose is to draw attention to the problems of health and environment. It is possible to achieve sustainable development when the environmental awareness of population is raised. It is well known that for the profound changes it is important to formulate restrictions, prohibitions and changes in many behavior stereotypes that will be voluntarily accepted.

We strongly believe that the lack of information is the main reason of ecological problems. People do not realize the danger from human activities. In 2017, we conducted a sociological survey. The purpose was to find out how people feel themselves about climate changes. We found out that a major part of the population of our city do not understand the reasons and consequences of climate changes.

We conducted another sociological research in Zhytomyr (Ukraine) that showed that only 3.5% of inhabitants understand the reason why garbage should be recycled. The rest of the respondents do not realize the necessity of sorting the garbage. And they still throw all wastes in one dump. The main reason is that people see how all waste goes to the same container even when it is sorted. Moreover, all respondents said that they were not aware of the luminescent lamps and batteries danger and threw that kind of garbage in the same dump.

We strongly believe that it is important to start environmental education of the population at an early age. In 2018, we decided to start “Climate Change Agents” campaign for 6-8 grade students, where we teach them the basics of sustainable consumption and reasons of climate changes. “Climate Change Agents” is a collaboration project of Zhytomyr National Agroecological University and the Zhytomyr Department of Education. For the first year, we decided to have one class (two hours) per month (Table 1). That year we had 41 graduates.

We teach pupils that the way of our life can influence the level of life of future generations. High school students have been suggested activities that they can carry out on a regular basis, namely: conservation of electricity; water conservation; sorting of plastic and paper waste; visits to shops and markets with reusable shopping bags; the use of environmentally friendly types of transport; ecological tourism; garbage disposal after camping.

Table 1

Climate Changes Agents School first year program

	Theme	Main Questions
1	Climate changes: the main reason	What is climate change? What is the reason of climate changes? What are the consequences of climate changes?
2	Quality of food	What are the advantages of local products? What are the risks of using plant protection chemicals? What are the benefits of organic food?
3	Waste management	What should we do to reduce the amount of solid waste? Do we have to sort waste? What is a hazardous waste?
4	Ecological shopping	Do we really need everything we buy? Ecological packaging. Ecologically friendly presents.
5	Energy efficiency and renewable energy sources	What are the renewable energy sources? Why do we need renewable energy? How to reduce the consumption of energy?
6	Ecological footprint calculation	How many planets do we need to support our lifestyle? How many resources do we need to produce different things?
7	City of our dream	What are the main things you want to change in your city? Draw the picture of the city you want to live in.
8	Graduation	What have I learned from this course?

During our classes, we explain the main definitions (climate, fossil fuels, greenhouse effect, greenhouse gasses etc.). We teach students that bottles, bags and cups can have multiple use. That is the main step that society can take to reduce the amount of solid waste in the world. It is very important to understand that people can live without thousands of things that they buy (plastic packaging, bottles, disposable tableware etc.).

The mission of our school is to change the way of life, to form ecological habits. It is an educational project for teens that encourages self-development and responsible citizenship. Moreover, we talked about financial side while using non-disposable things (in Ukraine we pay for plastic bags in the supermarket that is why people can save money with reusable shopping bags). The project aims at the promotion of the youth movement against climate changes. We strive to encourage high school students to create their own environmental projects. It is important to start the youth leadership in solving climate problems. We strongly believe that our classes can raise the level of youth awareness.

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SEMANTIC AND LINGUOCULTURAL FEATURES OF ENGLISH AND UZBEK PROVERBS WITH THE CONCEPT OF NATURAL EVENTS

СЕМАНТИЧЕСКИЕ И ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЕ ОСОБЕННОСТИ АНГЛИЙСКИХ И УЗБЕКСКИХ ПОСЛОВИЦ С ПОНЯТИЕМ ПРИРОДНЫЕ ЯВЛЕНИЯ

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Abstract: *this paper is devoted to the analysis of semantic and linguocultural features of some English and Uzbek proverbs related to nature events. The equivalents of some proverbs in a target language are given for interpreting them in the other language to find out several important innovative ways of translation and contrasting their peculiarities in the English and Uzbek languages. The results and examples of this paper can help to distinguish some differences in the meanings of the English and Uzbek proverbs about weather lore and to learn linguocultural peculiarities of them.*

Keywords: *proverb, linguoculturology, cultureme, pragmatics, synonymy, weather lore, equivalent, context.*

Аннотация: *данная статья посвящена анализу семантических лингвокультурологических черт некоторых английских и узбекских пословиц о природных явлениях. Эквиваленты некоторых пословиц в языке перевода предоставлены для их интерпретации на другом языке, чтобы выяснить несколько важных инновационных способов перевода и сопоставления их особенностей в английском и узбекском языках. Результаты и примеры этой статьи содействуют выявлению различительных оттенков в значениях английских и узбекских пословиц о природных явлениях и определению их лингвокультурологических черт.*

Ключевые слова: *пословица, лингвокультурология, культурема, природное явление, прагматика, синонимия, антонимия, эквивалент, контекст*

A language reflects the particular culture of its nation, especially, proverbs' role in reflecting national features and culture of this nation is considerable. Not only traditions of the people and national notions, but also historical places, outstanding people and famous characters of the nation are expressed in proverbs. A proverbs is a popularly known, repeated and concrete saying with complete utterance; they express a truth, based on common sense or the practical experience of people. Prominent linguist W. Mieder gives a definition to a proverb in his book: "A proverb is a short, generally known sentence of the folk which contains wisdom, truth, morals, and traditional views in a metaphorical, fixed and memorisable form and which is handed down from generation to generation". It is clear from the definition that proverbs are usually based on metaphor and have figurative meaning. Although several scholars give many definitions for the notion of a proverb, Mieder's definition is considered to be the best one among them. Because proverb is not a simple unit of a language, it is a ready-made sentence that gives metaphorical meaning with words of wisdom or traditional thoughts of people or nation. Besides, they have been created notnly by

an individual in a short period of time. A proverb is a product of the definite nation as a folk saying during considerable long time. They are handed down through years and ages as frames or models of human life typical situations. Ch. C. Doyle suggests investigating them as minimal folk poems in literature, because they enliven dialogues or give expressiveness and emotiveness to poetry or prose in various ways.Folklore and linguistics study proverbs as their objects. Some scholars (Taylor, Seiler, Firth, Mieder, etc.) mentioned in their works that the main reason of studying proverbs in folklore is their traditionality. No doubt that folklore units are traditional and recurring; as N.R. Norrick points they are "seen as authorless, sourceless and also as non-literary, non-learned". Proverbs own these features but not completely. However, they are also investigated as a folklore unit and differentiate form proverbial phrases, clichés, idioms, aphorisms, wellerisms, superstations, maxims and slogans. Linguistics also distinguish proverbs form idioms and phrases; besides analyse them as sentences, clauses, conversational turns, speech acts, etc. A Proverb is considered as a phraseological unit with figurative meaning in linguistics and to be equal to a sentence according to a complete utterance that they can form in a speech. Moreover, their diverse expressiveness and emotiveness are obviously noticed during the process of conversation. Therefore, proverbs can represent the speech situation clearly. The study of proverbs has application in a number of fields. However, proverbs have their own study field –"paremiology". A number of scientific investigations have been done in or linking with this field. Still there are many issues to be analysed and defined by scholars. Comparing and contrasting proverbial stocks of different languages gives interesting and valuable scientific results. This work aims to investigate semantic and linguocultural features of proverbs in two languages: English and Uzbek, which do not belong to one language family. Moreover, this paper is illustrated with proverbs about friendship in these two languages being mentioned above. Clearly, proverbs picture practically a great deal of details of the everyday life of even ordinary people. Many linguists have offered a method of discussing proverbs as cultural texts based on the linguocultural level of language and the cultureme as its basic structural unit. The term "linguoculturology" has been supposed to be used as a separate linguistic field since the beginning of the previous XX century. This field studies interrelation of language and culture, mutual influence on the development of culture and language, their links with social life, psychology, and philosophy. Because a language cannot exist without a culture of a nation and a culture also cannot survive without a language as well.Linguoculturology is one of the main aspects of linguistic investigations, it deals with various issues that relate with language spirit and cultural variation of a nation, encompasses various national-cultural notions and theories of conversational structure. This branch studies national spirit that is reflected in a language. It is associated with other studies as philosophy, logics, sociology, anthropology and semantics; and covers national cultural knowledge through speech communication. The appearance of linguocultural study considerably depends on the development of philosophic and linguistic theories during the XIX-XX centuries. In the last century, a number of research works were maintained in Russia. One of the well-known book belongs to V.A. Maslova called

“Введение в лингвокультурологию”. The author defines research fields and methodological basis of contemporary linguoculturology deeply in her book. Her hypothesis are valuable to be applied in nowadays’ new investigations not only about linguocultural problems, and also in other linguistic and philosophic branches.Scientists that links to this linguistic branch make a great deal of investigations. V.N. Teliya writes thatmethodological basis of linguoculturology serves “semiotic presentation indications of this interaction, considered as cognitive contents of mental procedures, the result of which is cultural liqualization of mental structures”. According to this idea, linguocultural study is not isolated from other scientific branches. As it is a linguistic field it assists to the other branches of language learning and develop with the help of them. In the book of Uzbek linguist U.K. Yusupov “Contrastive linguistics of the English and Uzbek languages” it is clearly mentioned that linguocultureme is a linguistic or speech unit defining one part of a culture; consequently linguoculturology is a branch of linguistics, which studies interrelation between language and culture, and conveying culture in a language. Still it is clarified that linguoculturology focuses attention onto the reflection of spiritual state in the language of a human in the society.In general, this branch analyses cultural colours of linguistic units as well as it studies language through culture. Besides, linguoculturology possesses a number of following specific features:

1. it is a subject of synthetic type, occupying bordering position between science and, learners of culture and philology;

2. the main object of culturology is interrelation of language and culture and interpretation of this interaction;

3. as the subject of investigation of linguoculturology serves spiritual and material culture, verbalized artefacts, forming “the language picture of the world”;

4. linguoculturology is oriented to the new system of cultural values, put forth by the modern life in the society, to the objective information on the cultural life of the country.Each subject or a branch of subject owns its studying object. The term “cultureme” (or “linguocultureme”) is admitted to be used in scientific researches for naming the object of linguoculturology. The difference between cultureme and lexeme is recognized in its definition: cultureme is a word, phrase or even a full sentence in a language, which embraces national, social or mental peculiarities that are specific to the culture of the language. Some scholars successfully distinguish subtypes of one language according to the types of culture layers:

1) literary language –élite culture;

2) popular language – “the third culture”;

3) dialects and sayings – popular culture;

4) argot (words and expressions which are used by small groups of people and which are not easily by other people) – traditional-professional culture. In this paper, the attention is focused to the contrastive study of proverbs that stay in the third component of this classification. It is obvious that appearing and forming of proverbs, besides, admitting them into live conversations by the nation takes sometimes considerably long period of time. The English and Uzbek languages are

believed to have long history. English has background that comes from the Latin language, therefore a huge number of English paremiologic stock have Latin bases; some of them are identical to the historical forms, some of them faced tochanges in comparison with the old ones. Through many years, other languages have been affecting to the English language, too. As a result, some proverbs are often borrowed from them in the way of translating proverbs into English as well. W. Mieder introduces the four major sources four common European proverbs,including English, namely the Greek and the Roman Antiquity, the Bible, the Medieval Latin and the loan translations. The Uzbek language possesses also long background. It is true that this language was given the name of "Uzbek language" recently, but this language has existed since approximately X-XI century. A huge number of proverbs, sayings and aphorisms are considered as a great wealth of the Uzbek culture. The main sources may be classified as followings: some characters from religious sources and the borrowed translations. Moreover, there are some proverbs that come from sayings created by the mass media (TV, radio or social nets), expressions of films and songs, and even advertising slogans in all languages including English and Uzbek. However, they need some time to become or to form new proverbs as well. This paper aims to analyse linguo-cultural features of proverbs in these two languages with the help of examples about nature sayings. Translating proverbs word-by-word is not sufficient way to express the meaning of a proverbs in the other languages because of culturemes that exists in its content in a target language. It may cause to misunderstand the basic meaning of a proverb. Therefore, the method of finding equivalents of proverbs in English and Uzbek is used to investigate peculiarities of proverbs about in these languages.

1 As the day lengthens, so the cold strengthens.
Oqponda ot odimiday kun uzayar
2 If you see grass in January, lock your grain in granary.
Chillada maysa ko'rsang , xirmoningni qulflab qo'y.
3 The month of January is like a gentleman (as he begins, so he goes on).
Qishning kuni qirq turli qirqisida qiliqsiz
4 The first three days of January rule the coming three months.
Chillaning uch kuni, yilni belgilar
5 When oak trees bend with snow in January, good crops may be expected.
Chilla qori yerning qoni .

1. This weather lore is equivalent in two languages; the only difference is in the type of the sentence. While the English version is a complex sentence with an adverbial clause of manner, Uzbek version is declarative sentence. Evidently, it belongs to the group of weather lore sayings that express a general truth, because really, January is the coldest month and the days do begin to lengthen in Northern Hemisphere.

2. This weather lore has the form of zero conditional, which ought to express some kind of general truth. The name of the month - Janiveer is a preceding form of January of Anglo-Norman origin (Oxford English Dictionary).

3. This weather lore is one of the better-known. Porter (2011: 99) explains that

the meaning of Kalends is “first days”. Originally, it was a Roman New Year’s festival. The saying follows a typical scheme: “If A, then B.” It claims that the winter weather will come anyway but later. As the forecast probably emerged from a long-term observation, it could be considered accurate.

5. This lore is in form of a simile. Inwards clarifies that the gentlemanlike behaviour means that January goes on as he begins (1898: 13). Perhaps the weather lore does not have a counterpart because neither language used the word gentleman in the past. Nonetheless, there was no semantic equivalent found either, which suggest that there is a difference in the character of January in England and central Europe.

In general, weather lore concerning January warns against unusual weather. That means that if January is warmer, the grass is growing or if it rains instead of snowing, it should have a negative impact on summer weather, which also means harvest. On the other hand, if there is snow in January or it is cold, there is a prognosis of a bounty of mushrooms, wine, crops, fruits and vegetables in their season.

It is confessed that a sentence structure in which a subject is elliptical is characteristic of the nearly all proverbs belong to the Uzbek nation. In addition, according to the interesting fact that both proverbs, which are given above have Arabic origin (XVI century). There are many synonym words and phrases in a language, proverbs can be synonymous to one another. Sometimes their meanings are similar and they can substitute one another in a context. However, many of synonym proverbs cannot be absolute synonyms even they resemble one another semantically. Because, expressiveness in their meanings differs in some degree from each other, consequently they are used in different cases and situations – so they own different pragmatic and sociolinguistic features: some of them are mostly applied in formal (official) cases while some of them often appear in informal (oral) conversations. English proverb are given in the following graph: 1-graph.Fig. 1. Several Uzbek equivalents of one English proverb

Translations of these Uzbek proverbs:

1 March sun lets snow stand on a stone.

Qoziq ustida qor turmas

2 Better to be bitten by a snake, than to feel sun in March.

Toshqizuvda kuygandan , ilon chaqqan yaxshi

3 March dust to be sold, worth gapsom of gold.

Bahorning bir kuni yilga tatir

4 A wet march makes a sad harvest.

Hut qirg’oq , hamal sirg’oq

5 When March thunders, tools and arms get rusty.

Yaxshi kelsa hut kadi- kadi sut yomon kelsa hut egri –bukri put

6 If March comes in like a lamb, it goes out like a lion;

If it comes in like a lion, it goes out like a lamb.

Aziz momo olti kun Qaltirasa qattiq kun

Sakgapsa sakkiz kun to’qransa to’qqiz kun O’qgapsa o’n kun

7 March comes in with adder’s head and comes out with peacock’s tails.

Aziz aqchasiz ketmas

Qizlar bo’g’chasiz

1 This piece of weather lore, while being only another simple statement is appealing sound-wise because it contains quite a lot of sibilants. Semantic wise, the sun in March can be soft, it does not warm a person, nor does it melt the snow. This is not a prediction; merely it is a sort of weather lore that expresses general truth. It is a good example of the fact that not all the weather lore sayings are superstitions, despite what some scholars might claim.

2. The saying number two claims that it is very harmful to feel the sun in March, which is understood as to get sunburnt or too hot from the sun. This is logical, because the skin is not prepared to a great sun exposure after winter, when there is little sunlight. However, it is a bit contradictory to saying number one, which estimates the sun in March weak.

3. The English version is probably a shorter version of a conditional sentence: "If a March dust should be sold, it would be worth ransom of gold." All of the versions are rhymed and witty. In short sentences, all of them convey wisdom of the connection of weather and agriculture. It is that the month of March should be dry so that the work on fields could be done.

4. This is another simple sentence statement in which a wet March is estimated a cause of a sad harvest, meaning poor harvest. In contrast to Uzbek, the English version is not rhymed. The reason why wet March is unlucky is that it makes the works on fields much more difficult and an especially wet March may also wash out the seeds, which weakens the harvest.

5. This appears as more of a general enunciation than weather wisdom because any moisture may cause iron rust, not just a March thunder. However, it contains a massage that all of the tools and arms are outside in March, obviously being used or tended. This is a result of the fact that farmers are working on fields and soldiers might be preparing for o fight, since most of the wars are led in spring. This weather lore is thus interesting because it unusually includes a sphere other than agricultural. Due to the metaphorical content it can be also confidentially proclaimed a weather proverb.

6. This weather lore consists of two complex sentences with adverbial clauses of conditions. An understanding of this weather lore is perhaps that if March begins slowly with mild weather, it will be quite pleasant weather at the end of it, and the other way around - if it brings warm weather from the beginning, it will probably get cold again.

7. This saying is an appealing personification of March with the attributes of animals. Through their look, it illustrates the look of nature after the winter. At first, after the snow melts, the environment is plain and naked but in a short time everything gets rich in colours and material.

The month of March is important to farmers because they need to plant many of their crops. Therefore, they prefer dry and mild weather, which is the most suitable for this kind of work. As a result, many pieces of weather wisdom caution them against thunders or wet weather, snow and rain. Supposedly, snowing in March is a negative factor, but snow left from winter is not an obstacle. It needs to be ploughed into the earth and serves better than a fertilizer. Many weather lore sayings guide farmers to start working on the land, never mind the weather.

To conclude, proverbs come to be a very numerous parts of the English and Uzbek languages. They differ semantically, structurally, stylistically and even pragmatically from one another. Proverbs cover many drawbacks of the culture of a nation. Proverbs serve to describe, define and expre ss the culture of the language in which they exist. One can see national notions, things, feelings, traditions, well-known ancestors, even the names of places – cultural points in the paremiologic fund of a language. English and Uzbek proverbs connecting with the concept of "nature sayings"reflects the mentality, culture and traditions of a nation and take important place in the language of this nation. In both languages, proverbs about nature events are various, besides synonymous or antonymous proverbs can be found among them. But their synonymic and antonymic relations are not considered to be absolute, because they are chosen according to a context, as a result their meanings may be also slightly changed. Therefore, applying a proverb in an appropriate place makes a speech clear and fluent. Because as it was mentioned above, proverbs are often used in a speech and they are chosen according to time, place, case and other pragmatic factors. Besides, a society and social processes effect directly to the usage, semantic expressiveness and other features of proverbs. The translation process of proverbs from one language into another requires more than componential or structural approach, it is necessary to give exactly main idea of a target proverb in a translation. As the main result of the paper it is proved that the semantic, structural or stylistic similarities are found between English and Uzbek proverbs about friendship as well as they have many differences. But resemblance between linguocultural peculiarities of these proverbs do not occur in these languages. Because they are not relative languages according to the genetic classification of world languages. Furthermore, every nation has its culture, tradition and, ofcourse, culturemes reflecting the parts of the culture in this nation's language. These culturemes serve to provide original semantic and linguocultural features of proverbs.In the view of the observations made above, it is important to point out that proverbs contain social practices that can be visualized in a real or possible world. Furthermore, a language always changes itself day by day, for that, the quantity of proverbs in it also changes; some proverbs may disappear, people may begin to use some other new proverbs in their conversations.

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THE POET WE LOVE

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Abstract: *Hamid Alimjan was born in 1909 year in the oasis of Jizzakh, one of the creator of the 20th century, who put a note in Uzbek literature with his words. As the teacher wrote about Hamid Alimjan, I first went to the monument to Hamid Alimjan and Zulfiyakhonim, which is located in one of the central squares of this oasis. I just sit in the seat next to the monument, which is set on two great pencils, which I put faithfully in the line of faith.*

Key words: *happiness, flower, poet, creativity*

My attention was also drawn by flowers, which are more twisted around than the statue. Yes, the Rose-Hamid was the embodiment of happiness in his sublimepoetry. Even in the Egyptians, where the poet says, “Here is a flower for you-a flower for you”, in fact, refers to a bunch of happiness:

Mana senga olam-olam gul,
Etagingga siqqanicha ol.
Bunda tole’ har narsadan mo’l,
To o’lguncha shu o’lkada qol…

It is also not surprising that he venerated as a singer of happiness and joy in the language of contemporaries and younger generations. Such happiness to the heart of Hamid Alimjan-a fairy tale of maybe Kamil Aya, in which he sprinkled the seeds of poetry, which he was buried in joy-he narrates, a song-he is a riddle. A great Russian poet born 110 years ago, from Abdulhamid remembered childhood and wrote this:

Ты, детскую качая колыбель,
Мой юный слух напевами пленила
И меж пелен оставала свирель,
Которую сама заворожила…(1822)

A.S.Pushkin's dedication to Arina Radionovna was reflected in many lyricalpoems, Tatiana's nanny Filipovna in”Eugene Onegin“, the mother of the prince in”Rusalka”, The mother of the Queen Ksenia in “Boris Godunov”, and Arina Radionovna A. in "Dubrovsky", who served as a prototype for the images of the protagonist's nanny.S.The deeper the trace left in Pushkin's creative life, the more Komila Aya's contribution to the formation of Hamid Alimjan as a poet, maybe not less. This can also be noticed from his following lines:

Buvimning har qissasi,
Har bir qilgan hissasi,
Fikrimni tortar edi,
Havasim ortar edi.
Tinglar edim betinim,
Uzoq tunlar yotib jim…

One of the folk tales of Komila aya from childhood, one of the transferees of grandfather Mulla Azim-Hamid Alimjan, who grew up listening to the national and

friends of the son of Fazil Yoldash, the oral creativity of the people was a huge creative fountain. Later, the role of this fountain in the creation of two poetic dramas in his work, about 200 poems, 4 ballads, 9 Epistles, dozens of publicistic and literary-critical articles was incomparable.

As, I must say that I was surprised to read that Hamid Alimjan was acorresponding member of the Academy of Sciences of Uzbekistan, since the poet's involvement in the Academy of Sciences was to restore national folklore and thereby awaken the spirit of ancestors in the hearts of the people. One of such works was the writing of the ten – page dictionary of the words difficult to understand in the epic, the information about the heroes of the work, writing the most ancient-eleventh-century execution text and content of the epic" Alpomish", and finally, bringing it to a perfect state and preparing it for printing, another one would write the drama "Muqanna".Before writing the Hamid Olimzhan drama "Muqanna", Hoshim ibn Hakim, who was famous by the name of Mukanna, had overtrhrown, studied and read many sources to shed light on the events of the struggle of the Movarounnahr people for national independence against the arab invaders in the second half of the eighth century, which was led by them. Works on the history of Islam, the history of the Koran, the history of Tabari, the history of Muhammad Narshakhi "Bukhara", professor, Yakubovsky "ethnogenesis of the Uzbek people" and academician V.V.Bartold's works on history, dozens of books with a light on the teachings of Buddha and Zardusht, after collecting and studying the information given to him, Hamid Olimzhan considered that he had a spiritual right to write "Muqanna". He prepared in two steps of the drama. Later this work was written by the poet V.By Derzhavin to the Russian language.It is translated into Ukrainian by Terehenko.Acquaintance of the Uzbek people with literature of other peoples was the main direction in Hamid Olimjon's activity. A.S.Pushkin, V.V. Mayakovsky, A.M.Gorky, T.G.Shevchenko, his articles about Jambul, A.Pushkin's poem and poem" The Mermaid"," The Prisoner of the Caucasus", M.Lermonotov's narrative" Bela", Poems of Shevchenko, M.Gorky's work "Chelkash", N.Ostrovski “How was the steel treated?"novel, The drama of A.Korneychuk "Pluto Krechet" and the Uzbek translations of many poems and songs also belonged to the pen of Abdulhamid.

The great English poet Hamid Alimjan, who first introduced Byron to Uzbek readers by translating the poem "Vido". A as he translates and feeds literature.A.S.Pushkin paid special attention to his creativity. "Pushkin every piece, every line, which was successfully made, - wrote Hamid Alimjan-this is not a simple linguistics literary-creative work, because it is an important stage in the creativity of the poet. Can it be said that in the last year he himself did not create anything, but creatively grew, hardened the poet, who translated Pushkin's work with a pronoun ?

In fact... Pushkin with a thorough translation of a work, the poet increases a new leap in his creativity.” The study of Pushkin's creativity, Pushkin's lessons became an important phenomenon for Uzbek literature. In the image of Pushkin in Uzbek literature was able to get acquainted with the work of one of the world literature geniuses, with the language, history, culture, literature of the Russian people. The successful translation of Pushkin's works back in 1936 was the result of the Uzbek poetic culture and literary language, which had reached an unprecedented high level

at that time.On the initiative of Hamid Alimjan in 1938, the government of the Republic decides to celebrate the 500th anniversary of Alisher Navoi. And in 1939-th year the decision of the Central Office on the celebration of the birthday of the great poet on the scale of the union is announced. On the basis of the decision, an anniversary is organized, Hamid Alimjan is appointed to him as a scientific secretary. The poet, who feels that this is a great opportunity given to him to introduce Alisher Navoi to the world, works not knowing tinim, shows vivacity.

Firmly engaged in the translation of works of Navoi into Russian and other languages, preparation of books for publication. Research and study of genius's works, writing scientific works and articles about them will attract not only Uzbek, but also Leningrad scientists of Oriental Studies intsitute. Hamid Alimjan's works such as "Navoi the creator of the Uzbek literary language", "about Alisher", "Navoi and our time", "Navoi the great poet of the Uzbek people", "the singer of Labor" were published in Russian and Uzbek languages in the press of that time before the Navoi aniversary.

The scientific work and articles he wrote 648 pages. “One way to suddenly improve the skills of literature is to learn tirelessly, to work tirelessly, to live in harmony with the life of the people, to feel the suffering of the people.",- was H.Alimjan. He not only literature, but also in 30-40-ies, working in the direction of published to an unprecedented extent in his time, left himself a huge legacy. He created published works on such topical topics as" the termination of ishtibo "(1933)," life "(1940)," Rassvet kulturo "(1940)," Mechom smerti obrushimsya na golovu vraga "(1942)," Edintsvo " (1943).He worked effectively in the fields of poetry and prose, dramatic and artistic translation, criticism and literary studies. Each of these areas left an indelible mark. His work reflected, which took place in the social, economic and cultural development of the Uzbek people. Both social activity and literary creativity became an active field of action for Hamid Olimjon. And as the leader of the creative Association, he became the reason for the growing formation of so many poets and writers. Hamid Alimjan's books, scientific research in articles about patriotism, humankind blowing, witnessed his activity as a scientist, journalist, writer and, finally, organizer, public figure, my respect and enthusiasm for the young man who lived only 35 years does not fit into the world. How much can a person work during his life-he, What can he grow up to? It is unthinkable that a person can do so much, seeing the literary heritage left by the scientist, your language will be powerless to find a word to say thanks to the care made to friends, colleagues, relatives. Yes, Hamid Olimzhan, as he said in his poem, was awake as a river, lived in a hurry, as the poet uttered the taste of Zulfiya. However, during his short life he was able to leave an incomparable legacy to himself. As one of the young people enjoying his legacy today, I once again bowed to the image of Master Hamid Alimjan.

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HOW TO WRITIE SUCCESSFUL ADVERTISEMENT IN TOURISM?

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Abstract: *The present article is intended to study the system of writing advertisement denoting to the sphere of tourism. Tourism is an integral part of society, being in the modern era of a global phenomenon. In tourism, a variety of advertising media are used to promote tourism products. Advertising texts have their own characteristics. They are classified depending on the audience and category of the advertised product. The impact in the advertising text is carried out using persuasion tools and means of verbal imagery. In this regard this article discusses the essential criterias of writing touristic advertisement.*

Key words: *advertising appeal, components of advertising, element of advertising, motive consumers, basic functional style, specific form, target audience, attract the attention of potential tourists.*

The value of the text in the advertisement is very high. The success of advertising largely depends on the extent to which the rules will be followed when writing the text, what is its reliability and value. But immediately it is worth emphasizing that the verbal text is only one of the components of advertising. The success of the text also depends on the quality of the advertising image and on how they fit together and to what extent they are combined.

It is customary to distinguish five basic functional styles in advertising:

- official business;
- scientific and professional;
- journalistic;
- literary colloquial;
- familiar spoken.

There is no definite answer to the question of which style is best used in advertising. The style chosen for the advertising appeal is determined by the specifics of the company, the objectives of the advertisement, as well as the characteristics of the target audience to whom the appeal is addressed. For example, in advertising for business circles, a tourism company aims to make itself widely known as a solid potential partner. Such an advertising appeal should carry a maximum of professional information. In advertising, aimed at the mass consumer, it is advisable to focus on information about tours, their routes, programs, package of services, prices. This information must be presented to customers in an attractive, interesting, friendly manner.

Advertising appeal - a means of presenting the information of the advertiser (travel agency) to the consumer , having a specific form (text, visual, symbolic, etc.).

Advertising appeal is a central element of advertising, as it is:

- represents the advertiser to the target audience;
- focuses most elements of advertising communications;
- helps to attract the attention of potential tourists and the formation of their positive attitude both to the travel company itself and to the products it offers; is the main tool to achieve the goals of advertising.

The importance of verbal language for advertising is very important. Really,

advertising images attract the attention of consumers and express some key points of advertising.

But it is precisely thanks to verbal signs that these key points are interpreted strictly according to the advertising and communicative intentions of the advertiser and advertising agencies. In addition, most advertising images are not able to cover the semantic space as a whole. Therefore, in a huge stream of advertising information appeal, which is a simple list of the merits of a product, can hardly be noticed by potential customers. It will have extremely small chances of viewing (listening) by the consumer to the end.

It's simply impossible to force someone to read advertisement. Therefore, there must be "something" in the appeal itself to encourage the consumer to do this. When developing an advertising appeal, the creative individuality of its creators is manifested. At the same time, there are general provisions in this purely creative process.

Firstly, it is necessary to analyze the specific properties of the proposed product and develop a list of advantages and benefits derived by the client from his consumption;

Secondly, clearly identify the target audience, which will be directed advertising appeal;

Thirdly, correctly assess the basic needs and motives of consumers of the selected segment. The fact is that the consumer's desired response from the point of view of the advertiser is possible only if it coincides with his needs and causes a certain interest.

Therefore, the advertising appeal should have its own motivation and

Addressee. Thus, advertising aimed at the tourist as the final consumer of the advertised tourism product should be different from the one whose target audience is tourism business specialists.

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LIVER AND ITS DANGEROUS DISEASES

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Abstract: *The inverted cause pain until the later stages of diseases such as hepatitis. Along with the fact that the liver is the large storage, it performs important functions and helps to maintain the constancy of the body. Along with this, liver damage or disease can lead to serious consequences up to death.*

Keywords: *Hepatocytes, liver biopsy, acetaminophen paracetamol, hepatitis*

The liver is the large stand perhaps the most complex organ in the body. The liver is located in the upper right-hand portion of the abdominal cavity, beneath the diaphragm, and on top of the stomach, right kidney, and intestines.

The liver is a reddish-brown, wedge-shaped organ with four lobes of unequal size and shape. A human liver normally weigh approximately 1.5 kg, and has a with of about 15 cm. In the liver, proteins are broken down into amino acids, them ost important compound, glycogenic synthesized, into which excess glucose is processed and fat metabolism take splice (the liver is some times called the “fat depot”). In addition, vitamins and hormones are metabolized in the liver, various toxins and bacteria are neutralized, after which their decomposition products are excreted by the kidneys, and bile is synthesize and, which consists of bile acids, pigment sand cholesterol. Bile is involved in the digestion of fats, the absorption of vitamins, and stimulate intestinal motility. If you’re concerned you might have a liver disease, it’s best to make an appointment with your healthcare provider to narrow down what’s causing your symptoms. They’ll start by looking over your medical history and asking about any family history of liver problems. Next, they’ll likely ask you some questions about your symptoms, including when they started and whether certain things make them better or worse.Depending on your symptoms, you’ll likely be asked about your drinking and eating habits. Make sure to also tell them about any prescription or over-the-counter medications you take, including vitamins and supplements. Many liver diseases are chronic, meaning they last for years and may never go away. But even chronic liver diseases can usually be managed.

For some people, lifestyle changes are enough to keep symptoms as bay. These might include:

- limiting alcohol
- maintaining a healthy weight
- drinking more water
- adopting a liver-friendly diet that includes plenty of fiber while reducing fat, sugar, and salt

Depending on the specific liver condition you have, your healthcare provider may recommend other dietary changes. For example, people living with Wilson’s disease should limit foods containing copper, including shellfish, mushrooms, and nuts

Histology.

Hepatocytes are the main tissue cells of the liver. The gallbladder contains the mucosa, muscular is, per muscular, and sera slayers. A hepatocyte is the main tissue cell of the liver and makes up 70–80% of the liver's cytoplasm mass.

Hepatocytes contain large amounts of rough endoplasmic reticulum and free ribosome's. Hepatocytes are involved in: protein synthesis; protein storage; the transformation of carbohydrates,; the synthesis of cholesterol, bile salts, and phospholipids; and detoxification, modification, and excretion of exogenous and endogenous substances. Hepatocytes are unique in that they are one of the few types of cells in the human body that are cap able of regeneration. The rear several different layers of the gallbladder: the mucosa (epithelium and lamina preppie), the muscular is, the peri muscular, and the servos. Chemical composition of liver tissue: 80% water, 20% dry residue (proteins, nitrogenous substances, lipids, carbohydrates, minerals).In the liver, proteins are broken down in to amino acids, the most important compound, glycogen, is synthesized, into which excess glucoses processed and fat metabolism takes place (the liver is sometimes called the "fat depot"). In addition, vitamins and hormones are metabolized in the liver, various toxins and bacteria are neutralized, after which their decomposition products are excreted by the kidneys, and bile is synthesized in this gland, which consists of bile acids, pigment sand cholesterol. Bile is involved in the digestion of fats, the absorption of vitamins, and stimulates intestinal motility. The liver is located just below the diaphragm (the muscular membrane separating the chest from the abdomen), primarily in the upper right part of the abdomen, mostly under the ribs. However, it also extends across the middle of the upper abdomen and part way into the left upper abdomen. An irregularly shaped, dome-like solid structure, the liver consists of two main parts (a larger right lobe and a smaller left lobe) and two minor lobes. As you can see in the diagram below, the upper border of the right lobe is at the level of the top of the 5th rib and the upper border of the left lobe is just below the 5th rib (about 3/4 inch below the nipple). During inspiration (breathing in), the liver is pushed down by the diaphragm and the lower edge of the liver descends below the margin of the lowest rib (costal margin). Further, the liver is organized strategically to coordinate its structure, including its blood circulation, with its functions. Four key features of this organization of the liver are as follows.The basic unit of the liver is called an acinus (pronounced as "i-nus: plural acini", there are numerous acini in the liver.) In each acinus, the liver cells (hepatocytes) are grouped into three zones that are anatomically related to the liver's blood supply and drainage. Thus, the blood enters zone one first, and then travels through the second and third zones before leaving the liver. Each zone has its own special functions to perform. (Moreover, because of these different functions, as well as the different relationships to the flow of blood, the zones have different susceptibilities to injury.)Specialized areas of the walls of adjacent liver cells (hepatocytes) join to form bile canaliculi (pronounced kan" ah-lik' u-li). The canaliculi are microscopic tubes that transport bile that is produced by the liver cells (hepatocytes). Then, meeting with other canaliculi, they ultimately empty into tiny bile ducts. These bile ducts join with other bile ducts to form larger bile ducts that ultimately leave the liver.The liver has a unique, dual blood supply. One comes from

the portal vein, as already mentioned, and the other from the hepatic artery. The hepatic artery brings to the liver oxygenated blood that comes from the lungs, heart, and branches of the aorta. So, finally, tiny branches of the portal vein and hepatic artery travel in the liver together with the tiny bile ducts in tracts called portal tracts (triads).The hepatic artery supplies blood to nourish the bile ducts and the liver cells (hepatocytes). This blood joins with the portal vein blood in tiny blood vessels called sinusoids. The sinusoids are situated on each side of single-cell-thick plates of liver cells (hepatocytes), and they have an exceptionally porous lining. This unique arrangement enables passage of even large molecules (for example, lipoproteins) through the sinusoidal lining to and from the liver cells (hepatocytes). The blood travels in the sinusoids through the three acinar zones. Finally, the blood is drained from the liver by the hepatic veins and then heads back to the heart and lungs.

Physiology.

The liver is involved in all types of human body metabolism. Carbohydrate metabolism In the liver, glycogen synthesis and breakdown, gluconeogenes is a reactive, gelatos and fructose areas simulated, and the pen to sephosphatepath way is active. Lipid metabolism In the liver, treacle glycerin's, phospholipids, cholesterol are synthesized, lipoproteins (LDL, HDL) are synthesized, bile acids are synthesized from cholesterol, and acetone bodies are synthesized, which are then transported to the tissues,

What is the hepatitis?

Hepatitis is an inflammation of the liver. This condition can be self-healing or lead to the development of fibrosis(scarring), cirrhosis, or liver cancer. The most common pathogens of hepatitis in the world are hepatitis viruses, but it can also because by other infections, toxic substances (such as alcohol and certain drugs), and auto immune diseases. There are 5 major hepatitis viruses, called types A, B, C, D, and E. These 5 types pose a huge problem due to the burden of disease and death they cause, and their potential to cause out breaks and lead to epidemic spread. In particular, types B and C lead to the development of chronic disease in hundreds of millions of people and, in total, are the most common cause of cirrhosis and liver cancer. The cause of hepatitis A and E is usually the consumption of contaminated food or water. Hepatitis B, C, and D usually develops as a result of parenteral contact with infected body fluids. Common ways of transmitting the seviruses include transfusions of infected blood or blood products, invasive medical procedures using contaminate equipment, and, for hepatitis B, transmission from a mother to a child during child birth, from a family member to a child, and during sexual contact. Acute infection may occur with limited symptomatic symptoms, or may include symptoms such as jaundice (yellow in go the skin and eyes), darken in go the urine, excessive fatigue, nausea, vomiting, and abdominal pain.

Symptoms of hepatitis If you have infectious forms of hepatitis that are chronic, like hepatitis B and C, you may no have symptoms in the beginning. Signs and symptoms of acute hepatitis appear quickly. They include:

- fatigue
- flu-like symptoms
- dark urine

- pale stool
- abdominal pain
- losso appetite
- unexplained weight loss
- yellow skin and eyes, which may be signs of jaundice

Chronic hepatitis develops slowly, so these signs and symptoms may be too subtlety notice. Many liver diseases are manageable if you catch them early. Left untreated, however, they can cause permanent damage. If you have any symptoms of a liver problem or are at risk of developing one, make sure to check in with your healthcare provider for routine checkups and testing, if needed.

Statistics.

Chronic hepatitis C dominates among all types of hepatitis in the world is comparable to mortality from HIV and tuberculosis. Of this number, approximately 47% of deaths are caused by hepatitis B virus, 48% by hepatitis C virus, the rest by hepatitis A and E. Up to 60% of death so patients with chronic hepatitis C are caused by cirrhosis, there stbyhepa to cellular carcinoma. Viral hepatitisis increasingly leading to the death of HIV patients. Approximately 2.9 million HIV-infected carriers of hepatitis C co-infection

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WHAT ARE THE MAJOR FEATURES OF 20TH CENTURY IN LITERARY WRITINGS?

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Abstract: *This article connected with literature of 20th century major literary movements in the twentieth century are Modernism (circa 1900-1940) and Postmodernism Another term, Contemporary, is sometimes applied to literature with 1960 as the cut-off.*

Key words: *Postmodernism, modernism, post-modernism*

Writers in English tend constantly to hark back to Shakespeare. And early in the 20th century, everyone was making a lot of fuss about the fact that Shakespeare wrote in verse. Everyone got very excited about the meaning and the import of verse, we created the phrase "verse-speaking" (even today, you will hear moronic theatregoers say entirely meaningless things like "they spoke the verse well") and there were a lot of articles written.

T.S. Eliot was the first, in an essay called "The Possibility of a Poetic Drama" in 1920 (linked below), to suggest that verse drama - drama in which the dialogue is written in a specific poetic meter - could be reintroduced. Eliot wrote a whole load of poetic plays, including "Murder in the Cathedral", and "The Family Reunion", that were popular successes. But other writers didn't really follow where Eliot led. Later - in the 1930s/40s - Christopher Fry wrote a host more plays written in verse, including "The Lady's Not For Burning". They were successful, but again, it didn't catch on.Even today, the poet Tony Harrison writes plays in verse, most recently a new play called "Fram". I could throw in more names before Eliot (Yeats, Synge) and after (Auden, MacNeice, Beckett) who have written poetic dramas. But, since the 16th century, verse drama has just never found its way back into the main blood of British Theatre.Another historical/social influence on the themes in English literature would be the change in England's role in the world. During the late 19th and early 20th centuries, England is dominating world power with its strong sense of imperialism and its establishment of colonies and political influence all across the world. After the First and even more-so after the Second World War, England's global reach was weakened. This change in world veiw changed the literature. As the world view became more focussed on England itself, you can see the rise in the interests of the people of England. Twentieth century drama is comprised of many different literary movements. At the turn of the century, Expressionism and Symbolism were important, especially in Northern Europe. Both involved non-realistic styles of acting, staging, and language, with expressionism concentrating on using unusual technical devices to project the interior states of characters. SUrrealist drama, including the work of Eugene Ionesco, is an outgrowth of Expressionism, but no longer presumes internal coherence and follows the illogic of dream states or random occurrences. Another group of plays focused on social and political critique, in the case of Berthold Brecht combined with techniques of alienation (which emphasize the unreal nature of the play) to force the audience to think critically rather than empathetically. The Angry Young Men of England also engage in socially aware

portraits of the working class but in a more aesthetically conservative style. Other important movements included comedies of manner (Coward, Pinero), musical drama, absurdist drama, and many varieties of late 20th century experimental drama.There are labor organizations rising in power. Women are asserting their equal rights. There is much more attention to social legislation and welfare concerns. The country moved towards its more modern socialist state. These concerns become the themes of their literature. Poetry in English underwent radical changes in form and language, particularly owing to the work of a number of American poets. Where poetry was once written according to agreed upon standards of form and diction. poets in the twentieth century began to experiment with these traditions, and opened up the definition and scope of what poetry was and could be. Some poets who were writing before the turn of the century did in fact influence those who came a bit later; these include Walt Whitman, whose writing in major works like "Song of Myself" held usher in a new approach to language that was less formal and more personal and idiosyncratic. Whitman hardly thought of himself as "experimental"--he simply had things to say and very particular ways of saying them, and his passionate, ecstatic mode of poetic voice was controversial and ultimately very instrumental in changing the way poetry was written and regarded.You also would benefit to look beyond modernism to postmodernism, which in many ways rejects some of the key tenets of modernism and "plays" with literature and genre in often highly amusing and different ways. One excellent example is the author David Mitchell, who writes postmodern fiction, that really "breaks the mould" of what we have come to call a novel - Cloud Atlas is one of my personal favourites.

MODERNISM While it is difficult to establish the exact beginning of some literary movements such as Modernism, usually critics concur that literature written after World War I was Modernist. And, according to Virginia Woolf, human relationships changed after 1910. Yet, among the Modernists, there was variety of perspective, although most began to delve into the minds of their characters and portrayed the disjointedness of modern line by rejecting traditions forms. With Hemingway, for example, there are diffident heroes, characters who suffer disillusionment, isolation and nihilism. On the other hand, D. H. Lawrence has heroes who have characters of a more discussed sexuality in contrast to Hemingway's males, and he continues a more aggressive use of symbols. Yet, there is in both author's treatment of characterization a certain self-consciousness often revealed through the technique of stream-of-consciousness with experiences presented sometimes in a fragmentary manner. Certainly, in Modernist writing there is the awareness of new psychological insights. For, the work of such as Sigmund Freud, Carl Jung, and William James exerted tremendous influence upon the the writers of this era.Although there are the unromantic Modernist novels and poetry, such a those about the senselessness of war, there are romantic strains--the idea of fleeing battle for peace and love in A Farewell to Arms; and the verses of those such as Rupert Brooke--..."there's some corner of a foreign field/That is forever England"—

POST-MODERNISM With post-Modernism, there is suspicion of master narratives, rejection of traditional myths and theories such as the Grand Theory; there is also social pluralism, a perspective from a decentered self; fragmentation and a

subverted order and lack of control. In many ways, Postmodernism rejects established modes of writing and thinking and mixes identities.

A "hyper-reality" is more important than reality. There are merging and emerging images, and often "simulacra" appears as more powerful than the "real" Drug-induced images and thoughts are weighed and presented. One prominent example of Post-Modernism is William R. Burrough's Naked Lunch that is semi-autobiographical in its depictions of drug use. At times, the novel is very impressionistic and disjointed.

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VITAMINS AND MINERALS- IMPORTANCE OF USE DURING PREGNANCY

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Abstract: *The article highlights the issues of security of pregnant women and nursing mothers in using vitamins and minerals, and their impact on quality of life and health of the newborn. It also reflects modern views on the problem in our country concerning the use of vitamin and mineral complexes for pregnant women and nursing mothers.*

Key words: *pregnancy, lactation, vitamins, macro- and microelements, polyunsaturated fatty acids.*

The lack of availability of the body with vitae, micro- and macro-elements is a common problem of all civilized countries. During pregnancy the organism of mother is the only source of the vitamins and other feedstuffs necessary for a fruit, At pregnancy exchange of mineral substances and vitamins considerably becomes complicated, so How a new system arises – fetoplacental complex. And every part of this system: intrauterine fruit, Placenta, peripherals and water - takes part in this process

Studies carried out in recent years at the Institute of Nutrition have shown that the deficiency of vitamins of group B you-is in 20-100% of pregnant women, the deficiency of ascorbic Acids - in 13-64%, folic acid - in 70%, and lack-accuracy of arytenoids - in 25-94%, with relatively ho-ruche provision of vitamins A and E. 70-80% of patients have combined deficiency of three vitae and more, i.e. polytypic vitamin us state. Anymore often has a deficiency of vitamins such as A, D,B1, B6, folic acid and biotin, as well as trace elements: Iron, iodine, calcium, zinc, chromium

During pregnancy and lactation, a woman especially vitamins and minerals are needed. At this time not only the functions of the endocrine glands are accelerated, but also the loss of beneficial substances increases. Therefore, the need for vitamins and minerals increases significantly It is equally important for the future baby to ensure adequate production of vitamins and minerals. Vitamin deficiency in newborns is a consequence of a subnormal supply of vitamins to the mother's body, the causes of which are disturbances in the nutrition of pregnant women and nursing mothers. The lack of additional support for such women with vitamin and mineral complexes leads to a decrease in micronutrients in milk, and, consequently, the development of pronounced polyhypo vitamin’s is and polyhypoelementos is in breast-fed children. Double risk Micronutrient deficiency in pregnant women creates a double risk for the fetus and newborn. Deficiency conditions, on the one hand, contribute to the pathological course of pregnancy, childbirth and impaired fetal formation. On the other, they are the immediate cause of low availability of microelements and vitamins of the fetus and newborn. it equally negatively affects the health of the newborn,In addition, insufficient and unbalanced nutrition of a woman before and during pregnancy, as well as after childbirth has no less damaging factor on developing fetus and newborn than infectious and toxic agents. Thus, a deficiency of trace elements and vitamins in the first trimester of pregnancy causes a

violation of the intrauterine development of the fetus, up to its death. And in the II and III trimesters of pregnancy, there is a violation of the formation of the structure and function of organs and systems Vitamins and deficiency conditions Water-soluble and fat-soluble vitamins are isolated. The latter, entering the body, are deposited in depot organs, and water-soluble vitamins are necessary replenish daily, as in physiological environments they are quickly destroyed. However, you must remember that long-term intake of fat-soluble vitamins in Hypervitaminosis, which has a toxic effect on the pregnant woman's body and the fetus's body, is known to cause physiological requirements for energy and nutrients for women during pregnancy and breastfeeding. It is known that hypovitaminosis A leads to malformations of the organs of vision genitourinary system, and sometimes - fetal death, and vitamin A hypervitaminosis - defects in the development of the central nervous system (encephalopathy), splitting of the hard palate. Vitamin E deficiency has an embryo toxic effect in the post-implantation period. Hypovitaminosis D is accompanied by the development of rickets, and hypervitaminosis is accompanied by a membrane-toxic effect and calcification of the auditory membrane, nephrocalcinosis, and damage to the cornea of the eye and blood vessels. As a flaw and an excess of vitamin C causes premature abortion. Hypovitaminosis B2 leads to deformation of the limbs, hydronephrosis, congenital heart disease. Vitamin B6 deficiency promotes the development of anemia, preeclampsia, oligohydramnios, and nicotinic acid (PP) - the development of cataracts, and its excess has an embryo-toxic and teratogenic effect. Excess vitamin K increases blood clotting and increases allergic reactions. The lack of folic acid, which belongs to the B vitamins, causes defects in the development of the neural tube with microphthalmia in the early stages, and also increases the risk of spontaneous miscarriage and low fetal weight. Studies have shown that taking during pregnancy can reduce the incidence of defects development in the fetus 2 times, iron intake in the amount of 60 mg prevents the development of anemia in the mother and promotes normal development of the child, and magnesium in quantity 100 mg - helps prevent premature termination of pregnancy. Currently, the approaches to the prevention and correction of deficiency of trace elements and vitamins are quite clearly formulated. The methods of food prophylaxis are considered to be the most optimal, since they are physiological. And the appointment of the IUD allows you to sufficiently obtain the bulk of the necessary nutrients in ratios that are optimal for the development of the fetus. This approach provides a full cycle of the continuous supply of trace elements and vitamins to the growing body. It should be noted that modern technology does not allow the chemical interaction of the components inside the tablet.A large number of multivitamin preparations are known for pregnant and lactating women and containing vitamins, macro- and microelements, mino acids and PUFA in sufficient quantities, comparable with the recommended doses. All substances included in their composition are identical in chemical structure and biological activity with natural. The absorption of vitamin mines from drugs is much higher than from products, where they are in related form. The intake of multivitamin-nov during meals or after ensures their effective interaction with all components of food. In recent years, the domestic pharmaceutical The market offers a large number of multivitamin

preparations for pregnant women. Correction of deviations in vitamin-mineral metabolism is extremely important for the normal course of pregnancy, childbirth and the postpartum period, the condition of the fetus and newborn. It should be carried out individually in depending on the degree of deficiency, taking into account bioavailability and the interaction of trace elements. The standard approach, consisting in the monotonic purpose of all micronutrients, in the present conditions is unacceptable, as it inevitably leads to an excess of some vitamins and insufficient compensation of the deficiency of others. The most rational method for the prevention and treatment of micronutrient deficiency in pregnant women is an approach based on the analysis of physiological differences between the trimesters of pregnancy, which have clearly defined periods of time The main objective of micronutrient support during periods of preconception, pregnancy and lactation is ensuring optimal nutritional status and preventing the development of undesirable effects due to the excess intake of vitamins and minerals, including including teratogenic ones. It is very important to remember that both with insufficient and excessive consumption of micronutrients, the negative consequences will be more pronounced in the fetus than in maternal ones. This is due to the fact that vitamins and minerals in the body of the fetus are delayed for a longer time. It is known that the elimination of vitamins (especially fat-soluble A, D, K, E) and some trace elements Since IUDs must be taken as directed by a doctor, taking into account deficiency in the body of certain nutrients, as well as deficient mineral substances common in our country - calcium, iron, magnesium and zinc, then preference must be given to complex preparations containing primarily these minerals.rational and balanced nutrition, intake during pregnancy and lactation increase the nonspecific resistance of the woman's body, help to maintain breastfeeding, the favorable course of the postpartum period and reduce its complications, and provide the necessary materials with the increased needs of the mother and newborn. Improving the quality of life, health culture, nutritional education, knowledge of general issues regarding the action of vitamins and minerals is part of everyone's responsibility for their own health Orov and the health of their children. A competent correction of vitamins and minerals with a prophylactic purpose depends on the doctors. Therefore, the intake of vitamin preparations must be started only after consultation with a specialist

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STOMACH GASTRITIS

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Abstract: *The stomach is a muscular organ located on the left side of the upper abdomen. The stomach receives food from the esophagus. As food reaches the end of the esophagus, it enters the stomach through a muscular valve called the lower esophageal sphincter.*

Keywords: *endocrine function, acute gastritis, acidity, serological diagnostic, Helicobacter pylori.*

The stomach secretes acid and enzymes that digest food. Ridges of muscle tissue called rugae line the stomach. The stomach muscles contract periodically, churning food to enhance digestion. The pyloric sphincter is a muscular valve that opens to allow food to pass from the stomach to the small intestine.

Histology: So what can we say about the glands of the stomach, which are produced by the gastric juice, performing a secretory function. So it contains enzymes such as pepsin, chymosin, lipase, hydrochloric acid and mucus.

All enzymes are aimed at the digestion of organic substances, namely proteins, fats and carbohydrates, mucus (mucous membrane) protects the stomach from the effects of hydrochloric acid, and chymosin is found only in young children and plays a role in milk feeding

Function: In addition to the basic secretory function of the stomach, mechanical and endocrine functions also play a large role in the digestion of food. The mechanical function of the stomach is based on mixing food with gastric juice and moving it towards the duodenum. Endocrine function is the production of biologically active substances such as gastrin, histamine, serotonin, motilin, enteroglucagon and others, which have a stimulating or inhibitory effect on the motility of the glandular cells of the stomach.

Gastritis: The most common stomach disease is gastritis, which can occur in people of all ages, regardless of gender. The incidence of gastritis in the world is high and amounts to about 60% and more often the disease manifests itself in men. Also, most often pupils of schools and institutes suffer from gastritis, since at first they have no idea about proper nutrition, and then they don't have enough time for this.

According to medical statistics, approximately 35% of students suffer from gastritis. According to scientists, the reasons for this are their mental state, that is, stress, and also bad habits, such as smoking. However, great importance is attached to the frequency of consumption of spicy food. Gastritis appears seasonally, also including skipped meals.

What is gastritis? Gastritis is an inflammation of the gastric mucosa, which leads to a violation of its secretory function.

Comparing the cells of a normally functioning stomach with a stomach affected by gastritis, it is clear that normally there are a large number of glands in the stomach, such as cardiac, pyloric, fundal (own) glands, as well as mucous cervical, additional mucous and endocrine cells that produce a large number of biologically

active substances. In turn, gastritis disrupts the physiological regeneration of the mucous membrane and thereby leads to a decrease in the number of glandular cells responsible for the digestion of food

Cause: The cause of gastritis is a dangerous microorganism for the entire gastrointestinal tract, the bacterium Helicobacter pylori, which is able to survive in the presence of hydrochloric acid contained in the gastric juice and affect the mucous membranes.

So in the 1970s, it was believed that gastritis and stomach ulcers cause stress and an unbalanced diet. One of the pioneers of Helicobacter pylori, the Australian scientist Barry Marshall, was sure that it was this bacterium, and not chips with soda, that provoked pathologies. To prove his case, he, being perfectly healthy, drank a concentrate of culture Helicobacter pylori. Within a few days, he had signs of gastritis. The suffering was not in vain - for the scientific work on Helicobacter pylori Marshall and his colleagues received the 2005 Nobel Prize.

Infection of this bacterium usually occurs through contact, most often through saliva, as well as through contaminated food and water, that is, it is transmitted by the contact-household route. Airborne transmission is not possible.

Symptoms: Gastritis, depending on the course, is acute and chronic and, on the basis of this, has distinctive symptoms, also is treated and diagnosed in different ways.

Symptoms of acute gastritis usually occur within a few hours after exposure to adverse factors, such as poor-quality or expired foods, alcohol abuse, and long-term medication use.

Acute gastritis can be identified by the following symptoms, such as an unpleasant taste in the mouth, poor appetite, heaviness and abdominal pain, nausea, weakness, dizziness, and vomiting with an unpleasant odor.

Treatment: With timely treatment of superficial gastritis, the disease recedes after a few days, and there are no complications, but it takes at least two weeks to fully restore the normal functioning of the stomach. Moreover, treatment is not limited only to medications. It is recommended to clean the stomach cavity and prescribe a diet for the patient, first adding liquid food to the diet and switching to soft, after 5-7 days, appoint table No.1.

Unlike acute gastritis, chronic gastritis is more prolonged in nature. It may not appear for a long time and these are very dangerous. Depending on the level of acidity, chronic gastritis manifests itself in different ways:

•With increased acidity, severe pain after eating, heartburn after spicy and fatty foods, constipation, sour belching is observed.

•Signs of gastritis with low acidity are poor appetite, a feeling of heaviness, frequent indigestion, rotten bad breath, and frequent rumbling in the stomach.

•The chronic form is often the result of periodic attacks of acute gastritis, when the disease is left without proper treatment.

•In the treatment of chronic gastritis with normal and high acidity during the first week, diet table No. 1A is prescribed. It excludes foods and dishes that increase the secretion of the stomach and irritate the mucous membrane. Cooked or steamed food is served in liquid and porridge form. Vegetables, sour-milk products, bread and

flour products, snacks are excluded from the diet. Then for 14 days they switch to diet table No. 16, which is based on soft food. For the next three months, it is replaced by diet table No. 1.

•If the patient is being treated for gastritis with low acidity, then diet table No. 2 must be followed. Such a diet excludes food that is poorly digested and lingers in the body for a long time. Dishes are served in crushed, boiled, stewed and baked form, without breading and other types of crust. Raw food consumption is reduced to a minimum.

Diagnosis: As for the diagnosis of gastritis, the main obstacle in diagnosing atrophic changes in the gastric mucosa is the focal process. In order to make the results of the tests more reliable, a serological diagnostic method has been developed and introduced. This method involves the detection of serum levels of gastrin-17, pepsinogen and lgG antibodies to Helicobacter pylori.

Laboratory diagnostics are also widely used,that is,a clinical blood test, a biochemical blood test, a clinical urinalysis, a clinical fecal analysis, a fecal occult blood test.

To clarify the presence of Helicobacter pylori,the nature and localization of changes in the gastric mucosa , as well as the presence of precancerous changes in the gastric mucosa, use endoscopic diagnostics with a mandatory biopsy. For this, at least 5 fragments are taken:2 from the antrum,2 from the stomach and 1 from the corner of the stomach.

Conclusion: In conclusion, summing up all the facts, we can say that any form of gastritis - acute or chronic - is a serious illness that can lead to serious consequences. Therefore, it is extremely important not to run it, but to contact a specialist at the first sign. Treatment of gastritis is possible only with an integrated approach, which includes proper nutrition, a healthy and active lifestyle, as well as the use of effective medications aimed at restoring and protecting the stomach.

«Most diseases come from what we inject into ourselves.
Tell me what you eat and I'll tell you what you sick».
Hippocrates.

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THE COMPETENCE OF PLASTIC SURGEONS

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Abstract: *European system of continuous medical education does not guarantee professional development of its participants: doctors do not report the number and specifics of the operations performed, self-assess their competence and compile individual professional development plans, and the professional community does not take part in these processes. Therefore, there is a need for accurate assessment of competence of plastic surgeons and objectivity of their self-assessment.*

Keywords*: competence of plastic surgeons, self-assessment of competence by plastic surgeons, objectivity of self assessment of competence*

The professional activities of medical workers inevitably include a deontological dominant, realized in the deep understanding of their professional and human duty, in high professional and ethical responsibility for the quality of the process and the result of professional activity. To date, testing with periodic accreditation is the only tool "Screening" of unskilled specialists and, of course, serves as an incentive for continuing education, but periodic accreditation takes place once every five years and is a reference point for a doctor's admission to specialty. System in this five year period is not obliges the doctor to an annual increase in competence in the field of professional activity, unlike foreign systems. Last demonstrate success of the mechanisms used to confirm annual progress in professional competency, such as presenting portfolio reports of number and range of operations, competency assessment professional community and collaborating with organization creating an individual training plan with the choice of topics required

It is deontological standards that are the main regulator of the activities of medical workers, ensuring the functioning of medicine as a social, professional and moral-ethical system and the application of personal qualities of medical specialists as its subjects. At the heart of the problem of the formation of the deontological competence of future specialists are in the research fields of pedagogy, psychology, philosophy, sociology, medicine. Under the socio-labor relations in the research process, stable connections between people due to joint work activities were understood. These included relations between employees of medical organizations and employers, between heads of departments and subordinates, between temporary working groups (for example, a surgical team) and established labor groups, between individual workers performing related labor functions, as well as between the administration and representatives of professional associations. The nature of the interaction of employees of the plastic surgery service under collective labor conditions was considered in the aspect of the theory of socially significant organizations, which correlates its positions with the general theory of management and with its component - the theory of personnel management. Undoubtedly, the plastic surgery service, like any organization in society, represents type of social community of people, that is, plastic surgery as an organizational-functional system is, first of all, a collective social subject of activity, In the process of research, social and labor relations were understood as stable relations between people due to joint

labor activity. These included relations between employees of medical organizations and employers, between heads of departments and subordinates, between temporary working groups (for example, a surgical team) and established labor groups, between individual workers performing related labor functions, as well as between the administration and representatives of professional associations Otori coordinates and directs the behavior of social groups and individuals in the process of joint activity - the provision of medical care in the field of plastic surgery. In order to study the scope of individual and collective consciousness and identify mechanisms, meaning and motives of behavior, both of individuals and the professional group of employees of the plastic surgery service in general, cooperation or confrontation within the group and outside, during the study, the basic principles of the environmental theory of labor psychology, which interprets the idea of the external and internal environment of the service, were used plastic surgery as a cultural environment. The paper discusses the types of joint activities in building the trajectories of professional satisfaction, in the implementation of its own law, in determining only the head of the medical organization in the collective nature of work and maximum commitment of team members at work.

In accordance with the environmental theory, 4 main types of joint activities of service employees were identified plastic surgery :

1) individual:- minimal interaction between service staff - high initiative, focused on individual achievements.

2) serial:- sequential inclusion in the work performers of the medical care process in accordance with the medical technologies used and the qualifications of each employee of the plastic surgery service,- strict compliance with medical care standards and labor standards.

3) interacting:- participation of each employee of the service in solving a common problem,- dependence of the effectiveness of the total labor activity from the contribution of each employee of the service,- high focus on authority a leader;

4) creative:- joint creativity,- focus on professional development.

The study found that employees plastic surgery services in various degrees are inherent in all of the above types of joint activities. Most employees strives to achieve the greatest efficiency and uses for this the whole range of not only technical, but also personal opportunities. European legislation obliges each medical doctor to constantly improve professional expertise through participation in additional professional education programs. One of the goals of modernization of the national medical education system is introduction of the continuous professional development principle .For this purpose, there was built a continued medical and pharmaceutical education web portal, which is maintained by the Center for Scientific and Methodological Support of Transition to Continuous Medical and Pharmaceutical Education System. This portal hosts continued education programs and educational activities approved by the Commission for Development of Continued Medical and Pharmaceutical Education of the Ministry of Health. This is the factor that guarantees high quality of content provided in the context of the CME (continued medical education) system. The portal also allows practitioners to compile individual training plans, which means that a doctor's professional level depends on his or her own

attitude, personal desire to develop and master a wider range of professional skills, and, most importantly, objectivity of self-assessment.

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DIAGNOSIS AND PREVENTION OF CARDIOVASCULAR DISEASES IN THE POPULATION EXPOSED TO RADIATION

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Abstract: *In the paper we have presented the developed algorithm for prognosis, earl diagnostics, treatment and prevention of cardiovascular diseases in the population of Uzbekistan area exposed to ionizing radiation in results of nuclear tests. For every group of radiation risk we have developed the list of necessary measures aimed to prognosis, treatment, primary and secondary prophylactics and monitoring of the effectiveness of done measures.*

Key words: *forecasting, prenosological diagnosis, treatment, primary or secondary prevention, monitoring activities.*

Despite the considerable progress of clinical medicine, cardiovascular diseases are still dominant in the structure of morbidity and mortality in developed countries. Their percentage in the structure of mortality in Kazakhstan is49- 52%.Societyhas significant economic losses due to increased morbidity and mortality from cardiovascular disease. This problem is particularly actual in the Uzbekistan region where the large population has been exposed to long term combined internal and external irradiation in result of nuclear tests at the Semipalatinsk test site. The incidence rate for cardiovascular diseases in district of Uzbekistan Area adjacent to the former test site, reached a critical value 3993.7per 100,000 people in 2008 in comparison with average national index 1906.2 per 100,000 population [1]. After the cessation of atmospheric nuclear tests at the Semipalatinsk test site the population living in adjacent territories in subsequent years continued to be irradiated by the long-lived fission products from food and water. The current radiation-hygienic and demographic situation contributed additional exposure of the population, including directly exposed persons during nuclear weapons tests, and their descendants in the second and third generations [2]. The aim of our research is to develop the methodology for selection the study groups, methods of prognosis, early diagnosis, treatment and prevention of cardiovascular disease in the population of the Uzbekistan region exposed to radiation in the result of nuclear weapons tests. This study was conducted as a part of the scientific program" Development of science based technologies to minimize environmental risk of adverse effects to human health." To achieve this goal we have developed the algorithm for selection of study groups from the population living in ecologically unfavorable areas which has high risk of developing cardiovascular diseases. The first study group composed of persons exposed to the direct effects of radiation during the main dose-forming air and ground tests. The present time this strata includes the population of age 60 years and older. In this group of the population there is the high level of spontaneous circulatory diseases, age-related atherosclerotic changes, and therefore it is enough difficult to determine the contribution of radiation risk factor in this population. Our attention should be focused on the descendants of persons exposed to direct radiation, included to the second group of the study. They are the offspring of II generation in the age stratum 40-50 years, who were born from exposed parents and contemporary

were the subject for internal and external irradiation in infancy and childhood. In this group we can expect the maximum risk of the realization of post radiation effects such as different forms of multi factorial diseases, which primarily include cardiovascular diseases such as hypertension and coronary heart disease. The aim of investigation in this group is to determine the risk of cardiovascular diseases based on the selection of radiation and non-radiation risk factors, early prenosological diagnosis, assessment of clinical and epidemiological features of the development and course of cardiovascular diseases, followed by the primary and secondary prevention as well as treatment and rehabilitation. This group also includes the descendants of III and IV generations of persons exposed to the direct radiation. In this case our goal is to determine the risk and genetic predisposition to cardiovascular diseases, followed by preventive measures. These activities are carried out in two stages: Stage 1 - clinical screening - on-site study of radiation risk groups with different radiation doses; Stage 2 - in-depth clinical study in ambulatory and hospital conditions. The first phase of a cardiologic examination includes therapeutic examination, filling the screening questionnaire with the definition of the radiation route of the patient, his parents, grandparents, registration of risk factors for cardiovascular disease (smoking, obesity, alcohol use, family history and other.), ECG recording at rest, ophthalmologic examination, biochemical blood analyses. In the second stage a person with a high risk of developing CVD or defined form of CVD is under monitoring of cardiologist and could be sent for further examination, including ultrasound of the heart (EchoCG) and peripheral vessels, ambulatory daily blood pressure monitoring, Holter monitoring of ECG, biochemical blood analyses (triglycerides, HDL cholesterol and LDL cholesterol, creatinine, bilirubin, ALT, AST). At this stage for the patient with established nosological form the patient CVD card is filled with detailing of radiological and non-radiological risk factors, complaints, clinical data, medical history. The third phase of the program provides ambulatory follow-up for the patients with CVD and persons who have high or moderate risk of CVD appearance (dyslipidemia, obesity and metabolic syndrome, family history), appointment of effective modern medicines or inclusion in the clinical study group for therapeutic management and secondary prevention.

For the population with high risk factors, but no clinical form CVD we developed a questionnaire to determine coronary risk, including issues of passport data, radiation route, medical history, anthropometric data, smoking, blood pressure and cholesterol, family history, lifestyle. To determine the overall risk of atherosclerotic disease, the tactics of nondrug and medication management we use computer program Heart Score - electronic analog of the paper version of SCORE, recommended by the international Society of Cardiology. Heart Score is a convenient and useful tool for cardiologists and other physicians wishing to assess cardiovascular risk, plan and evaluate tailored risk factor intervention in high CVD risk subjects Heart Score is designed to assess the cardiovascular risk of those people who are not ill, but has risk factors for CVD, to create a database for each of the examined patients, presents a graphic picture of the absolute risk of CVD, helps optimize the potential benefits of the intervention, assessing the relative importance of correctable risk factors, offers direct access to the relevant information from the new

recommendations, gives expert advice about healthy living based on the actual risk profile of the patient, promotes a healthy lifestyle and adherence to medical treatment. To determine the susceptibility to the development of cardiovascular diseases among the offspring of exposed persons, determine the relationship of CVD with radiation exposure, their early diagnosis and development of prevention program, we have been conducting the clinical and genetic monitoring in order to search for polymorphic markers in candidate genes which are responsible for the development of cardiovascular and atherosclerotic diseases. Using method of polymerase chain reaction we have been carried out the study of the association of polymorphic markers of several candidate genes responsible for the regulation of blood pressure (AGT), lipid metabolism (PON 1), the exchange of homocysteine (MTHFR), apolipoprotein E (APOE). Blood samples for the analysis of the polymorphism of candidate genes is carried by different generations of a family that has been living in the contaminated territories, including older people who are directly exposed to radiation, their descendants of II generation with the established forms CVD or high risk of its development and offspring of III generation with possible susceptibility to cardiovascular disease. Figure 1 presents the developed algorithm for prediction, early diagnosis, treatment and prevention of cardiovascular diseases in the population exposed to radiation. For each group of radiation risk including people exposed to direct radiation during the air and ground nuclear weapons testing and their descendants in the second, third and fourth generation we have developed a list of the necessary measures to prognosis, prenosological diagnostics, treatment, primary or secondary prevention, as well as monitoring of the effectiveness of the measures. Carrying out these measures allows us reducing the incidence, morbidity and mortality from cardiovascular diseases, increasing the treatmentcosts and manifest rehabilitation of their complications.

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DEVELOPMENT OF OBSTETRIC BLEEDING AND THEIR SIGNIFICANCE

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Abstract: *Given the decline in the population of Uzbekistan and the predicted persistence of the negative dynamics of its age structure, preserving the health of women and raising the birth rate are recognized as the most important tasks for ensuring the national security of the country It becomes logical to focus on strengthening primary care, including obstetric and gynecological, the further development of prevention and clinical examination.*

Key words: *Gynecology, placenta previa obstetric multiple pregnancy hemostasiogram*

In economically developed and developing countries, obstetric hemorrhage is one of the leading causes of maternal morbidity and mortality. About 14 million women experience postpartum hemorrhage annually in the world. The reduction in maternal mortality from obstetric hemorrhage is mainly associated with the identification and management of pregnant high-risk groups, timely and complete correction in the haemostatic system, treatment of concomitant diseases, the introduction of new technologies, and adequate therapy in the postpartum period. During a gynecological examination, the doctor notes an increase in the size of the uterus. Based on this fact and the patient's complaints, one can judge the presence of a neoplasm. To clarify the diagnosis, an intravaginal ultrasound is performed to better visualize. This is a fairly informative method, which opens up the ability to accurately determine the shape and size of the neoplasm. With sub mucous myomas, hysteroscopy is performed with a fence of a small area of tissue, which is sent for laboratory research. The analysis of domestic and foreign publications of recent years showed that at present there is a large amount of clinical and laboratory data that are used to predict obstetric bleeding. Many obstetric textbooks list various factors without determining their relative importance or frequency. Several foreign articles cite determinants of postpartum hemorrhage. According to these studies, in the postpartum period, bleeding is more common with blood diseases, momma, abnormalities of the uterus, placenta prevail, pre-eclampsia, autoimmune disorders (antiphospholipid syndrome), multiple pregnancy, antenatal death of the fetus. However, the researchers did not specify the factors for predicting the development of bleeding.

Objective: to identify risk factors for bleeding and to rank them by importance.In addition, patients who underwent obstetric bleeding were divided into 4 groups according to the sum of risk factors into 4 groups: 1 group did not have risk factors for bleeding, 2 group - 1 risk factor, 3 group - 2 risk factors and 4 group - 3 and more factors The data obtained were processed using standard statistical methods. To test the hypothesis of conformity of sample data to the normality of the distribution of variation series, the Pearson criterion was used. In order to describe the linear relationship of variables, a correlation analysis was performed: with a normal distribution of the values of the studied samples, the Pearson correlation

coefficient r was calculated; if there is an abnormal distribution, Spearman's correlation coefficient R. To assess the association of risk factors for bleeding, odds ratios (OR) with a 95% confidence interval (95% CI) were calculated. The following significance levels of differences were used: The frequency of obstetric bleeding in our study compared to the total number of births was 2.44%. According to the results of the study, the following risk factors for the development of obstetric hemorrhage prevailed: macrodome, high parity, multiple pregnancy, preeclampsia, placenta prevail, placental abruption and incidence of hepatitis B and / or C. When analyzing the significance of prognostic risk factors for bleeding, it was found that high parity increases the risk of bleeding by 2.92 times, macrosomia by 1.47 times, multiple pregnancy by 5.2 times, placenta previa by 10 times, placental abruption - 7.5 times, preeclampsia - 8.5 times, hepatitis B and C - 2.28 times. To determine the prognostic significance of the features of the obstetric and gynecological history (menarche age and sexual debut, gravity, history of abortion, missed pregnancies, spontaneous miscarriages, interval between births), body mass index and laboratory results of admission (blood group, erythrocyte level , hemoglobin, hematocrit and platelets in the general analysis of blood) in the main group, a correlation analysis was performed with the calculation of the Spearman coefficient .A number of diseases tended to increase the share in the overall structure of treatment, among them specific inflammatory diseases of the genitals. Therapy is carried out through the appointment of hormonal drugs of the following groups.Androgens. Their action is aimed at suppressing the production of steroid hormones by the ovaries, which reduces the size of the neoplasm. Such drugs should be taken continuously for 8 months. If the growth of the endometrial is observed with momma, then gestagens are prescribed, which do not significantly affect the tumor itself. In addition, some types of oral contraceptives and aGnRH are used for short-term use. This treatment of uterine fibroids is suitable for women whose tumor size does not exceed a 12-week pregnancy, and the disease proceeds without pronounced symptoms, and there are also direct contraindications for the operation. Unfortunately, conservative treatment of uterine fibroids is not always effective. And in the case of large sizes of the neoplasm is impossible. In such a situation, they resort to surgical intervention, the volumes of which are determined for each specific case individually. Their share increased from 1.99 ± 0.02% in 2010 to 2.12 ± 0.02% in 2011 and 5.34 ± 0.05% in 2012.The structure of complaints about inflammatory diseases of the female genital organs has changed over the three-year follow-up period: with most of the neologies mentioned, the number of calls has consistently decreased, while the proportion of specific inflammatory diseases of the genitals has increased from 1.99 ± 0.02% in 2010, to 2, 12 ± 0.02% in 2011 and 5.34 ± 0.05% in 2012. The direct effect of the moderate strength of the patient’s history of spontaneous miscarriage on the volume of blood loss in childbirth (R = 0.3; p = 0.05) was revealed. The reverse effect of the moderate strength of the platelet level in the general blood test on the volume of blood loss (R = - 0.3; p = 0.007). This pattern in his works was noted by Yakubovich. The role of risk factors such as the age of menarche and sexual debut, gravity, the presence of a history of abortions, missed pregnancies, the interval between births, body mass index, blood type, level in the general analysis of red blood cells, hemoglobin and hematocrit in the general analysis

of blood at admission and the duration of labor is of little significance.As can be seen, 41.3% of women in labor did not have complications of pregnancy and deviations during childbirth, which was significantly significant compared with the group of patients with 3 or more factors ($p < 0.001$). Factors associated with the development of obstetric hemorrhage in the study groups are macrosomia, high parity, multiple pregnancies, preeclampsia, placenta previa, placental abruption, and incidence of hepatitis B and / or C.In the study, part of the risk factors was associated with an obstetric and gynecological history (multiple parities and the presence of spontaneous miscarriage), somatic history (the presence of hepatitis B and / or C in the patient) and hemostasiogram data (platelet count in the blood).The role of risk factors such as maternal age, episiotomy, perineal tears, birth of small children, lack of history of birth, menarche age and debut of sexual activity, gravity, history of abortions, missed pregnancies, the interval between births, body mass index, gestational age , blood type, level in the general analysis of blood of erythrocytes, hemoglobin and hematocrit in the general analysis of blood upon receipt is of little significance. A pregnant woman with no or with 1 risk factor has a chance of developing bleeding, like a woman with 3 or more risk factors. This deserves special attention in the management of childbirth in all women in labor

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CARDIOVASCULAR SYSTEM

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Abstract: *The functions of the heart in the body and its role in human life. Physiological, anatomical, and histological structure. Heart-vascular system interconnection. Supplement of the organism with blood. the percentage of deaths and deaths is due to cardiovascular diseases. Natural products of the heart. Morning and physical training distances from cardiovascular diseases. Cardiovascular system diseases and measures to prevent them.*

Keywords: *heart, blood, disease, artery, vein.*

The human body has blood vessels: the heart, veins, arteries and lymphatic vessels. The facies pulmonalis dextra et sinstra - the facies of the left and left lungs are called. The heart (cor) has an inaccurate conical shape, with its upward and backward base and its forward, downward, and left frontal apex (apex). Large blood vessels that form the root of the heart, in the base " part This organ is made up of three layers of coating: the inner endocardium, the middle myocardium, the external - epicardium.

The endocardium is a thin, thin layer of the heart. The endocardium is also composed of several layers. the elastic layer lies in the muscle, where the fibrous and smooth muscle cells are intertwined. Myocardium is one of the most developed and most important layers of the heart. : Typical muscle fibers contraction, atypical muscle fibers act as excitation. Typical muscle fibers are made up of shortening muscle cells. Cardiomiocides differ from atypical and cyclic muscle cells with several structural and cytochemical properties. These cells alternate and form muscle fibers. Cardiovascular system. This system is carried out by atypical muscle tissues. The conduction system of the heart is a sinus-or-sinus node, a subcutaneous or arthritis nodule, and a ventricular tube (Gis ulcer). The networks that extend the contraction of the contraction of the myocytes are differentiated. The gyrus is divided into the right and left ankles. The atypical Purkuni fibers of the heart are initiated. The epicardium is the outermost part of the heart. The epicardium is composed of a thin coating, which contains fat deposits, which have a lot of blood vessels.

Blood supply to the heart is made by the use of the blood that passes through the crown of the crown of the aorta. The large blood circulation begins at the left ventricle of the heart and ends in the right lumbar, while the small circulatory circle begins at the right ventricle and ends in the left lumen. no matter what blood flow). The arteries are the blood vessels of the heart and are characterized by three types.

1.Elastic 2. Muscle 3. Muscle elastic.

All of the arterial walls that occur in your body are made up of 3 layers.

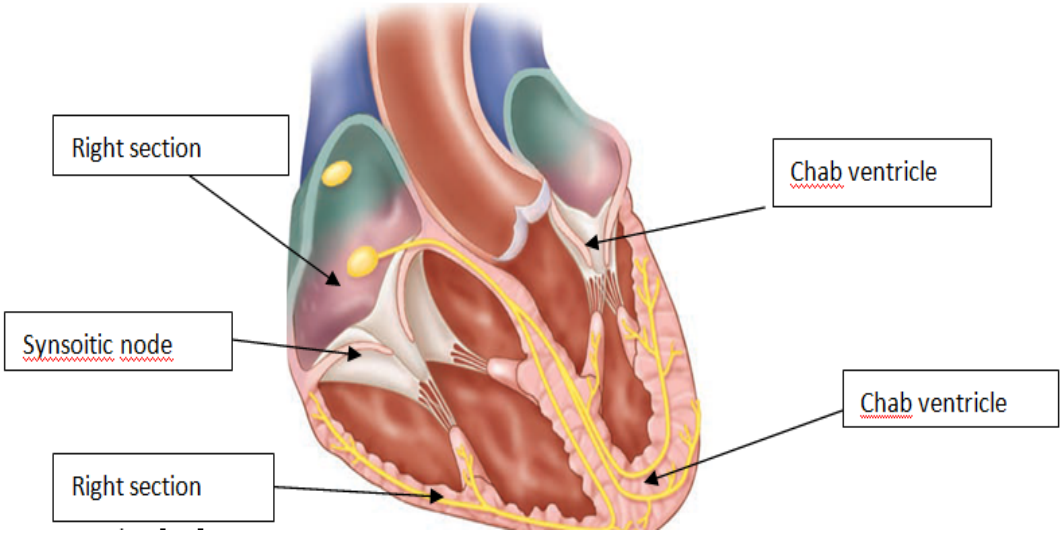
1.Exterior curtain - tunica external seu adventitia.

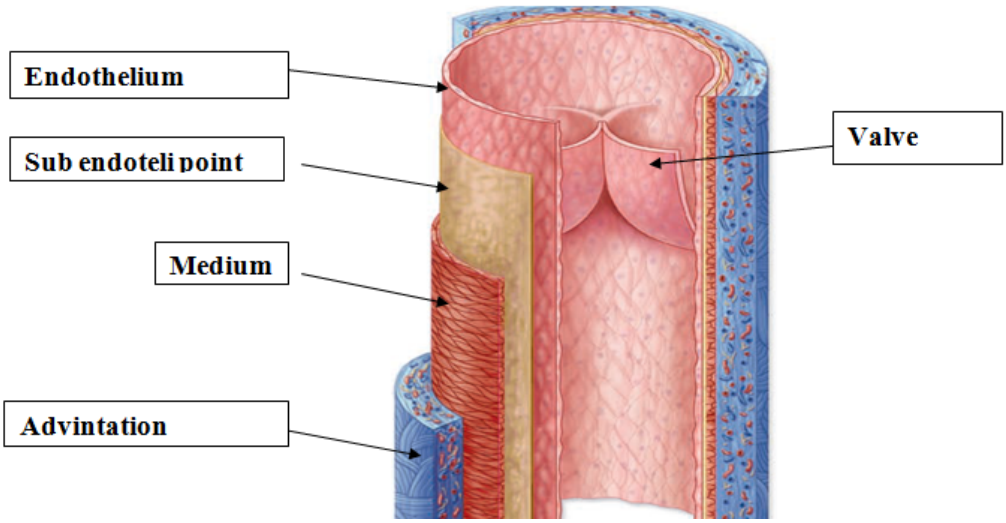
2. Middle curtain - tunica media.

3. Inside the curtain - tunica intima.

The separation of the athers into these layers and the boundaries between some curves are conditional.The veins are the blood vessels that carry the blood to the heart

and are distinguished only by the thinness of the three layers, which resembles the arterial blood vessels.The veins serve as a drain in cooperation with the lymphatic capillaries, control the hemolintatic balance between blood and tissue fluid, as a result of tissue metabolism.





Cardiovascular diseases are the most widespread disease in the world. According to WHO, in 2016, 17.8 - 18.1 million people died of cardiovascular disease worldwide, This represents 31% of total deaths. 85% of deaths from these diseases are due to myocardial infarction and stroke. This figure is almost equal between men and women. those who do come are more likely to be found among the people of the middle and middle class. According to the State Statistics Committee of Uzbekistan, due to cardiovascular disease, it is estimated that in 2019, 64% of the total population will die. The number of these diseases is increasing. The main reason for this is the increasing number of people living in the city, the disruption of dietary habits, overweight and obesity .Morning exercises can help a person stay up all day long and stay healthy. Heart - vascular diseases are less common in swimmers.

We can cite the most common cardiovascular diseases among people arterial hypertension, ischemic heart disease, cardiomyopathy, congenital and acquired heart

disease, heart failure, myocarditis, aortic diseases, and many other diseases. The world cannot enjoy the blessings without it. Keeping our lives private is a major achievement in our health.

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ALLERGIC RHINITIS

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***Abstract**: Allergic rhinitis, a common and often debilitating disease marked by rhinos rhea, nasal congestion, nasal itching, and sneezing, is on the increase worldwide. Treatment involves allergen avoidance, pharmacotherapy, and, in selected cases, immunotherapy. This overview describes the characteristics, pathogenesis, and diagnosis of allergic rhinitis. The major contributing allergens of seasonal and perennial allergic rhinitis are identified. Pharmacotherapy is described within the context of treatment guidelines developed by the major asthma and allergy professional organizations. Oral H_1 antihistamines are first-line therapy for mild-to-moderate allergic rhinitis. The newer, non-sedating agents are recommended over first-generation antihistamines. Some of the newer oral antihistamines, such as cetirizine, desloratadine, and fexofenadine, have been shown to relieve the symptom of nasal congestion. Intranasal steroids are first-line therapy for patients with more severe symptoms.*

***Keywords:** Allergic rhinitis, asthma, chronic hyperplasic eosinophilic sinusitis, eosinophils, leukotrienes, cytokines, inflammation*

Allergic Rhinitis is a symptomatic disorder of the nose induced after allergen exposure due to an mediated inflammation of membranes lining the nose. It is clinically defined as a symptomatic condition with four major symptoms as anterior or posterior rhinorrhoea, sneezing, nasal itching & nasal congestion. Allergic Rhinitis symptoms result in sleep disturbance, fatigue, depressed mood and cognitive function compromise that impairs quality of life and productivity. There may be associated conjunctivitis, postnasal drip, Eustachian tube dysfunction, oddities media, sinusitis & in children, dental malocclusions & facial deformities also. Triggers of Allergic rhinitis are domestic allergens as mites, domestic animals, insects or of plant origin; common outdoor allergens include pollens and moulds; occupational triggers as latex; tobacco smoke; automobile exhaust include ozone, oxides of nitrogen and sculpture dioxide; aspirin and other non-steroidal anti-inflammatory drugs. It can also be associated with co-morbid conditions as Asthma, Atopic Dermatitis & Nasal polyps. AR is a global health problem also with considerable economic & societal burdens. About 40 % of the world's population is atopic, and allergic rhinitis is the commonest of preservation of this atopic tendency. The reported incidence of allergic rhinitis in the western countries is 1.4–39.7 %. The indirect costs resulting from Allergic Rhinitis associated absenteeism and presenters result in losses to employers that exceed those for other common conditions such as migraine, diabetes and asthma .A number of pharmacologic interventions are prescribed to treat Allergic Rhinitis. Intranasal corticosteroids (INSs) are recommended in current guidelines as first-line therapy for patients with moderate to severe Allergic Rhinitis, particularly when nasal congestion is the prominent symptom INSs inhibit the onset of the inflammatory response and reduce nasal mucosa permeability, the number of inflammatory cells and the release of mediators. Patient perception of sensory attributes (e.g. odor, taste) is a key contributor to patient preference for currently marketed INS products . Unpleasant sensory attributes may be related to decrease patient adherence to

treatment. Otolaryngologists provide care for a diverse range of conditions, using both medical and surgical skills to treat their patients. They will have a firm understanding of medical science relevant to the head and neck, the upper respiratory and upper alimentary systems, communications systems, and chemical senses. An otolaryngologist-head and neck surgeon is a physician who has been prepared by an accredited residency program to provide comprehensive medical and surgical care of patients with diseases and disorders that affect the ears, the respiratory and upper alimentary systems, and related structures of the head and neck.Asthma is a chronic inflammatory disorder of the airways that results in reversible airway obstruction and bronchial hyperresponsiveness to various stimuli; causing symptoms of wheezing, breathlessness, chest tightness, and coughing. In the unified airway model, the nose and paranasal sinuses through respiratory bronchi are considered as components of one functional unit; epidemiologically & pathophysiologically. Studies have shown that not treating allergic rhinitis leads to increased asthma costs and hospitalization. Early and aggressive management of Allergic Rhinitis can prevent the development of asthma. Hence physicians treating rhinosinusitis should know early signs of asthma and its management.

Allergic rhinitis is characterized by an inflammatory infiltrate made up of different cells This cellular response includes:

- Chemotaxis, selective recruitment and trans-endothelial migration of cells,
- Release of cytokines and chemokines,
- Activation and differentiation of eosinophils, T-cells, mast cells and epithelial cells,
- Prolongation of their survival,
- Release of mediators by these activated cells: among these, histamine and cysteinyl-leukotrienes (CystLT) are the major mediators,
- Communication with the immune system and the bone marrow.

In persistent allergic rhinitis patients, these inflammatory responses occur within the respiratory tract also. Neuronal stimulation in nose results into release of cholinergic neurotransmitters which contract bronchial smooth muscles. Vagal stimulation or para-sympathetic system activation also results in broncho-constriction through substance-P and CGRP (calcitonin gene-related peptide). These mechanisms produce features of asthma.In vivo and in vitro tests used to diagnose allergic diseases are directed towards the detection of free or cell-bound IgE. The diagnosis of allergy has been improved by allergen standardization providing satisfactory diagnostic vaccines for most inhalant allergens.Allergy is a less common cause of persistent rhinitis in subjects over 65 years. Atrophic rhinitis is common and difficult to control. Rhinorrhoea can be controlled with anticholinergics. Some drugs (reserpine, guanethidine, phentolamine, methyldopa, prazosin, chlorpromazine) can cause rhinitis. Some drugs may induce specific side effects in elderly patients.Paediatric Aspects-Allergic rhinitis is part of the “allergic march” during childhood. Intermittent allergic rhinitis is unusual before two years of age. Allergic rhinitis is most prevalent during school age years. Allergy tests can be done at any age and may yield important information. The principles of treatment for children are the same as for adults, but special care has to be taken to avoid the side effects typical

in this age group. Doses of medication have to be adjusted and special considerations followed. In children, symptoms of allergic rhinitis can impair cognitive functioning and school performance, which can be further impaired by the use of sedating oral H1-antihistamines. Disodium cromoglycate is commonly used to treat allergic rhinoconjunctivitis in children because of the safety of the drug.

The inflammation that develops over the course of an allergy season is associated with an approximately fold increase in the numbers of mast cells present in nasal epithelial and sub mucosal tissue .This represents a migration of preexisting mast cells into the epithelium and the differentiation and influx of newly synthesized mast cells into the nasal mucosa under the influence of growth factors. In the course of chronic allergen stimulation, these mast cells become associated with increased histamine reliability that reflects increases in the numbers of IgE receptors and surface-bound IgE, as well as enhancement of signal transduction pathways. Together, all of these mast cell processes produce the phenomenon of priming, whereby as an allergen season progresses, less and less allergen is required to trigger mast cell degranulation. With priming, perennial allergens that might not be sufficient by themselves to trigger an allergic reaction might exacerbate symptoms produced during an allergy season. Thus rhinitis progression becomes more dependent on mediators associated with the infiltration of cells, such as eosinophils, basophils, neutrophils, mononuclear cells, and lymphocytes, as well as the increasingly primed mast cells. The symptoms of acute rhinitis, such as sneezing, itching, and rhino rhea, largely reflect vasoactive mediator release, especially histamine. As seasonal or perennial persists, however, these infiltrating cells and their continued production of cytokines and other inflammatory mediators lead to the mucus hyper secretion, tissue edema, goblet cell hyperplasia, and tissue damage that become the primary sources of symptoms in allergic patients. The role of histamine diminishes as AR progresses, consequently making antihistamines less effective. This progression and not the development of tolerance might be responsible for the diminished efficacy of antihistamines over the course of an allergy season and for the surprising discordance between the actual and perceived benefits of antihistamines in placebo-controlled clinical trials. Thus antihistamines significantly reduce symptoms; however, in comparison with placebo, this reduction is relatively unimpressive at only approximately 15% to 20%. These trials typically require a run-in phase in which a predefined level of symptoms must be continuously present. As a result, the subject's rhinitis has already entered this relatively histamine-independent phase before these trials institute their therapeutic intervention, leading to the impression that antihistamines are little more effective than placebo. For most patients with mild intermittent disease, antihistamines do remain effective therapy, and this efficacy reflects the intermittent nature of most subjects' allergen exposures, which are of insufficient duration to drive their disease progression into the more severe and antihistamine-resistant phase.

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FUNCTIONAL DIAGNOSIS OF NERVOUS DISEASES

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Abstract: *The article presents the algorithms for the diagnosis and treatment of neuropathic pain in case of damage to the peripheral nervous system According to its biological origin, the pain was originally laid in the life of the program as a signal of danger and distress in the body, aimed at mobilizing resources protection, the restoration of damaged tissue and maintenance of homeostasis. The definition given by the International Association for the Study of Pain is as follows: "Pain is an unpleasant sensory and emotional experience associated with existing or possible tissue damage or described in terms of such damage."*

Key words: *EGG. functional diagnosis, nervous disease, risk factors.*

The design features of the electrode allow irritation of only the receptor part of the nervous apparatus of the skin at the place of touch, since the passage of electric currents into deeper sections. The presence of a resting potential is a necessary condition for the normal functioning of a neuron and its generation of electrical activity. When the metabolism stops or decreases below an acceptable level, the differences in the concentrations of charged ions on both sides of the membrane are smoothed, which is associated with the cessation of electrical activity in the event of clinical or biological brain death. The resting potential is the initial level at which changes associated with the processes of excitation and inhibition occur — spike impulse activity and gradual slower changes in potential. Spike activity is characteristic of bodies and axons of nerve cells and is associated with a non-detrimental transmission of excitation from one nerve cell to another, from receptors to the central parts of the nervous system or from the central nervous system to the excitatory organs. Spike potentials arise when the neuron membrane reaches a certain critical level of depolarization, at which an electrical “breakdown” of the membrane occurs and the self-sustaining process of excitation propagation in the nerve fiber begins. For neurologists, neurosurgeons, clinical neurophysiologists, doctors of functional diagnostics. The guidelines for research are given, the possibilities of their use in numerous diseases of the nervous system are described. In the fourth edition, the electrophysiological, neuro-anatomical and biophysical basics of electroencephalography associated with events of potentials of the nervous system, electro-neuromyography, rheoencephalography, ultrasound diagnosis of vascular diseases of the nervous system, echoencephalography are presented in a systematic form. During intracellular registration, the spike has the form of a high-amplitude, short, fast positive peak In addition, if under one of the electrodes is generated activity, significantly superior in amplitude to the activity under other electrodes, then it will contribute the main contribution to the potential of the averaged electrode and, in turn, appear equally on all leads including a reference electrode, which gives a false understanding of the diffusivity of the generation of this activity. Schemes with an averaged electrode are optimally implemented in computerized electroencephalographs. A similar influence of the reference electrode can also occur when using the averaged reference lead. It is clear that the leveling of activity, generates a separate electrodes at its summation is only possible in case of substantial

independence of the processes occurring at the individual electrodes, and when they are identical with respect to medium frequencies and amplitudes. Another group of functional tests is associated with on the internal state of the body by changing its metabolism, pharmacological or some furnish effects that alter hem circulation.

The main risk factors for severe somatic complications in elderly patients with chronic pain syndromes include cardiovascular diseases , which are exacerbated by manifestations of peripheral autonomic failure: constant moderate tachycardia and a fixed pulse, orthostatic hypotension, painless ischemia (leading to asymptomatic myocardial infarction), chrono-semantic disturbances in the form of an imbalance of circadian rhythms. Peripheral autonomic insufficiency in the elderly increases the risk of fatal arrhythmias, complications of anesthesia in the form of sudden respiratory arrest and palpitations, and also increases the risk of thrombo-embolic complications during surgical interventions. One of the first signs suggesting autonomic insufficiency in case of polyneuropathy in young patients, as well as in elderly patients, is the development of resting tachycardia associated with damage to the vague nerve with a relative predominance of activity of the sympathetic autonomic nervous system [28]. With progression, autonomic insufficiency decreases the activity of the sympathetic department, which may be accompanied by the disappearance of tachycardia. At this more severe stage of VL, there is a lack of tachycardia even in response to functional tests - a “denervated heart” is revealed.

For the initial diagnosis of autonomic failure, the most widely used method was 5 standard tests by Ewing:

1. Change in heart rate (HR) with slow deep breathing (6 per minute).
2. Valsalva test.
3. Shelong test (orthostatic test).
4. Test 30: 15. The test is based on the increase in heart rate when standing up with a maximum value for the 15th beat, followed by a reduction in rhythm with a minimum value for the 30th beat. The ratio of the 15th R-R interval to the 30th from the moment of rising at an orthoprobe below 1 is a diagnostic criterion of autonomic failure .
5. Sample with isometric load. When the dynamometer is compressed for 3 minutes to a third of the maximum arm strength, an increase in DBP is noted. Increase by less than 10 mm Hg. Art. speaks of vegetative failure with insufficient sympathetic innervations .The most important and most common of these tests is A hyperventilation test is in progress. Hyperventilation usually at the end of the study. Its essence boils down to the fact that the subject is offered to breathe deeply, rhythmically for 3 minutes. Pay attention to the aximum depth of inspiration and expiration. To achieve maximum exhalation, the subject is offered exhale as when inflating the ball. Breathing rate should not be too high (usually within 1620 in 1 min.). One common mistake is demand from the patient for "frequent" breathing. At high respiratory rate, it becomes superficial and, in a number cases, instead of hyperventilation leads to hypoventilation, i.e. to reduce the minute volume of breathing. EEG registration is started in at least 1 minute. prior to hyperventilation and lead throughout the hyperventilation and at least 3 minutes. after graduation. A common mistake is to stop recording during the hyperventilation period. According to

most authors, the most reliable signs of hydrocephalus are an increase in the amplitude of lateral echo signals, an increase in length areas on the lateral surfaces of the head from which each of these signals can be continuously visualized, and an increase in the number of lateral echo signals. These changes are due to a number of interrelated factors. The presence of vegetative-trophic disorders (for example, trophic ulcers) in patients with neuropathies can lead to the addition of drugs that promote tissue regeneration and antibiotic therapy to the combined treatment, and, with concomitant macroangiopathy and retinopathy, fibrates. The presence of orthostatic hypotension may limit the use of tricyclic antidepressants and require the addition of symptomatic therapy. For the treatment of orthostatic hypotension, mineralocorticoids are used (fludrocortisone acetate at a dose of 0.1-1.0 mg / day). Second-line drugs used as adjunctive therapy for autonomic insufficiency in case of inefficiency of fludrocortisone or as monotherapy for the impossibility of its administration include synthetic analogues of vasopressin (desmopressin acetate, lysine-vasopressin), erythropoietin, caffeine. It is especially important in elderly patients with autonomic insufficiency the rational use of antihypertensive drugs.

In elderly patients, the safest non-pharmacological methods for the correction of orthostatic hypotension:

- Slow, gradual change in body position;
- avoidance of tension, straining and isometric exercises;
- the use of compensatory physical exercises;
- a dream with a raised head end;
- a diet high in sodium (sodium chloride);
- Specially designed overalls that compress the lower body. The main tasks of treating patients with pain syndromes with damage to the peripheral nervous system include identifying the etiological factor and prescribing etiotropic therapy with parallel symptomatic treatment of pain (“positive” symptoms) and improving the functional parameters of peripheral nerves with pathogenetic therapy. Monitoring the effectiveness of treatment should include both an assessment of the symptoms and clinical manifestations of the disease that led to the development of the pain syndrome, and a measurement of the objective parameters of the nerve functions: electroneuromyography, quantitative sensory and autonomic testing. In the treatment of neuropathies, neurophysiological studies after 3 months are recommended. after the start of pathogenetic therapy. In the case of normalization of objective indicators of peripheral nerve function and autonomic innervation, the pathogenetic treatment of neuropathy and VN can be stopped. Monitoring of neurological deficit in order to solve the question of the appropriateness of resuming pathogenetic treatment in such patients should be carried out at least 1 time per year in order to resolve the issue of the need for repeated pathogenetic therapy.The increase in the amplitude of the lateral signals is due to the expansion of the surfaces of the lateral ventricles, reflective ultrasound as well as reduced absorption ultrasound in the bones of the skull with hydrocephalus due to their thinning. The increase in the number of signals is probably due to the fact that weak signals that are not detected under normal conditions when the bones of the skull are thinning are registered.

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FEATURES OF SEMANTIC RELATIONSHIP (SYNONYMY) IN THE ENGLISH AND UZBEK LANGUAGES

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Abstract: *This article focuses on the issues related to the synonymy and its degrees like absolute synonymy, both English and Uzbek linguists views on this association, semantic relationship at word level justified by examples.*

Key words: *synonymy, meaning, functional-semantic synonyms, lexical relations, similarity, dissimilarity, essential meaning, alike, opposed*

Some linguists interpret synonymy simply as sameness of meaning, whereas some claim that synonyms are words whose semantic similarities are more salient than their differences. Cruse mentioned about three degrees of synonyms are distinguished:

1. Absolute synonymy.
2. Propositional synonymy.
3. Near-synonymy.

Similarity of meaning is “the most important lexical relation” in the WordNet model (Miller and Fellbaum 1991: 202), and, in philosophy, Quine (1961: 22) has identified synonymy (along with analyticity) as “the primary business of the theory of meaning.”

But still there are some challenges and difficulties in identifying uncontroversial pairs of absolute synonyms, and Cruse (2000: 157) stated this issue on his manuscripts with indicating “relatively more normal” synonyms by “+” and “relatively less normal” synonyms by “-“ and justified his ideas by giving examples with the adjectives like brave+:courageous-; calm+:placid-, big+:large-, almost+:nearly-; die+:kick the bucket- in the same contexts. It illustrated that not all the “suggested absolute synonyms” can fulfil a severe requirements and only few pairs can qualify. However, this type of examples is considered as absolute synonyms in some works and researches. For the first time it may seem hard to find any differentiating contexts of this kind of synonyms but one can not avoid the fact that the absolute synonyms are vanishingly rare.

Roget claimed that the investigation of the distinctions to be drawn between words apparently synonymous forms a separate branch of inquiry.

The error Perry made has renewed itself, though with slightly more justification. This renewal, also, is initially the result of the misinterpretation of a highly popular work, Roget’s Thesaurus of English Words and Phrases, and of a belief that Roget presented two lists of terms, those that were alike (synonyms) and those that were opposed. It was to give voice to this interpretation that Charles J. Smith coined the word antonym for the opposed terms and gave to the world in 1867 his small book A Complete Collection of Synonyms and Antonyms. But because he was not following Roget in the arrangement of his material, choosing the dictionary (alphabetical) method rather than the classificatory method, he defined synonym (and antonym) in such a way that it would apply to Roget’s lists (so far as they were of the same part of

speech) and to his own. Synonyms are, in Smith's definition, "words which agree in expressing one or more characteristic ideas in common" (with the entered word). It is possible that he believed he was more careful in his selection than Roget. In line with his definition he gives lists of synonyms, such as that at accelerate, which are, it is true, less diverse than Roget's but which are still susceptible of criticism as synonyms. There are, for example, some that are not questionable, such as speed, quicken, and hasten, but there are others, such as promote, urge, expedite, facilitate, and dispatch, that are open to question.

Accelerate means to make go faster: so do speed, hasten, and quicken. But promote, for example, stresses aid given in attaining an end and only occasionally implies to make go faster;

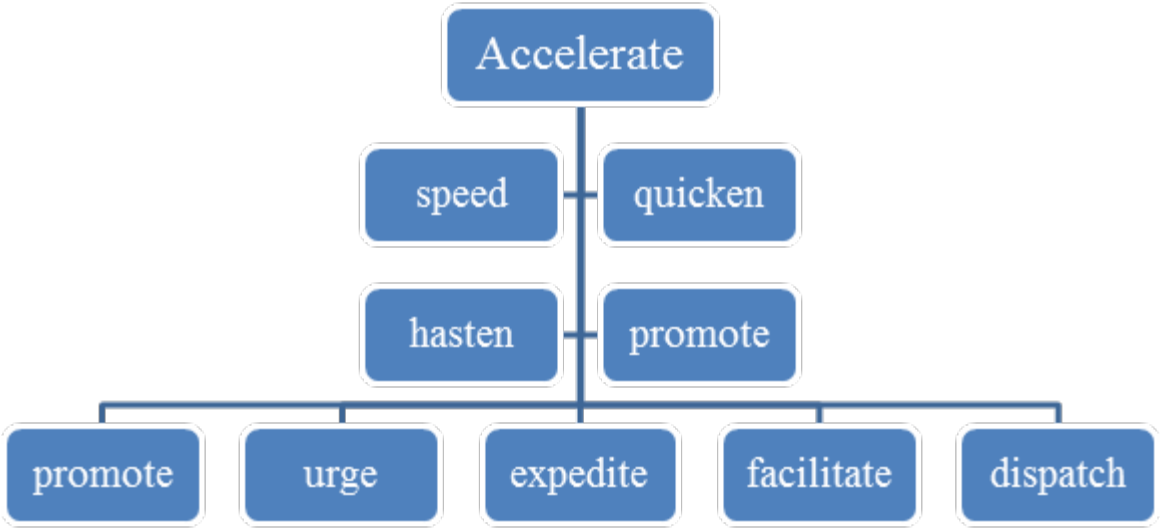
urge throws the emphasis upon the force that impels rather than upon the result, which usually, but not always, is to make go faster;

expedite stresses the removal of impediments so that a progress or process is not delayed longer than is necessary or normal and therefore usually means to make go faster than it might.

But in all these three cases a making go faster may or may not be implied; if implied, this notion is subordinate to the main implication of the word. Agreement "in one or more ideas" is a poor basis for the selection of synonyms, for these may or may not form a part of the essential meaning.

Charles J. Smith described synonyms as the words which agree in expressing one or more characteristic ideas in common. Under this definition he gives lists of synonyms, for instance, accelerate, which are still susceptible of criticism as synonyms.

Speed, quicken, hasten are not questionable in this line, but synonyms like promote, urge, expedite, facilitate, and dispatch are still remained open to question.



accelerate *speed, quicken, hurry, hasten, precipitate
Ana forward, further, *advance, promote: drive, impel
(SEE MOVE)
Ant decelerate: retard —**Con** *delay, slow, slacken: impede, obstruct, block, *hinder: *hamper, clog

A colon (:) separates groups of words discriminated, an asterisk (*) indicates place of treatment of each group, **Ana-**analogous words, **Ant-**antonyms, **Con-**contrasted words.

In his researches, Shamsiddinov describes broadly the phenomenon of synonymy by dividing lexical units that can be functional-semantic synonyms of words into more than ten groups.

1. A word can be a functional-semantic synonym: qalam (uslub), yaraqlagan (yangi), zarshunoslar (paxtakorlar), guldek (go`zal).

2. A pair word can be a functional-semantic synonym: it-mushuk (dushman), oldi-sotdi (savdo), qozon-tovoq (ro`zg`or).

3. Repeated word can be a functional-semantic synonym: yugur-yugur (ovoragarchilik), bora-bora (oxiri)

4. Lexical units formed by syntactic relation of one word can be a functional-semantic synonym: mardlarning mardi (mard), yigitmisan yigit (yigit), bekordan bekorga (sababsiz).

5. United words can be a functional-semantic synonym: yotsa ham, tursa ham (doimo), kun sayin, soat sayin (uzluksiz), oq yuvib, oq tarab (avaylab).

6. Participle phrase can be a functional-semantic synonym: qo`y og`zidan cho`p olmagan (yuvosh), tinim nimaligini bilmaydigan (ishchan, g`ayratli, harakatchan), tog`ni ursa talqon qiladigan (azamat, pahlavon).

7. The units with the similar expressiveness can be a functional-semantic synonym: uzukka ko`z qo`ygandek, pashsha uchsa eshitulgidek (juda, g`oyatda, nihoyatda), igna bilan quduq qazishdek (sermashaqqat).

8. A periphrase can be a functional-semantic synonym: oq oltin ustalari (paxtakorlar), kumush tola (pilla), zangori olov (gaz).

9. Tajik isoph-combinations can be a functional-semantic synonym: obi hayot (suv), oynai jahon (televizor), musichai beozor (yuvosh), sohibi qalam (adiblar).

10. Units with the form of simple sentence can be a functional-semantic synonym: tili boshqayu dili boshqa (ikkiyuzlama), bitta gap kam, ikkita gap ko`p (nozik), yer tagida ilon qimirlasa biladi (sezgir).

Pairs of words that share all (or almost all) their semantic features or properties are believed to be synonymous whereas according to prof. Argenis A. Zapata no two words have exactly the same meaning in all the situational and syntactic contexts in which they can occur. By taking into consideration that there are very rare equivalent lexical items or pairs of words that could be considered as absolute synonyms or even synonyms, it is concluded on the statement that there is still a huge number of not arisen questions and challenges in the field waiting their answers and solutions.

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THE CHOICE OF SPORT, DEPENDING ON THE PHYSICAL CHARACTERISTICS OF THE CHILD

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Abstract: *this article describes the age and anatomical and physiological characteristics of the child in the most appropriate sport, as well as the errors in the wrong distribution.*

Keywords: *child, sport, health, school, inclinations, research, consultation, sports doctor, result, errors.*

The practice of sports shows that inadequate performance of children's and youth sports schools and training and sports units in most cases is a consequence of the child's improper choice of sports activity for in-depth activities. As a result, there is a large in number and long-term dropout of children due to the lack of growth in their individual sports achievements.

An erroneous choice of the type of sports activity traumatizes the psyche of children, leads to large losses of the potential student body or to the cessation of classes in general, and does not allow improving the quality of sports training for a significant mass of young athletes.

Over the years, scientists have been trying to figure out how to recognize the makings of a future great athlete in an ordinary child. Many methods have already been created to determine sports gifted children. Each child is born into this world with already defined inclinations that can be detected even at a very young age. Such tests will not take much time. And the study itself for the child looks like an ordinary game. But the effect of such a game can become very obvious. If parents want to see their child professionally involved in a sport, they should undergo such a diagnosis as early as possible so as not to miss precious time. If you want the child's sports activities to be secondary and play the role of a favorite hobby, then in this case you can choose any sport. The main thing is that there are no medical contraindications for exercises. The most basic task when choosing a sport for a child is to correctly assess the state of his health. A consultation of a sports doctor will not be superfluous here. The attending pediatrician may not properly know the specifics of a particular sport, and this should be a determining factor in choosing a sport for a child.

Each sport has its own age. However, every year new, progressive training programs appear, and therefore many sports have significantly "rejuvenated". A striking example of this is the combination of coordination sports, which include rhythmic gymnastics, figure skating, synchronized swimming and others. Kids are accepted here at the age of three, because the younger the child, the easier it is to develop all the necessary qualities in him. There are even such cases when professional trainers personally come to kindergartens to notice talented and promising kids.

At four years old, the road opens for girls in the world of sports and rhythmic gymnastics. At the same age begin to teach swimming. Moreover, if after a year of classes, the girl will confidently stay on the water, it is quite possible that she will be taken for synchronized swimming. Serious sports championships in this sport can be

held among 8-10-year-old participants.

At the age of six, if the child does not have any contraindications, he can be safely given to figure skating.

At seven years old, you can start practicing acrobatics, sports dancing, table tennis.

With the onset of eight to nine years, boys can begin to engage in wrestling. Extremely careful approach to weightlifting. Despite the fact that you can formally come into this sport even at the age of 10, it is better to do this much later. The child's body has not yet formed, and weight training can significantly slow down growth. Let us consider more specifically some sports. Martial arts classes perfectly develop the child's flexibility, coordination and accuracy of movements, discipline. At the same time, girls can also learn it, the main thing is that they should be interested in it. Certain types of wrestling are clearly not suitable for young athletes. For example, concussions are common in boxing, and former boxers often suffer from epilepsy. Much safer are karate, judo, aikido or wushu classes - in principle, a child can come to the section even at the age of five. Gymnastics, both sporting and artistic, is a very demanding sport. Large loads often lead to sprains, dislocations, and back pain. Of course, at the same time, flexibility, grace, and beauty develop, but is it worth the effort? If it's hard for the child, you can easily transfer him to dance or ballet classes, where the same qualities develop, but with less load. Of course, coaches advise bringing future champions to this sport at four to five years of age, but it is not too late to start classes for elementary school students.

Perhaps no other sport can be as safe and at the same time useful for all ages like swimming. Swimming lessons form a beautiful figure with good posture in the child, and also have a general healing value. You can start classes at least from three months, because today there are many pools for joint swimming. The only thing that girls' parents may not like is the formation of broad shoulders, but this is only observed in professional athletes, and training once or twice a week does not have such an effect.

One of the important factors when choosing a particular sport is the natural data of the child. Try to evaluate your child as objectively as possible. The best predisposition of the child to a particular sport is visible in the range from 5 to 7 years. Of course, you can give the baby to the section earlier, but this choice is a finger to the sky. The most important thing is to make maximum use of children's natural data.

Often for obese children, parents tend to choose a mobile sport, justifying this by the fact that he\she will lose weight there. This is extremely untrue. For 6 types of sports where mobility and coordination are important, overweight children are not suitable, it is difficult for them and training will be painful and humiliating. All this will only cause an aversion to sports. For obese children, swimming, judo and, especially, hockey are very suitable, since this is the sport in which weight is even welcome.

Next is growth. It's no secret that tall people are especially valued in games such as basketball and volleyball. In these sports, growth is a very important factor, so coaches are ready to forgive some slowness and the lack of excellent coordination of

movements for potential students. So, if your child is growing well - pay attention primarily to the "parquet" sports. There are cases when high growth, on the contrary, becomes an obstacle to achieving any results, for example, in gymnastics.

Conclusion

Thus, there are a number of points that you need to focus on when choosing a sport for a child:

- Examination by a doctor. For medical reasons, the road to some sports may be closed.
- For a different sport, there is an age at which one can start classes. Volleyball can be practiced from the age of seven. From the age of eight, you can send your child to football, basketball, as well as skiing and athletics. At the age of about ten, a child can start taekwondo classes. Of course, these terms are relative, because the body of each child is individual. If you want to send a young child “to sports”, then best of all give him to the section with the game teaching methodology.
- The child's interest in a particular sport.

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THE FOUNDER OF UZBEKISTAN'S INDEPENDENCE

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Abstract: *If we walk on the mountain, his greatness guyo, as if transported into the autumn. As we moved away, the greatness of the mountains became apparent. Islam Karimov was a great man, both at the time of his life and after his death.*

Key words: *Uzbekistan and youth, independence and Uzbekistan.*

As noted in the information of the Oliy Majlis of the Republic of Uzbekistan and the Cabinet of Ministers of the Republic of Uzbekistan, the first president of our country Islam Karimov was a great historical figure. With the determination and courage of Islam Karimov, our Republic gained independence and made great strides in the development process. In a difficult and responsible period for our young state, the destabilization of the situation has taken place, and the fact that our people have survived the horrors of war is directly related to the name of Islam Karimov.

Independence is not easily included in the history of any people, no nation. The most difficult is to maintain independence. Example previous of the century on the continent of Africa in 60 years and 90 countries included in the head in a state in which if we talk postsovet to the slave their independence talking about if wise and young, the development of the country from that path go. In almost all countries of Africa, Armed upheavals and uprisings, state tunings are taking place, and this process is still going on, like the "Chain reaction". Countries with wise leaders chose the path of peaceful development and achieved a number of achievements in the process of creating a great future. By the fault of the historical leaders, we have witnessed a river of blood flowing in Africa.

The leader presents his knowledge and moral values to those around him. For example, the German Chancellor Gelmut Kol entered history as a figure who restored the national unity of the German people. The management plans do not sell quibble in touching, but implement them. From history it is known that only those who follow the word and the Union will be the leader. Let's talk about the events that took place on the eve of independence. According to the plan of the "Black forces" in Iran, the second Nagorno-Karabakh in our region was to be established, the herein Uzbekistan was to fulfill such a task as Armenia. However exactly Islam has taken over the tragedies that can happen with Karimov's efforts. Thanks to the wise policy of Islam Karimov, Uzbekistan flourished in the quarter century and found a worthy place in the world. Thanks to his great work, Islam Karimov was recognized as one of the influential politicians of the planet. Islam Karimov is recognized as the father of economic reforms in Uzbekistan. Islam Karimov was unanimously elected as one of the most popular politicians because of his statements on international terrorism and the fight against it.

Under the leadership of Islam Karimov, Uzbekistan literally gained independence. That is, we divided into independent not only political, but also economic. Our cities and villages have radically changed. A single rail track was

created. The air fleet of Uzbekistan has become one of the world's leading aircraft carriers. It is possible to talk about the creativity restored by hand. Islam Karimov poured a statue that could not be restored by winter. It is from the heart, from the heart, that people take place. Hearing the news of the death of our President, he cried and did not cry.

Well, Islam Abduganievich Karimov loved his people with infinite love and devoted his whole life to serving Uzbekistan until the days of his death. The memory of Islam Abdug'anievich Karimov, the first President of the Republic of Uzbekistan, the Great child of the Uzbek people, will forever remain in the hearts of all grateful compatriots and our people. Islam Abdug'anievich Karimov, the First leader of our independent country, who has gained the boundless love of our people, will remain in our hearts forever and will live in the memory of future generations as a leader of peace, stability, prosperity and progress, a great statesman!

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IN THE FUTURE OF THE GREATEST STATE, THE MOST COUNTRIES

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Abstract: *As a child of an independent and democratic country and as a young adult educated in it, I would like to emphasize the great attention paid to young people in our country, first and foremost.*

Keywords: *literature and Youth, Logic and spirituality, textbook data.*

In particular, the development of international legal document - the UN Convention on the Rights of the Youth, as well as the UN General Assembly's "Education and Religious Garden", aimed at the formation and implementation of youth policy in the rapidly developing world of globalization and information and communication technologies. Ricchetti ". These proposals address the noble goals of securing the right of youth to education, the elimination of ignorance and ignorance, the establishment of tolerance and mutual respect, and the provision of religious freedom. The issue of youth in our country is one of the priority issues since the first years of independence. The Law of the Republic of Uzbekistan "On the Fundamentals of State Youth Policy" of 20 November 1991 is a proof of our opinion. The Law on State Youth Policy, signed September 14, 2016 by the Head of State, provides young people with access to advanced education, affordable housing, and family loans, systemic social guarantees. presented. A vivid example of youth's empowerment and trust The appointment of 22-year-old Alisher Saudullaev as Deputy Minister of Public Education and 25-year-old Olim Tuychiyev as Deputy Director General of the Science and Technology Agency are being discussed. Young people are known for their status in society. According to the World Situation on Youth, 20% of the world's population are young people between the ages of 14 and 24. 85% of all young people on earth live in developing countries. Despite the fact that the current generation is more educated than all of human history, about 113 million children do not attend school today. In total, 130 million children in the modern world are totally illiterate. The world is full of problems. Youth issues are of particular importance among them. In today's world, the issues related to the education of youth have become one of the main issues. They are forced to solve their own problems. According to the UN, young people between the ages of 15 and 24 still face unemployment and poverty. Youth problems have been accumulated for decades, so they are not available. Our people have a proverb: "See and think and give thanks". Therefore, if we look at the turmoil observed in a number of countries in the present dangerous world, the state's neglect of young people, their interests, rights and interests in life, the current policy of their youth. the inability to respond to new challenges of the time.

"Our main task is to create the necessary conditions for young people to realize their potential, to prevent the spread of the idea of violence," said the President. We believe that it is necessary to develop multilateral cooperation for social support of young generation, protection of its rights and interests.

During the years of independence, extensive work has been carried out in the country on upbringing of young people as spiritually mature and physically healthy,

patriotic and selfless, protecting their rights and interests. In order to radically improve the activities in this area and bring it to a new high quality, the Decree of the Republic of Uzbekistan "On Enhancement of Effectiveness of State Youth Policy and Support of the Youth Union of Uzbekistan" was adopted. In accordance with it, the Youth Union of Uzbekistan was established on the basis of the Kamolot Youth Social Movement of Uzbekistan for the consistent and effective implementation of the state youth policy, radical reform of the system of comprehensive support for youth, protection of their rights and legitimate interests. The Youth Union of Uzbekistan has been assigned a number of new and important tasks related to increasing the activity of youth in the framework of the Strategy of Action for the five priority directions of development of the Republic of Uzbekistan in 2017-2021. The Youth Union of Uzbekistan will be a structure that will provide effective cooperation with government agencies, NGOs and other civil society institutions in the implementation of state youth policy in the country. Caring for a strong, educated, wise, and, of course, happy child, it has been instrumental in nurturing a younger generation in the spirit of love for the country, commitment to the ideas of independence, and respect for national and universal values. The Social Opinion Public Opinion Social Center has conducted a public poll on the theme "Youth in Uzbekistan: Life Values, Ethics, Social Directions". The study was conducted in the Republic of Uzbekistan "On Enhancement of Effectiveness of the State Youth Policy and Support of the Youth Union of Uzbekistan" and "On the Strategy of Action for the Further Development of the Republic of Uzbekistan". to implement the Decrees The results of the survey show the priority of education in the field of youth values. This is evidenced by the desire of the youth of Uzbekistan to continuously improve their education. The survey shows a steady increase in social importance of higher education among young people during the years of independence, the fact that young Uzbeks prioritize learning foreign languages, especially English, and that during the years of independence the consciousness of young people in our country is growing. This is a vivid example of the Head of our state's attention to women, women and girls. This is evident in the broadening of the young people's worldview, in their patriotism, commitment to the country and their pride. Young people of Uzbekistan have a high sense of patriotism, expressed by their love for the country and their selfless service and willingness to protect them.

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THE HUMAN EYE. STRUCTURE AND FUNCTION

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Abstract: *The current paper provides an overview of current knowledge on the structure and function of the eye. It describes in depth the different parts of the eye that are involved in the ocular manifestations seen in the mucopolysaccharidoses. The mucopolysaccharidoses are a group of rare inheritable lysosomal storage disorders characterized by the accumulation of glycosaminoglycans in cells and tissues all over the body, leading to widespread tissue and organ dysfunction, also tend to accumulate in several tissues of the eye, leading to various ocular manifestations affecting both the anterior (cornea, conjunctiva) and the posterior parts (retina, sclera, optic nerve) of the eye.*

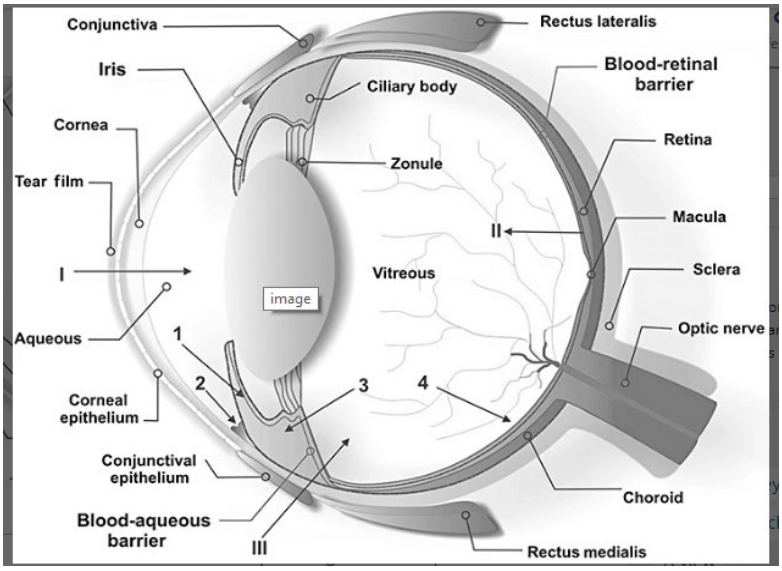
Key words: *Anatomy of eye,human body,structure of the eye, conjunctiva, cornea.*

The eye is one of the most complex organs of the human body. In the human eye, three layers can be distinguished . The outer region consists of the cornea and the sclera. The cornea refracts and transmits the light to the lens and the retina and protects the eye against infection and structural damage to the deeper parts. The sclera forms a connective tissue coat that protects the eye from internal and external forces and maintains its shape. The cornea and the sclera are connected at the limbos. The visible part of the sclera is covered by a transparent mucous membrane, the conjunctiva. The middle layer of the eye is composed of the iris, the colliery body and the choroid. The iris controls the size of the pupil, and thus the amount of light reaching the retina; the celery body controls the power and shape of the lens and is the site of aqueous production; and the choroid is a vascular layer that provides oxygen and nutrients to the outer retinal layers. The inner layer of the eye is the retina, a complex, layered structure of neurons that capture and process light. The three transparent structures surrounded by the ocular layers are called the aqueous, the vitreous and the lens.

Schematic illustration of the structure of the eye and the ocular barriers. The primary physiologic blockage against instilled drugs is the tear film. Cornea is the main route for drug transport to the anterior chamber. The retinal pigment epithelium and the retinal capillary endothelium are the main barriers for systemically administered drugs . Intravitreal injection is an invasive strategy to reach the vitreous . The administered drugs can be carried away from the anterior chamber either by venous blood flow after diffusing across the iris surface or by the aqueous outflow . Drugs can be removed away from the vitreous through diffusion into the anterior chamber or by the blood–retinal barrier . The cornea

The cornea is the most anterior part of the eye, in front of the iris and pupil. It is the most densely innervated tissue of the body, and most corneal nerves are sensory nerves, derived from the ophthalmic branch of the trigeminal nerve.mm, and a curvature that remains rather constant throughout life. mm and a vertical diameter of 10.5 The cornea of an adult human eye has an average horizontal diameter of about 11.5 mm and is located in the centre of the cornea, anterior to the pupil, in photonic conditions. The cornea is avuncular and the branches of the anterior ciliary arteries stop at the limbos where they form arcades that supply the peripheral cornea. The optic zone (pre-papillary cornea), which provides most of the cornea's refractive

function, has a diameter Therefore, the peripheral and central cornea are very distinct in terms of physiology and pathology. The eyes of most vertebrates contain two types of photoreceptors: rods and cones. In humans, rods are approximately 20 times more abundant than cones. The photoreceptors are responsible for photo transduction, the conversion of light into an electrical signal.



For this purpose, the membranes of the outer segment discs of the photoreceptors contain pigments. Cones, which are responsible for color vision, have pigments with absorption peaks in the blue, green or yellow parts of the spectrum. Pigments of the rods have an absorption peak in the blue-green part of the spectrum. Rods are active with low light levels, and are not involved in color vision. The anatomy and function of the eye is extremely complex and pathological events can lead to a wide range of ocular disease manifestations that may occur, patients may present with a variety of ocular diseases in both the anterior and posterior components of the eye, resulting from accumulation in various tissues. The treatment of these ocular features warrants the investigation of methods to circumvent various ocular barriers that hamper drug delivery. The eye receives oxygen through the aqueous. Its function is to nourish the cornea, iris, and lens by carrying nutrients, it removes waste products excreted from the lens, and maintain intraocular pressure and thus maintains the shape of the eye. This gives the eye its shape. Sight is, arguably, our most important sense. More of the brain is dedicated to vision than to hearing, taste, touch, and smell combined. In this article, we explain the anatomy of our eyes and how they let us see. This is the dark spot in the center of the colored part of your eye, which, in turn, is called the iris. The pupil expands and shrinks in response to light, acting similarly to the aperture on a camera. In very bright conditions, the pupil constricts or shrinks to around 1 millimeter (mm) in diameter to protect the sensitive retina from damage. When it is dark, the pupil can dilate or widen up to 10 mm in diameter. This dilation allows the eye to take in as much light as possible. The conjunctiva lines the lids and then bends back over the surface of the eyeball, constituting an outer covering to the forward part of this and terminating at the transparent region of the eye, the cornea. The portion that lines the lids is called

the palpebral portion of the conjunctiva; the portion covering the white of the eyeball is called the bulbar conjunctiva. Between the bulbar and the palpebral conjunctiva there are two loose, redundant portions forming recesses that project back toward the equator of the globe. These recesses are called the upper and lower furnaces, or conjunctiva sacs; it is the looseness of the conjunctiva at these points that makes movements of lids and eyeball possible. The fibrous layer, which gives the lid its mechanical stability, is made up of the thick, and relatively rigid, tarsal plates, bordering directly on the palpebral aperture, and the much thinner palpebral fascia, or sheet of connective tissue; the two together are called the septum orbitale. When the lids are closed, the whole opening of the orbit is covered by this septum. Two ligaments, the medial and lateral palpebral ligaments, attached to the orbit and to the septum orbitale, stabilize the position of the lids in relation to the globe. The medial ligament is by far the stronger. In addition to the muscles already described, other facial muscles often cooperate in the act of lid closure or opening. Thus, the corrugators supercilious muscles pull the eyebrows toward the bridge of the nose, making a projecting "roof" over the medial angle of the eye and producing characteristic furrows in the forehead; the roof is used primarily to protect the eye from the glare of the sun. The pyramidal is, or procures, muscles occupy the bridge of the nose; they arise from the lower portion of the nasal bones and are attached to the skin of the lower part of the forehead on either side of the midline; they pull the skin into transverse furrows. In lid opening, the frontals muscle, arising high on the forehead, midway between the coronal suture, a seam across the top of the skull, and the orbital margin, is attached to the skin of the eyebrows. Contraction therefore causes the eyebrows to rise and opposes the action of the orbital portion of the orbicular is; the muscle is especially used when one gazes upward. It is also brought into action when vision is rendered difficult either by distance or the absence of sufficient light. Modern studies have shown that, under normal conditions, the cornea tends to take in fluid, mainly from the aqueous humour and from the small blood vessels at the limbus, but this is counteracted by a pump that expels the fluid as fast as it enters. This pumping action depends on an adequate supply of energy, and any situation that prejudices this supply causes the cornea to swell—the pump fails, or works so slowly that it cannot keep pace with the leak. Death is one cause of the failure of the pump, but this is primarily because of the loss of temperature; place the dead eye in a warm chamber and the reserves of metabolic energy it contains in the form of sugar and glycogen are adequate to keep the cornea transparent for 24 hours or more. When it is required to store corneas for grafting, as in an eye bank, it is best to remove the cornea from the globe to prevent it from absorbing fluid from the aqueous humour. The structure responsible for the pumping action is almost certainly the endothelium, so that damage to this lining can lead to a loss of transparency with swelling.

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ROLE AND SIGNIFICANCE OF GENRES IN JOURNALISM

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Abstract: *This article reveals the concept of genres in journalism, the role of genres in the process of creating a journalistic work. The article also reviews the originality of genres, the use of genres in practice.*

Key words: *genre, journalism, creativity, mastery of journalist, methods of classification.*

It is known that the main task of journalism is to provide information. But industry experts give different opinions on how, in what order, it is better to transmit information. Some experts believe that it is necessary to prepare information about an event at the request of a specific genre, while others believe that creativity should not be included in such a "limit". Some still think that genres are not needed in journalism. This is due to the fact that the need for information is growing very much now.

That is, the main question at this time is not how to transmit information, but how to transmit it quickly, being one of the first. However, the concept of genre has a special place in journalism. In order for a journalist to prepare material on a particular topic, they must first have an idea of the genre system in journalism and the characteristics of each genre.

Many experts have conducted research on the types and methods of using different genres in journalism. To understand the essence and meaning of this concept in this area, it is necessary to consider its theoretical basis. Journalism theory, like other fields, classifies media materials and products. Various journalistic materials require that they be divided into genres. "We understand genre as an artistic and publicistic form of reflection of generalized and typical reality in the mass media in texts."[1]

If we turn to the meaning of the word genre, this concept comes from the French language, which means "type". According to many journalists, when preparing journalistic material, you do not need to know anything about genres. The main reason for this is that they have difficulty distinguishing genres from each other. So why do we need genres for journalists? Don't you think that theories about genres will remain only in books in the future? Any reader of the newspaper can get acquainted with news, reports, essays and articles. However, the general reader is more interested in the content of the material than what it is called. Nevertheless, genres have a number of features and always occupy a special place in the activities of the media. In order to consider these characteristics, it is necessary to have an overview of their classification. In the classification of genres, there are different types of accompanying ones. For example, a researcher Lev Kroychik advocates the following approach:

- instant news-this includes all types of news.
- operational research-this group includes such genres as reportage, report, and interview.

[1] Qazaqbaev T. Basics of journalism. - T.: Music, 2007.

- research and news-correspondence, review.
- research genres-article, letter
- genres of artistic research-this group includes such genres as feuilleton, essays.

Lev Kroychik's views are very similar to the classification of genres in Uzbek journalism. In Uzbek journalism, there are usually three groups of genres: **informational** - news, report, interview; **analytical** - article, correspondence, conversation, review, comment; **artistic publicist** -essay, ocher, feuilleton, pamphlet. Apparently, the classification of L.Kroychik took into account the internal characteristics of a larger number of genres, so the number of groups is greater. In Uzbek journalism summarizes the General similarities and characteristics of the genres. The researcher Semyon Gurevich in the classification of genres, on the contrary, is completely different: 1) news genres; 2) dialogic genres; 3) situational and analytical genres; 4) epistolary genres; 5) artistic and journalistic genres; 6) satirical genres.[2]

In this approach, it can be seen that the genres are divided into groups according to the basic general characteristics. In fact, the classification of genres in journalism has always been the focus of researchers and professionals. It follows that in journalism, the classification of genres is of great importance. In Western countries, the division into genres is radically different from the above classification. That is, in the press there are only two types of materials: News (news) and big articles (features). News-these are materials that give information about events. Large articles, however, are materials that can be published in different genres, with the presentation of any information, but have a distinctive feature of performing the task of analyzing or entertaining them. These include genres such as interview, column, feuilleton, review. From history it is known that journalistic genres appeared gradually, in different periods. In particular, the feleton genre appeared in the XVIII century. The history of the formation of essay dates back to the XVI-XVII centuries. Later they were also divided into a number of groups.

Although initially their number was quite large, but now only some types of genres are used in practice. For example, materials made in the genre of reportage can often be found in television journalism. But in the press in radio this journalistic genre is less common. The most common genre is information (or, according to some theories, news), which is often found in all types of mass media. Of course, all types of media in each country have separate sections and headings called "news", "новости" or "latest news", "heberler". The main reason for the wide spread of the news genre is that its volume is small and it lacks analytical and artistic detail. It doesn't take long for readers to see, read, or hear them.

All genres are different and different from each other. Genres in the preparation of material create certain convenience for the journalist. In any field, it will be easy to achieve if a person has set a clear goal. In the same way, in journalism, when preparing material, if previously it was determined in which genre to write, the goal of the journalist is more clearly manifested. However, there are also cases when the journalist tries to cover it more widely, even if he is going to prepare a report about

[2] Tertichniy A. A. Genres of periodicals. - Moscow: Aspect Press.

the incident, he describes the reality in the form of a report. Or go somewhere to prepare a report, but suddenly you can hear some news and give the same message in the form of an interview from a specialist. Genre determines the direction of the journalist's activity. In this case, the essence of this idea appears more clearly. The journalist thus tries to find his own way. Among the well-known figures of Uzbek journalism, thinkers such as Abdulla Kakhor and Abdulla Kadiriy created a number of works in the genre of feuilleton in order to raise important topics in our society, problems that need to be solved and attract public attention to them. Once upon a time, the language and satire of the famous writer Abdulla Kakhor were highly appreciated. And Kadiriy received the title of "king of feuilletons". Of great importance was the fact that publicists clearly showed their direction using the rich possibilities of the genre, jadids skillfully conveyed their thoughts to readers.

The journalist chooses a certain genre depending on the purpose for which it is set because the same event can be described in different ways and examples. The genre chosen correctly by the creator helps you achieve your goal quickly and easily. In particular, journalists mostly use the genre of reporting to cover mass events and celebrations in a particular country. With the help of the TV report genre, journalists will be able to convey the event to the audience in real time. At the same time, “stand-ups” prepared by a journalist from the scene of events have a special place on television. Each genre has its own function and scope. The main essence of such genres as news, reports and interviews is to quickly convey information to the general public. Understanding the essence of the incident, reflecting their inner layer, is part of the task of correspondence, reviews and articles. The genres of the story and essay serve to illuminate and analyze real life through artistic means. In journalism, the genres can be compared to "regulatory". Just reading a message or interview in a particular issue of a newspaper can cause the reader to get bored. Genres make it possible to present a variety of materials and programs in a newspaper, magazine, TV and radio channel. In particular, the information programs of Russian TV channels "Vremya" and "Vesti" are not limited to transmitting information only in the form of messages. In these programs, you can watch almost all genres of information-reportage, interviews, news correspondence, stories and other genres. In Uzbek journalism, the spread of genres and their application is more noticeable, especially in print media. According to the information collected, events are covered differently. This will enrich the program and serve to attract the trust of the audience. If only one type of story is presented in news programs (for example, news), this leads to poor perception of the information by the audience and even to a lack of understanding of the very essence of the information. Therefore, we should not forget about the diversity, that is the importance of genres. In conclusion, I will say that every journalist should be familiar with the genres. Because they are designed to be used in a specific situation. Therefore, they cannot be used mixed. For example, in the material that you are preparing for an interview, it is not recommended to ask unnecessary questions, so that the interview does not turn into a conversation. Because both of these genres are radically different from each other.

The goals of creating materials in these genres and their use cases are also different. If you pay attention, the genres that belong to different groups rarely

change. For example, when it comes to news journalism, the first thing to understand is news. If you need more extensive and detailed coverage of the event, it will get a reportage tone. The reports reflect details of large-scale events, mass events, and holidays. Despite the fact that the number of genres decreases from year to year, we can not say that they do not exist at all. Because in journalism, genres are very important and they need to be constantly used. In general, no matter what genre and in what volume the journalistic material is, it should serve the interests of the people and the population. Each creative work must be directed to a specific goal, the basis of the spoken word and the subject prepared for this purpose. Here, of course, it is very important to choose a genre that is suitable for the ongoing event. If the genre is chosen correctly, the journalist's goal will be more clearly expressed. After all, the correct transmission of information is the basis of its correct perception, which makes it easier for the audience to understand it.

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DIMENSIONS AND LEVELS OF LINGUISTIC ANALYSIS

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Abstract: *What are dimensions? Dimensions are syntagmatic and paradigmatic relations between units of language. As a result of their potentiality of occurrence in a definite context or sentence lingual units such as, morphemes, phonemes, lexemes go into relations of two distinctive types. They are often called syntagmatic and paradigmatic relations in scientific literature.*

Key words: *dimension, linguistic analysis, literature.*

When lingual units join with others along a horizontal dimension, they enter into syntagmatic relations. Syntagmatic relations are direct linear relations between units of language of the same level in a segmental order.

For example: “My little brother watered beautiful flowers in our garden.”

In this following sentence the words and word-groups are syntagmatically related. They are: brother, my little brother, watered, my little brother watered, watered beautiful flowers, beautiful flowers, watered in our garden.

Morphemes of the words in this sentence are also connected syntagmatically. E.g.: flower/s, water/ed, beauty/ful.

Phonemes and graphemes are connected syntagmatically within morphemes and words. For example: b/r/o/t/h/e/r, g/a/r/d/e/n.

The combination of two words or word-groups in a segmental string, one of which is followed by the other, forms a unit which is referred to as a syntactic “syntagma.”There are 4 basic kinds of theoretical syntagmas:

❖ predicative syntagma, which expresses a combination of a subject and a predicate.

For example: My uncle grows wheat in the field every year. In the following sentence “My uncle grows” is a predicative syntagma.

❖ Objective syntagma, which expresses a combination of a verb and its object. For instance: grows wheat

❖ Attributive syntagma, which expesses a combination of a noun and its attribute. For example: My uncle

❖ Adverbial syntagma, which represents a combination of a modified notional word, such as a verb, adjective or adverb, with its adverbial modifier.

For instance: grows in the field(a verb with its adverbial modifier of place); grows every year (a verb with its adverbial modifier of time).

Predicative syntagma is different from the other syntagmas, due to the fact of that the relation between its members is of mutual nature in a predicative syntagma. For instance, in this following sentence the subject dominates the predicate defining the person and number of predication (e.g. grows = 3rdperson, singular), while the predicate dominates the subject, ascribing to it some action, state or quality (My uncle grows). Since syntagmatic relations are actually observed in speech, they are described by the Latin formula as relations “in praesentia”.

The other kind of relations is called paradigmatic; it exists between elements of the system outside the strings where they co-occur. Elements enter into paradigmatic

relations when they have the same potential to appear in the same context and functionally substitute each other. We have syntagmatic elements in a sequence along the horizontal dimension, while along the vertical dimension we have paradigmatic elements in substitution.

Well-known Uzbek linguist A.T. Iriskulov emphasized that there are two types of relations between words in languages: paradigmatic and syntagmatic.

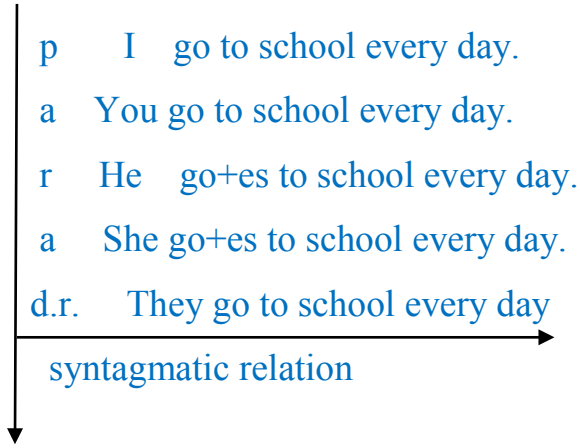
1) paradigmatic bond is a connection among the classes of linguistic units/words combined by the existence of some certain common features, e.g.

a) asking, sitting, barking, sleeping (all these words have common –ing ending);

b) ask, asking, asks, asked, has asked, be asked (in this case it is stem "ask" is common);

2) Syntagmatic connection is a bond among linguistic units in a lineal succession in the connected speech. Syntagmatic connection between words or group of words is also called a syntactic bond.

Compare :



In these following examples the pronouns-I, you, he, she, they-combine with each other along a vertical dimension, they enter into paradigmatic relations. The words and word groups (go, school, go to school, goes every day) combine with the others along a horizontal dimension, they enter into syntagmatic relation.

Paradigmatic relations between lingual elements are especially obvious in classical paradigms of grammatical categories of parts of speech. The minimal paradigm consists of two oppositional forms. For example, we can see this type of paradigm in the expression of the category of number of nouns:

Desk-desks

Toy-toys

As well as such paradigms are followed in the expression of grammatical categories of adjectives and verbs. For instance, the category of degrees in adjectives: large-larger-largest; the category of tense in verbs: clean-cleans –cleaned-is cleaning.

Different from syntagmatic relations, paradigmatic relations between the forms of language cannot be directly observed in sentences, so they are considered as relations "in absentia" ("in the absence"). The lingual elements at any branches of language are systematized along these two dimensions. They combine into larger structures along the syntagmatic or horizontal linear. For instance, letters or sounds

join to make morphemes; morphemes combine to form words; words combine to make phrases; phrases combine to form sentences; sentences combine to make up a text. When different lingual elements have the same potential to take place in the same structural context and are therefore equivalent in function, they are paradigmatically associated as members of the same class of items.

It is necessary to see that this two-dimensional mode of organization provides the potential to generate infinite expressions from a limited number of language means. Besides this, these two interdependent dimensions or relations between lingual elements represent the basic principles for the linguistic analysis at all levels. In modern linguistics language is regarded as a system of signs which is structured by the principle of hierarchy of levels of lingual units. The peculiarity of this hierarchy lies in the fact that units of any higher level are analyzable into units of the immediately lower ones.

For instance:

Phonemes ⇨ morphemes ⇨ words ⇨ phrase ⇨ sentences ⇨ text

However, this hierarchical relation doesn't mean that it may be leveled to the mechanical combination of larger units of language from the smaller ones. Units of each level are classified by their own, definite functional elements according to which they distinguish from each other.

What is the linguistic level? Language consists of definite levels or strata. According to the linguists' researches there are 2 types of levels: primary and secondary levels. Uzbek linguist A.T. Iriskulov termed them differently such as, basic and non-basic levels. This difference between them relies on if a level has got its own unit or not. If a level has its own unit then this level is qualified as basic. If a level doesn't have a unit of its own then it is a non – basic. That's why the quantity of level completely depends on the number of lingual units.

There are a number of ideas on this matter: some linguists state that there are four units such as phoneme-phone, morpheme-morph, lexeme-lex and sentence; others believe that there are five units like phonemes, morphemes, lexemes, word - combinations or phrases and sentences. Yet others emphasized that in addition to the mentioned ones there are paragraphs, utterances and texts. As one can see there's no unity in the number of language and speech units. The most well-known opinion is that there are five units of language (speech) and correspondingly there are five language levels, they are: phonetic/phonological; morphological; lexicological, syntax - minor and syntax - major.

The levels and their units are as follows:

- phonological/phonetic level: phoneme/phone
- morphological level: morpheme/morph
- lexicological level: lexeme/lex
- Syntax - minor: sentence
- Syntax - major: text

Secondary level or non-basic level is characterized by having no unit of its own. For instance, stylistics can be said to be non – basic (secondary) due to the fact of that this level has no its own unit. In order to achieve its aim it makes wide use of the

units of the primary levels. The stylistics studies the expressive means and stylistic devices of languages. Famous Russian linguist I.R.Galperin said:"The expressive means of a language are those phonetic means, morphological forms, means of word -building, and lexical, phraseological and syntactical form, all of which function in the language for emotional or logical intensification of the utterance. These intensifying forms of the language, wrought by social usage and recognized by their semantic function have been fixed in grammars, dictionaries".

While talking about the levels we have to reveal the difference between language and speech because the linguistics distinguishes language units from speech units.

According to F. de Saussure's theories, the basic difference between language and speech is in the following:

1) language is abstract and speech is concrete;

2) language is common, general for all the bearers while speech is individual;

3) language is stable, less changeable while speech tends to changes;

4) language is a closed system, its units are limited while speech tend to be openness and endless.

Sometimes the terms of "language levels" are corresponded to the term of "emic level" while the "speech levels" are corresponded to "ethic levels". Very often these terms are used interchangeably.

Phonology and phonetics are the lowest level in the hierarchy of strata. Phonology is the level that deals with language units and phonetics is the level that deals with speech units. The lowest level deals with language and speech units which are the smallest and meaningless. So, the smallest meaningless unit of language is called phoneme; the smallest meaningless unit of speech is called phone. Phonemes are the smallest undivided meaningless units of language. They are used as material elements to make the higher level segments – morphemes and words. They are essential units which distinguish one word or morpheme from another.

For example: pan [pæn] and pen[pen]; chalk[ʧɔ:k] and talk [tɔ:k].

Letters symbolize phoneme in writing. Lingual units of the higher levels are meaningful, for that reason they express signs. A morphemic or morphological level is situated above the phonemic level. This level is represented by morphemes and morph. The morpheme is a unit of language; morph is a unit of speech. The morpheme is a basic meaningful part of the word. It is made up by a string of phonemes or even by one phoneme. For example: enjoy-able, teach-er.

The morphs that have different forms, but similar meanings are united into one morpheme and called "allomorphs". The morpheme of the past tense has at least three allomorphs, they are /t/, /d/, /id/.

Examples: worked, phoned and wanted. The variant of the morpheme depends on the preceding sound in the word.

The third level in hierarchy strata is the lexemic level which formed by words and lexemes. The word is made up by a string of morphemes or one morpheme. Sometimes, it is thought that words(lex) and lexemes are the same terms. However, "Lexeme" is a unit of language in the lexicological level which has a nominative function. "Word "is a unit of speech in the lexicological level which has a nominative

function. Consequently, both of them nominate something or name things, actions phenomena, quality, quantity and so on.

For instance: mother, nurse, radio, box, black, happy, unfortunately.

In the following examples “happy” is an abstract lexeme is used in speech as a lex with concrete meaning of "happy girl", "happy holiday", "happy day” and so on. There may be "allolexes" which are lexes that have identical or similar meanings but different forms, compare: lady, girl, woman, female and so on.

We often confuse between the terms" morpheme" and "lexemes". To avoid making such a mistake we must remember that morphemes are structural units while lexemes are communicative units. Morphemes are formed by phonemes and they are used to make up words and lexemes. Lexemes take an essential part in determining the thoughts, that is, in building sentences.

Additionally, lexemes may consist of one or more morphemes. The lexeme "box" consists of one morpheme while the lexeme "unfaithfulness" consists of four morphemes: un - faith - ful - ness.

The next level in the hierarchy of language system is the syntactic level. There are 2 branches of syntactic level: syntax-minor and syntax- major. Syntax-minor deals with simple sentences, with a smaller unit than the simple sentence i.e. word combinations and with the bigger unit than the simple sentence – composite sentences. The sentence is an elementary full sign as it not only names a certain extra linguistic situation or event but performs communicative function as well, transmitting a piece of information.

In the same way the level syntax - major can be explained. The unit of this level is text -the highest level of language and speech. "Syntax- major" represents both language and speech levels due to the absence of separate term as well as "text" is used homogenously for both language and speech units. Unlike a sentence, text nominates a set of extra linguistic events or situations which constitutes its target space.

Sometimes a string of thematically interconnected well-organized sentences, one simple sentence or even a word, can be described as a text if it represents a communicative function. For example: “My money!”, “Thief!”, “Catch!!!”

In the following examples we can see three words defined as a text which expressed the speaker’s full emotions.

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EFFECTIVE USE OF ECO-TOURISM RESOURCES IN THE DEVELOPMENT OF TOURISM

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"Tourism is one of the most important sectors of the economy. The network needs to be further refined using existing opportunities effectively. This is due to the time itself".
Shavkat Mirziyoyev

***Abstract**: The article offers recommendations on how to effectively use eco-tourism in our country and to develop all types of tourism in general.*

***Key words**: tourism, resource, eco-tourism, country, tourists, eco-tourism, tourism, renewable.*

Today tourism in our country is developing dynamically. In his address to the Oliy Majlis alone, it is necessary to reach 7.5 million foreign tourists by 2020, to increase the number of tourist routes, the possibility of visiting and developing traditional tourism to 800, and to build 200 billion soums state subsidized hotels. will be allocated. It is worth mentioning that the number of tourists visiting our country is increasing every year. According to the final report of the State Committee for Tourism Development, as of October 1, 2019, 4.9 million tourists visited Uzbekistan.

The main importance of natural tourism resources is that they serve as a means of restoring the physical and mental abilities of people. Tourists meet their basic needs from nature. Landscapes, climate, water bodies, seas, mineral water are the main resources for the organization of tourism activities. These resources can be recovered either by themselves or by humans. These resources are geographical, biological, geological and other aspects can be evaluated. Natural tourism requires an analysis of resources for leisure activities. Natural resources can be taken as a separate component of nature or as a whole. All natural resources should be considered in terms of recreational or tourism potential. However, the level of use of natural resources may vary by region. As we all know, there is a classification of natural tourism resources, which is bilingual, reflects the economic importance of tourism on the one hand and on the other. Natural resources can be grouped as follows. By origin:

- Natural (geological, climatic, hydrological, thermal waters);
- Biodiversity - living nature (soil resources, flora, fauna);
- The use of energy as an environmentally friendly area and landscape as a basis for the development of cultural and leisure tourism.

Depending on the type of recreational use:

- Mineral water;
- Swamps;
- Salts;
- Forests.

Depending on the resource duration:

- Depleted natural resources, which are subdivided into renewable (freshwater, flora and fauna) and non-renewable (minerals) species;
- Solar resources, such as solar energy, wind, tides, and water.

By its ability to recover and grow:

- Renewable resources, such as forests, can be restored to average 10 years;
- Non-renewable resources.

Natural tourism is a resource trough to enter recreational resources occupy a major place among the natural tourism resources and serve as a basis for rest and treatment of the population and tourists. In addition, there are a number of problems with direct use of natural resources. At the same time, improper use of nature is caused by many construction works. As a result, ecosystems are disrupted and cause environmental problems. Today, there is a great deal of scholarly and popular literature, as well as the media, exploring the role and importance of ecotourism. Here are some basics:

❖ According to international organizations and institutions, many types of tourism are growing at an average of 5% per year, and ecotourism increases by an average of 20-30% per year. Many experts and researchers have shown that despite the fact that eco-tourism is a new and young direction of tourism, its popularity is 2-3 times faster than other tourist destinations;

❖ A certain base of achievements and experiences in the field of historical tourism, religious tourism and cultural tourism has been established in Uzbekistan; Thirdly, currently there are about 800 tourist companies operating in Uzbekistan, over 900 hotels, more than 30 protected areas, nature reserves, national parks, and unique nature.There are 60 forestry farms and monuments. At the same time, there are more than 400 unique natural monuments in the country.

Speleotourism or cave tourism, in Uzbekistan, is rich in unique and unique landscapes. Currently, there are more than 500 caves in Uzbekistan, which, according to reports, have not had enough tourist infrastructure. There is great potential for organizing camel rides to watch tugai, salty, tiger, wells as well as grasslands that show the lifestyle of local shepherds. There are natural geographical conditions for hiking, trekking and mountaineering in the Big Chimgan, Zaamin, Chatkal, Koksuv, Piskom, Turkestan, Gissar, Zarafshan, Alay, Kurama, Nurata Mountains. According to research institutions and experts, today, the directions and prospects of development of ecotourism are shaped by the laws of nature and sustainability of geosystems. However, the analysis in the field of ecotourism demonstrates the importance of training bachelors in ecotourism with a good knowledge of nature, geosystems, and the ability to lead the group in nature and extreme conditions. Because tourists such as historic tourism, religious tourism, medical tourism, cultural tourism are mainly located in urban areas, with a sufficient number of tourism infrastructure and facilities, ecosystems are mainly located in nature and geosystems,

and most of the ecosystems are extreme.

In conclusion, it is important to note that if we make good use of our tourist resources and national heritage to provide quality services to tourists arriving in our country, enriching their impressions about the country, expanding the flow of tourists, development and worldwide recognition

At the same time, we should point out that the tourist potential of our country can be seen in the eyes of tourists not only in the historical monuments or in the tourism industry, but also in all areas of tourism. We believe that it is necessary to create strong and honest competition among tour operators, to further improve the skills of tourism professionals and to further develop the existing tourism resources infrastructure. It is good that we have established partnerships with the Republic of Turkey in the development of tourism in general, but we believe that we also have our own tourism model. After all, our country, Uzbekistan, still has ample tourism potential.

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MOBILE APPLICATIONS: A NEW APPLICATION MODEL IN EDUCATION

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***Abstract**: Mobile applications are enabled by the convergence between information technologies and telecommunication technologies. They represent a new application model introduced to information systems and a new area of research. The paper introduces classical and context-aware mobile application models with emphasize on discussion on context as new information system concept. In the second part the paper discusses the role of mobile application in information systems with the emphasize on introducing contribution and new value gained by the use of mobile applications in information systems. In the last part the paper introduces the results of our research on mobile applications development methodologies.*

***Keywords**: Mobile applications, low quality/bad apps, mobile apps marketing, Mobile Application development, Mobile Software Engineering.*

The information society is the society of ongoing progress and technological development. It is enabled by the technological development and progress achieved in the areas of information and telecommunication technology. The information society is enabled by technology, but it is far more than just a technology driven society. It is a complex and multidisciplinary society driven by knowledge, innovations and development. One of the most representative characteristics of the information society is the convergence between information and telecommunication technologies. The convergence between several technology sectors offers the opportunity for the emergence of new services and mobile applications are the consequence and the result of the convergence mentioned above. The information society is a service-oriented society in which the effectiveness of the individual and the organisation as such depend on the ability to acquire the accurate information at the right time and react according to the information acquired. For that reason we believe that mobile applications also represent the demand of information society, because they will enable the access to information and the use of simple services in the state of mobility. The paper introduces the area of mobile applications in information systems from several aspects. The first two sections introduce the area of mobile applications and classical mobile application model as basic mobile application model. The third section introduces context-awareness and context-aware mobile application model. In order to point to the contribution that the introduction of mobile applications represent to information systems we discuss the role of mobile applications in the fourth section. And finally, the fifth section introduces results of our research about mobile applications development methodologies.

Mobile applications

A mobile application is a computer program running on a mobile device. Native and the most appropriate architecture for mobile applications is three-tier (multi-tier in general) architecture and the execution of mobile application is distributed over multiple layers: presentation layer, application layer and database layer. For the

purpose of this paper, a mobile device is any device connected to the Internet or other network through wireless communication network using any standard wireless communication protocol. A Palm device, GSM mobile phone and notebook are the examples of mobile devices. In our research we put emphasize on small devices like GSM mobile phone and Palm devices. Tarasewich, for example, eliminated the notebook as a mobile device in his research. The reason for the elimination of the notebook as a mobile device is because it does not reflect the distinct characteristics and limitations of small mobile devices. The relationship between mobile device and mobile application will be discussed more in detail later on in the paper. The size is the most significant characteristic and limitation of mobile devices, because it determines other limitations of mobile devices. The most important of them are: battery power, limited storage capacity for the running of applications, low processing power, the size of display and uncomfortable input methods. The limitations of mobile devices are essential, because they determine the limitations of mobile applications. The limitations of mobile applications and mobility itself make the mobile application model distinct from other application models.

The Scope of Mobile Applications

Mobile applications can offer information support in the several areas. Our paper deals with business oriented mobile applications providing information support within the information systems to the users when they are mobile, i.e. not present in their traditional working environment. The scope of mobile applications is to enable the use of applications and access to the important information and basic level of services in the state of mobility. Their scope is not to enable the same level of functionality as classical applications do. The services they offer and the functionality they enable should be appropriate for mobility and the needs of a mobile user. We could say that hey should offer mobility adapted and mobility suitable mobile services. Mobile applications must provide a basic level of functionality, access to the important information and the possibility to be informed about exceptional, unexpected and other unusual situations happening within an organization he belongs to. Mobile applications signify the connection of a mobile user with his organization and its information system (Sacher 2001). The comparison of mobile applications with classical applications is unjustified and inappropriate. The limitations of mobile applications, which are implied by limitations of mobile devices and mobility itself, justify the research of mobile applications as distinct application model.

The classical mobile application model is a basic mobile application model. It is a pull application model, which means that its main characteristic is that mobile application is run on the users' demand. The fact that the mobile user has run a mobile application indicates his current informational needs. The disadvantage of this application model is that mobile user can not be aware of what might be important at a particular moment, because he is not present in his traditional working environment. It assumes the perception of the mobile user: what information is essential at a particular moment, and accordingly which mobile application they should run in order to acquire that information or do an action. We hold the opinion that the classical mobile application model is important, because the mobile user without any doubt needs the option to run the mobile application at a particular

moment. But on the other hand it is obvious that in order to eliminate the before mentioned disadvantage we need another mobile application model which will enable the automatic triggering of mobile application based on condition. This model will be introduced in the following part of the paper.

Organizational rules define the roles of a user within organizational system, and the roles determine his current informational needs. According to these conclusions we define context as complete information on: · The situation a mobile user is currently involved in. We define it as a context of situation which is defined by the user's location, social situation and physical environment. · Informational needs of a mobile user which are determined by information systems' informational needs. We define it as a context of informational needs. · Technical descriptions which carry the information about the places where the user is usually present at, the information about the technical characteristics of the users' mobile device and the information on the current state of the wireless network. We define it as the context of technical descriptions. All these components are required in order to determine the context of a mobile user. Information on the current state of the wireless network, for example, determines the form in which an application can be passed on to the user. In cases of wireless network overload the system can pass on to the user an application with ASCII interface instead of graphical user interface.

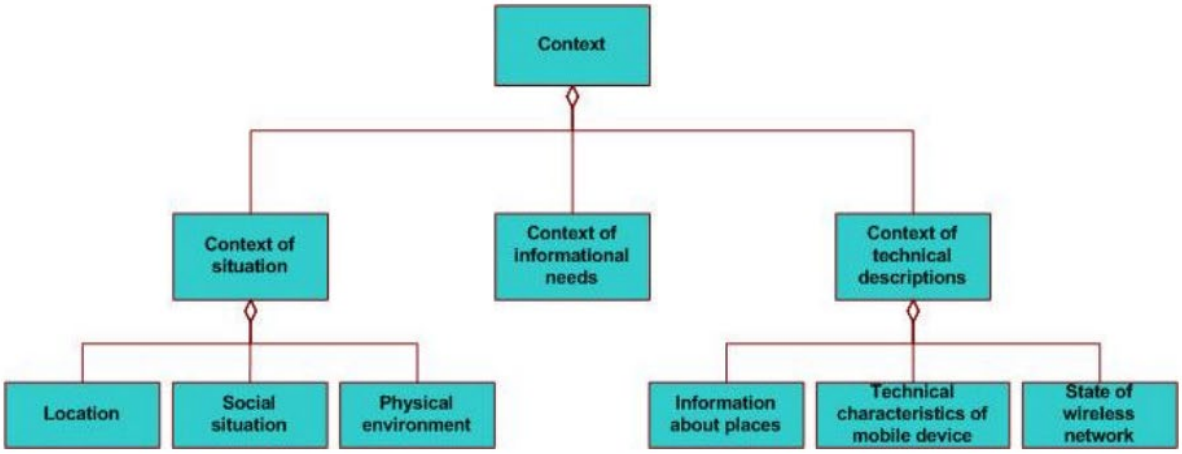


Figure 1: The meta model of context

The role of mobile applications in information systems

Mobile applications represent a new application model being introduced to information systems. They will not become prevailing application model and they will definitely not cause the distinction of other application models. Mobile applications only represent a niche application model suitable for organization and business systems with the need of information broadcasting and the use of simple applications in the state of mobility. The mobile applications represent the connection channel for mobile users and enable them to maintain communication with their traditional working environment, i.e. their business system and its information system. We believe that the introduction of mobile applications to information systems represents an example of introduction of electronic business technologies to information systems and belongs to the context of introduction of electronic business to information systems.

The contribution of mobile applications to information systems In our research we focus on the context of informational needs, because we believe that it is the key component within context in case of business oriented mobile applications in information systems. For that reason the next part of the paper will focus on the context of informational needs. The basic task of information systems is to provide information support for business processes in business systems and other organizations. The introduction of mobile applications to information systems enables the information support of business processes in the state of mobility what stimulated us to do research in this area. We focused on their contribution at information support, i.e. what is the added value of the use of mobile applications in the state of mobility. Presents the meta model of the process view of information support which represents the dynamical view of informational support of business processes provided by information systems. The meta model shows several kind of functionalities of mobile applications. They are grouped into direct and indirect information support. We describe direct information support as information support that enables the execution of a business function. Direct information support means providing the sufficient level of functionalities to execute business function in the state of mobility in the sufficient extent as in traditional working environment. Mobile user who needs direct information support is in most cases doing his normal job while being mobile. An example would be employee delivering beverages or insurance agent selling insurance packages. Through indirect information support mobile applications enable the mobile users to be informed about the execution of business functions, to control their execution and to confirm conditions.

Mobile user who needs indirect information is usually not doing his normal job while being mobile. He simply must be involved in business processes according to organizational roles granted and therefore either control business processes, either be informed about events or confirm decisions. An example would be manager visiting international conference being informed about important indicators of results of his department. We estimate that there will be considerably more mobile applications providing indirect information support than applications providing direct information support. Meta model implicitly also presents the organizational component of process view of information support, because it shows organizational roles and emphasizes the fact that only some organizational roles allow mobile users, i.e. the use of applications in the state of mobility.

Mobile applications represent a new application model being introduced to information systems. We believe that present paper has managed to introduce mobile applications as application model which is distinct enough to justify the following dilemmas:

· Do mobile applications call for changes in fundamental concepts of information systems?

· Do existing information systems development methodologies support the development of mobile applications?

· Are the existing approaches, methods and modelling techniques sufficient in order to model context-awareness?

To find the answers to those questions has become a considerable part of our

research. In the next part of the paper we will briefly introduce some important results of our research on mobile applications development methodologies. The status of our research is research in progress in the late stage, which means, that it is not finished yet and on the other hand also not in early stage. The objective of our research is to make a mobile application development methodology based on our methodology for information systems development.

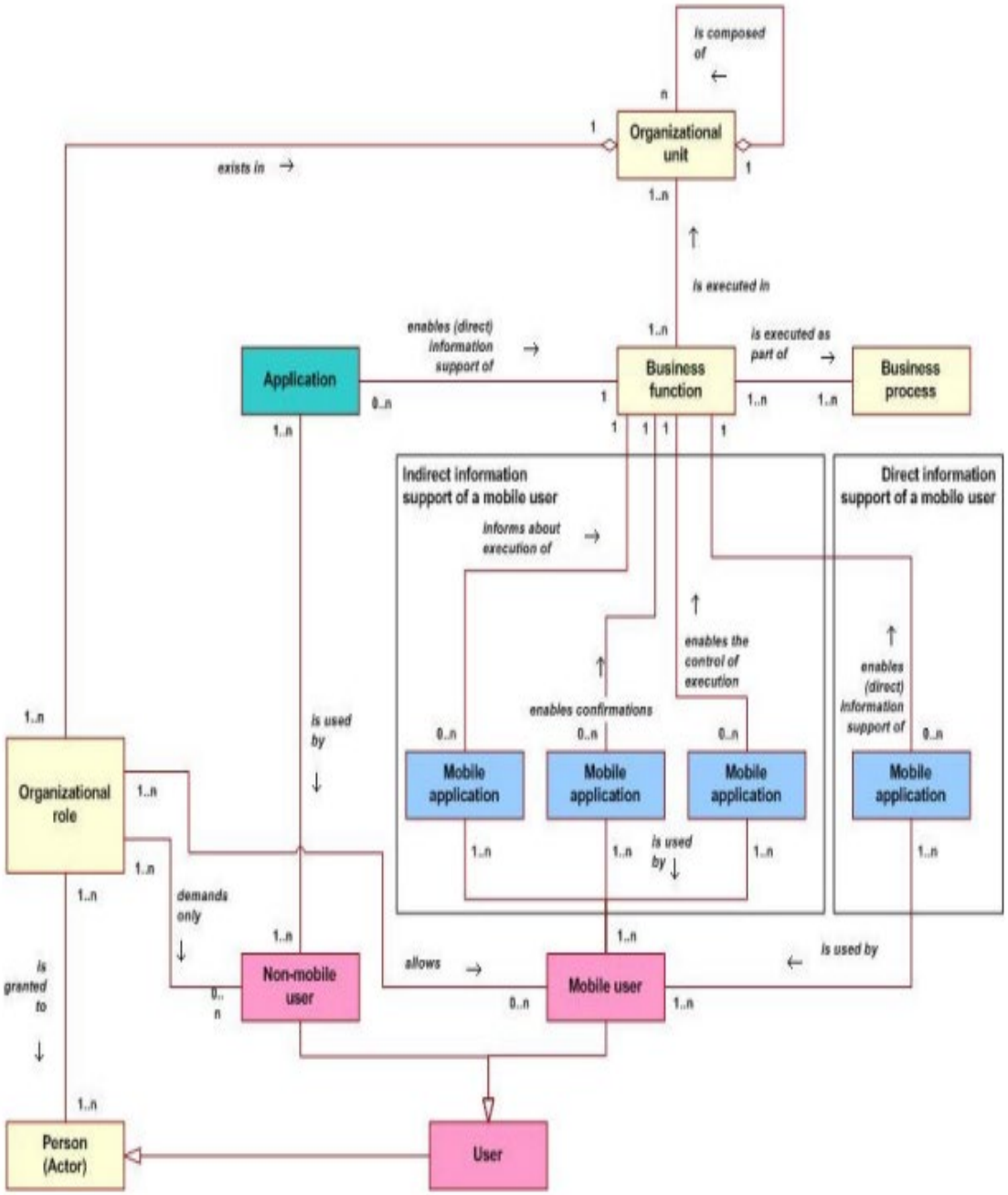


Figure 2: Meta model of the process view of information support

MOBILE APPLICATIONS DEVELOPMENT METHODOLOGIES

Related work Several authors have discussed the area of mobile applications and mobile applications development methodologies. What is common to all of them is the fact that they all argue that mobile applications demand changes in information systems development methodologies, but they do not present any detailed or even rough directions for changes needed. Karunanithi has stated that developers must

know whether application they develop is going to be a mobile application or not. He believes that information systems development methodologies must adapt in order to support the development of mobile applications. Tarasewich argues that the development of mobile applications represents a bigger challenge than the development of other kinds of applications. He points out the context-awareness and the fact that mobile applications are needed mostly in dynamic environments. He also states that information systems development methodologies must change in order to support the development of mobile applications. Hars has stated that the information systems research area often does not react fast enough to the information technology achievements and novelties. He believes that information systems development methodologies must adapt to the changes in the area of information technologies and he emphasizes the electronic business.

Strategy The introduction of mobile applications should be performed through strategy phase. The reason for that is the fact that mobile applications are typically not stand alone applications. In most cases they represent additional application channel which is dependent on one ore more existing applications within information systems. The dependency is reflected through services and/or databases of existing applications which are used by mobile applications. For that reason it is very important to identify existing services and data when defining functionalities of mobile applications. The strategy phase has the following two deliverables: Model of the use of mobile applications and Model of mobile applications and supportive applications.

Analysis After the strategy phase is finished the development of mobile application is divided into two logical branches: development of mobile application and development of supportive application. The latter also covers the changes needed in existing applications. Creation of data model is task common to both braches of development. Each of both branches provides its functional model through tasks Creation of mobile application functional model and Creation of supportive application functional model. Tasks specific to mobile application development are Creation of context model and Adaptation of data model and functional model of existing applications.

Summary and conclusions

The paper introduces a classical and a context-aware mobile application model which will both contribute to the improvement of information support in information systems. Information systems and its users need the classical mobile application model and the possibility to run a mobile application by demand. On the other hand, they also need a context-aware mobile application model with the possibility mobile application to be triggered depending on current informational needs defined by the current state of an information system. We believe that mobile applications will improve the information support of existing processes within business systems and organizations. Based on our believe that mobile applications represent new application model in information systems we have started research on mobile application development methodologies. Current results of our research already give results and we hope to be able to introduce the final results, i.e. mobile application development methodology as soon as possible.

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FACTORS INFLUENCING QUALITY OF MOBILE APPS: ROLE OF MOBILE APP DEVELOPMENT LIFE CYCLE IN EDUCATION

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Abstract: *In this paper, The mobile application field has been receiving astronomical attention from the past few years due to the growing number of mobile app downloads and withal due to the revenues being engendered .With the surge in the number of apps, the number of lamentable apps/failing apps has withal been growing.Interesting mobile app statistics are included in this paper which might avail the developers understand the concerns and merits of mobile apps.The authors have made an effort to integrate all the crucial factors that cause apps to fail which include negligence by the developers, technical issues, inadequate marketing efforts, and high prospects of the users/consumers.The paper provides suggestions to eschew failure of apps. As per the various surveys, the number of lamentable/failing apps is growing enormously, primarily because mobile app developers are not adopting a standard development life cycle for the development of apps. In this paper, we have developed a mobile application with the aid of traditional software development life cycle phases (Requirements, Design, Develop, Test, and, Maintenance) and we have used UML, M-UML, and mobile application development technologies.*

Keywords: *Mobile applications, low quality/bad apps, mobile apps marketing, Mobile Application development, Mobile Software Engineering, M-UML, UML*

"A mobile app, short for mobile application or just app, is an application software designed to run on perspicacious phones, tablet computers and other mobile devices". An App makes sense or is desired if the goal is to have an interactive engagement with users, or to provide an application that requires to work more akin to a computer program than a website. Apps are available via distribution platforms on concrete app stores. There are free as well as paid apps. There are few apps which initially are available for free, but later a minimum fee is required to relish premium benefits. "The iphones' powerful software, revolutionary user interface, and powerful development platform had driven an almost overnight explosion of apps ". Most widely used smartphones for the mobile apps are iPhone, BlackBerry, Android phone or Windows Phone. For apps with a price, generally a percentage, 20-30%, goes to the distribution provider and the rest goes to the producer of the app. According to mobile stats , the number of apps installed by the average perspicacious phone user (Global) is 26. So this number limpidly shows that apps are the expedient through which consumers want to consume content on mobile phones. Originally mobile apps were offered for informational and productivity purposes that included email, calendar, contacts, calculator and weather information. With the rapid magnification in the technology and users' prospects the developer implements expanded into other categories such as mobile games, GPS, banking, ticket purchases, social media, video chats, factory automation, location based services, fitness apps and recently mobile medical apps. An app can extract content and information from the internet in a similar fashion to a website, but it can also download the content so that it can be utilized later in the absence of Internet connection which is a great advantage. So apps that do not need internet connection can be used "anywhere and everywhere"

i.e. app can be used offline. Few disadvantages of the popularity of mobile apps has perpetuated to elevate, as their use has become more and more prevalent across mobile phone users. This is pellucidly evident from the numbers given by i.e. Total projected Mobile app downloads in 2013 is 102 billion and the Total projected mobile app revenue in 2013 $26 billion.There are several websites and a few articles that have captured the statistics of mobile apps in terms of the number of developers growing each year, the number of apps increasing every year, revenues generated from apps, the number of apps that are appearing on different platforms and most popularly used apps on different platforms. Not many websites/articles verbalize about the number of apps being deleted, the number of users deleting apps, the number of good apps vs bad apples, factors that tempt users to delete apps, the elements that cause bad apps. There is limited literature on how good apps can be made great apps and how bad apps can be amended to become good and great. There have been some seminal studies on how to improve apps. In this paper, we add to this work by presenting the role of different elements (developers, users, technical details,) in the making of bad apps. The paper proceeds by giving the current statistics in the mobile apps field and then perpetuates with factors that cause lamentable apps, followed by suggestions to surmount those elements.

Mobile app market statistics

According to the "World Mobile Applications Market - Advanced Technologies, Global Forecast (2010-2015)" there were about 6.4 billion (free, paid, and ad supported) applications, that were downloaded in 2009 alone which generated revenues of $4.5 billion in the same year. Apple ruled this market with 2.5 billion downloads from its store in 2009.Later, other market players like Android, Google, and Nokia have started creating a marketplace for themselves in the mobile apps field with the emerging smart phone market.

The market research conducted by IDC predicts that the market for mobile applications will continue to accelerate as the number of downloaded apps is expected to increase from 10.9 billion worldwide in 2010 to 76.9 billion in 2014. Similar growth will be observed in the revenues of mobile apps(worldwide), surpassing $35 billion in 2014.

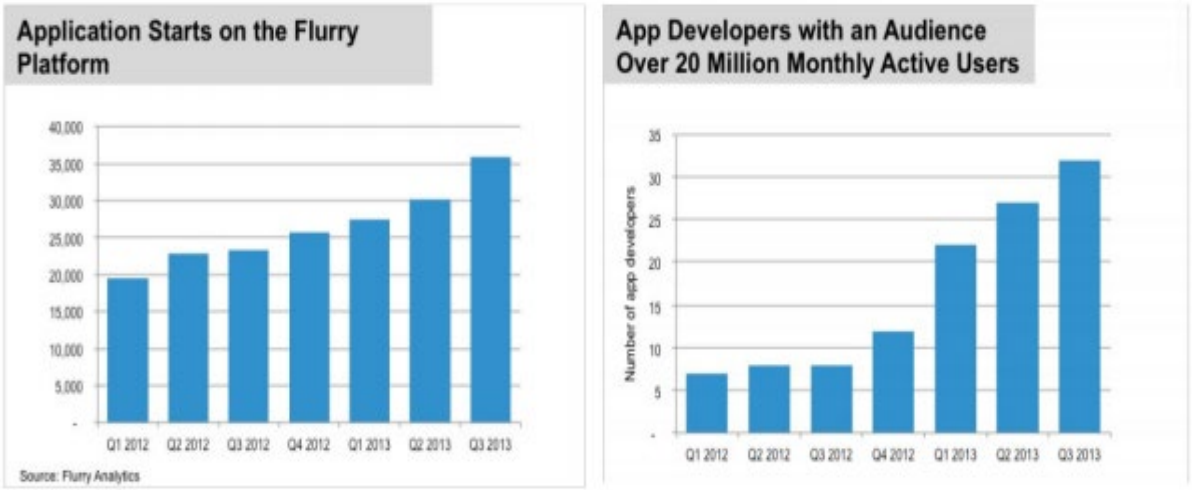


Fig1. Cloud Computing

The above statistics are in conformity with the information collected from apps running on "Flurry Analytics" platform from Q1 2012 to Q3 2013. The graph in figure (1) below clearly designates that the application starts (as these new apps' appearances are being predicted) have proximately doubled. Therefore, there has been a steady growth in the number of apps as presaged by different market researchers With the incrementing popularity of mobile apps, there has been a consequential magnification in the number of mobile app developers, as well. From the data recorded by flurry analytics, the number of mobile app developers with an audience over one million monthly active users, has gone from 400 to 875 in the same duration, i.e. from Q1 2012 to Q3 2013 as visually perceived in figure (1). The number of mobile app developers with an audience over 20 million active monthly users has additionally experienced an incrementation as observed in figure(2). This elevate in the number of app developers additionally suggests that there are several incipient apps being integrated into the already subsisting ones. As pictured above most of the statistics only represent the incrementation in the number of apps or the number of users and number of developers every year, but not much effort has been made to record the data on the number of users that are deleting a particular app, the average life of an app, i.e. how long does an average user retains a particular app on his/her smart phone; and how often do the users switch to other apps. Research by Mobilewalla revealed that users eventually expunge 90 percent of all downloaded apps. One erroneous move that vexes or frustrates users – and chances are the app will be expunged. The next few sections in this paper make an effort to verbalize about the factors causing bad apps, which would provide insights on why users are prompted to expunge apps.

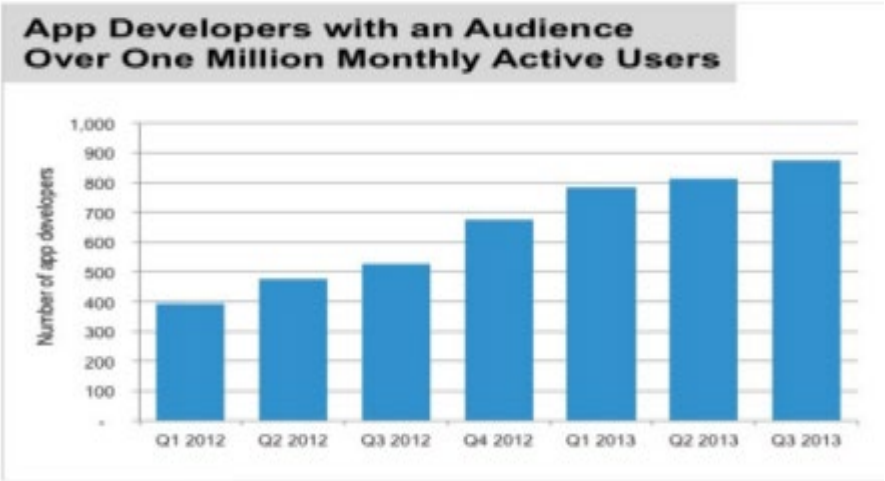


Figure 2: Developers vs Users

App failure – Role of the developer

Developers should take enough care while building an app. In particular, engendering an app for an organization's brand/product/service requires supplemental attention. Mobile App is one of the paramount marketing implements for any product/service. It might build/eradicate the brand equity and brand adhesion, according to its performance. Additionally, further attention is required when

developing critical apps like banking app since it is very arduous to convince customers regarding the security of such apps. Cumbersomely hefty Advertising should be eschewed on apps like banking because, popping up of ads during the course of a transaction might frighten the users regarding their personal banking security. Developers are the first and foremost ones who are responsible for the failure of an app. There are various causes which include lack of expertise in terms of app development, minimal resources, minimum/no knowledge of user demands and expectations, no knowledge of target audience, and lack of communication between developers of an app. Below mentioned are some suggestions that would aid developers to hold off from making bad apps. Suggested Solutions :

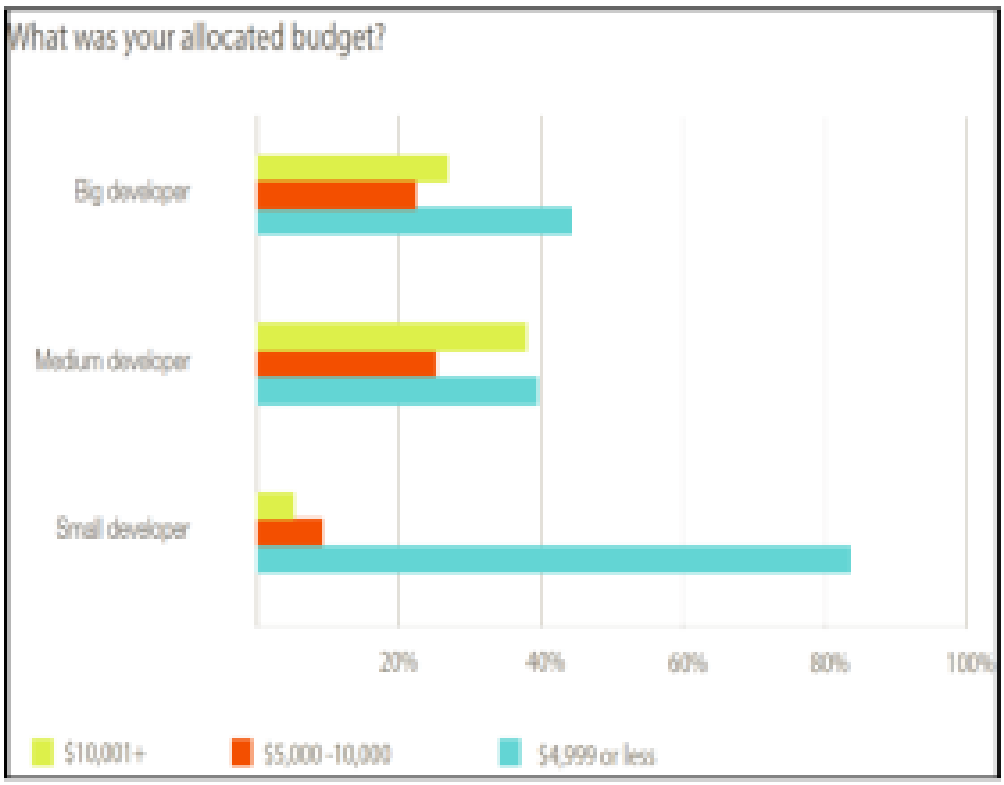
- Developers should follow the process oriented approach while developing a mobile application. Though the process is sometimes time consuming, it is easy to refer back to the process and rectify the app if any errors are reported. A good design process on-boards the user during the first installation and allows them to personalize their experience, thereby forcing some investment and a more fitting experience on future visits.
- Developers should accumulate input and information from the users through surveys and other designates of research effort developing a mobile app. In other words market orientation is very paramount. This process would avail developers to build apps that would integrate value to the users and will withal eschew redundant apps.
- Developers should possess adequate training and enough practice before beginning to develop apps.
- Developers should use well known and certified tools during development of an app.Superior quality apps can be developed through effective tools.
- Developers should spend sufficient time on testing the apps with respect to security and performance criterion which will play a vital role in the success/failure of an app.
- Developers can use any software management tool to plan their mobile app development activities. Efficient planning will help the developers to meet strict deadlines.
- Developers should integrate user feedback into subsequent versions of the app to remove non-obvious blocks to sustained usage, so developers need to treat user questions and comments like high-valuable unpaid consulting opinions.
- Small things such as push notifications and alerts should be used carefully. They will keep the app top of mind when they are used responsibly to convey relevant content to the user.
- Developers should avoid having complex registration process. Many users return in between the process of downloading the app if the registration process is complex and consumes more time.

App Failure-Role of Technical details Most Mobile app developers and vendors sometimes fail inefficaciously communicating the technical details of the app to the end users, the result of which is a substantial damage to the prosperity of an app. High end games can be efficiently played only on high end mobile devices, but due to the lack of technical details, users would download and endeavor to play the game on

non congruous mobile device configurations. Such incompatibility issues would cause the phone to either freeze or crash or respond very gradually. This results in deplorable reviews from the users and damage is done to the reputation of the app. Suggested solutions:

- All the prerequisites to install an app should be provided in the details of the mobile app which would avail users to download the apps that are suitable and compatible with their devices.Such information would minimize lamentable performances and negative reviews.

App failure-Role of Marketing With so many developers building new apps each day, it is becoming extremely difficult to acquire/attract, retain and monetize customers and to develop develop brand equity and loyalty. Developers and apps are similar to brands who need to be marketed.App marketing plays a vital role in the success/failure of a mobile app. Marketing and social efforts are required to keep consumers engaged after the app is downloaded to their device. Insufficient marketing efforts and marketing strategies will lead to decline in return on investments and hence will result in disappointments and frustrations. 70% of developers are frustrated with the current state of app marketing. Below are some of the factors that cause marketing efforts to fail and suggestions are provided in this efficacious marketing.



- Tight Budget: Budget is one of the major issues that developers are concerned. To reach larger audiences, developers need to work with some ad agency providers to promote their apps. However, working with ad agencies requires an investment which is sometimes huge. The graph below by clearly shows that budget is of major concern to the big, medium and small developers. This concern leads to frustration at times and the graph below is in accordance with the same. Suggested Solution: Ad network

providers ad agencies should come with strategies that would minimize the marketing the costs while maximizing the revenues/ROI (return on investments) so that developer's can relax on the distribution aspects and concentrate more on developing superior apps

- Lack of Trust in the ad network providers: Most of the developer's today are disappointed with the lack of clarity given by ad network providers, and hence are finding it difficult to trust them.It is very expensive to advertise an app through agencies and so trust plays a major role while making such investments. Many developers are concerned that the ad network providers are not being honest about their revenue claims with 71% of developers expressing the view that eCPM (effective Cost Per Thousand Impressions) was exaggerated, i.e. eCPM's were used to lure them in but these would often only last for a short period before failing.

Suggested Solution: Ad network providers must be more transparent with their offerings, planning, reporting and measurement to gain the trust of the developers for whom ROI and marketing investments are a huge priority. The graphs below indicate the essence of trust in the minds of developers.

Summary and future work

With the App Store is such a phenomenal success, mobile apps have become an essential part of the user's daily life. To obtain prosperity in the current mobile world, merely developing an app is not just enough. Thus, the goal of the developer is to keep an open mind and embrace innovative procedures that can avail amend the life cycle (gathering requirements, design, development, testing, and maintenance) of an app while enhancing user satisfaction. New technologies are emerging every day, and hence developers should always be well apprised about current trends, requirements, and events in the mobile technology field. There will always be incipient avenues that will arise in the future for developing new and innovative apps. With such new and promising opportunities arising every day for mobile app developers, the future assures to be an enticing journey. Network with the integration of the wind generators and the SVC devices . Apart from the development of mobile application, we have made a few observations (research reflections) that surface lot of scope for the future areas of research on mobile application development.

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TO THE QUESTION OF DEFECTS OF BEARING BEARING UNITS OF A CARGO WAGON

К ВОПРОСУ ДЕФЕКТОВ ПОДШИПНИКОВ БУКСОВОГО УЗЛА ГРУЗОВОГО ВАГОНА

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Аннотация: *В статье рассматриваются назначение буксы, сделан частичный анализ причин возникновения дефектов в подшипнике буксового узла тележки грузового вагона, частичные меры по их предупреждению.*

Ключевые слова: *вагон, букса, подшипник, внутренние и наружные кольца, ролики, смазка*.

Тележки грузовых вагонов соединяются с колесными парами через буксовый узел, в котором расположены подшипники. Внутренние кольца подшипников закрепляются на шейках оси колесной пары, а наружные – неподвижны относительно рамы тележки. Подшипники работают в смазке, а смазка должна быть чистой. Поэтому во всех технических устройствах подшипники размещают в какой-то полости или коробке, которая заполнена смазкой и герметично отделена от окружающей среды. Собственно говоря, такие коробки с подшипниками и смазкой и называются вагонными буксами [1].

Буксы являются важнейшими элементами ходовых частей вагона, от надежности которых во многом зависит безопасность движения поездов. Буксы преобразуют вращательное движение колесных пар, обеспечивая продвижение вагона с необходимыми скоростями (рис. 1).



Рис. 1. Расположение буксы со снятыми крышками и разрезанным корпусом

На протяжении многих лет буксовый узел является наиболее проблемным в вагонном хозяйстве [2]. Как показывает анализ безопасности движения, наибольшее количество событий, связанных с нарушением безопасности движения, приходится на неисправности роликовых букс, что составляет более 98% в общем количестве событий.

В пути следования отцепка вагона от состава поезда всегда связана с

нарушением графика движения поездов [3]. Если отцепка грузового вагона происходит на основном ПТО, то она наносит гораздо меньший ущерб графику движения поездов, нежели если бы она произошла на промежуточной станции. В данной связи для создания условий работы инфраструктурного комплекса, направленных на своевременное выявление «аварийных» буксовых узлов в эксплуатации на ранних стадиях развития дефектов, необходимо располагать «набором» критериев, которые могли бы указывать на наличие неисправности буксового узла.

В настоящее время в буксах вагонов применяются конструкции буксовых узлов с двумя цилиндрическими роликовыми подшипниками на горячей посадке [4]. Роликовые подшипники работают в условиях многократного переменного контактного напряжения сжатия, поэтому металл подшипников должен обладать высоким пределом сопротивления пластической деформации, высокой контактной выносливостью и износостойкостью.

Таким требованиям отвечают высокоуглеродистые хромистые стали ШХ15 и ШХ15СГ (ГОСТ 801-78), стали электрошлакового переплава марки ШХ15СГШ, а также сталь регламентированной прокаливаемости ШХ4. Использование подшипников в буксах показала, что эти стали склонны к хрупкому разрушению из-за высокой чувствительности к концентраторам напряжений. Это отражается, прежде всего, в снижении прочности внутренних бортовых колец из-за наличия значительных растягивающих напряжений в поверхностных слоях после посадки их на шейку осей и из-за концентрации напряжений в технологической выточке в зоне перехода от дорожки качения к борту кольца.

Для улучшения механических свойств таких сталей начали применять электрошлаковый и электроваккумный переплав, при которых в сталях уменьшаются содержание неметаллических включений, и изменяются их свойства. Однако и стали ШХ15СГШ не решают полностью проблемы хрупкости стали из-за сквозной прокаливаемости. С целью дальнейшего повышения надежности и долговечности подшипников принято решение о применении стали ШХ4 с новым способом термической обработки, заключающимся в применении метода поверхностной закалки при глубинном индукционном нагреве стали, что приводит к регламентируемой глубине прокаливаемости сечения детали подшипника.

Детали подшипников из стали ШХ4 в результате такой термической обработки получают сочетание прочного износоустойчивого поверхностного слоя по всему периметру поперечного сечения с твердостью 58…62 HRC на глубину 2,5…3 мм и упрочненной, но имеющей достаточный запас вязкости сердцевиной с твердостью 35…40 HRC.

Одной из основных закономерностей повреждаемости буксовых узлов является четкая зависимость роста числа отказов в 1,5…2 раза в осенне-зимний период времени. Такая закономерность отказов буксовых узлов связывается с влиянием температуры окружающего воздуха, изменениями в состоянии верхнего строения пути и соответствующим ростом действующих силовых факторов. Другая закономерность состоит в том, что в первые 2…3 месяца

эксплуатации буксовых узлов после ревизии число отказов также значительно выше, чем в последующей период. Это объясняется тем, что в первый период выявляются отказы, связанные с недостаточно качественно выполненным подбором и монтажом буксовых узлов, а также взаимной приработкой всех основных сборочных единиц буксового узла вагонов.

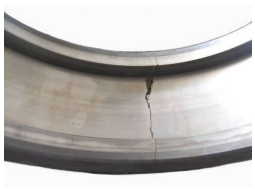
Следовательно, к основным дефектам буксового узла относятся: ослабление и разрушение торцевого крепления подшипников; усталостные раковины на дорожках качения наружных и внутренних колец и роликов; трещины и разрывы внутренних колец; сколы борта внутреннего кольца заднего подшипника; ослабление натяга посадки внутреннего кольца на шейки оси; особую группу дефектов подшипников составляет коррозионные повреждения в виде раковин, поверхностной и точечной коррозии на роликах и дорожках качения колец.

В Республике Узбекистан эксплуатируются вагоны с буксовыми узлами, имеющие цилиндрические роликовые подшипники. Для обеспечения безопасности движения поездов и предупреждения схода колес с рельсов, необходимо вовремя предупредить и выявить дефекты буксового узла.

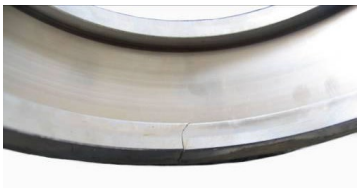
Некоторые дефекты внутреннего кольца буксового узла показаны на рис. 2. [5].



Контактно-усталостное повреждение (раковина) на дорожке качения



Трещина на дорожке качения



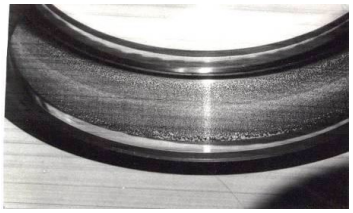
Трещина бортика



Скол бортика



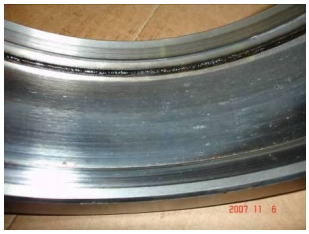
Коррозионные пятна на дорожке качения



Точечная коррозия на дорожке качения



Коррозия на посадочной поверхности



Контактно-усталостное повреждение на дорожке качения



Вмятины (намины) на дорожке качения

Рис.2. Основные дефекты деталей буксового узла

Дефекты, возникающие на роликах показаны на рис. 3.



Контактно-усталостное повреждение (раковина) на цилиндрической поверхности ролика



Трещина



Скол торца

Рис.. Дефекты, возникающие на роликах буксового узла

В данный момент задачами для исследований подшипника буксового узла, является изучение причин возникновения вышеуказанных дефектов и мер по их предупреждению для обеспечения безопасности движения поездов.

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LEXICAL-SEMANTIC TYPOLOGY: CENTRAL QUESTIONS AND METHODS OF INVESTIGATION

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Abstract: *Lexical-semantic typology is a cross-linguistic comparative study of lexical units and their meanings. In this type of research differences are predicted and they are favorable for a linguist. Lexical polysemy, which is an effective means of identifying differences, is a universally distributed notion. This article will look at the various focuses of lexical-semantic typology, its central queries and ways of studying collected data.*

Key words: *the methods of componential analysis and natural semantic metalanguage, combinatorial lexical typological and denotation-based methods, semantic mapping, semantic frame, colexification.*

Lexical-semantic typology and its object of interest

Lexical typology is a relatively recent concept, which has become an actual object of research in modern linguistics. Even in the last quarter of the 20th century, the attention was still drawn on cross-linguistic grammatical and phonetic typology. According to Koptjevskaya-Tamm (2008), "lexical typology is a systematic study of cross-linguistic variation in words and vocabularies." However, different scholars consider distinct aspects of a language to be its focus. For instance, Lehmann defines lexical typology as "research based on typologically relevant features of the grammatical structure of a language" (1990). From the point of view of other majority researchers, lexical-semantic typology is the semantics of individual lexical units that further develop their subtle shades of meaning on account of their combinability with other words.

There can be a number of approaches to identifying how languages express meaning by means of words. It is always better to start with notions whereby studying in what way they are communicated, and semantic domains are distributed among other lexical items. For example, it would be of high importance for the followers of this approach to study how and by what variety of lexical units motion verbs are expressed in different languages and under what conditions the existing equivalents vary or are similar.

In addition, lexical typological research can be launched with the investigation of lexemes or phrases, which can practically represent more than one meaning. It is always assumed that there are linguistically universal lexemes or at least their equivalents, that lexemes are highly polysemous and that there have been cases with semantic shift in the process of their evolution. Proverbs and idiom, which have their reflection in the culture of all living languages of the globe, can be a good illustration for this.

It is also worth mentioning that in some minority cases lexical typological research can examine not only the semantics of any discussed lexicons but also the grammatical structure, the morphology as well as the syntactic build-up of the languages as its focus.

Since the principle intention of typological studies is the identification of the systematicity and conditionality of cross-linguistic variations, the following

fundamental theoretical questions are constantly addressed throughout the process:

- What are the criteria for establishing cross-linguistic differences in a particular phenomenon?
- In what forms do they come to light?
- What are the commonalities between attested and possible forms?
- What is universal and language-specific with regard to a certain language?

In their turn, the typological peculiarities and generalizations obtained as a result of research are explained with the presence of particular environmental, socio-historical, cultural conditions and biological factors.

Typological research involves comparison of similarities and links between languages. Hence, apart from dictionaries and fictional works of various genres, tools of primary research, questionnaires, pre-conditioned controlled interviews in parallel with situational videos, are also used as effective ways of data collection.

Methods of lexical typological research

The issues related to the analysis of the acquired results create additional challenges for the linguist because compared lexical units are usually explained with different psychological-emotional and contextual conditions. Nowadays a series of methods ranging from componential analysis, natural semantic metalanguage and denotation-based methods to the methods of combinatorial lexical typology and semantic mapping are differentiated among scholars. It is depends on a linguist to select the one or a combination of several in accordance with the focus and object of his/her study. The following is a brief description of each stated method.

Table 1. Sibling terms in six languages

Language	male sibling female sibling	relative age
RUSSIAN	brat sestra	age difference irrelevant
PALULA	bhroo bheen	age difference irrelevant
	kaaku	Elder
	keeki kuucu kuuci	Younger
TURKISH	aga aba	Elder
	kardas	Younger
EWE	efo eda	Elder
	etse efoe	Younger
	novi	age difference irrelevant
JAKARTA INDONESIAN	Abang	Elder
	kakak	Younger
	adik saudara	age difference irrelevant
NUKUORO	Teina	age difference irrelevant

The main principle of **the method of componential analysis** is that it prepares practical grounds for fully defining the meaning of items belonging to a certain lexical domain by means of detecting their cross-linguistic variations. The records of the research conducted for kinship terminologies (The semantics of lexical typology, Maria Koptjevskaja-Tamm, Ekaterina Rakhilina, Martine Vanhove, 2017) will be a good example here.

The asymmetry of kinship terminologies illustrated in the table above is only one instance for linguistic universals. It demonstrates the choice of different languages for expressing sibling relationships. It can also implicitly forecast that some languages may have restrictions to using lexical items referring to kinship.

Lexical units, with a variety of meanings and contradictions they denote to, are derived from a person`s experience with daily repeated events and his/her interaction with other people or objects. Therefore, the existence of variations is regarded as a natural sociolinguistic condition.

From the perspective of **natural semantic metalanguage approach,** a person plays a central role. The characteristics that are seemingly irrelevant and that constitute a lexical meaning are described and explained in connection with their function in a person` s life. For example, for those who favor this method, a "spoon is an essential tool for eating the food served on/in a dish, which is brought close to the mouth and laid back down to the table after a chunk of food has been eaten."

What underlies this method is the hypothesis which presupposes that there are "semantic primes" shared by all languages of the mankind and expressed in forms of words or linguistic expressions.

Denotation-based method first came into being when Brent Berlin and Paul Key used it to discover distinctions in the lexical domain of colors. They have created extra-linguistic contexts to identify the cross-linguistic variations in hue, lightness and color purity of existing colors with the help of Munsell color maps. This method has a considerable number of followers because it is considered to be relatively more objective due to the minimal level of intervention by a researcher. Pictures, videoclips and films serve as standard research stimuli in this method, which can be applied in a variety of cultural-moral situations, even in form of entertaining activities. However, one negative aspect associated with it is that different psychological-emotional states, abstract notions and some mental-social phenomena do not manifest themselves in the context of above mentioned research stimuli.

From the standpoint of the supporters of **combinatorial lexical typological method,** even the closest synonyms form different combinations with other various lexical items and the context around every lexical unit should be approached with a separate considerable attention. It is right to the point to conduct an individual systematic study of the semantic properties of a single lexeme in terms of its combinability with other words. Combinatorial lexical typological method views so-called **"frames"** as a basal concept, which refers to the prototypical situations that share functional sameness. To support the argument, the lexeme "old" fully reveals its semantic nature in at least four prototypical situations (Taylor, 1992):

1) "worn" → old shoes/rags,

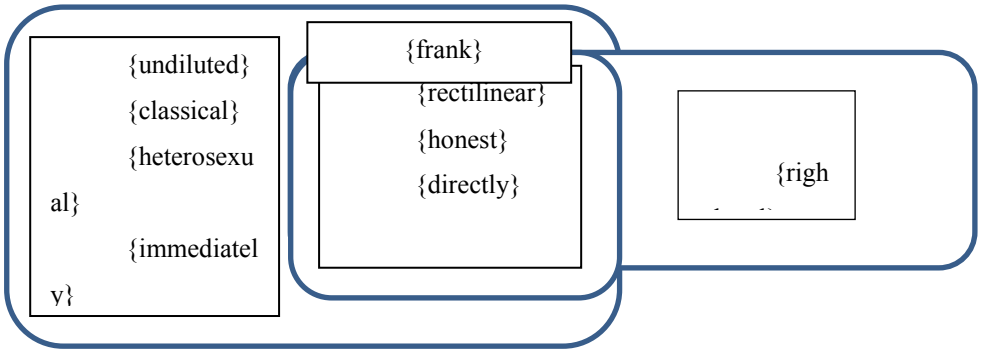
2) "aged" → old people/horses/trees,

3) "former" → old address/government/procedure and

4) "ancient" → old myth/music.

The process of dividing polysemous lexemes in various languages into atoms enables us to create an "etic grid" (Alexandre Frangois, Semantic maps and the typology of colexification: Intertwining polysemous lexemes across languages, 2010), which in its turn allows drawing cross-linguistic comparison. From this prospect, whereas a single polysemous lexeme as a whole represents characteristics typical of only one language, individual pairings of colexified atoms can be compared across languages. In typological analysis this is known as **the method of semantic mapping.** The table below provides colexification of the lexeme "straight" in the English and French languages (Alexandre Frangois, Semantic maps and the typology of colexification: Intertwining polysemous lexemes across languages, 2010).

Table 2. Overlapping polysemies: Eng. straight vs Fr. Droit



To interpret the elements of the table, three atoms of the lexeme "straight", "rectilinear", "honest" and "directly", colexify in the languages under the focus while the rest of the meanings are only available in their individual languages.

For semantic mapping, the number and range of polysemous languages is instrumental: the more the languages, the more intriguing and unexpected the results. It should also be acknowledged that any two languages being examined are considered to colexify if they express two functionally distinct meanings in a single lexical form. **Colexification** has descriptive-semantic nature and it demonstrates neutrality towards historical definitions of a word. That means various historical meanings emerging during the evolution of a word can colexify.

Suggesting historically, culturally, geographically or even locally-conditioned explanation for the results of colexification constitutes the final stage of a research. Here we address functionally applicable concept of "environment", which encompasses all the non-linguistic properties and is explicitly associated with the target language community. For instance, if in any studied language "ewe" and "ram" are represented with the same lexical form, it can be hypothetically implied that the gender differentiation of this animal is less significant in this particular context, namely livestock is not commonly practiced here.

To conclude, it is worth saying that lexical-semantic typology is a relatively young branch of linguistics, which has been generating more and more curiosity in many contemporary linguistic societies. While even small-scale research reveals theoretically valuable results, all of them together can contribute greatly to the

composition of translation dictionaries, especially if the case concerns less investigated languages of the world.

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FACTORS INFLUENCING THE ECONOMIC EFFICIENCY OF GRAIN PRODUCTION UNDER CONDITIONS OF MODERNIZATION OF AGRICULTURE

ФАКТОРЫ, ВЛИЯЮЩИЕ НА ЭКОНОМИЧЕСКУЮ ЭФФЕКТИВНОСТЬ ПРОИЗВОДСТВА ЗЕРНА В УСЛОВИЯХ МОДЕРНИЗАЦИИ СЕЛЬСКОГО ХОЗЯЙСТВА

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Аннотация: *В статье изложены факторы, влияющие на экономическую эффективность производства зерна в условиях модернизации сельского хозяйства. По мнению автора таких факторов можно разделить на три групп;. к первой группе относятся факторы экономического характера, ко второй группе относятся технические и технологические факторы и к третьей группе относятся социальные факторы.*

Ключевое слова: *агротехнологий, экономическую эффективность, рабочего времени, материальные средства.*

За последние годы в Республике Узбекистан происходили структурные преобразования в сельском хозяйстве, прежде всего, это изменение структуры посевных площадей за счет оптимизации посевов сельхоз культур и увеличения площадей под зерновые колосовые культуры и повышение их урожайности.

Важнейшим направлением устойчивого и эффективного развития сельского хозяйства является перевод его на интенсивные методы ведения за счет внедрения современных агротехнологий и оснащения высокопроизводительной сельскохозяйственной техникой. При этом необходимо систематизировать факторов влияющие на производства зерна и показателей определения эффективности.[1]

Эффективность определяется путем сопоставления полученного эффекта (результата) с затратами на его производства. При анализе экономической эффективности необходимо определить, какие экономические показатели нужно брать в качестве результативных затрат. При этом важно определить основные факторы, влияющие на экономическую эффективность производства зерновых культур. На наш взгляд, таких факторов можно разделить на три группы.

В условиях модернизации сельского хозяйства к первой группе относятся факторы экономического характера, такие как:

- производительность труда и энергообеспеченность производства зерна;
- превращение научного экономического активного ресурса путём внедрение научных результатов в производству;
- привлечение зарубежной инвестиции в технической и технологической перевооружение отрасли;
- совершенствование механизма финансирование научно исследовательских работ и инновационных процессов в производстве зерна.

Ко второй группе относятся технические и технологические факторы:

- обеспечение высокопроизводительной техники и внедрение ресурсосберегающей технологий, а также, применение системы машин позволяющий повысить уровень механизации производства зерна;
- внедрение интенсивных технологий, таких как чередование культур, выбор соответствующих сортов к климатическим условиям каждого региона, своевременное и качественное проведение агротехнических мероприятий;
- подготовка и повышение квалификации кадров использующих новой техники и современной технологий.

К третьей группе относятся социальные факторы:

- совершенствование системы социальной защиты;
- повышение заинтересованности работников в производстве зерна;
- материальное стимулирование рабочих, непосредственно выращивающих зерновых культур на полях и др.

В зерноводстве, как и в других отраслях производства, главным показателем эффективности выступает производительности труда. Наряду с совокупным показателем производительности труда, исчисляемым по стоимости валовой продукции, применяются также натуральные показатели производительности труда, рассчитанные путем отнесения физического объема полученной продукции к затратам рабочего времени.

В то же время нужно иметь в виду, что рост производительности живого труда здесь не всегда может характеризовать повышение эффективности сельскохозяйственного производства. Этот показатель не охватывает всех затрат на производства продукции. Он отражает только затраты труда работников фермерских и дехканских хозяйств. Но, помимо труда, на производства любого продукта расходуются материальные средства: семена, корма, горючее и др. Чтобы свести все эти затраты вместе, их переводят в денежное выражение. Все затраты на производства и реализацию единицы продукции, выраженные в денежной форме, и представляют собой ее себестоимость.[2]

Повышение экономической эффективности сельско-хозяйственного производства достигается за счет рациональной организации дальнейшего его развития путем углубления, специализации и концентрации, внедрения новейших достижений науки и техники и других факторов.

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THE IMPORTANCE OF THE GREAT SILK ROAD IN THE ORGANIZATION OF INTERNATIONAL TOURISM AND ENSURING THE HARMONY OF THE NATION

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Annotation. *The climatic conditions of Uzbekistan, its mountains, rivers, forests, historical and modern cities, a high level of specific national culture are considered a travel destination. The identification and reconstruction of our tourist attractions, the creation of favorable opportunities for tourists, the new reform of the tourism system are evidence of our thoughts.*

Key words: *Tourism, tourist, reconstruction, the Great Silk Road, history, democratic, artisans, pilgrims, ancestors.*

After gaining independence, a number of measures were developed in Uzbekistan aimed at economic growth, social development, interethnic harmony, further reform of religious tolerance and, most importantly, building a democratic civil society. Widespread use of world experience in this regard is ineffective. In this regard, the tourism sector is undergoing radical reforms and a number of changes. The reflection and reconstruction of our tourist attractions, the creation of favorable opportunities for tourists and the reform of the tourism system are evidence of our vision. Uzbekistan is a tourist destination with climatic conditions, mountains, rivers, forestry, historical and modern cities and a distinctive national culture. Historical and cultural monuments in Samarkand, Bukhara, Khiva and other cities attract not only residents of our country, but also travelers, scientists and statesmen from foreign countries. In this regard, the development of tourism along with close socio-economic ties between countries also contributes to unity, harmony, solidarity and hospitality. The development of modern railways, water and air transport, as well as the level of modern demand, can significantly increase the number of tourists. Thousands of years ago, the Silk Road tour included horse riding, carts and even pedestrians. However, in addition to the economic relations of tourists, cultural exchanges, poems in a folk language, rare storytellers - Bakhshis traveled all over the country, artisans saw the world, widely and actively exchanged information. One of the features of tourism in Uzbekistan is that the ancient Silk Road was located in the Ferghana Valley through our country, Kashgar (China). From there, through the Kamchik pass, he went to Tashkent through Akhangaran, Almalyk and Pskent. The second (main) route from the Ferghana Valley passed to Khujand, Hawas, Uratepu, Zaamin, Jizzakh, Sarbazar (Gallaaral), Gaza (Jambai), Samarkand and Bukhara. In the west, this road connects countries such as Ashgabat, Kabul, Damascus, Iraq, Tehran, Egypt, that is, trade routes from east to west and from west to east. At the same time, the national culture in our country has been developing since ancient times and has been significantly expanded due to the social and cultural enrichment of the East and West.[3] The ancient cultural monuments of Uzbekistan, the multifaceted living conditions of our people, various industrial and cultural monuments under construction, require different tours. In turn, cultural services for tourists, specialists and statesmen visiting foreign countries also become priority. From the 17th century,

[3] Kasymova R.A. “Tourism and its teaching methodology”; 2008

various wars weakened and completely destroyed international trade and cultural ties. The Great Silk Road was closed this year. Our independence today is essentially being restored as the center of the Great Silk Road. Thanks to this, enormous efforts are being made to expand and develop cultural ties between peoples. Studying the history of the Great Silk Road takes time for direct travel. That is why large events are held in our country. One of the tasks of the Uzbek tourism company is the effective organization of tourism with the development of domestic and international tourism in the country and the creation of new opportunities for tourists. In particular, the Decrees of the First President of the Republic of Uzbekistan on the establishment of the National Company "Uzbektourism" dated July 27, 1992, the restoration of the Great Silk Road in July 1995 and the active participation of the Republic of Uzbekistan in the development of international tourism, "The Plan for the Development of Sustainable Tourism in Uzbekistan", together with The Uzbektourism National Group, the Law on Tourism of 1999 and the Development of Tourism until 2005, "The decision of the Cabinet of Ministers on additional measures to regulate the development and conservation of natural resources of the Chimgan, Charvak resort" zone of 2001[4] contribute to the development of tourism, the development of domestic and foreign tourism, as well as the promotion of international wealth through travels of the world community. Most foreign tourists visiting Uzbekistan make trips to Tashkent, Samarkand, Bukhara and Khiva. This is due to the fact that the tourist infrastructure of Uzbekistan is well developed in these regions and is associated with the Great Silk Road. It is here that most of the objects are stored (most tourists go to Uzbekistan along the Silk Road). While there are many important tourist attractions in the Surkhandarya, Kashkadarya and Ferghana valleys, the statistics of Uzbektourism do not allow tourists to visit these places due to undeveloped infrastructure. To eliminate such shortcomings, the government restored the Kamchik pass. A new electrified road was built from Samarkand to Surkhandarya and from Tashkent to Bukhara and Samarkand. The dynamics of tourism development in Uzbekistan for 2006-2013 In addition to a significant impact on the international and domestic economy, the development of international tourism is based on the consistent establishment of intercultural communication and observation of tourism and its organizers, which is one of the most relevant topics today, analyzing the attitude of foreign tourists and compatriots to nationality. Conducting a radical reform on a number of factors, such as weakness and eliminating travel deficiencies, can directly lead to an increase in the number of tourists. Our recognition of the international community also forces us to make our efforts more responsive and intense. At the same time, proudly quoting the President's first speech, "More than 4,000 architectural monuments in the region are protected by UNESCO. Recently, the Xaffington post, the world famous and respected American Internet publication, has included Samarkand in the list of 50 cities in the world that should be visited at least once in a lifetime.[5] Reforms in the tourism sector, the role of tourism in management, the creation of amenities for tourists and the transformation of our

[4] www.Uza.uz National News Agency of Uzbekistan

[5] Speech by the First President of the Republic of Uzbekistan I.A.Karimov at the opening ceremony of the 99th session of the Executive Council of the UN World Tourism Organization. The word of the people, October 3, 2014

ancestors into places of pilgrimage will help to improve the system.

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THE IMAGE OF WOMEN IN THE "QABUSNAMA" STORIES

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Abstract: *The 10th - 11th centuries were a time when culture, science, art, literature, and culture flourished in the Muslim East. During this time, such great figures as Abdullah Rudaki, Abulcasim Firdavsi, Abulhasan bin Ahmad Unsuri were born. One of the great examples of Persian literature of that time is the "Qabusnama". This work is written in the form of a sermon and is a reminder to the son of his father.*

Keywords: *ethics, Shahrbanu, Qabusnama, the literature, the spiritual image, portrays.*

Introduction: "Qabusnama" - the most popular ethical and educational work among the peoples of the East and Central Asia, the first and largest monument of Persian-Tajik art. This work was written in the eleventh century and was written in Persian by Unsur al-Ma'ali Kaykovus, grandson of the Tabaristan ruler Shams al-Ma'ali Qaboos. The work was originally called "Nasihatnomayi Kaykovus". Qabusnama is the Uzbek translation of this work. The author writes his work to his son Gilonshah. The basis of Qabusnama is based on surahs of the Qur'an, hadiths and stories telling us about the activities and instructions of the Prophet Muhammad. The work consists of 44 chapters. Chapter 4: How to Know the Truth, the Prophets, and the Thankfulness of Allah. The remaining 40 chapters cover many issues such as respecting parents, mastering scientific knowledge, art, military, trade, farming and crafts, adhering to ethics, raising children, generosity.

Literature review: If we look at the didactic works of the 10th century, we do not see women in the works of the same age and in the works - Yusuf Khos Hajib's "Kutadgu bilig" and Ahmad Yugnakiy's "Hibat ul Haqqi". From the beginning, "Hibat ul haqoyiq" is written only as a reminder, without any realities. Yusuf Hos Hajib also did not include women in his work. Caykovus portrays women in the third story of Chapter 7, Chapter 27, Second 29, Second 42, and Chapter 42 in the Qabusnama. For example, in the third story of Chapter 7, "Anushiravan comes to Aborzjmehr in the time of Adil and asks for his answer. But he says he didn't know the answer because he doesn't know the answer. The woman says that you do not know the question, why do you take the royal blessing? He said, "I eat for what I know, but I do not eat for words I do not know." In the story, the writer did not name her, and through this image she was able to portray an ambitious, intelligent woman. Caykovus also embodies the image of the woman, embracing the wisdom of this image. The second story of Chapter 27 depicts the image of Shahrbanu. "The daughter of the king of Ajah, Shahrbanu, was captured and brought to the house of the noble Arab in the house of Salman Farsi, and here they wanted to get marry her. Shahrbanu said: I will not marry her until I see her. Salman would sit next to him and describe the groomsmen. Hazrat Umar is old Hazrat Ali has taken a wife and has had many wives. Only Imam Husan is worthy of me, that is, a girl who is not married to a single boy." Caykovus tells the story of a historic woman "Shahrbanu". This story also portrays the image of an intelligent woman. In this story, the author thought that a girl should raise a child and give it to a suitable person. Shahrbanu - The daughter

of the late Sassanid king Iyazdegir, was killed in 637 when Iran was conquered by the Arabs. The second story of Chapter 29 of the Qabusnama also reveals the historical figure of Sayyida. Sayyida is Fahruddavla`s widow (976-997) who was the Buvaikhis. Sayyida was a devout and royal woman. She ruled for thirty years. When Sultan Mahmud was about to invade her kingdom, she was able to return her army with her intelligence and understanding. Sultan Mahmud is a great and wise king, and he is well aware that the great king will not go to war for a helpless woman like me. Now, if he wants to come with all these words, let him come. Truth be told, I have never run away, and have been on the battlefield permanently; one of the two armies is injured and one is triumphant. If I injure him, I will write to the whole world: with the words that I have hurt the Sultan of the World Kings. Also, the conquests and the fasallah have written conquests and pronouncements. The third story of chapter 42 of the book also portrays a wise, ambitious, capable woman. One day, a woman came from the Fountain Castle and cried out against the officer's cruelty. Sultan Masood gave him a letter. The woman carried the letter to the officer. The official did not follow the content of the letter. His wife came again and asked for justice. The Sultan ordered him to send another letter. The wife said: The official does not accept your letter. If you are a sultan, let your judgment be accepted and that your servants will not be subjected to oppression or mischief, and you will always be on the throne. The Sultan was embarrassed at the woman's words and reached her. And he punished the official. Caykovus portrays women in four stories in total. Two of them are historical figures and two are textile images. The image of women also played a leading role in revealing the spiritual image of the rulers of that time.

Conclusion: The book "Qabusnama" was created for the needs of the times, and it can still serve as a textbook. The artistic work has always been the primary task of fostering artistic taste. If he fails to do so, he will go out of his way and leave the literature. Although it has been centuries since the creation of Caykovus's "Qabusnama" it is still “alive” because of its artistic and aesthetic ability to meet artistic requirements.

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THE ROLE OF TOGAY MURAD'S WORK IN NATIONAL LITERATURE

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Abstract. *In this article considered the question of stylistic orientation, which is observed in the creative individuality of the writer T. Murad.*

Key words: *creative personality, language, people, culture, traditions, customs, real life, style, source, researchers, writer's wored.*

Законы и понятия науки в большинстве случаев основаны на жизненном опыте. Выбор тем жизнеспособным и интересным способом быстро вырастет до результата цели. Тема национальной литературы актуальна и на основе этой темы имеем представление о писателе, его жизни и творчестве, сущности произведения.

Неудивительно, что при определении основных направлений идеологии национальной независимости особое внимание уделяется продолжению и обогащению наследия наших предков, а не отказу в лучших традициях, созданных ими. В литературе периода независимости приоритетное внимание уделяется проблеме духовно-нравственного совершенства человека, роли личности в современной жизни и обществе. В выполнении этой задачи, стоящей на повестке дня в духовной жизни страны, несомненно, лежит большая ответственность перед талантливыми писателями. Непревзойденные поиски литературы периода независимости в области духовной этики в настоящее время дают свои результаты. Эти вещи можно проследить в творчестве талантливого писателя Тогая Мурада, автора нескольких рассказов и романов.

Особенностью развития национальной литературы является то, что в ней широко проводятся философские и морально-духовные исследования. Художественно-выразительное выражение таких духовно-нравственных ценностей происходит не только из-за духовной потребности людей, но и в виде духовной потребности литературы. Особенно отрадно, что творческие поиски Тогая Мурада осуществляются на основе разнообразных жизненных материалов. Потому что: «пока писатель создает образы, персонажи жизненных событий, он не может стать слугой своей фантазии. Есть определенные силы, которые определяют направление его пера, которое превосходит желание писателя, что невозможно без того, чтобы художник считался один из них - смысл жизни». [2, с.16].

Художественное творчество требует только взвешенного мышления, самостоятельного взгляда, независимо от жанра. В случае если творческий человек чувствует себя свободным, создаётся настоящее произведение. Надо отметить, что именно во все времена существовали писатели, которые

выражали иллюзии того времени посредством тонких психологических анализов. Творческая личность в первую очередь проходит через призму души порядка, социальной реальности, которая отделила его от себя. В результате этого происходит процесс восприятия.

Этот процесс приводит к эволюциям, с которыми сталкивается творческий ум. Цикл, который происходит в литературном процессе -происходит в результате создания произведений группой создателей в жанрах, которые одновременно присутствуют в литературе по определенной теме. В произведениях Т.Мурада содержание художественной интерпретации об истине привлекает читателя.

Поскольку эпоха национальной независимости олицетворяет творческую эру писателей, то сознание, которое в результате влияния независимости пробуждается и формируется под влиянием этого возрождения, служит историко-художественным эстетическим компонентом общества. Художественные эволюции, методические изыскания, происходящие в романе периода национальной независимости, являются положительным моментом, проводимым с целью создания единого целевого художественного узбекского романа.

Как правило, любое художественное произведение пишется для народа, и касается вечности. Для долголетия работы, прежде всего, в ней должна быть проблема, которая не теряет своей актуальности ни в какой период времени, не вызывает у человека разочарования, знание проблемы и ее решение является определяющим критерием.

Не секрет, что художественное исследование процесса обновления, происходящего в нашем обществе, стало главной темой и главной проблемой литературы и искусства последних лет. Поэтому многие писатели в своих произведениях берут на себя основную тему, демонстрируя способность человека осознавать себя, исследовать себя, бороться с верой и изяществом, чувствами и злом. Писатели, в частности, Тогай Мурад, создали в этом направлении своеобразные художественные открытия. Поднимая в своих произведениях различные социально-политические, духовно - нравственные проблемы, он еще больше выражал эти вещи через духовные переживания своих героев. Т.Мурад относится к поколению узбекской литературы. Он создал артефакты, которые привлекают внимание читателей с раннего времени его творчества. Первоначально с небольшими рассказами, сказками и романами, которые были известны всем, узбекская литература поднялась на одну ступень выше.

Наблюдая за творчеством Т. Мурада, можно сделать вывод, что мысли о первых этапах творчества писателя были видны как эмбрион, а затем были основой для большого жанра и его романов. Т.Мурад сформировал в своем творчестве своеобразное представление о романе и в оригинальном стиле создал роман «Поле, унаследованное от отца».

В романе «Поле, унаследованное от отца» запечатлены прекрасные образы Жамолиддина, Акраба, Дехконкула, создал типичный образ узбекского фермера. Художественно-анимированный образ судьбы, прошлого и будущего

узбекской нации на примере образа увеличивает образность в романе и способствует раскрытию тонких краев народного языка.

Произведение «Поле, унаследованное от отца», олицетворяющее особенности современного романа, еще более прояснило критерии нового узбекского романа.

Жамолиддин, изображенный в романе, обладает такими же качествами, как и все узбеки. На наш взгляд, писатель говорит о том, что здесь, небо, вода, обычные люди. В образе судьбы трех династей узбекской дехканской династии - дедушки, отца и сына художественно истолкована жизнь узбекского народа. Общность в образах Жамолиддина, Акраба, крестьянина заключается в том, что они любят мать-землю, почитают её любовью. «Поскольку литература отражает жизнь народа, это, безусловно, естественный случай художественного выражения национальных, общечеловеческих аспектов общественной жизни. Национальность и общность оставляют глубокий след в душе литературы. Трудно понять общие закономерности, специфику и социально - эстетическую функцию художественной литературы, диалектические отношения между жизнью и литературой, не понимая в качестве эстетической категории национального и общечеловеческого», - сказал литературовед Т.Бобоев. [1, с.85].

Художественное произведение, дышащее национализмом, стремительно проникает в сердца читателей, особенно если оно близко к народному языку.

Естественно, в то время как нетрадиционные романы, такие как традиционные романы, отвечают требованиям жанра романа, оригинальное мышление в романе является основным фактором, вызывающим такой жанр, как художественные компоненты. Стоит отметить, что иногда в динамике жанра романа самостоятельные направления превращаются в принципы, порождающие новое направление в процессе перехода к литературному обновлению. Анализ узбекского жанра романа, обновляющегося в период национальной независимости, показывает, что сложный стиль синтеза, показывающий престижную эстетику мира, проявляется и в узбекских романах. Стилистика романа Тогая Мурада «Поле, унаследованное от отца» лирическая проза-это почитание, синтезированный стиль свободной прозы. В произведении с помощью философской логики прослеживаются причины, сущность, трагедия вторжения через римское мышление.

В произведении писатель Тогай Мурад выразил уникальный талант писателя, прежде всего, в его рассказах, а затем в романе «Поле, унаследованное от отца», в котором изложены выдающиеся художественные обобщения из простых событий в жизни, созданы привлекательные, неповторимые национальные образы, поднимаются национальные успехи, традиции на уровень национальных ценностей. Толерантность простого узбекского народа была интерпретирована на уровне художественной истории. Узбекский тон стал характерной чертой, определяющей характер героев Тогай Мурата. Писатель не только описывал жажду узбекского народа к независимости, но и создавал бессмертный дух, который не сломался в гонениях и репрессиях, недостатках и унижениях.

Великий русский критик Н.Г. Чернышевский показал, что функция искусства заключается в освещении важнейших аспектов общественной жизни посредством художественного выражения жизни человека, жизни конкретного человека. Фактически, каждый реалист приходит к определенному выводу, наблюдая за событиями определенного периода с определенной точки зрения. Эта мысль, проникающая в текстуру произведения, находит свое отражение в различных художественных средствах, как концепция творчества о жизни. Умение проявлять характер человека при выражении жизни, обеспечивать его выразительность, требует от писателя большого мастерства. Человеческий характер, созданный писателем, гармоничен, в зависимости от оригинальности, наполняемость приобретает яркость, эстетическую выразительность.

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DOMESTIC VIOLENCE IN UZBEKISTAN
БЫТОВОЕ НАСИЛИЯ В УЗБЕКИСТАНЕ

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Abstract. *This article is about domestic violence. At present, the phenomenon of violence is one of the urgent problems and worries the entire world community, and it is turning into a global problem. In turn, this problem requires scientific study due to the fact that it has acquired significant proportions. The increase in domestic violence is the dominant trend for the whole world. Violence against the two most vulnerable sectors of the population in Uzbekistan, including domestic violence, is becoming a serious and widespread problem that raises many other social and individual problems. The article analyzes statistical data and solutions to the problem of domestic violence in Uzbekistan.*

Keyword: *domestic violence, violence against women, preventive measures, violence.*

Introduction.

About 40% of violence against women in the capital and in the regions is carried out by men. In the remaining 60% of cases, violence comes from relatives and mother-in-law of the victims. According to statistics, only in Tashkent from August 29 to October 10 this year, 184 women turned to the center for help. 98 women applied for psychological support, 25 sought medical help, and 35 women needed legal support [1].

The cause of violence from relatives in almost all cases is the housing issue.

When a serious discord occurs between the spouses, and the woman is forced to leave the apartment with the child, which mainly belongs to her husband's father or himself, often she has no choice but to go live with her relatives [1].

Main part.

The problem of violence against women by men is still acute in society. We must not forget that not all women seek help, therefore, statistics are only the tip of a large iceberg.

All stories ending with assault by a man begin the same way. At first, everything is going well, gradually the man begins to show slight signs of aggression, checking the limits beyond which the woman will allow him to go. It all starts with small nit-picking. Most often, a man begins to be jealous, controlling the girl's social circle. Checks for phone calls, SMS begin.

About 40% of especially serious crimes are of a family-domestic nature. For example, 144 out of 369 crimes were committed in families. Internal affairs agencies daily analyze the situation [2].

In 2018, the Law on Prevention of Domestic Violence was adopted. According to the law, victims of domestic violence will receive a protection order from the internal affairs bodies, and will also be able to seek help from special centers.

And in 2019, another Law was adopted "On the Protection of Women from Harassment and Violence" [4]. The document will allow for legislative regulation of liability for psychological and economic violence and oppression. Indeed, often the

injured party is in material or other dependence on the aggressor, and the violence itself can be systematic.

Thus, the bill was developed due to the urgent need for a legislative regulation of the system for protecting women from harassment and violence. The law also creates the conditions for government agencies to maintain objective statistics that will allow us to see the problem in its entirety, analyze and develop effective strategies to curb the facts of oppression and violence against women, as well as preventive measures in this direction.

The law goes beyond the concept of "domestic violence" and regulates relations in the field of protecting women from harassment and violence in everyday life, in the workplace, in educational institutions and in other places.

The adoption and implementation of the provisions of the law will contribute to the establishment in society of an atmosphere of intolerance towards any manifestations of harassment and violence against women.

Conclusion.

The adoption and implementation of the provisions of the law will contribute to the establishment in society of an atmosphere of intolerance towards any manifestations of harassment and violence against women.

The new law gives a clear description of a number of concepts, including, for example, "oppression," "violence," "psychological abuse," "physical abuse," "sexual abuse," "economic abuse," "victim of harassment and abuse," "protection warrant" " other.

It also provides for the adoption of measures to correct the behavior of persons prone to commit or have committed violence, for which it is planned to develop and approve a target program [4].

At present, more than 130 centers have been created in Uzbekistan to provide assistance to women victims of domestic violence - psychological, legal, social and medical. For the centers, buildings are allocated where all the necessary conditions for living are created.

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