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EXACT AND NATURAL SCIENCES

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INFLUENCE OF BIAXIAL MECHANICAL STRESSES ON THE MAGNETO-OPTICAL PROPERTIES OF HOLMIUM-YTTRIUM FERRITE-GARNET

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Abstract.

Introduction. The article presents the results of visual observations of the evolution of the domain structure of ferrite garnet $Ho_{0.6}Y_{2.4}Fe_5O_{12}$, which appears in it under the action of biaxial stresses. Spin electronics (spintronics) is a branch of quantum electronics that deals with the study of spin current transfer in solids, and the corresponding engineering field. In spintronic devices, unlike conventional electronic devices, energy or information is carried not by an electric current, but by a current of spins. Rare-earth ferrite garnets are widely used in various devices of fiber and integrated optics. Recently, interest in studies of the domain structure of rare-earth ferrite garnets has been stimulated by the prospect of developing materials based on these ferrimagnets for the element base of new generation spin electronics devices.

Research methods and materials. Mixed yttrium - holmium garnet $Ho_{0.6}Y_{2.4}Fe_5O_{12}$ is characterized by a relatively small natural crystallographic magnetic anisotropy. This makes it possible to induce additional magnetic anisotropy in it with the help of mechanical stresses. $Ho_{0.6}Y_{2.4}Fe_5O_{12}$ single-crystal samples in the form of plane-parallel plates, the developed planes of which had the shape of a square with a side of ≈3 mm and were parallel to the (110) crystallographic plane, were used for research. To create mechanical stresses of a given symmetry in the crystal, the sample under study was glued to a copper washer in a certain way and cooled to the temperature of liquid nitrogen; when the temperature drops from room temperature due to a decrease in the radius of the washer and the difference in the thermal expansion coefficients of copper and $Ho_{0.6}Y_{2.4}Fe_5O_{12}$ ferrite garnet, mechanical stresses of its crystal lattice arise.

Results and discussions. *Experimental studies of the restructuring of the domain structure of $Ho_{0.6}Y_{2.4}Fe_5O_{12}$ iron garnet during an orientational phase transition induced in it by planar mechanical stresses have been carried out. To study the effect of mechanical stresses on the orientation of the spontaneous magnetic moment Ms in $Ho_{0.6}Y_{2.4}Fe_5O_{12}$, the behavior of the domain structure of the crystal with temperature was studied. In this case, the experimental data obtained on the "glued" and "non-stressed" samples were compared with each other. In addition to visual observation of the domain structure, to study the dynamics of the reorientation of the easy magnetization axis of a crystal under the action of forces compressing it, the temperature dependence of the spontaneous Faraday effect was studied for the same orientation of the sample.*

Conclusion. *The magnetostrictive properties of rare-earth ferrite garnets are characterized by a wide variety, where the magnitude of magnetostriction varies greatly depending on both temperature and the rare-earth ion included in the composition; the magnetostriction constants along different crystallographic directions can have different signs, which in turn can change with temperature. Therefore, taking into account the relationship between the anisotropy constants and the magnetostriction constants, one should expect a wide range of possible scenarios for the rearrangement of the domain structure of planarly stressed crystals of rare-earth ferrite garnets with a change in stress and/or temperature. Consequently, the domain configurations of rare-earth ferrite garnets can be purposefully manipulated by setting the direction and magnitude of the forces acting on the crysta*

Keywords: *spin electronics, magnetooptics, magnetic anisotropy, domain structure, domain configuration, rare earth ferrite garnet, magnetic anisotropy, mechanical stress, thermal expansion coefficient, magnetic moment, magnetostriction, crystallographic direction, crystal.*

Introduction. Spin electronics (spintronics) is a new, dynamically developing area of modern microelectronics. Rare-earth ferrite garnets (REFG) have already found wide application in various fiber and integrated optics devices, the principle of which is based on changing the domain structure (DS) of the active medium (light deflectors, magneto-optical transparencies, information recording and storage elements, etc.) [1]. Recently, interest in studies of DS REFG is stimulated by the prospect of developing materials based on these ferrimagnets for the element base of new generation spin electronics devices [2].

It has been experimentally established that both the relative orientation of the spontaneous magnetization vector **M** in neighboring domains and the directions of domain walls in REFGs are sensitive to the presence of mechanical stresses in the crystal: depending on the ratio of constants characterizing the natural crystallographic anisotropy and anisotropy induced in the crystal by stresses, in it various types of domain configurations can be implemented [3]. The latter circumstance, in principle, makes it possible to purposefully control the type of DS in the REFG using given voltages and, as a consequence, such practically important magnetic characteristics of them as the initial susceptibility, coercive force, mobility of domain walls, etc.

In most of the currently known works devoted to the study of the effect of mechanical stresses on the DS of the REFG, experiments were carried out under conditions of uniaxial compressive or tensile stresses on a crystal. Below are the results of visual observations of the evolution of the DS of the ferrite-garnet $Ho_{0.6}Y_{2.4}Fe_5O_{12}$, which appears in it under the action of biaxial stresses.

Sample Preparation and Experimental Technique. Mixed yttrium - holmium garnet $Ho_{0.6}Y_{2.4}Fe_5O_{12}$ is characterized by a relatively small natural crystallographic magnetic anisotropy. This makes it possible to induce additional magnetic anisotropy comparable to or even superior in magnitude to the natural crystallographic anisotropy with the help of moderate (not destroying the crystal) mechanical stresses.

For the studies, we used samples of a $Ho_{0.6}Y_{2.4}Fe_5O_{12}$ single crystal in the form of plane-parallel plates, the developed planes of which were in the form of a square with a side of ≈ 3 mm and were parallel to the crystallographic plane (110). The plates were cut so that the opposite sides of their square base practically coincided with the crystallographic directions $\langle 100 \rangle$ and $\langle 110 \rangle$ (the angle of deviation of the sides of the square base from a given crystallographic direction, associated with the crystal orientation error on the cutting machine table, did not exceed 5^0).

To create mechanical stresses in the sample, the sample was glued (BF-2 glue) along the perimeter to a copper washer 0.5 mm thick (see Fig. 1) with a hole $\varnothing \approx 1.5$ mm, so that its center coincided with the center of the hole in the washer, after which the entire structure was placed in an optical cryostat. At temperatures below room temperature, as it cools, the copper washer deforms (its diameter decreases), which is transferred to the sample due to the difference in the coefficients of thermal linear expansion of copper and $Ho_{0.6}Y_{2.4}Fe_5O_{12}$, causing stresses in its crystal lattice [4-7].

It is known that the elastic properties of REFG (Young's modulus, coefficient of thermal expansion, etc.) are practically isotropic (as in copper) [8]. Therefore, assuming that adhesive adhesion provides a rigid bond between the sample and the washer, the value of the relative deformation of the crystal that occurs with a change in temperature is defined as.

$\Delta u \approx [\alpha - \alpha(Cu)]\Delta T$ (1)
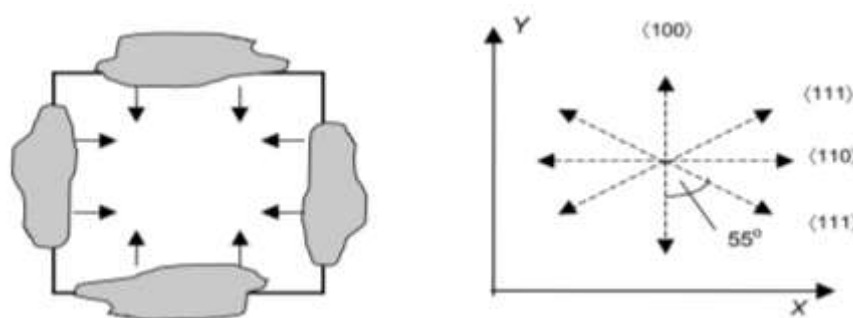
Fig. 1. Schematic representation of the test sample: gray areas - glue drops, with which the sample is glued to the washer; arrows - directions of forces compressing the sample. On the right - the orientation of the axes of the laboratory coordinate system (*X-Y* plane - the focal plane of the microscope) and the main crystallographic directions (dashed arrows) in the sample plane.

where $\alpha(Cu)$, α are the average coefficients of thermal linear expansion of copper and $Ho_{0.6}Y_{2.4}Fe_5O_{12}$ in the temperature range ΔT, and the corresponding effective stress along the direction of the forces acting on the "glued" sample [9] is $\sigma \approx C\Delta u$ (2) where C > 0 is the coefficient of elastic stiffness $Ho_{0.6}Y_{2.4}Fe_5O_{12}$.

According to the available data, in the range of interest to us, $85 \leq T \leq 295$ K, the coefficient of linear expansion of various REFGs is less than the coefficient of linear expansion of copper and weakly depends on the rare-earth ion included in their composition [8]. Therefore, it can be argued that as the "glued" sample cools, forces arise that compress it in the (110) plane in the directions $\langle 100 \rangle$ and $\langle 110 \rangle$. Consequently, with decreasing temperature, the linear dimensions of the sample will decrease, i.e. the resulting stresses $\sigma < 0$ (see formulas (1), (2)). In fig. 1 is a schematic view of a sample glued onto a washer; it also shows the orientation of the axes of the laboratory coordinate system and the directions of the main crystallographic axes in the plane of the sample.

We do not know the coefficient of linear expansion of the ferrite garnet $Ho_{0.6}Y_{2.4}Fe_5O_{12}$, but since the concentration of Ho ions in its composition is not high, we can assume that it is close to the corresponding coefficient for the ferrite garnet $Y_3Fe_5O_{12}$, the data on which are known that, in principle, makes it possible to estimate the mechanical pressure acting on the sample glued to the copper washer during its cooling.

According to the studies carried out in [10], the coefficient of thermal expansion of the garnet-ferrite $Y_3Fe_5O_{12}$ $\alpha \approx 8 \times 10^{-6}$ K^{-1} practically does not change in the temperature range of interest to us 300 - 80 K. At the same time, according to the known data, the temperature coefficient of expansion of copper in the temperature range 300 - 80 K, it decreases from 16.7×10^{-6} K^{-1} to 10.5×10^{-6} K^{-1} [11]. Substituting these values α ($Y_3Fe_5O_{12}$) and $\alpha(Cu)$ in (1), we find that the value of the relative thermal deformation of the sample when the temperature is lowered from room temperature to 80 K will be $\Delta u \approx -1.5 \times 10^{-3}$, and the corresponding mechanical stress, arising in the sample along the direction of the compressive forces acting on it, $\sigma \approx C\Delta u \approx 10^{-9}$ dyn/cm^2, where $C \approx 0.7 \times 10^{-6}$ dyn/cm^2 is the average modulus of elasticity of $Y_3Fe_5O_{12}$ at T = 80 K [8].

Let us estimate the additional contribution to the elastic energy of the crystal due to its mechanical stresses $E_y \sim \sigma \Delta u$, which in our case is 15 erg/cm^3 in order of magnitude, which exceeds the value of the magnetocrystalline anisotropy energy $E_a \sim$ 6-10 erg/cm^3 [12]. Consequently, the elastic stresses arising in the sample should significantly affect its domain configuration.

To study the effect of mechanical stresses on the orientation of the spontaneous magnetic moment $\mathbf{M}_s$ in $Ho_{0.6}Y_{2.4}Fe_5O_{12}$, we studied the behavior of the domain structure of the crystal with a change in temperature. In this case, the experimental data obtained on the "glued" and "unstressed" samples were compared with each other. In the latter case, the sample was placed in a special mandrel, which minimized the effect on it of thermal deformations of the metal parts of the cryostat.

Experimental Results and Discussion. It is known from the results of numerous experimental studies of the REFG of the $Ho_xY_{3-x}Fe_5O_{12}$ system that the stable directions of the spontaneous magnetic moment in a crystal are directions of

the type [13, 14]. Consequently, for the selected crystallographic orientation of the samples, there are four directions lying in the sample plane and four directions forming $\pm 55^0$ angles with the sample plane, along which $\mathbf{M}_s$ can be oriented. However, according to general physical concepts, due to the significantly lower value of the demagnetizing factor in the plane of a thin plate compared to that in the direction perpendicular to its plane, the most energetically favorable is the DS, which consists of regions magnetized in the plane of the plate. On this basis, it should be expected that in the absence of stresses, the DS of the samples under study should consist of domains in which the $\mathbf{M}_s$ vector lies in their plane, with 180, 110, and 70 domain boundaries. However, as experiments have shown, such a DS, as well as in the $Tb_{0.2}Y_{2.8}Fe_5O_{12}$ garnet ferrite, was not always observed: in some samples, an irregular DS was realized, containing both sections in which the vector $\mathbf{M}_s$ lay in the plane of the sample, and sections , in which the vector Ms was perpendicular (or almost perpendicular) to its plane. It is known that an irregular DS indicates the presence of inhomogeneous mechanical stresses in the crystal (growth and/or induced by mechanical treatment) [15-16]. Therefore, for the experiments, we chose a sample that has the most "correct" domain configuration from the point of view of theory (the thickness of the sample under study was ≈ 70 μm).

Since the vector $\mathbf{M}_s$ in the selected sample lies in its plane, for visualization of the DS, the sample was oriented so that the angle of incidence was $\approx 20^0$ (the sample was rotated around an axis perpendicular to the mean direction $\mathbf{M}_s$ in the domains), which ensured the existence of the vector component $\mathbf{M}_s$ along the direction of light propagating in the crystal, which determines the Faraday (With this orientation, the plane of the sample deviates from the focal plane of the microscope; therefore, the angle of inclination of the sample was limited by the depth of optical field of the microscope) effect (it is obvious that in this case, all other things being equal, the contrast of the resulting image of a 180^0 domain structure will always be higher than the contrast between domains separated by 110 and 70 domain walls).

The $Ho_{0.6}Y_{2.4}Fe_5O_{12}$ crystal is characterized by strong absorption of light in the visible range of wavelengths, which decreases with a shift to the red region of the spectrum. Therefore, the He-Ne laser LG-126, generating radiation with a wavelength of 0.63 μm, was used as a light source in the experiments. To reduce the influence of interference effects (speckle) on the quality of the obtained images of the DS, an element for "suppressing" the coherence of light, the design of which is described in Ref. [17], was placed in the optical scheme of the setup after the laser.

In addition to visual observation of the DS, the temperature dependence of the spontaneous Faraday effect was studied to study the dynamics of the reorientation of the easy magnetization axis of the crystal under the action of compressive forces at the same orientation of the sample. In these experiments, the laser beam was focused on the sample surface into a spot with a diameter (∅ $\approx$ 50 μm) smaller than the transverse dimensions of the domains. Measurements of the angle of spontaneous Faraday rotation θ_F were carried out by the method of a continuously rotating analyzer.

As the experiment showed, in the investigated temperature range $85 \leq T \leq 295$ K, the DS of the "unstressed" sample is practically independent of T and has biaxial

symmetry in the (110) plane: domains are observed in the form of uniformly magnetized regions of varying degrees of blackening, separated by straight line segments, the direction which are close either to the directions, or to the bisector of the angle between the directions (Fig. 2 a) (The absorption of light with a wavelength of 0.63 µm by a sample decreases by more than 4 times with a decrease in temperature from 295 to 85 K. Therefore, in Fig. Figure 2 a shows an image of the DS of an "unstressed" sample, obtained at T = 85 K, as having a noticeably greater contrast than that observed at room temperature).
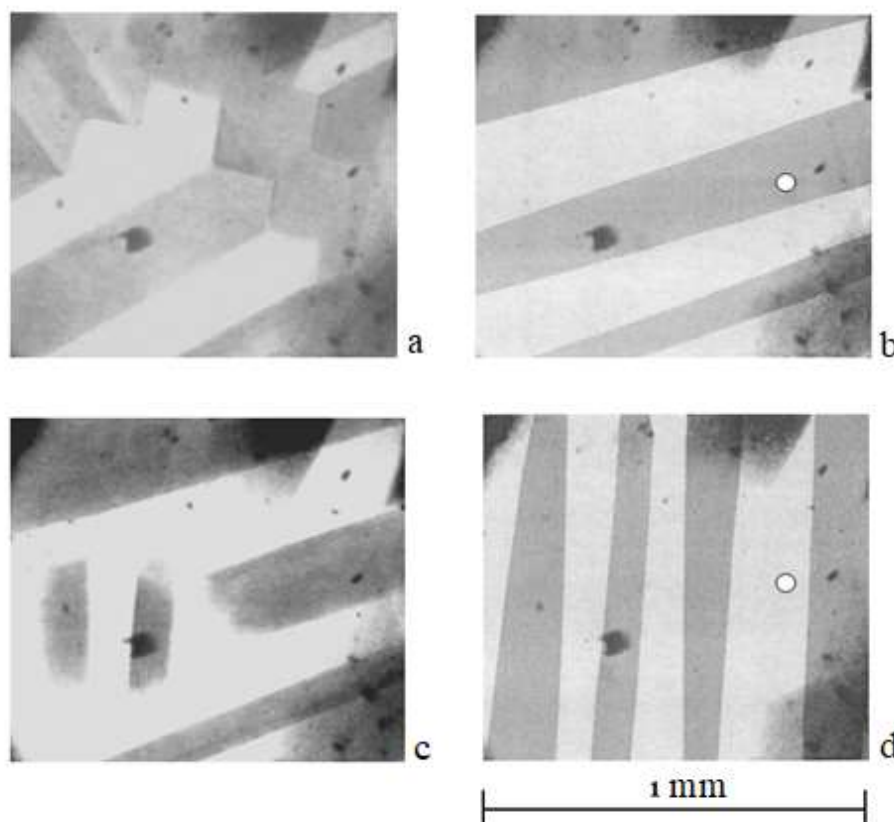
Fig. 2. Images of the domain structure of the sample under study, obtained at different temperatures: a - 85 ("unstressed" sample), b - 100, c - 93, d - 90 K. The sample is rotated at an angle of ≈ 20^0 relative to the focal plane of the microscope around an axis perpendicular to the middle direction of domain boundaries. The dot marks the place on the sample surface where the laser radiation was focused during the studies of the Faraday effect [18].

Assuming that the Ms vectors in the domains are oriented in the plane of the sample along the directions, we can conclude that, in full agreement with the theoretical concepts, a domain wall with 180, 110, and 70^0 domain walls is realized in an "unstressed" sample. The same DS is observed at T = 295 K for the "glued" sample, however, in contrast to the "unstressed" sample, its DS changes noticeably with decreasing temperature. First, upon reaching T ≈ 220 K, 110 - and 70^0 domain boundaries (DB) disappear and only domains with DB parallel to one of the axes remain in the sample image ⟨111⟩. Such a stripe 180-degree DS exists in a "glued" sample up to T ≈ 93 K (Fig. 2b), below which a decrease in the contrast of its image is observed, while in the central part of the sample, in place of old domains, new

rectangular domains with clear boundaries appear abruptly oriented along the axis $\langle 100 \rangle$ (Fig. 2c). The length of new domains increases with decreasing temperature, and at T ≈ 90 K new domains "grow" over the entire observed area of the sample (Fig. 2d), the sharpness of the domain structure is restored, and its shape does not change up to the minimum achievable in the experiment T = 85 K.

In fig. 3 shows the temperature dependence of the spontaneous Faraday effect in the region $85 \leq T \leq 100$ K, obtained by focusing the laser radiation on the surface of the "glued" sample at the point marked in Fig. 2 b, c. When recording the θ_F (T) curve, the sample was rotated around the Y axis of the laboratory coordinate system so that the normal to its plane formed an angle of ≈ 70^0 with the X axis (i.e., the angle of incidence of light on the sample plane was ≈ 20^0).
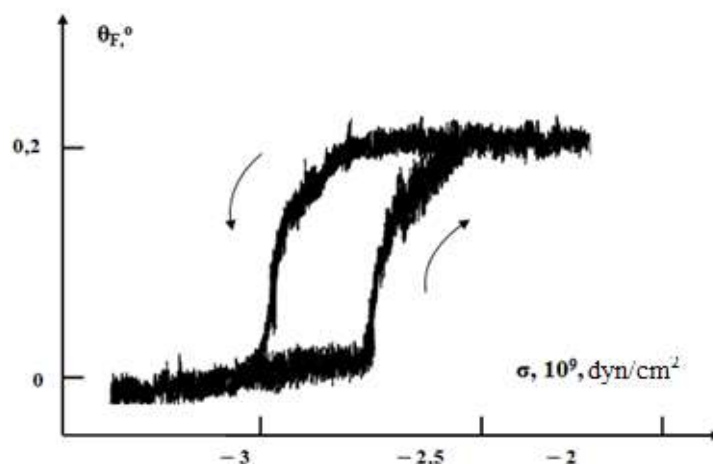
Fig. 3. Temperature dependence of the spontaneous Faraday effect obtained by focusing laser radiation on the surface of the "glued" sample at the point marked in Fig. 2 b, c. The sample is rotated around the Y axis at an angle of ≈ 20^0. The arrows show the direction of temperature variation.

As can be seen from Fig. 3 in this geometry of the experiment, when the "glued" sample is cooled below T = 90 K, the spontaneous Faraday effect vanishes. Consequently, at T < 90 K, there is no projection of the local vector $\mathbf{M}_s$ onto the direction of light propagation in the sample at the measurement point. The value of T = 90 K is close to the temperature at which the rearrangement of the DS of the "glued" sample ends. Taking into account that the light was focused at a point located in the center of the domains (see Fig. 2 b, c), we can conclude that in the DS of the glued sample realized at T <90 K, the vector $\mathbf{M}_s$ does not leave the plane (110) and is oriented along the direction $\langle 111 \rangle$ (along the Y-axis). The same DS is observed at T = 295 K for the "glued" sample, however, in contrast to the "unstressed" sample, its DS changes noticeably with decreasing temperature. First, upon reaching T ≈ 220 K, the 110 - and 70^0 - th domain boundaries disappear and only domains with domain boundaries parallel to one of the axes remain in the image of the sample $\langle 111 \rangle$. Such a stripe 180^0 - degree DS exists in a "glued" sample up to T ≈ 93 K (Fig. 2 b), below which a decrease in the contrast of its image is observed, while in the central part of the sample, in place of old domains, new rectangular domains with clear boundaries appear abruptly oriented along the axis $\langle 100 \rangle$ (Fig. 2c).

Turning to the interpretation of the results of the performed studies, we first of all note that the rearrangement of the DS of the "glued" sample, observed near T ≈ 220 K (Fig. 2 b), is obviously not related to the magnetic orientational phase transition (OPT), since in this case, the direction of the easy axis of magnetization in the crystal remained the same. These changes in the domain structure can be explained if we take into account that, according to [19], mechanical stresses lower the magnetic symmetry of the REFG, highlighting the one of the easy axes that forms the smallest angle with the direction of the force compressing the crystal. Although in our experiment the compressive forces act symmetrically on the lateral sides of the sample (see Fig. 1), nevertheless, due to a possible error in its crystallographic orientation, it may turn out that the axes lying in the (110) plane are not completely equivalent with respect to to emerging stresses. As a result of this nonequivalence, as the "glued" sample cools and the forces compressing it increase at a certain temperature, the $\mathbf{M}_s$ vectors line up along the most energy-preferable direction, and as a consequence, the sample's domain structure changes, turning from biaxial to uniaxial.

A fundamentally different situation arises when the domain structure of a "glued" sample is rearranged in the region of $90 \leq T \leq 93$ K: above and below this temperature range, the $\mathbf{M}_s$ vectors in the domains turn out to be oriented along different crystallographic directions; the direction of the easy axis in the crystal changes. This means that at $90 \leq T \leq 93$ K in the "glued" sample under the action of compressive forces, an OPT occurs, at which the spontaneous magnetic moment is reoriented from direction to direction. Moreover, taking into account the abrupt nature of the observed change in the DS and the noticeable temperature hysteresis of the Faraday effect (Fig. 2), it can be argued that this RPT is a transition of the first order. It is known that the amplitude of fluctuations in the direction of the local vector $\mathbf{M}_s$ in the bulk of the crystal increases substantially near the OPT point of the first kind [20]. It is likely that light scattering by magnetic microinhomogeneities associated with these fluctuations of $\mathbf{M}_s$ causes the above-noted decrease in the contrast of the DS image of the "glued" sample in the range $90 \leq T \leq 93$ K.

To elucidate the conditions leading to the observed reorientation of the easy magnetization axis in a "glued" sample, let us turn to the phenomenological theory of OPT based on the analysis of the thermodynamic potential of a magnetically ordered crystal [21]. We will proceed from the thermodynamic potential of a cubic ferromagnet, in which the $\mathbf{M_s}$ vector is oriented in the (110) plane [22], adding to it terms that take into account the additional magnetic anisotropy induced in the crystal by mechanical stresses.

According to known data, in $Y_3Fe_5O_{12}$ and $Ho_3Fe_5O_{12}$ garnets, the first cubic anisotropy constant K_1 in absolute value significantly exceeds the second cubic anisotropy constant K_2, with $K_1 < 0$ [22]. Obviously, a similar situation should be observed in $Ho_{0.6}Y_{2.4}Fe_5O_{12}$; therefore, below, the K_2-dependent contribution to the thermodynamic potential of the crystal will be neglected. In the "unstrained" sample in the studied temperature range, the easy magnetization axes are the directions $\langle 111 \rangle$, i.e. in $Ho_{0.6}Y_{2.4}Fe_5O_{12}$ at $85 \leq T \leq 295$ K $K_1 < 0$.

Let us describe the magnetic anisotropy caused by the compression of the crystal, taking into account the directions of the compressive forces, by two constants: the uniaxial anisotropy constant with the axis $\langle 100 \rangle$:

$$K_{100} = \frac{3}{2}\sigma\Lambda_{100}, (2)$$

and uniaxial anisotropy constant with axis $\langle 110 \rangle$:

$$K_{110} = \frac{3}{2}\sigma\Lambda_{110} (3)$$

where Λ_{100} and Λ_{110} are the magnetostriction constants along the $\langle 100 \rangle$ and $\langle 110 \rangle$ directions, respectively [22]. It is known that $Ho_3Fe_5O_{12}$ and $Y_3Fe_5O_{12}$ garnets are characterized by negative magnetostriction [22, 10]. Based on this, we can assume that the constants Λ_{100} and Λ_{110} in the crystal under study are also negative, and since in our case $\sigma < 0$, then, according to (2), (3), K_{100}, $K_{110} > 0$.

Taking into account the signs of the constants K_1, K_{100} and K_{110}, the density of the thermodynamic potential depending on the orientation of the $\mathbf{M_s}$ vector in a separate domain of the "glued" sample in a polar coordinate system with the polar axis parallel to the Y axis can be represented (in the one-constant approximation) as:

$$\Phi = -K_1\left(\frac{1}{4}\sin^4\theta + \sin^2\theta\cos^2\theta\right) + K_{100}\sin^2\theta + K_{110}\cos^2\theta,$$

where θ is the angle formed by $\mathbf{M_s}$ with the direction $\langle 100 \rangle$ in the (110) plane.

The equilibrium directions of the $\mathbf{M_s}$ vector in the domains of the "glued" sample can be found from the standard conditions for the minimum of the potential Φ ($\frac{\partial\Phi}{\partial\theta} = 0$, $\frac{\partial^2\Phi}{\partial\theta^2} \geq 0$), from which it follows:

1). $\theta = 0$ ($\mathbf{M_s} \mathbin{||} \langle 100 \rangle$) при $(K_{100} - K_{110}) \geq |K_1|$;

2). $\theta = 90^0$ ($\mathbf{M_s} \mathbin{||} \langle 110 \rangle$) при $(K_{110} - K_{100}) \geq \frac{|K_1|}{2}$;

3). $\theta = \arccos\left[\frac{2(K_{100} - K_{110})}{3K_1} + \frac{1}{3}\right]^{\frac{1}{2}}$ при $(K_{110} - K_{100}) \leq \frac{|K_1|}{2}$.

It is obvious that at K_{100}, $K_{110} = 0$ the angle $\theta = \arccos\left(\frac{1}{3}\right)^{\frac{1}{2}} \approx 55^0$ ($\mathbf{M_s} \mathbin{||} \langle 111 \rangle$).

This shows that the transition of the initial magnetic phase with $\mathbf{M_s} \mathbin{||} \langle 111 \rangle$ in phase with $\mathbf{M_s} \mathbin{||} \langle 100 \rangle$ at $(K_{100} - K_{110}) = |K_1|$ occurs abruptly (transition of the first kind), and in phase with $\mathbf{M_s} \mathbin{||} \langle 110 \rangle$ at $(K_{110} - K_{100}) = |K_1|/2$ – continuously (transition of the second kind). Consequently, depending on the ratio between the values of the constants K_{100} and K_{110}, the pattern of rearrangement of the domain structure of the "glued" sample should fundamentally change: in the first case, as the temperature decreases, the domains with $\mathbf{M_s} \mathbin{||} \langle 100 \rangle$ should appear abruptly, which is observed in our experiment; in the second case, the reorientation of $\mathbf{M_s}$ in the domains should occur smoothly. Thus, to explain the results of observations of the

change in the DS of a "glued" sample at $90 \leq T \leq 93$ K, it is necessary to assume that in the low-temperature region in $Ho_{0.6}Y_{2.4}Fe_5O_{12}$ (as well as in $Ho_3Fe_5O_{12}$[23]) $|\Lambda_{100}| > |\Lambda_{110}|$ (i.e. $K_{100} > K_{110}$).

Conclusion. Above, we considered a special case of OPT induced by planar mechanical stresses in a plane-parallel plate of a cubic crystal cut parallel to the (110) plane: it was assumed that the forces acting along the directions and are equal in magnitude, $\langle 100 \rangle$ and $\langle 110 \rangle$ the signs of the actual anisotropy constants are fixed. Nevertheless, it turned out that even in this relatively simple case, depending on the ratio between the values of the cubic anisotropy constant K_1 and the anisotropy constants induced in the crystal by biaxial stresses, K_{100} and K_{110}, as well as the values of the constants K_{100} and K_{110} between themselves, the reorientation of the direction of the spontaneous magnetic moment of a cubic crystal under the action of stresses occurs as a phase transition of either the I-th or II-th kind. In this regard, we note that the magnetostrictive properties of REFGs are characterized by a wide variety: the magnetostriction value varies greatly depending on both the temperature and the ion that is part of the RE; the magnetostriction constants along different crystallographic directions can have different signs, which in turn can change with a change in temperature [24, 8]. Therefore, taking into account the relationship between the anisotropy constants and the magnetostriction constants, one should expect a wide range of possible scenarios for the rearrangement of the domain structure of planar stressed REFG crystals with a change in the stress and/or temperature. Consequently, domain configurations of REFGs can be purposefully manipulated by setting the direction and magnitude of the forces acting on the crystal.

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PHRASE EXPRESSES THE RELATIONSHIP OF ALL ELEMENTS OF THE UNIVERSE REFLECTED IN THE MIND

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Abstract:

Introduction. Determining the place of phrases in the language system remains one of the most actual problems of modern linguistics, and researchers say that the analysis of the structural structure, semantic features, derivation features, pragmatic possibilities, conceptual structure of phrases is one of the most difficult tasks. The difficulties encountered in the study of the system of phrases are, first of all, of a general nature, and the fact that the theory of phrases is not yet fully formed indicates that this process is ongoing.

Research methods. Phrase is a syntactic unit that expresses the names of objects and events in an objective being that are grammatically and semantically interconnected. Phrase is formed by the expansion of certain parts of speech. This is why any Phrase being language unit is considered to be one of the possibilities to emerge at the speech stage of the word expansion model. It is the possibility of connecting an independent word as a lexical-grammatical unit of the language system.

Results and discussions. The formation of the Phrase theory has a long history, linguists have always been interested in the interconnection of words in the structure of speech structures, their compatibility in terms of content. The article argues that the idea that Phrases are free of nominative function is unfounded, and concludes that, like other syntactic structures, they should be considered as a unit naming whole events. For example, wide street, sweet melon and so on. In the speech process, the word expansion model is manifested through countless real Phrases, filled with clear lexical units. Any phrase in the direct observation phase occurs on the basis of a connection model characterized by the categorical feature of the expanding segment. It also indicates which word group the expansive part belongs to and what categorical character it has, and with what words it can be expanded.

Conclusion. This article discusses the relationship of Phrases with the objective being it represents, like any linguistic unit. The topic of the article is extremely relevant, as for a long time the focus has been on the study of linguistic units mainly from a formal point of view. However, only the study of linguistic units in relation to context, the situation of speech, provides an opportunity to correctly understand their meaning. This increases interest in the pragmatic aspect of linguistic units.

Keywords: linguistic unit, semiotics, form and content, context, pragmatics, doctrine, attitude, character.

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Introduction. Traditional linguistics has focused on the study of linguistic units mainly from a formal point of view. This view is further strengthened by the semiotic approach to language, in particular, which assumes that the linguistic sign consists only of form. The language was divided into rigid levels, each of which was studied as a closed system. The relationship of linguistic units to the objective being they represent is beyond the scope of the study. It later became clear that such a study of language was one-sided, that form could not be separated from meaning. As a result, attention is paid to the semantic side of linguistic units. Due to the intensification of semantic research in linguistics, it has become clear that even the description of linguistic units in terms of form and content does not allow a complete interpretation of language. Only the study of linguistic units in relation to context, the situation of speech, provides a great opportunity to correctly understand their meaning. This increases interest in the pragmatic aspect of linguistic units.

In order to understand the information correctly, in addition to the speakers' knowledge of language, it is necessary to include the listener's knowledge of the world, the social situation in which the sentence is used, the speaker's knowledge of the psychology and other knowledges. All of the above knowledge serves equally in the process of understanding information. Therefore, only by considering the interrelationship of this knowledge we can come closer to understanding the essence of the speech process. As a result of such a practical need, semantics and pragmatics emerged. Without these three aspects of linguistic units, language, which is a means of communication, cannot find its full interpretation. Hence, syntactic units also have three aspects: 1) syntax; 2) semantics; 3) pragmatics.

Materials and methods. Syntax studies the formal relationships of linguistic units, i.e., the relationship between linguistic characters. Syntax works on the basis of syntactic forms. Hence, syntax relies on the traditional syntax - the syntactic system of the sentence studied under the name of the parts of speech. According to syntax, any syntactic unit is interpreted as a generalized essence manifested in different variants in the speech process. Ch.Morris, one of the founders of semiotics, divides semiotics into three: 1) semantics - the doctrine of the relationship of the sign with the object of existence; 2) syntax - the doctrine of the relationship of the sign with the sign; 3) pragmatics - the doctrine of the relationship of the sign with the speaker [9: 62].

It is understood that semantic syntax studies the elements of objective reality reflected in the mind, that is, how proposition is expressed through syntactic devices. In other words, content syntax studies the propositional side of devices. The structure of a sentence is compared to the structure of a piece of universe of being represented by that sentence. The basic unit of syntax is that the sentence represents some event in the human being, a part of the being reflected in the human mind: *the child is playing, the apple has blossomed*. The part of sentence shows how the individual elements of existence reflected in the mind play the role in this situation: *the child entered the classroom* (*the child* represents the subject of the action, *the class* represents the place of the action, *the input* represents the action).

Phrase, on the other hand, represents the interrelationship of the elements of existence reflected in the mind. The syntax and semantics of linguistic units are

lacking for a complete description of these units. Only when pragmatics is added to syntax and semantics do they find their true interpretation. For example: - *All are spending their time very well.* The phrase expresses the proposition of certain individuals and their state in a particular time and place. But this alone is not enough for the proposition expressed by the sentence to be understood by the speakers. To do this, the speakers will need to have a general knowledge of certain groups who are enjoying their time and of the specific space and time in which the situation of these groups is taking place. Because not all people in the world can enjoy their time. Hence, the above sentence must be related to specific individuals, specific space and time. The study of such a relationship between the proposition expressed by the sentence and the state of speech constitutes the pragmatic aspect of the sentence.

Results. It is no coincidence that pragmatics has received increasing attention at a time when the study of semantic issues has intensified. Because the scope of the semantics check was so vast, it had to be made a little easier. As a result, pragmatics is separated from semantics. The context with the speech situation forms the basis of pragmatic research. Therefore, there is a growing need for pragmatics where the speech situation or context is necessary for the proposition expressed by the syntactic device to be understood by the speakers. This happens in the following cases:

1) when non-descriptive ("hollow") words in a sentence, like: *you, even, just, now* are included, Russell argues that descriptive word analysis tends to be semantic, while non-descriptive word analysis tends to be pragmatic. He points out that the most important thing to use the words *blue* or *light* correctly is not to make a mistake in choosing an object outside the language, but you will need information about a pragmatic circle to use words like, *you, only, even* correctly [10: 262];

2) the sentence is formed in the process of communication between people. That is why in each of them the imprint of the person finds the expression. Because "language is the home of being", it reflects the spiritual world of mankind. Words that link the content of a sentence to the speaker are also the object of pragmatic research. Words and means of direct assessment are studied through the pragmatic side of syntax [4: 22];

3) discourse reflecting the subjective psyche of man is also part of the study of pragmatics. According to E. Benvenist, any sentence that requires the speaker and the listener and reflects the speaker's intention to influence the listener in some way is considered discourse. Issues such as the purpose of the sentence, the relationship between the objective content and the form expressed, the effect of the inequality between form and content in speech are also included in the pragmatics [2: 447];

4) speech habits (etiquette), which reflect the relationship between "I" and "others", and ways of expressing respect are also areas of study of pragmatics;

5) the most important area of study of pragmatics is presupposition. For example, - *Karim came.* Although it is known to others that someone came from the sentence *Karim came*, the information about Karim's identity, where he came from and for what purpose will be obscure. The fact that the speaker and the listener already have such information, a common source of knowledge, ensures that the information that is directly expressed is understandable to the speakers.

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The associative relationship of syntactic connections to each other that is independent of space and time is a paradigmatic relationship. On a certain basis, mutually associated syntactic units are considered to be members of the paradigm. The generalization of the members of the paradigm forms a certain category. There will be a relationship of generality and particularity between the paradigm and its members. Any invariant is expressed through properties (options). Hence, the form in which generality is manifested is specificity.

Phrase has a special place in the language system and performs a specific function. While the main function of a lexical unit is naming, higher-level units (speech, text) perform mainly a communicative function. The smaller units of language manifest their functional essence by entering into various relationships within the larger-looking units of the higher order, achieving harmony of form and content. Words and Phrases, in the context of speech and text, together with the expression of a particular denotation, interact in order to convey specific information and become participants in the process of creating a communicative unit.

Hence, the essence of Phrase is determined according to its position and status in relation to the units below and above it. In general, it is not possible to unravel the essence of Phrase without finding clear answers to questions such as "What is the purpose of Phrase in the language system?", "Which units of the lower level are characterized by Phrase?" and "What features of Phrase occur in higher-level units?" As many scientists admit, the main indicator of Phrase is that it has at least a two-component structure: *empty room; innocent face; successful demonstrater; full of smiles; coffee jar; sharp look.* [5: 44-47]. These parts consist of a word or word form.

Discussions. It is known that any word can be combined with a number of different elements in syntagmatic structures, i.e. its valence range is wide. But the region of Phrases takes the form of only one point of the valence reserve, the valence bond of the individual words in the Phrase structure is observed, and the relationship of the leading and subordinate parts of the compound occurs. Phrase creates a lexical-speech structure with a specific form and content by activating the features of the opportunity. In this respect it can be considered as a product of valence. In this process, the nominative function of words, the valence of the compound units, and the communicative function of the speech structures are manifested in a unique way. But if we pay attention to the fact that all units obey the main function of language as a means of communication, it is necessary to pay attention to their activation in communication texts, that is, their role in complex syntactic devices. Although the contribution of language units to the structure of these devices may vary, the functions they perform are closely related because the performance of these functions is related to the communicative purpose of the whole text. The grammatical and semantic categories of language units are formed on the basis of the same goal. This, in turn, encourages the study of all the properties and characteristics of Phrase in terms of the activation of functional and communicative capabilities.

The concept of valence is not a purely syntactic concept, but a semantic-grammatical concept. In other words, valence is not a property of a part of a sentence, but a property of a part of speech, a property of a word. The valence of a word is determined not by how it becomes a part of a sentence, but by its lexical-semantic

properties. In this sense, the study of valence means, first of all, the study of word group properties, word properties [7: 71].

It is also necessary to determine the formation of the transmitted information, the role of the phrase components in the collection and the impact of the relationship between them. Compare:

- I want to splash the water flowing out of the <u>thin wall</u> and pouring it into the pool, but in the <u>pool like a big basin</u>, <u>two or three small apples like walnuts</u> dance, approach the waterfall and dive one by one. I look curiously and for a long time… (Oybek: 7).

In this example, too, phrases serve to expand the scope of information. Readers will learn not only about the *wall, the water, the pool*, but also about the *thinness of the wall, the flow of water*, the fact that the *pool looks like a large basin*.

The omission is also observed in the verbalization of the main component. In this case, the Noun and its modifiers, which act as the main component in another SB, can also serve as a base for recovery. The basic modifiers of the omitted component are usually Pronouns and Numerals:

As he entered, two guards gave him a strange look. "They also know that my destiny will be decided today," N. thought to himself. One of them even said very formally, "They are waiting for you in the hall." N. wondered who could wait for him so early morning, shaking his head. "Will the trial start so early?" - Asked N. The guards did not want to talk to him, they would discuss a very important matter, and from time to time they would turn to N. "The trial will be on time," said one of them coldly. Then the two came down to discuss something. It was as if they were pretending to know the verdict in advance (N. Eshonkul: 34).

In this example, in the phrases *one of them*, *one of them coldly*, and *then the two* the main components are omitted, but *one of them - one of the guards*, *then two - then the two guards* are understood as phrases, and this in which case the semantic-structural properties of the components that make up the structure are the basis. Or consider the following passage:

- He went and opened the documents. He flipped through the first one, then the second, and the rest. These were old yellow newspaper clippings, probably written by schoolchildren, some kind of essays, various correspondences (N. Eshonkul: 62).

In this passage, too, the phrases *flipped the first*, *then the second, and the rest* are understood easily relying on the sentence "He went and opened the documents" from what the word "document" is omitted. So through the phrases *flipped the first*, *then the second, and the rest* the following sentence is understood: "*flipped the firstdocument, then the second document, and the rest documents*"

- A <u>white "Volga"</u>, <u>washed and thoroughly wiped</u>, came to a stop next to them. Mirvali used <u>to drive "Jiguli" and "Niva" cars</u>. He drove <u>the "Volga" only to meet guests from Tashkent</u>. Today, to meet the Minister of Health, he ordered the driver <u>to prepare a "Volga"</u> (S. Akhmad: 83).

In the given examples, "*Niva*", "Volga" and "Jiguli" mean the trademarks of cars.

- On April 2, 2020, push-ups (among boys) and sit-ups (among girls) competitions were held <u>among students of the University of World Economy and</u>

Diplomacy. The competition was organized by the UWED Sports Club. As a result of measures taken to prevent the spread of coronavirus infection, officials were offered the opportunity to hold competitions online. Photos taken from the competition are also attached to the document (downloaded from the Internet. 04.04.2020).

In the given examples, "when the subgroup replaces the base component, the grammatical and, to a certain extent, semantic structures of the unit remain unchanged" [1: 36]. In some cases, it may be appropriate to refer to a broader context to recover the omitted component of the phrase:

- *"The book of the law," said the scientist.*

- *"The book of the law?" - N. asked in surprise and he stopped and turned to the scientist.*

- *"That's right." They study the law in the bathroom (N. Eshonkul: 73).*

Repeated use of phrase components is one of the expressive means of expression:

- *He will not refuse my request. It is also impossible to refuse. Even if he refuses, I do not want to commit a crime* (Ch. Aytmatov: 28).

Repetition is also used in poetic speech:

> *For you I did requitals,*
> *For you I made mistakes.*
> *For you I have sinned,*
> *For you I lost this world of mine… .* (U. Azim: 10).

It is seen, in each verse the repeated anaphora "*For you I*", summarized the meaning in the verses. The poet very effectively expresses the events that take place in human life through the repetition of the above combination, effectively uses the art of repetition in poetry.

A. Khojiyev described anaphora as follows: "Anaphora (*Greek - to raise*) is a methodological use consisting of the repetition of exactly one element at the beginning of parallel parts of speech (eg, verses)" [6: 14] "Anaphora - the repetition of the same sound, melodic words and phrases at the beginning of poetic lines or in front of the words in the prose work" [13: 97].

U.Tuychiyev distinguishes phonetic, lexical, syntactic, strophic types of anaphora (repetition of the initial word) [11: 93].

The parts of the phrases can also be highlighted separately, it is somewhat objectionable to consider the separated component as a separate (secondary) part belonging to the absolute sentence structure. The results of research conducted by Uzbek linguists in recent years show that the separated component can not be included in the scope of the verb valence, and because it belongs to only one part of speech (separation), it should receive the status of "part of the part" [8: 158]:

- *Suleyman Rustamovich's eyes, some kind of quiet looking, but with black eyes glowing inside, are very similar to Zukhra's;*

- *The eyes of this woman, who is always smiling, were sunken, her face was yellow and elongated, she had no scarf on her head and her hair was disheveled* (U. Khoshimov: 228).

The separation of the modifiers of the components N1 and N2 (Noun1 and Noun2) affects the order of placement of the components of complex structural

phrases in the text. This is also the case for the diffuse structural phrases that occur in the preposition to the N1 and N2 (Noun1 and Noun2) components. Such model phrases can be defined as: MN1 + pr + N2 (M Noun1 + preposition + Noun2), N1 + pr + MN2 (Noun1 + preposition + M Noun2) and MN1 + pr + MN2 (M Noun1 + preposition + M Noun2). In such models, M represents the modifiers of the fired components:

- In the same summer and early autumn N. he did not <u>go to the street</u> - now, like a man who has died at home, he is <u>disappointed in everything</u>, he does not tell anyone whether he is there, he is not <u>disappointed in the past</u>, the house has become a chaotic and messy place, he has nothing to do, his dishes remain; the <u>owner of the rooms</u> was as filthy and messy as a hastily relocated house (N. Eshonkul. 2012: 60).

The phenomenon of separating phrase components outside a sentence is called partialization. Partialization is such a method of expressive syntax of written literary language, the essence of which is reflected in the division of syntactically connected text into mutually distant parts by means of punctuation marks (dots). For example:

- I don't know, I don't remember. It was just winter. Cold winter ... Narrow street. A cagelike courtyard with snow in the middle. A man with a cap. Cold station. Brother Yuldoshkhon. Soup in the pot. My mother cried (U. Khoshimov: 14).

Groups of speech that are structurally and semantically cohesive also differ in sound in oral speech. Such groups are called syntagmas. Each syntagm is said in one exhalation, then a pause begins, and after the pause another syntagm begins. A syntagma is a single piece of speech that is phonetically connected by intonation, separated from each other by a short pause.

In other words, a syntagma is a phonetic whole that represents grammatical-semantic integrity. Syntagma is a phenomenon associated with the grammatical, content aspect of speech. Since the elements in a syntagm come together and become a whole, it is possible to know how the words in a sentence are syntagged by changing their positions, the syntagms move freely, the elements of one syntagma cannot separate the elements of another syntagma.

A change in the division into syntagms usually indicates that both the grammatical situation and the idea are different: a sentence can be syntagma differently depending on its location. For example: That singer is Lola's friend (here is indicated without the required punctuation, it depends on how the character is syntagma).

1. That - singer Lola's friend (Lola herself is a singer);
2. That singer - Lola's friend (Lola's friend is a singer).

Two (or more) words that are grammatically and semantically connected to each other and form a whole are considered phrase. There is a close relationship between phrase and syntagma. The phenomenon of word combination is related to their internal and external properties, i.e. the lexical-grammatical properties of the elements with which they come into contact. In phrase, one word is dominant and the other is subordinate. This state of dominance is evident from the nature of that addition, the grammatical features of the components, the formal indications, and the meaning.

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In Uzbek, the order of the elements in a unit is as follows: the subordinate clause precedes the dominant word, but this is not the permanent case for English. The form of the subordinate word varies according to the demand of the dominant word. The subordinate element usually helps to interpret and concretize the meaning of the dominant element in different ways. Only when words enter into a syntactic connection does a meaning appear. In the same sense, it is felt that a word cannot be combined or can be combined. Only when the meaning and grammatical features of the words are correctly defined and appropriately attached to the speech will a thought-provoking, concise, and comprehensible idea emerge. Otherwise, the speech will be hollow and illogical.

For example, when the synonym words *heavy, difficult, hard* are combined with the word *matter*, to form definite combinations such as *heavy matter, difficult matter, hard matter*, the word *box* can only be combined with the word *heavy*: *heavy box*. This means that words combine according to certain rules to form larger units. Since word combinations are called phrases, such rules are called phrasal structure rules. This means that the phrase has a special structure; for example, they may have mandatory and optional components; but each phrase has a central, most important component that determines its syntactic properties.

Phrase is formed through the syntactic relationship between words. Even when a compound word is converted to phrase, the syntactic relationship between its components remains the same. But now its application status will change. Phrase is definitely formed in speech. As such, the syntactic relationship between its components takes on a dynamic character at the request of a larger syntax. The grammatical connection between the components of a compound word remains static, that is, unchanged, both when used in a sentence and when taken independently.

In general, the structure formed by the entry of words into a grammatical relationship is called a word compound. The simplest form of this variety of compounds consists of two independent words, the interconnection of its elements, words, grammatical connection is not always, as we have seen, in the form of following one (subordinate) element to another (dominant) element [3: 14].

As an example, if the words *apple, pomegranate; spoke, wrote* are given in the form of *apple and pomegranate*, *spoke and wrote* - one element is equally connected to the other. In such a connection, the elements are equal, while in phrase, the elements are not equal. Hence, the syntactic connection between words takes two different forms: coordination and subordination. Depending on these features of grammatical connection, some scholars divide phrases into two groups: equal word compound and subordinate compound (it is clear that phrase is formed either by coordination or by subordination). The elements of phrase are connected to each other in different ways: the connection of the elements in the composition of the compound, the syntactic connection, is represented by different means. For example, *information technologies, technology development - development of technology, technology age - technology's century* and others.

Through this connection, the relationship between an object, a character, an event, an action is expressed. The expression of the connection between words by different means depends on which word group the words belong to, their different

lexical-grammatical features. Syntactic connections are also represented in different ways, in a synthetic way and analytically. Syntactic connection occurs both between elements of phrase and between parts of speech (e.g., possessive + participle), in general, in different types of connections of words. Ways of expressing syntactic relations: expression through word forms, expression through auxiliary words, expression through word order. Hence, the appearances of syntactic means are as follows: formal-grammatical means, lexical-grammatical means, positional means, and intonation means.

As in phonetics, lexica and morphology, the linguistic and speech aspects differ in syntax. It is known that a linguistic phenomenon has the sign of non-submission (directness of materiality), quantitative limitation, repetition, sociality and obligation under direct observation, which contrasts with a speech phenomenon with direct observation, quantitative infinity, uniqueness, individuality, voluntariness.

Speech syntactic unit defined as a phrase and sentence, used in speech, can be read, written, said and heard. The linguistic syntactic unit is the pattern of phrase and sentence formation. Because they belong to the linguistic level, we call them the linguistic syntactic frame (LSF).

LSF is like a brick model. In the human mind, too, there is a model of speaking, of transforming lexemes into phrase forms in order to shape speech. Although being called LSF, model, construction, device, structure, they actually represent a concept. For example, the phrase model that produces an infinite compound, such as reading a book, does not affect its essence. Patterns and phrases are in dialectical unity. The mold is dead and lifeless without the phrase, and the phrase cannot be without the mold. Below we will focus on the different, distinctive feature of LSF and speech phrases. This second approach is very productive because it allows you to create a lot of new sentences under very small rules. These rules are called phrases, i.e. the rules of phrase structure. As the name implies, these rules imply that one or more components in a certain order consist of the structure of a particular type of phrase.

The rules of phrase structure can be recognized in two different ways. First, we can consider it as a static, i.e., unchanging, rigid image of the sentence structure, and then propose to construct a diagram of this type for each sentence in English. The second is to look at the diagram as a "dynamic" format because it represents a way to create not just a single sentence, but many other sentences with a similar structure.

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GEOGRAPHICAL TERMINOSYSTEM OF UZBEK LANGUAGE
AND ITS IDEOGRAPHICAL STRUCTURE

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Abstract:

Introduction. The article contains opinions and analyzes on the geographical terms of the Uzbek language and their systemic relationships, the ideographic structure of the microsystem, which make up the microsystem of individual terms of the Uzbek terminosystem. The ideographic structure based on the concepts of the field of geography and the denotative relations of terminological units, which are their linguistic expression, is analyzed. In particular, the term geographical shell is mentioned as the core of the geographical terminosystem of the Uzbek language, lithosphere terms in the first stage, atmospheric terms, hydrosphere terms, biosphere terms are divided into microsystems, the structure of each microsystem, stages, the classification of geographical terms to which they belong.

Research methods. The content of any terminological system is determined and evaluated in close connection with the nature, composition, activities, etc. of the related field. In particular, it is natural that imagination and knowledge of the system of geographical terms are assessed by the extent and level of cognitive knowledge in the field of geography. We think it is worthwhile to pay attention to some information about geography and its science, its peculiarities as a field, its history, problems and tasks, events and opportunities.

Results and discussions. Apparently, geography is basically divided into two major areas: natural geography and economic geography. The object of their study is different: nature is the object of study of natural geography, society-population, social production and their location in economic geography. From what has been said, it is clear that geography is the science of the whole Earth, not a field, but a specific environment of the earth, the study of the crust in which life exists, i.e. the geographical crust. Events and issues related to the nature and environment of the Earth are studied in sync with geography, as well as ecology, biology, oceanography, hydrology, meteorology. Because any phenomenon of being is multifaceted and complex in nature. It is natural that each edge should be the subject of a separate study. These sciences are also distinguished by the study of certain aspects of the natural system of the Earth's surface. The object of our study is directly related to the concepts and phenomena of natural geography. Therefore, we consider it expedient to pay attention to the lexicographic interpretations of the concepts of geographical complex, geographical shell, as terms that express the basic concepts of natural geography.

Conclusion. The dialectical connection between the phenomena of being is a factor in ensuring the relationship between the language units that are their linguistic

expression, which indicates the systematic relationship of language units, forming a system. Similarly, the linguistic-scientific study of Uzbek geographical terminology, the attitude of the terminological system to the general language system, the study of its ideographic nature, the scientific and practical significance of the study.

Keywords: *geography, geographical shell, geographical term, ideographic structure, lithosphere, hydrosphere, biosphere, atmosphere, hierarchical relationship, cognitive knowledge, terminosystem.*

Introduction. The content of any terminological system is determined and evaluated in close connection with the nature, composition, activities of the related field and etc. In particular, it is natural that imagination and knowledge of the system of geographical terms are assessed by the extent and level of cognitive knowledge in the field of geography. We think it is worthwhile to pay attention to some information about geography and its specific aspects as a science, history, problems and tasks, events and opportunities.

Basically, the term geography refers to a specific science, field: "**GEOGRAPHY** (Greek geo ... and ... graphic) A set of sciences that studies the geographical crust of the Earth, its structure and dynamics, the interaction and distribution of individual components across regions. Western scientists of the ancient world expressed landscape of the earth by the word G.. The term G. was first coined by Eratosthenes (276-194 BC). In Central Asia, from the 9th to the 10th century, the words G. were used in the sense of "surati arz", "yeti iqlim", "kiotb almasolik valmamolik" ("Book of Countries and Distances"). In the beginning of the 19th and 20th centuries G. was written in Uzbek in the form of "jugrofiya" with Arabic pronunciation. Later, the form G. has become official". As noted in this source [5. 183], the system of geographical sciences is divided into 3 main branches: 1) natural geographical sciences (general geology, landscape, paleogeography, geomorphology, climatology, terrestrial hydrology, oceanology, glaciology, geocryology, biogeography); 2) social and economic geographical sciences - general and regional economic geography (industry, agriculture, transport, population, political geography); 3) cartography.

Apparently, geography is basically divided into two major areas: natural geography and economic geography. The object of their study is different: nature is the object of study of natural geography, society-population, social production and their location in economic geography. From what has been said, it is clear that geography is the science of the whole Earth, not a field, but a specific environment of the earth, the study of the crust in which life exists, i.e. studies the geographical crust. Events and issues related to the nature and environment of the earth are studied in sync with geography, as well as ecology, biology, oceanography, hydrology, meteorology. Because any phenomenon of being is multifaceted and complex in nature. It is natural that each edge should be the subject of a separate study. These sciences are also distinguished by the study of certain aspects of the natural system on Earth. The object of our study is directly related to the concepts and phenomena of natural geography. Therefore, we consider it expedient to pay attention to the

lexicographical interpretations of the concepts of geographical complex, geographical shell, as terms that express the basic concepts of natural geography.

The concept of "geografik qobiq" (geographical crust) is emphasized as one of the most important, central concepts in the field of natural geography. This ensures that the term geographical crust occupies a central position in the system of geographical terms. "**GEOGRAFIK QOBIQ (G.Q.)**, landscape crust, epigeosphere - the crust of the Earth where the lithosphere, hydrosphere, atmosphere and biosphere are interconnected and interact with each other. The composition and structure of G.Q. is very complex. G.Q. covers the entire hydrosphere, the upper layer of the Earth's crust, and the lower part of the atmosphere (a layer 25-30 km thick). The thickest part of G.Q. is about 40 km ..." [5. 182-183]. The formation of the geographical crust under the influence of processes on Earth and in space, its extreme richness in various free energies, in which substances meet in all aggregate states, is different from other crusts on Earth. The rocks, relief, air masses, water, soil layer and biocenoses, glaciers that make up the earth's crust are recorded as the main material components of the geographical crust [5.182-183].

As it was noted above, the study of the nature of the geographical crust as a whole is the main goal of the field of natural geography. Thus, the field as a field and a set of subjects related to the composition, structure, development, territorial division of the geographical crust has its own specific, theoretical and practical, simple and complex, narrow and broad, concrete and abstract nature. Terminological units representing these concepts form a separate system at the lexical level of the language and occupy a stable place in the terminosystem of the lexical level.

The lexical structure of modern developed languages includes terminosystems of many fields, which have been formed in accordance with the emergence and development of social life, a particular people, a field of science, and have gone through stages of development. In particular, the Uzbek geographical terminosystem is one of such terminological systems. The sources and factors of the formation of the Uzbek geographical terminosystem, as well as the terminology of medicine, mathematics, military, philosophy, are closely linked with a long history.

Research methods. Sources note that the study of modern terminological systems in the Uzbek language, the collection, selection, arrangement of terms in the field and the creation and publication of dictionaries on this basis began in the 30s of the XX century [1. 51]. In particular, as a result of research on the terms of geography, which play an important role in the natural sciences, the following works have been created, which include and explain the terminological units of the field: " Geografiya terminlari (Geographical terms)" (O. Ibragimov, 1935), " (Qisqacha ruscha-oʻzbekcha geografiya terminlari lugʻati) Short Russian-Uzbek dictionary of geographical terms" (M. Bektemirov and Saidrasulov, 1940), " (Geografik terminlarning qisqacha ruscha-oʻzbekcha lugʻati) Short Russian-Uzbek dictionary of geographical terms" (N. Dolimov et al., 1953) , " (Geografik terminlar lugʻati) Dictionary of Geographical Terms" (H.H. Hasanov, 1964), " (Geografik terminlar va tushunchalar izohli lugʻati) Explanatory Dictionary of Geographical Terms and Concepts" (S. Qoraev, P. Gulomov, R. Rahimbekov, 1979).

One of the least studied systems in Uzbek terminology is geographical terms. Modern Uzbek geographical terminology is a terminological system rich in

international terms, which in part includes Uzbek common terms and common terms.

As noted by the Russian linguist A. Reformatsky, "terminology is a small system that is clearly distinguished within the general system of a particular language, ... at the same time, it is divided into smaller systems according to thematic features." [2. 121-122]. This situation is also reflected in the system of geographical terms of the Uzbek language. The thematic division of lexical units can also be observed in the system of terms, but this division will be based on relevance to a particular concept.

"Through the ideographic study of semantic fields related to the terms of the natural and human sciences, we are closely assisted in revealing the true nature of the phenomena occurring in certain disciplines, in determining the laws of connection of their elements." [3. 123-124]

Thus, the systematic study of lexical units of language in terms of thematic, semantic field is the basis of ideographic analysis. Through the ideographic study of lexical units, it is possible to assess their linguistic value, to gain a deeper understanding of their linguistic nature.

Some of the research in the field of lexicology is in line with this view, and it can be said that the results of ideographic analysis in Uzbek lexicography will be the basis for the creation of ideographic dictionary. This is because in recent lexical-semantic studies, words have been systematically analyzed on the basis of spiritual similarity, which serves as the main source and material in the creation of ideographic works based on the principle of unification on the basis of spiritual similarity and related modern dictionaries. As noted in our linguistics, "if lexical meanings are explained using examples collected according to a particular system, the value of such a dictionary will be high. Because in doing so, an objective description of the richness of the dictionary is achieved." [4. 399]

It is known that subject, field systematics, structural construction can differ from the linguistic system of field terminology. This is because the terms that express concepts acquire stability in the human mind in the form of specific cognitive knowledge, cognitive spheres based on factors such as imagination, conditions, traditional and modern views, historical memory, and as a result serve as a factor in forming linguistic systematic associations of terms. This situation is also observed in the geographical terminology of the Uzbek language.

Results and discussions. We try to reveal and describe the ideographic structure of the geographical terminological system of the Uzbek language, its structural relations, based on geographical knowledge and concepts, interpretations and descriptions of events in the field in scientific sources.

Geografik qobiq termini "Yerning litosfera, gidrosfera, atmosfera va biosferalar o'zaro tutashadigan va bir-biriga ta'sir etadigan qobig'i" tushunchasini ifodalovchi birlik sanalib, o'zbek tili geografik terminosistemasining yadrosi sifatida o'z atrofida markaziy guruhni tashkil qiluvchi quyidagi terminlar mikrotizimini birlashtirib, yaxlitlikni ta'minlovchi termindir.

The term *Geografik qobiq* refers to the concept of "the Earth's crust, where the lithosphere, hydrosphere, atmosphere, and biospheres are interconnected and interact with each other" and the Uzbek language as a core of the geographical

terminosystem is a term that provides integrity, combining the following microsystems that form a central group around itself.

> I.   **Microsystem of terms related to the Lithosphere.**
> II.   **Microsystem of terms related to the atmosphere.**
> III.   **Microsystem of terms related to the Hydrosphere.**
> IV.   **Microsystem of terms related to the Biosphere.**

The Uzbek language serves as an archetype for all units belonging to the system of geographical terms.

Each system that makes up this central group includes hundreds and thousands of local and international terms based on its own semantic character.

> I.   **Microsystem of terms related to the Lithosphere:**

At the heart of this microsystem is the term *litosfera* (lithosphere). On the basis of this term is understood the phenomena associated with the concepts of rocks, relief. Therefore, this system of terms is a microsystem that combines a large number of terms compared to other microsystems. At the heart of the etymological meaning of the term Litosfera (lithosphere) lies a piece of meaning "tosh, qattiq (rocky, hard)", which refers to all the phenomena associated with the concept of relief and rocks. Hence, in the microsystem of terms related to the lithosphere, the terminological units related to the concept of relief play a significant role. In the semantic nature of all terms related to the lithosphere, denotative sign-features dominate.

The microsystem of terms related to the lithosphere contains many terminological units related to the concept of rock, solid and rocks, mainly land, which can be classified on the basis of common and distinctive features in the semantic sign as follows:

I.1. A group of terms defining relief;

I.2. A group of terms used to defines mountain rocks.

In terms of shape and size, the topography is divided into geotexture (large landforms), morphostructure (large mountain ranges and plains) and morphosculpture (river valleys, alluvial plains, ice relief forms). can be divided into groups:

I.1.1. Geotechnical terms:

I.1.1.1. Plains and platforms: *tokemberiy platformasi (tokemberiy platform), arxey platforma (archaea platform), epiproterozoy platforma (epiproterozoy platform)* etc.

I.1.1.2. Submerged: *Popigay botigi (Popigay basin), krater (crater), botiqlar (basins), depressiyalar (depressions), alaslar (alasas), botiq joy (submerged area), okean Yer posti (oceanic crust), kontinental riftlar (continental rifts)* etc.

I.1.2. Morphostructural terms: *yirik tog tizmasi [*large mountain range*], tekislik [*plain*], baland tog [*high mountain*], o'rtacha tog [*medium mountain*], past tog [*low mountain*], Buyuk tekisliklar [*Great plains*]* etc.

I.1.2.1. Mountains and heights: *tog [mountain], baland tog [high muontain], o'rtacha tog [average muntain], past tog [low mountain], choqqi [hill], dovon, yonbag'ir [slope], tepalik [little hill], balandlik [height], do'nglik [bulge], qir [edge], adir, g'or [cave]* etc.

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I.1.2.2. Volcanoes: *magmatizm [magmatism], vulkanik jinslar [volcanic rocks], lava [lava], metamorfizm [metamorphism], Kilimanjaro vulkani [Kilimanjaro volcano], magma [magma], qalqonli vulkanlar [shield volcanoes] etc.*

I.1.3. Terms related to morphosculpture: *daryo vodiylari [river valleys], allyuvial tekislik [alluvial plain], muz relef shakli [ice relief form], jar [canyon], kirgʻoq [shore], barxan etc.*

I.2. A group of terms used to describe rocks also divided into the following subgroups:

I.2.1. Terms denoting minerals in none ore: *tuz [salt], toshkoʻmir [coal], neft [oil], tabiiy gaz [natural gas], yonuvchi slanes [combustible shale], ohaktosh [limestone], qum [sand], gillar [clays]...*

I.2.2. Terms denoting metallic minerals: *boksitlar [bauxites], fosforit choʻkindi [phosphorite sediments], marganes [manganese], temir rudalari [iron ores];* a) non-ferrous metals*: oltin [gold], kumush [silver], mis [copper], ruh [zinc], qoʻrgʻoshin [lead], aluminiy [aluminium], qalay [tin];* b) ferrous metals*: magnitli temirtosh [magnetic ironstone], qoʻngʻir temirtosh [brown ironstone], qizil temirtosh [red ironstone]...*

I.2.3. Terms denoting minerals defining none ore: *olmoslar [diamonds], yoqut [rubies], zumrad [emeralds], sapfir [sapphires]...*

I.2.4. Magmatic rocks:

I.2.4.1. Intrusive magmatic rocks: *granit [granite], gabbro [gabbro] ...;*

I.2.4.2. Effuse magmatic rocks: *bazalt [basalt], liparit [liparite], vulkan shishasi [volcanic glass ...*

I.2.5. Sedimentary rocks:

I.2.5.1. Clastic rocks: a) coarse rocks: *psefit [psephyte], xarsang tosh [rock], mayda tosh [pebble], dresva [dresva], gʻoʻla tosh [coarse stone], shagʻal tosh [gravel]*; b) average gravel rocks: *qum [sand], qumtoshlar (psammitlar) [sandstones (psammites)], dagʻal donali qumtosh [coarse-grained sandstone], mayda donali qumtosh [fine-grained sandstone], mayin donali qumtosh [fine-grained sandstone]*; v) fine or dusty rocks (siltstones): *lyosslar [lyoss], soz tuproqlar [loamy soil], gillar [clays], qumoqlar [sands], flish [flish];* mineral rocks: a) monomineral rocks: *kvars [quartz], kvars minerali [mineral of quartz];* b) polymineral rocks: *granit [granite], kvars [quartz], ortoklaz [orthoclase], slyuda [mica], dala shpati [feldspar];*

I.2.5.2. Chemical rocks: *tuzlar [salts], gips [plaster]...;*

I.2.5.3. Organic (biogenic) rocks: *marjonlar [necklaces], koʻmir [coal], boʻr [chalk], ohaktosh [limestone].*

I.2.6. Metamorphic rocks: *gneys [quartzite], kvarsit [gneiss], marmar [marble].*

I.3. A group of landscape terms: *togʻ landshafti [mountain landscape], choʻl landshafti [desert landscape], plato landshafti [plateau landscape], togʻ oldi landshaft [foothill landscape], glyatsialnival landshafti [glacial landscape], togʻ yonbagʻirlari landshafti [mountain slopes landscape], madaniy landshaft [cultural landscape].*

As the terms related to the lithosphere, we refer to the lithosphere as the central term of the microsystem, and the term *relef [terrain*] and *togʻ jinslari [rocks]* as its primary enclosure terms. It is these first siege terms that bring all the related

geographical terms into this microsystem. This microsystem can now be conditionally evaluated as a 3-stage system. Microsystems at each stage have their own stable position based on a hierarchical (hierarchical) relationship with their predecessors and successors.

One of the systems of the Uzbek language system of geographical terms adjacent to the "Microsystem of terms related to the lithosphere" is "Microsystem of terms related to the atmosphere". We have tried to reflect the ideographic structure of this microsystem as follows:

II. Atmospheric terminology microsystem

One of the key concepts in the field of natural geography is the atmosphere, which is the most important component of the geographical crust. *The atmosphere*, which is the expression of this concept, as a central term of the relevant microsystem, serves to connect the following system of terms with the macrosystem of geographical terms:

II.1. A group of terms denoting the concept of air mass.

II.2. A group of terms that describe the concept of rain.

The group of terms denoting the concept of air mass is divided into two subgroups, systematically combining the terms related to the concept of air:

II.1.1. Terms of hot air masses: *issiqlik [heat], muvozanatsizlik [imbalance], issiqlik oqimi [heat flow], issiqlik harakati [heat movement]* etc.

II.1.2. Terms of cold air masses: *kriosfera (sovuqlik qobig'i) [cryosphere (cold crust)], adiabatik sovish [adiabatic cooling], Tropopuaza [tropopuase], siklon [cyclone], antisiklon [anticyclone]* etc.

II.1.3. General terms for air masses:

II.1.3.1. General terms related to the atmosphere: *Yer iqlimi [Earth's climate], troposfera [troposphere], ozon qatlami [ozone layer], atmosfera [atmosphere]* etc.

II.1.3.2. General terms related to the nature and composition of air flow: *ob-havo [weather], havo harakati [air movement], havo [air], harorat [temperature], bosim [pressure], konvektiv oqimlar [convective currents]* etc.

II.2. A group of terms that describe the concept of rain: *qor [snow], yomg'ir [rain], do'l [heavy rain], jala [downpour], bulduriq [bulduriq], suvli qor [watery snow], kristallanish [crystallization]...*

III.   Microsystem of hydrosphere terms.

The term hydrosphere is a basic terminological unit representing the concepts of water and water. Terms that serve to describe water and all geographical concepts associated with it take place in a certain order and form in this microsystem. We define the structure of this microsystem as follows:

III.1. A group of terms related to surface water:

III.1.1. Terms related to rivers: *daryo [river], daryo vodiysi [river valley], qirg'oq [coast], sohil [shore], delta [delta], daryo tizimi [river system], bosh daryo [main river], irmoq [stream], birinchi darajali irmoq [first-class stream], ikkinchi darajali irmoq [second-class stream], uchinchi darajali irmoq [third-class stream]* etc.

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III.1.2. Terms related to lakes: *ko'l [lake], ko'lcha [little lake], oqar ko'l [flowing lake], oqmas ko'l [none flowing lake], ko'l botig'i [lake basin], tektonik ko'l [tectonic lake], botiq (muldasimon) ko'l [(muldasimon) lake]* etc.

III.1.3. Terms related to the sea: *dengiz [sea], dengiz suvi [sea water], dengiz tubi [seabed], qirg'oq [coast], chuqurlik [depth], sayozlik [shallowness], Orol dengizi [Aral Sea]* etc.

III.1.4. Terms related to the ocean: *okean [ocean], okean platformalari [ocean platforms], okean tubi tekisliklari [ocean floor plains], georiftogenal [georiftogenal], o'rta okean tog'lari [mid-ocean mountains], okean tubi yotqiziqlari [ocean floor deposits], ochiq okean [open ocean], Dunyo okeani [world ocean]*etc.

III.1.5. Wetland-related terms: *botqoq [swamp], botqoqlik [swampness], torf [peat], pastqam (evtrof) botqoqlik [lowland (eutrophic) swamp]* etc.

III.1.6. Terms related to rain: *qor [snow], yomg'ir [rain], jala [sleet], tornado [tornado], uyurma [sleet], quyun [whirlwind], yelvizak [breeze], do'l [hail], qor parchasi [snow piece], , , , ,* kabilar.

III.1.7. Terms related to the concept of ice: *muz [ice], muzlik [glacier], muzloq grunt [glacial ground], muz relef shakllari [ice relief forms], tetraedrik tuzilish [tetrahedral structure], muzlash [freezing]* etc.

III.2. A group of terms related to groundwater:

III.2.1. Terms related to the importance of water in the national economy: *chuchuk yer osti suvi [fresh groundwater], termal yer osti suvi [thermal groundwater], sanoat ahamiyatiga ega yer osti suvi [industrial groundwater], shifobaxsh suv [healing water], minerallanish darajasi [mineralization rate]* etc.

III.2.5. Terms related to the source of water formation: *infiltratsion (shimilgan) suvlar [infiltration waters], kondensatsion suvlar [condensation waters], magmatik yoki yuvenil suvlar [magmatic or juvenile waters], sedimentatsion suvlar [sedimentary waters], botqoq suvlari [swamp waters]...*

III.2.6. Terms related to the physical state of water: *gravitatsion suv [gravitational water], pardasimon suv [curtain water], gigroskopik suv [hygroscopic water], kristallizatsion suv [crystallization water]* etc.

III.2.7. Terms related to the location of water in the Earth's crust: *tuproq suvlari [groundwater], yuqori suvlar (verxovodka) [surface water (verhovodka)], grunt suvlari [groundwater]* etc.

III.3. A group of general terms related to the concept of water: *suvlik [water], suv oqimi [water flow], suv qobig'i [water crust], gidrosfera [hydrosphere]* etc.

IV.   Microsystem of biosphere terms.

It is known that the biosphere has a special place among the geographical crusts. The biosphere is defined as the shell of life made up of living (organic) substances, i.e. microorganisms, plants and animals. Thus, in the system of terms in our observation, the terminology units related to the biosphere and related concepts belonging to the object of study of the field of natural geography also exist as a separate layer, system. At the heart of these terms is the biosphere, which unites hundreds and thousands of geographical terms.

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The microsystem of terms related to the concept of biosphere in its initial stage is divided into the following groups:

IV.1. A group of terms related to plants.

IV.1.1. Terms related to aquatic plants: *salviniya [salvinia], choycho'p [tea tree], dalachoy [dalachoy], choyo't [tea tree], qizilpoycha [beetroot]* etc.

IV.1.2. Terms related to herbs: *o't [grass], subalp o'tloq [subalpine meadow], alp o'tloq [alpine meadow], pichanzor [hay], efemer [ephemeral], efemeroid [ephemeroid], qiyoq [sedge], oq shuvoq [white wormwood], qora mox [black moss], qo'ng'irbosh [blackbird], mushukquyruq [cattail], yovvoyi arpa [wild barley], yovvoyi suli [wild oats], qo'ziquloq [mushroom], oq momiq [white fluffy], taran saosiqquvray [taran saosiqquray], pushti [pink], qo'qongul [crow], chayir [betel nut], shuvoq [wormwood], betaga [betaga], tikonli astragal butasi [wormwood thorny astragalus shrub], to'ng'izsirt [cobresia], gunafsha [violet], qoqio't [rhubarb], yulduzo't [starfish], sariq ayiqtovon [yellow bear], yovvoyi ko'knori [wild poppy], kriofit o'tloq [cryophyte meadow], arpog'on [arpogan], lolaqizg'aldoq [tulip], taroqbosh [comb], qo'shoyoq [twig], qoramoshoq [blackberry], isfarak [isfarak], chitir , zfemerlar [zfemer], kovrak [ferula], iloq [weed]* etc.

IV.1.3. Terms related to forest: *o'rmon [forest], Janubiy o'rmon [Southern forest], Shimoliy o'rmon [Northern forest], tropik o'rmon [tropical forest], subtropik o'rmon [subtropical forest], ekvatorial o'rmon [equatorial forest], dunyo o'rmoni [world forest], igna bargli daraxt [coniferous tree], o'rmonzor [forest]*.

IV.1.4. Terms related to plants (halophytes) that grow in salt marshes: *boyalich [boyalich], tereskan [tereskan], keyrevuq [kerevuq], burgan [burgan], sarisazan [sarisazan], qorasho'ra [karashora], baliqko'z [balykqoz], sho'r ajriq [brine split], qora saksovul [black saxaul], yulg'un [tamarisk]* etc.

IV.1.5. Terms related to plants growing in the desert region. The terms of this group are divided into the following subgroups in terms of the nature and structure of the desert region, which in turn represent the plants that grow in the sandy desert, tugai and foothills:

IV.1.6.1. Terms related to sandy desert plants: *qora saksovul [black saxaul], oq saksovul [white saxaul], yulg'un [tamarisk], jing'il [jingil], cho'l yalpizi [desert mint], barxan [barkhan], juzg'un yoki qandim [juzgun or kandym], quyonsuyak [rabbit], tereskan [tereskan], qizilcha [beetroot], astragal [astragalus], iloq (qum qiyog'i) [sandalwood], selin [sandstone], cherkaz [cherkas], saksovul [saxaul], daraxtsimon cherkaz [woody cherkas], chog'on [chogon], astragal [astragal]* etc.

IV.1.6.2. Terms related to tugai plants: *qizilmiya (solodko) [licorice], chuchukmiya [chuchukmiya], ajriq [split], yantoq [thorn], qamish [reed], savag'ich [rod], qo'g'a [hedgehog], kendir [kendir], turong'il [dark], tol [osier], jiyda [Elaeagnus], yulg'in [tamarix], jing'il [jingle], buta [bush], ilonpechak [snake plant], qo'ypechak [snail], chakanda (oblepixa)* etc.

IV.1.6.3. Terms related to the plants of the foothills: *qorabosh (rang) [blackcurrant rosemary], qo'ng'irbosh [bell], boychechak [boychechak], binafsha [purple], lolaqizg'aldoq [tulip], chuchmoma [chuchmoma], sassiqquvray [sassiqquray], lola [tulip], gulsapsar [gulsapsar], piyoz ildizlilar [onion roots], ayiqtovon [ayiqtovon], mingboshi [mingboshi], chalav [chalav], shuvoq*

[wormwood], astragal [astragal], darmana [darmana], isiriq [incense], qo'ng'irbosh [bell], yaltirbosh [glitter], no'xatak [pea], chuchmoma [chuchmoma], oqquvray [white flow], gulxayri [gulxayri], sasir [sasir], qoqi [stump], shuvoq [wormwood], yovvoyi bug'doy (qasmaloq) [wild wheat (kasmak)], taktak (yovvoyi arpa), jasmin [jasmine], cho'l yalpiz [desert mint], ferul [ferul], chalov [chalov], mingbosh [millet], achchiqmiya [achchikmiya], otquloq [otkulak], yermon, zubturum (bargizub), qo'ziquloq, karrak, qiltiq, yersovun, (yetmak), shirach etc.

IV.1.6.4. Terms related to mountain region plants: *archa [cade], archazor [cade field], o'rikarcha [uricade], saurarcha [saurcade], qoraarcha [black cade], shuvoq [worm wood], yong'oqzor [walnut], Turkiston qayini [Turkestan birch], temir daraxt [iron tree], uchqat [uchkat], na'matak [namatak], irg'ay [irgay], zirk [barberry], maymunjon , yovvoyi uzum [wild grape], qatrang'i [tar], yovvoyi anor [wild pomegranate], pistazor [pistachio], zarang [maple], olicha [cherry], do'lana [hawthorn], bodom [almond], pista [pistachio], yong'oq [walnut], qayrog'och [pine], sada (sadaqayrag'och) [willow], majnuntol [willow], tol [poplar], terak [maple], chinor [comb], taroqbosh [twig], qo'shoyoq, qoramoshoq [blackberry], isfarak [isfarak], chitir, kovrak, iloq* etc.

The terms of this group are related to the plants in the mountainous region and should be classified as follows based on the division of the geographical composition of the mountainous region.

IV.1.6.4.1. Terms related to fruit plants: *yong'oqzor [walnuts field], na'matak [namatak], maymunjon, yovvoyi uzum [wild grapes], yovvoyi anor [wild pomegranate], pistazor [pistachio], olicha [cherry], do'lana [hawthorn], bodom, pista, yong'oq [walnut]* etc.

IV.1.6.4.2. Terms related to ornamental plants: *rcha [cade], archazor [cade field], o'rikarcha [uricade], saurarcha [saurcade], qoraarcha [black cade]Turkiston qayini [Turkestan birch], temir daraxt [iron tree], uchqat [uchkat] zirk [barberry], maymunjon tol [poplar], terak [maple], chinor [comb]*

IV.1.7. Terms related to medicinal plants: *anjabor [anjabor], arslonquyruq [lion's tail], achchiqmiya [achchikmiya], bangidevona [bangidevona], bodom [almond], burgan, gulxayri, zubturum, isiriq [incense], na'matak [deer grass], tog' piyozi [mountain onion], anzur piyoz [anzur onion], zira,. rovoch, taran, tuyayaproq, tog' jambuli, kiyik o'ti, tog'sag'iz...*

IV.1.8. Terms related to technical plants: *taran (contains tannins used in skin rejuvenation), anjabar (contains additive), archa (essential oil is extracted from the young branch), tog'sag'iz (There is a foaming substance), yersovun (The foaming agent is sopanin), cho'l yalpizi (contains ether), yetmak (from its root a foaming sopanin substance is obtained), pista (dye is obtained from the leaf and the dots on the leaf), arslonquyruq (fermenting agent and essential oil are obtained)...*

IV.1.9. General terms related to plants: *o'simlik [plant], ozuqa [feed], oziqlanish [nutrition], ildiz [root], barg [leaf], poya [stem], butoq [branch], shox [horn], geobotanika (Yer yuzasidagi o'simliklarni geografik jihatdan o'rganadi) [geobotany (studies geographical plants on the surface)], yopiq urug'li o'simlik [indoor seed plant], yalang'och urug'li o'simlik [bare seed plant], avtotrop [autotropic], geterotrop [heterotropic], biofil [biophilic], dorivor o'simlik [medicinal*

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plant], *subtropik o'simlik [subtropical plant], vegetatsiya davri [vegetation period], giyoh [coca], buta [shrub], o't [grass], daraxt [tree], efemer (bir yillik o't) va efemeroid (ko'p yillik o't) [ephemeral (annual grass) and ephemeroid (perennial grass)], yovvoyi o'simlik [wild plant], relekt o'simliklar [relekt plants], bargli o'rmon [deciduous forest], gul [flower], gullash [flowering], gul urug'i [flower seed], galofit [halophyte], mevali daraxt [ornamental tree], manzarali daraxt [fruit tree], fotosintez jarayoni [photosynthesis process], ko'payish [reproduction], o'sish [growth], rivojlanish [development], madaniy o'simlik [cultivated plant], uzun kunli o'simlik [long-lived plant] ...*

IV.2. A group of terms related to animals.

IV.2.1. Terms defining desert region animals:

IV.2.1.1. Terms defining mammals: *katta shomshapalak [big bats], shalpangquloq ko'rshapalak [bats], ko'k sug'ur [blue bears], qo'ng'ir ayiq [brown bears], olako'zan [ospreys], hind asalxo'ri [Indian bees], Turkiston qunduzi [Turkestan beavers], sirtlon [hyenas], silovsin [lynxes], qoraquloq [blackbirds], malin [raspberries], qoplon [leopards], irbis, gepard [cheetahs], xongul [hawks], jayron [gazelles], bo'ri [wolves], tulki [foxes], marhur, Ustyurt qo'yi (arkal) [Ustyurt sheep (arkal)], Qizilqum yovvoyi qo'yi [Kyzylkum wild sheep], Buxoro qo'yi [Bukhara sheep], arxar [argali]…*

IV.2.1.2. Terms defining birds: *birqozon [one stomach], oq laylak [white stork], qora laylak [black stork], qizil g'oz [red goose], oqbosh o'rdak [white duck], marmar o'rdak [marble duck], oq dumli burgut [white-tailed eagle], qirg'iy burgut [hawk eagle], cho'l burguti [desert eagle], burgut [eagle], boltayutar [boltayutar], qumay, lochin [falcon], itolg'i [push bird], oq turna [white crane], tuvaloq [tuvalak], qum chumchug'i [sand sparrow], to'rg'ay [sparrow], qora qarg'a [black crow], xo'jasavdogar, quzg'un [raven], qirg'ovul [pheasant], xo'jasavdogar, tentakqush, qorabovur [blackberry], boyo'g'li [owl], cho'l qarg'asi [desert crow], so'fito'rg'ay...*

IV.2.1.3. Terms defining rodents: *ingichka oyoqli yumronqoziq [slender-legged], qumsichqon [sandpiper], shalpangquloq, tipratikan [hedgehog], qo'shoyoq [lizard], ko'rsichqon [rat] ...*

IV.2.1.4. Terms defining reptiles: *xentog qurbaqaboshi [xentog frog], Shtraux qurbaqaboshi [Straux frog], echkemar, chipor kaltakesak [cypress lizard], kapcha ilon (Turkiston kobrasi) [kapcha snake (Turkestan cobra)], qum bo'g'ma iloni [sand choke snake], chipor ilon [cypress snake], xoldor chipor ilon [spotted cypress snake], o'qilon [owl], charxilon, kaltakesak [lizard], cho'l toshbaqasi [desert tortoise] ...*

IV.2.1.5. Terms defining insects: *qoraqurt [blacworm], chayon [scorpion], falanga [phalanx], tarantul (biy) [tarantula (biy)], chigirtka [locust]...*

IV.2.2. Terms defining the animals of the Adir highlands:

IV.2.2.1. Terms defining mammals: *tulki [fox], bo'rsiq [badger], quyon [rabbit], sariq sassiqko'zan [yellow fox], Turkiston kalamushi [Turkestan rat]...*

IV.2.2.2. Terms defining reptiles: *Turkiston agamasi [Turkestan agamas], tok ilon [vine snake], sariq ilon [yellow snake], chipor ilon [cypress snake], ko'lvor ilon (gyurza) [lake snake (gyurza)], Turkiston kobrasi [Turkestan cobra], Turkiston*

tashbaqasi [Turkestan tortoise], dasht qora iloni [steppe black snake], sariq ilon [yellow snake], chipor ilon [cypress snake]...

IV.2.2.3. Terms defining birds: *burgut [eagle], chil, kaklik, miqqiy, bedana, ko'k qarg'a [blue crow], soch, ukki [gowk], dala chumchug'i [field sparrow], tuvaloq [tuvalak], qirg'iy [hawk], qironqora [darkbird], boltayutar [boltayutar], ilonburgut [snake eagle], itolg'a, so'fito'rg'ay, boyo'g'li (boyqush) [owl]...*

IV.2.2.4. Terms defining insects: *xonqizi, yaydoqchi [spreader], oltinko'z [gold eye], trixogramma [trichogramma], qo'ng'iz [beetle], qandala [handcuffs], beshiktervatar...*

IV.2.3. Terms defining valley, oasis, and tugai animals:

IV.2.3.1. Terms defining birds: *baliqchi qush [fishing bird], qo'tan, birqozon, larpelikan, qoravoy, ko'k [blue], oq va malla qo'tanlar, qorabuzovbaklan, g'oz, o'rdak, churrak, qirg'ovul, kakku, zag'izg'on, qirg'iy, qora qarg'a, musicha, zag'cha, qarqinoq, bulbul, bedana, chumchuq, boyo'g'li, laylak...*

IV.2.3.2. Terms defining reptiles: *sariq ilon [yellow snake], chipor ilon [snake], bo'zrang kaltakesak [buzrang lizard], suv ilon [water snake], qora ilon [black snake]...*

IV.2.3.3. Terms defining mammals: *bo'ri [wolf], tulki [fox], chiyabo'ri [jackal], bo'rsiq [badger], to'qay mushugi [tugai cat], quyon [rabbit], to'ng'iz [pig], ondatra, nutriya [nutria], ko'rshapalak [bat], tipritikan [hedgehog], sichqon [rat], yer kalamushi [ground rat] ...*

IV.2.3.4. Terms defining fish: *ilon baliq [snake fish], zog'ora baliq (sazan) [carp], ship, laqqa baliq [catfish], cho'rtan [shit], qora baliq (marinka) [black fish], ilonbosh [snakehead], mo'ylov baliq (so'g'yon) [mustache fish], Amudaryo fareli (gulmoyi), marinka, oqqayroq [whiter], kumush rang tovonbaliq [silver colored heel], sudak, ilonbosh, oddiy do'ngpeshona [a simple dungeon], oq Amur balig'i, bahri baliq (bakra), qilquyruq (big crocodile fish), small snout, Sirdaryo kurakburun balig'i [crocodile fish of Sirdaria]...*

IV.2.4. Terms denoting forest animals: *cho'chqa [pig], bo'rsiq, olmaxon [squirrel], kalamush [rat], yumronqoziq , sichqon [mouse], ilon [snake] ...*

IV.2.5. Terms denoting mountain region animals:

IV.2.5.1. Terms denoting mammals: *kiyik [deer], qor qoploni [snow leopard], silovsin [lynx], bo'ri [wolf], ayiq [bear], tulki [fox], cho'chqa [pig], o'rmon kalamushi [forest rat], o'rmon sonyasi (an animal that looks like an squirrel), qizil dumli sug'ur [red-tailed deer], qizil pishchuxa [red cheese], kul rang sassiqko'zan [gray stinking], tosh suvsari, qoplon [leopard], ilvirs, tog' takasi [mountain goat], arxar, jayron, bug'u [deer], Turkiston yo'lbarsi [Turkestan tiger]...*

IV.2.5.2. Terms denoting birds: *kaklik [partridge], kaptar [pigeon], boyqush [owl], bulbul [nightingale], chumchuq [sparrow], qirg'iy [hawk], lochin [falcon], kalxat [kite], so'fito'rg'ay [skylark], Tibet burguti [Tibet eagle]...*

IV .3. A group of terms related to microorganisms and fungi: *bakteriyalar [bacteria], mikroorganizm [microorganism], zamburug' [fungus], redusentlar (organisms that break down organic matter), sharsimon bakteriya [spherical bacteria], parazit [parasite], saprofit [saprophyte], simbiont, miksotrop (a*

microorganism that feeds in both autotropic and heterotropic forms), yashil oʻsimlik [green plant], prokariot, euakriot...

IV.4. A group of general terms related to the concept of biosphere: *Yer yuzasi [Earth's surface], hayot qobigʻI [shell of life], geoqatlam [geo layer], biosfera (a geolayer composed of living matter), natural areas, mainland, living organisms, minerallar [minerals], tirik organizm [living organism], organik modda [organic matter], noorganik modda [inorganic matter], mineral modda [mineral matter], ekologik muvozanat [ecological balance], zoogeografiya [zoogeography], yopiq urugʻli oʻsimlik [indoor plant], sutemizuvchi [mammal], sudralib yuruvchi [reptile]...*

Conclusion. From the above, it is clear that the Uzbek system of geographical terms is a terminological system that includes many microsystems as a separate macrosystem with a hierarchically structured terminosystem. The microsystems that are present at each stage of the system, i.e., the group of terms that form a partonymic relationship with the group of terms that precede and follow it. Terminological units belonging to the group of terms have different lexical-spiritual (synonymic, graduonymic, hyponymic) relations with their classmates, have a specific spiritual content. On this basis, each term has a stable place in the Uzbek language macrosystem of geographical terms. The system of hierarchical geographical terms mentioned above has formed a unique ideographic structure. In the formation and thus classification of this ideographic structure, the similarity leads mainly to the point of view of the field of natural geography, because on the basis of the terminosystem the branch structure of the field, scientific concepts and phenomena is crucial.

The dialectical connection between the phenomena of being is a factor in ensuring the relationship between the language units that are their linguistic expression, which shows the systematic relationship of language units, forming a system. Similarly, the linguistic-scientific study of Uzbek geographical terminology, the attitude of the terminological system to the general language system, the study of its ideographic nature, the scientific and practical significance of the study.

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POLYSEMY IN THE COMPOUND TERMS STRUCTURE

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Abstract:

Introduction. Just as objective reality is limitless, so there are countless objects in it. Moreover, these objects are in a very diverse and very complex relationship with each other. The possibilities of connecting words, which are the expression of objects and their complex relationships, are also limitless. There is no way to express them in language dictionaries, especially in interpretive dictionaries. The very generalizing feature of language can also be understood from the limitless of this objective reality.

Research methods. In terminology, it deals with the objects and concepts of a particular field. The development of a particular science in relation to human needs becomes concrete. While this specificity makes it necessary to distinguish one of the object-events that has similarities and commonalities, in turn, the need to distinguish creates the need to express it with the characteristics of the object to be separated.
In other words, just as there are mutually similar features between individual derived objects, they also have different aspects that are not similar to each other. There is also a piece of the whole and parts of the same piece. As a result, in the term system, simple compound and complex compound terms with many meanings appear.

Results and discussions. The study of terminological compounds, especially the polysemy of terms plays an important role among these unresolved issues. This is not only one of the main problems of theoretical and practical terminology, but also a topical component of scientific and technical translation. The problem of the polysemy of terminological combinations has been studied at different levels in terminology research: the logical relationships of the components, their structure, and their semantic dependence have been studied only for the purpose of their connection. Since the compound term is the primary tool in naming an object, the polysemy of the term is to describe the specific concept more fully and accurately.

Conclusion. This article discusses the issues of ambiguity of terms, because in linguistics polysemy is given an important place, because this issue also covers the nature of naming. When the word has several meanings it is called as Polysemy. The facts of the use of terms in land reclamation prove the existence of polysemy in terminology. The article concludes that polysemy of terms occurs mainly as a result of the combination of two objects and events, the transfer of one meaning to another (metonymy), the definition of their whole and part relations (synecdoche).

Key words: polysemy, thinking, lexical unit, structure, sign, metaphor, metonymy, word form, term.

Introduction. It is well known from point of view of linguists that polysemy usually refers to the fact that a word has several meanings, or the name is expressed alternately as different units. Polysemy is, on the one hand, the ability of the human mind to express the phenomena of the world around it, and, on the other hand, the limitations of the means in the language system to express the myriad objects and events in real reality. Actually, the development of polysemy is the mobility of the structure of lexical units: this mobility causes the character to "cover" the meaning on the basis of similarity (metaphor) or to express this object by another meaning (metanomy). The fact that a word has multiple meanings has been opposed by several linguists in its time. As Potebnya A.A. claims, polysemy: 'where there are two meanings, there are two words', 'even the slightest change in the meaning of a word turns it into another word' [14: 198].

Shcherba L.B. also writes, relying on the unity or similarity of word form and meaning, a word must have only one meaning, otherwise polysemy breaks this unity. V.A. Zvegintsev also opposes the notion of the recognition of ambiguity, the unity of form and meaning. However, in recent years, linguistic research has shown that the ambiguity of the word sign is one of the main features of the durability, development and use of language. According to the linguistic naming theory, an important place is given to the ambiguity of the word, as this issue also occupies the nature of naming [1, 11].

The fact that a word has several meanings does not violate its principles, but it testifies to the dualism (duality) asymmetry of the language sign. On the basis of polysemy, there is no direct correspondence between the two aspects of the linguistic sign: the meaningful aspect and the expressive aspect. Identity and identified asymmetry ensures the variability of any word sign, as well as the term. And this variability which is presented in the elements of materials as well as in the elementary feature of the language element. The duality of linguistic phenomena is, as Kantselson S.D. claims, an important feature of language [9: 40].

Materials and methods. One of the main linguistic requirements of the term, unlike a simple word, i.e., a single meaning within a terminological system (Vinokur, 1939: 8; Lotte,1948: 732; Budagov, 1958: 23; Reformatsky,1967: 110). According to the points of some scholars, this feature is one of the conditions for the emergence of the term, and at the same time there is a general opposition to the fact that the term has other meaning than one [10: 35]. As proof of this idea, polysemy loses the first and main function of the term - the distinguishing function [2: 30], on the other hand, the semantic feature of the term prevents its use in several other senses [5: 65].

In fact, the term should express a certain concept and should not allow ambiguity, as this situation leads to misunderstandings among experts in the field. But the quest for semantic precision of the term does not and will not mean that there is no place for the phenomenon of polysemy in the field of terminology. It is crucial to keep in mind that the term is not a member of a single terminological system. At least, the term refers to the language system, i.e. both systems are involved in defining its functions. Therefore, despite the specific features of the term, the term is influenced by general and conceptual systems. As a unit of language, the term to some extent reflects the laws embodied in the sign of the language, and "a sign

(sound or graphic sequence) can contain a number of meanings". However, unlike common language, the logical-grammatical boundaries of the term encompass the phenomenon of polysemy in its capacity. The process of polysemy does not happen naturally [16: 64].

The facts of the use of ameliorative terms prove the existence of polysemy in terminology. Observations show that polysemy of terms occurs mainly as a result of the combination of two objects and events, the transfer of one meaning to another (metonymy), the definition of their whole and part relations (synecdoche). Metonymy (a secondary meaning) occurs when the term process and its outcome, the process and the subject, are defined by the action itself. This phenomenon has multiple meaning, consisting of substantivized verbs, due to its nature. They combine the lexical and grammatical features of the word group from which they belong (verb) and from which word group they belong (noun). Despite the diversity of meanings collected in the semantics of the substantivized verbs, it should not be forgotten that their basic meaning represents the process, because of this meaning the noun stands closer to the verb. The polysemy of the terms also depends on the semantics of the meaning, that is, it is based on the relation of the number sign, 'In this relationship the first word of the term is always larger, wider, more general, and the other is smaller, narrower, more specific'. Consequently, the terms in their conceptual structure include, on the one hand, aggregation and plurality, and, on the other hand, the meaning of unity and separation. The condition of polysemy also exists when a person (performer) in one term and the meanings of action, person and object, person and event collide [15: 110].

Results. Thus, the term polysemy is limited to categorical polysemous frameworks, and the meaning is determined by the presence in the "concept, of characters, belonging to several categories at the same time." It is possible to combine different meanings in a term by linking categories within the generality of the characters [5: 26-27]. Kandelaki confirms this idea, 'the terms are not ambiguous at all. They have to serve several existing systems of understanding, and that is why we have a phenomenon of multiple meanings' [8: 71].

The lexical composition of language and the systematization of terminology are subject to many laws, depending on the laws of change and interaction of its elements, the laws of language development and function. Being one of the lexical systems of language, terminology is influenced by two opposite tendencies: on the one hand, it is subject to the system of tendencies, on the other hand, the terminological system has the right to exist independently, because this system has structural-semantic features. Because the terminological system is relatively closed (at this stage, the terminological system is semantically limited), it allows more study of the interrelationships of its internal systems, i.e., it is more open and boundless than the general lexical system of language. Consequently, the terminological subsystem, which represents the general and specific unity, determines not only the internal interdependence of the terms, but also the general lexicological problem of the systematic organization of the content plan. While the terminology of each science and industry represents different systems, it also implies the types of communication and their relevance.

It is this function that causes the naming feature of the compound term to come first, and thus the knowledge of the the polysemy is sealed in the language. The connotative probability of the term is minimized.

The study of the the polysemy of terms is one of the problems of the general language nomenclature theory. Due to the growing demand for new names in the context of rapid development of science and technology, the latest nomenclature method is the most common in terminology.

This is reflected in the numerical superiority and expansion of the polysemy in almost every field of terminology. The use of compound terms is relevant for new or rapidly evolving sciences, as new concepts of the emerging being object take the form of a compound noun that includes not only a single word but also its the polysemy. It is in the field of terminology that intensive consolidation of new concepts in the form of language is currently taking place.

Polysemy is mainly specific to simple terms, but compound terms are very rare. There is an inversive relationship between compound terms and polysemy; an increase in the number of components in the term structure prevents the occurrence of the phenomenon of ambiguity in it. According to the assertion of some scholars that there is no polysemy at all in compound terms cannot be considered at all [6; 4]. As Gendlina claims, the absence of polysemy in compound terms prevents the development of ambiguity if the ambiguity of the main component in the term is removed, and only its single meaning is retained, while the meanings of the other components of the compound are attached to the main. From the observations of the research materials, it can be determined that the phenomenon of polysemy occurs in both terminology and compound terms in the subsystem of land reclamation. Polysemantic terms are 17% of the total number of terms. The results of the study are the same as views of several other scientists. 37.2% of the terms related to electrical engineering are polysemantic terms [10: 128].

Discussions. In the studied terminology, polysemous terms are given as examples of two-, three-, and four-component forms,

closed basin *– 1) бассейн, не имеющий стока - оқими йўқ ҳовуз, 2) непроточный водоём –ирмоқсиз ҳовуз;*

dropgatesluice *– 1) шлюз-регулятор с опускным затвором - тушириладиган қулфли бошқарув-шлюзи (дарв)*; *2) водосливное отверстие с опускным затвором – тушириладиган қулфли сув шлюзи (дарв)*;

As for the quantitative and qualitative features of the semantic structure of a polysemous term, it is determined by the relationship between the concept and the term expressed by the term. Within the semantic structure of compound terms, the number of terms with a specific meaning is two or three, rarely four. There are the following examples of polysemantic terms,

low waterflow –1) low consumption of water; 2) surface waterflow;

mist sprinkler – 1) water-sprinkler; 2) aerosol water-inlet;

control structure - 1) regulating tool; 2) dam;

surface storage–1) surface water pool; 2) volume of surface waterflow; 3) surface water resource;

lift pump – 1) water distributor; 2) water station; 3) hydro lifting pump; 4)

water pump;

The reasons why terminological compounds have so many meanings can be varied. However, natural polysemy causes the term to have different meanings, which is the basis for the ambiguity of compound terms. For example,

dranaige- 1) drying, 2) canal,

a term with a semantic structure can also be found in the semantic structure of other compound terms,

natural drainage – 1) natural drying system; or
open spillway – 1) dam of canal; 2) water pool dam,
open spillway– 1) run-off, 2) control structure;

The fact that a component that is part of a compound term belongs to a semantic structure in terms of its word-forming meaning also takes an important role. For instance, The verbs or lexemes with suffix *-er*, acquire different (modified) variable meanings, summing up the properties of word-forming models [12: 202-233]. Terms formed with the participation of these suffixes in their semantics include moving persons and equipment, tools and mechanisms, for example, the term *irrigator,* 1) water-sprinkler machine*, tool; 2) rain-sprinkler,3) canal.* The above given examples can prove our point.

Person or equipment performing the action may not be as polysemous terms as other terms, because terms that contain personality-defining qualities are very rare. The term *irrigator* has many meanings but as a compound term *mobile irrigator* cannot be an ambiguous term. In order to activate the meaning of the term *temporary irrigator*, context is needed to properly align the object it is naming.

Polysemy of compound terms may be the result of the ambiguity of the types of defining component. For example, the term '*ditch'* has the following meanings *1) flow 2) canal* where it refers to polysemantic feature as well as the term '*irrigation'* – *1)furrow watering, 2)canal irrigating.*

The following example of phenomenon of ambiguity in terminological combinations occurs when it participates in the structure of its meaning as a defining component that combines terminological and general meaning, *small dam – 1) low pressure dam, 2) subdam (lower 15 м).* This is an example of the loss of a meaning that a term component expresses in a ordinary dictionary.

There different situations where meaning polysemy can occur in an unequal relationship. In some cases they are related to a common semantic basis, in other cases they are related to the general characteristics of the denotative meaning. As an example, we can take the term '*catch basin'*, all its meanings are expressed through the main element, that is, the meaning of the water-collecting object, and in each compound term in which it participates, its specific meaning represents different meanings based on its general meaning as *1) water-pool, resevour; 2)will; 3) underground sewage;*

In other cases, a series of individual meanings is observed, and the meanings converge in the interaction of the components, *diversion capacity – 1) water resevour; 2) bypass capacity, 3) water withdrawals.*

The multiple structure of compound terms has the following groups of meanings: a) the subject is its part: a) предмет – унинг қисми "*rotation sprinkler –*

1) circular rainfall, 2) rotary nozzle; б) phenomen – process *"water flow – 1) canal;* в) object – its part *"water body – 1) pool, 2) water mass;* г) object – its feature '*soil-moisture content – 1)humidity of the soil, 2) water-holding capacity;* д) a part – object *"irrigation water –1) capacity of irrigation water;* е) abstract meaning – concrete concept *"hydraulic lift – 1) piezzometer, 2) hydraulic lift.*

The polysemy of terms is directly related to the relationship between the term and the context. Until recently, it was argued that terms were a lexical unit that constituted technical terminology, "if it is clear which terminology the term belongs to, it can live out of context" [15: 107]. The analysis of specific material allows us to conclude that the terms have different meanings of the same meaning, i.e. their difference depends on the context. Thus, terms denoting field, surface meanings become unambiguous terms within all terms. It is often unambiguous within lexical-semantic groups to describe the number of different materials, bodies, methods, machines, equipment, capacities. Terms denoting the meanings of devices, processes, actions, states have several meanings, even within a single lexical-semantic group,

For example, *lowdrop spillway – 1) water catchment area, 2) the spillway;*
broad irrigation – 1) a burst filter irrigation; 2) run-off or waste water irrigation;

Comprehending such terms is possible not only by determining their belong to a particular terminological group, but also by using a specific context to define polysemantic feature of the compound term.

Nowadays in modern linguistics the problems of studying terms and terminological systems play an important role. The problems of studying terms and various terminological systems play an important role in modern linguistics. This process is due to the fact that in modern society there is a growing interest in language learning and the development of technology, as well as the proliferation of scientific literature. It should be noted that in addition to the study of problems with terminology and terminology [15; 8] in recent years there has been a growing interest in the study of the system of terms [6]. According to many terminologists, the study of a closed closed system is a suitable method for solving specific limited problems, and then provides a broad scientific basis for finding the theoretical problems of terminology.

Despite the fact that the object of many different studies is different field terminology, the main area of special vocabulary and the processes that take place in them are left out of the eyes of linguists [8: 132].

Compound terms are understood and interpreted differently by different linguists. If some scholars consider them to be the object of study of phraseology, others argue that they are free compounds, the third, in contrast to them, interconnects these phrases into free conjunctions according to one case, and phraseologisms on the other [15].

The study of the laws of terms is one of the problems of the general language nomenclature theory. It is known that affixal means can be used in a language to denote a new object of a non-linguistic being, a word derived from another language, a change in the meaning of an existing word, in other words a regularly used compound noun is discovered. According to the increasing demand for new names in the context of rapid development of science and technology, the latest nomination

method is the most common in terminology. This is reflected in the numerical superiority and expansion of word combinations in almost every field of terminology.

The use of compound terms is relevant for new or rapidly evolving sciences, as new concepts of the emerging being object take the form of a compound noun that includes not only a single word but also its function. It is in the field of terminology that intensive consolidation of new concepts in the form of language is currently taking place. It is known that any concept can be expressed not only in one word, but also on the basis of combinations of several lexemes, thus eliminating the contradiction between the limit of the number of language units and the diversity of concepts encountered in language compounds. If a particular word does not explain the full meaning of the concept, the barikma appears as a complementary meaning in the system of word formation as a "reserve tool of nomination", for example, *irrigation machine – дождевальная машина - "ёмғир машинаси", drainage trencher –дреноукладчик - "ер захини қочириш ускунаси", pumping house – насосная станция - "насос станцияси", field command –превышение уровня воды в канале над наивысшей точкой орошаемой территории - "каналда сув сатҳини суғорилаётган майдоннинг энг юқори нуқтасидан баландланиши".*

In addition, the role of onomasiology in the spread of compound terms in the system of terminology is great, the desire to divide and accurately express the name of the object in existence, the clear signs, attributes, features of the name, that is, the expression of the social experience of language tries to explain that it is important for public practice . As a result of the growth of human experience and knowledge, the classification of existence phenomena does not change. The classification is becoming more detailed and precise in defining new characters and features. The naming of each newly understood phenomenon is combined with a one-word term descriptive words, for example, irrigation - trickle, irrigation –underground trickle irrigation – орошение – капельное орошение – подпочвенное капельное орошение - "суғориш", "томчилаб суғориш", "тупроқости томчилаб суғориш", trencher-high –speed-wheel-type trencher – мощный дреноукладчик – мощный дреноукладчик колесного типа - "қувур ўрнатиш мосламаси" – "катта қувватга эга қувур ўрнатиш машинаси" – "ғилдиракли катта қувватга эга қувур ўрнатиш машинаси", weir-rectangular weir- rectangular weir with double – side contraction – водослив – прямоугольный водослив – прямоугольный водослив с с боковым сжатием - тўғон – тўғрибурчакли тўғон – ёнбош қисқичли тўғрибурчакли тўғон.

In the defining groups of compound terms, it is observed that the proliferation of term elements is becoming a growing trend in English.

In the nominative aspect, compound terms also perform the same function as terms consisting of a single word, although they represent a concept based on several parts, for example, *water pump– водоотливной насос - сув насоси, scraper plane – машина для планировки участков земли - ер майдонларини планини тузиш машинаси,sedimentation tasin – отстойник - тиндиргич, seepage area – площадь выхода источников на поверхность - булоқ сувларини юзага чиқариш майдони.* When the meanings of the words in the given examples are studied separately and the meanings of the compound expressions are studied by comparison, they express different meanings.

They also differ from each other in the scale of meaning. If a compound phrase has a general scientific or technical meaning, then the term terms not only express a single meaning, but also define the qualities and characteristics of that meaning. This phenomenon is also observed in reclamation terms. The term *"Irrigation"* generally refers to *"суғориш"* in Uzbek, *flood irrigation – кўллатиб суғориш, sip irrigation– томчилатиб суғориш, local irrigation – локал суғориш, waste water irrigation– оқава сув билан суғориш, single irrigation – бир марталик суғориш, solar cell irrigation – қуёш энергиясидан фойдаланиб суғориш*, according to their meaning and sign, these words have a separate private irrigation technique, method, function.

Obviously, compound expressions have several advantages over single-word terms. First, they have more information, that is, "the word elements in them actualize the features of the name." As example we can bring such as, *tunnel drainage, radial drainage, sink drainage, column drainage, contour drainage, water regulation drainage* clearly defines the type of drainage in compound expressions. Second, compound expressions reveal the meaning of scientific and technical concepts in a fuller and clearer way, and thus express a synonymous concept. However, the more words involved in a phrase, the greater the probability of its meaning. Third, the addition of descriptive words serves to narrow the broader meaning and to provide semantic clarity, clarity, and definite meaning. Thus, the general technical method is included in the ameliorative terminology, and the adjectives added to it define its sectoral features, as *corrugation method – тўмтоқ жўяк бўйлаб суғориш, vertical method – вертикал жўяклардан намуна олиш методи, ponding method – сувни боғлаш орқали фильтрация вақтида сувнинг бесамар ишлатилганини аниқлаш, long-line furrow method – новлар орқали жўяклардан сув қўйиш.*

However, it should be noted that compound phrases consisting of many words complicate the communicative function of language and do not meet the basic requirement, that is, they prevent people from understanding the specific meaning of the name in practice. Nevertheless, multi-word terms are productive, and it is important that nomination be universally recognized in the media system. They are "not only very relevant, but also an acceptable option because they increase the number of characters needed in a nomination" [5: 13].

Amelioration-related phrases are explained by the fact that the level of detail of the semantics is not uniformly provided and depends on which classification relationship the term belongs to, and they may consist of two or more words. In reclamation terminology, multi-component expressions are two-component. Three components are added to the two components. Depending on the number of symbols of the object, the development and improvement of machines and mechanisms, descriptive words are added to the term, and the main serves to define this or that aspect. The reason for the widespread use of three-component terms is that they describe different details and symbols of interconnected events and express different meanings of the concept. This event is carried out at the expense of an additional motion sign of the object, its design features, methods or its place of operation, such as *pivot irrigation – карусель (чархпалак) томчи ускунаси орқали суғориш, multiple pivot irrigation – кўпнишонли карусель (чархпалак) томчи ускунаси*

орқали суғориш.

Conclusion. So, while concluding, we may say that the study of terminological compounds plays an important role among these unresolved issues. This is not only one of the main problems of theoretical and practical terminology, but also a topical component of scientific and technical translation. The problem of terminological combinations has been studied at different levels in terminology research: the logical relationships of the components, their structure, and their semantic dependence have been studied only for the purpose of their connection. Despite efforts to study compound terms, it cannot be said that the solution to the problem has now come to a complete end. The reason for this is that the definition of a term, the limit of k, is not the accuracy of the approach to the study of properties, secondly, the analysis of unorganized compound terms in semantic relations leads to the comparative study of compound terms and free combinations on the one hand and compound terms and phraseology on the other.

The reason for the lack of a solution to this problem is the lack of a clear boundary of linguistic phenomena in a particular relationship, the "impossibility of a complete, perfect delimitation of bird categories." The theory of nomenclature, which is currently being actively studied, provides a new insight into many problems, in particular the problem of the interaction of compound terms with other nominative units. The study of terminological systems is undoubtedly relevant, and the movement of the laws of nomination in connection with the emergence of the laws of the formation of terms is not as obvious as in terminology in any other field of language. It is known from the theory of nomenclature that "each name occurs according to the methods of semantic processing and arrangement of a particular language before it appears. This internalization of the concept takes place in relation to its meaning in the language, using the onomasiological categories that form the basis of the naming of the language. The event to be named is included in the group that represents the basic concept, and without leaving this group, some of its differential properties that represent the formal concept are identified.

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LINGUISTIC RESEARCH OF ANTHROPONYMS IN THE LEXICAL SYSTEM

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Abstract:

Introduction. Theoretical lexicography studies the history of lexicographic activity, as well as types of dictionaries and the purpose of their development. It also provides a critical and accurate assessment of each lexicographic product, taking into account the methodology or structure of each dictionary and the problems that may arise during its preparation. That is, it applies in practice everything derived from theoretical lexicography, in which it uses applied linguistics, knowledge of practical lexicography, as well as traditional and internationally accepted lexicographic rules, production besides it requires knowledge of the necessary bibliographic material that will allow you to solve problems that arise in the process.

Research methods. From the results and conclusions of this research General linguistics, Comparative linguistics can be widely used both in the field of Lexicology, Country studies, Onomastics for foreign philology education and in the field of of Modern Uzbek Literary Language for Uzbek philology education besides it can be used in the creation of new dictionaries on anthroponyms. As in world linguistics, anthroponyms are inextricably linked with man and his thinking and worldview , studying them in the anthropocentric paradigm, in lexicographic analysis, study of semantic features, their presentation in dictionaries created in different systematic languages,besides the study of the relationship of anthroponyms to the lexical layer, comparative analysis determines the relevance of the topic.

Results and discussions. It is important to study the role of anthroponyms in the lexical system, the problem of their study, types, semantic features, the presentation of anthroponyms in English and Uzbek lexicography, their relationship to lexical layers. In determining the prospects of anthroponyms in lexicography, it is more practical to interpret them in two languages and create a comparative dictionary than to study them theoretically. It will definitely require a lot of volume. In this case, the researcher should provide a lexicographical study of anthroponyms in English and Uzbek and clarify the characteristics of their acquisition, interpret the motives for naming anthroponyms and conduct a statistical analysis of anthroponyms in both languages.

Conclusion. The study of anthroponyms in non-sister English and Uzbek languages is defined and commented on, dictionaries of anthroponyms in English and Uzbek languages are classified, recommendations on compiling dictionaries of anthroponyms are developed, both the prospects of anthroponymic lexicography in the language are determined, the motives of anthroponyms in both languages are

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explained, the attitude of anthroponyms in English and Uzbek to the lexical layer is shown, anthroponyms in both languages are statistically analyzed.

Keywords: anthroponym, anthroponomy, onomastics, language, culture, linguistics, nouns, etymology

Introduction. The article explains and comments on the study of anthroponyms, which are an integral and essential part of onomastics in linguistics, its place in the lexical system. The history of the emergence of the concept of anthroponym in linguistics, the information on its semantic features, as well as its function in speech are defined.From time immemorial, naming a child has been considered a great responsibility. Naming is undoubtedly associated with the rules of nationality, ethics and aesthetics, as well as a person's dreams, worldview and imagination. It is no coincidence that not every name came into being, it has its own history, territory, content and geographical distribution. The ancient custom of naming is still being practiced at present time , as it is believed that the name may affect the child's happiness, life, health, future and destiny. The religion also states that the name embodies the human psyche, so naming is a special responsibility not only in Muslim families, but in all religions as well. The name has its place in many legal relationships. Article 9 of the Constitution of the Republic of Uzbekistan defines the child's right to a name. This right is part of the child's personal rights, allowing the child to have copyright and family rights. So, one of the main responsibilities of a parent to his child is to give him a proper and beautiful name.   Sources also have different views and opinions on naming. Anonymous expert Ernest Begmatov says: "The habit of naming is born of the need to distinguish one person from another. Subsequent and formal surnames, nicknames, patronymics, ancestral (pantronomic) names and their various forms, as well as other forms and methods of naming a person, are the legitimate products of such a vital need. "

A person's name serves to distinguish him or her from other people and can affect him or her in many ways throughout his or her life.

Materials and methods. A large part of the Uzbek language vocabulary consists of special names given to people. People's names in science are called anthroponyms . Before understanding the lexical meaning of the word anthroponym, the term anthroponomy should be looked at. In the study of names,   a branch of linguistics is onomastics, in which anthroponimics studies names, surnames and nicknames of people. "Anthroponym", writes A. Hodzhiev - "anthropos-man, + onyma-name, man's name". Anthroponomics is a branch of lexicology (onomastics) that studies human names. Anthroponomics defines the function of an anthroponym in speech as a person's entry into society, conversion, change in age, social or family status, differentiation, identification, change of names related to the lives of people of other nationalities, their origin , application in society, laws of operation, the structure and development of anthroponomic systems are an integral part of anthroponomics. Anthroponymy is a collection of famous names for all people in the language. In the past, the term "onomastics" was used instead of anthroponymy, and later the word appeared in the 1960s and 1970s. This science analyzes information about a name,

such as a person's lineage, ancestry, nationality, origin, and human qualities. So anthroponym is a name associated with any named person.

In the further development of linguistics, the scientific study of anthroponyms has been the subject of a number of scientific studies. In particular, E.T.Smirnov, then N.S.Likoshin and a Russian traveler and etymologist V.F.Oshanin, turkologist A.Samoilovich conducted research on the collection of Uzbek names and their expression in Russian transliteration. Linguists such as A.Samoilovich, S. Oldenburg, V.Ya. Nalivkin, M. Nalivkina in their work also expressed their views on some issues of etymology, ethnography of Uzbek names and nicknames, and the issues of their traditions. While S.Ibragimov and M.Rahmonov observed the spelling of Uzbek names and surnames, N.S.Malitsky studied the names of local people in Tashkent.

Since the 1960s, there has been an interest in the scientific study of the linguistic features of Uzbek names. During these years, some popular scientific articles on Uzbek anthroponymy were published by D.Abdurahmanov, O.Nosirov, F.Abdullaev, M.Shamsieva, A.Ishaev, H.Doniyorov.

E.A. Begmatov is considered a well-known scientist who has made a great contribution to Uzbek anthroponymy. He published a number of important articles on the linguistics, extralinguistic features of anthroponyms, names, nicknames, surnames, lexicon, structure, grammatical features of parent names, and collected a lot of information on Uzbek anthroponymy. . In 1965, he defended his dissertation on "Anthroponymy of the Uzbek language." His works on science such as "Names and People" (1966), "Spelling of Human Names" (1970), "Spelling of Uzbek Names" (1972), "Literary Names and Families of Uzbek Authors in Russian Transcripts" (1981), "O ' Uzbek Names "(1992, 2000, 2007) and" The Beauty of the Name "(1994) are regarded as important contributions to Uzbek linguistics.

Practically, the issues of etymology and semantics of Uzbek anthroponyms were discussed in a pamphlet entitled "Ismingizning ma'nosi nima?"("What is the meaning of your name?") by H. Azamatov, Y.A. Menajiev, D. Abdurahmanov and E. Begmatov. Scholars such as S.Ibragimov, N.Mamatov, F.Kamolov, R.Jumaniyozov, Y.Pinkhasov, T.Mirzaev, E.Begmatov's articles dedicated to the problems of Russian spelling of Uzbek names were published and reported in the media. It was known that E. Begmatov's works such as "Spelling of human names" (Tashkent), "Spelling of Uzbek names" (Tashkent), "Литературние имена и фамилии узбекских авторов в русской транскрипции" (Tashkent) are distinguished by the focus on the most important practical aspects of science. The scope of research in anthroponymy has expanded and in the 1970s Uzbek nomenclature began to emerge as an independent field and Uzbek anthroponymy has been studied in various directions since that time. For example, whereas the research of scientists such as G.F.Blagova, A.S.Tolstova, K. Karimov, E. Begmatov was devoted to the analysis of anthroponyms used in historical written monuments, the scientific observations of scholars such as E. Begmatov,R. Kungurov, A. Jumaev, G. Sattorov were focused on the construction of anthroponyms, the structure of assimilated anthroponyms, the analysis of grammatical and semantic features of nouns.

As some of the work done in our country in the field of anthropology is aimed at

determining the characteristics of the anthroposystems, the frequency of distribution of anthroponymic series in the regions, the works of such scientists as T.S.Erokhina, M.N.Ramazonova, V.B.Suzanovich, V.A.Nikonov,L.I.Royzenzon, E.B.Magazanik , A.Ishaev, A.Boboxo'jaev, R.Rahimov are a worthy contribution to the development of this field. The attention paid to the analysis of the methods of expression (polarization) of the concept of gender in Uzbek anthroponyms can be seen in the research of such scientists as E. Begmatov, V.A. Nikonov, L.V. Danilova.

Not only semantic-structural features of names, but also their stylistic features were considered in the field of anthropology. In this regard, the scientific works published by H. Doniyorov, B. Yuldashev, H. Usmanov, E. Kilichev, U. Kasimov are important because they consider the methodological features of anthroponyms. Sociolinguistic and functional-semantic studies of human names in Uzbek linguistics, especially anthroponyms used in folklore, are particularly noteworthy. The researches conducted by these scientists such as D.Abdurahmanov, H.Bektemirov, S.Yuldasheva, B.Fayzullaev, S.Tursunov, A.Ishaev, I.Khudoynazarov are in this direction. Also I.Khudoynazarov later defended his dissertation on folk anthroponymy.

Later, the first Uzbek dialectal anthroponymy was studied in Uzbek anthropology. In this regard, the work of H. Doniyorov deserves special recognition. Scholars such as O.Madrahimov, F.Abdullaev, Z.Dosimov studied Khorezm dialects, A.Ishaev, Y.Ibragimov also conducted a number of studies on the anthroponymy of Uzbek dialects in Karakalpakstan. The scientific works of such scientists as Begmatov, S.I. Zinin, N.A.Sharopov reflect the layer of assimilation between Uzbek anthroponyms, the analysis of Persian-Arabic and Russian names. E. Begmatov, E. Kilichev, Y. Ibragimov, B. Yuldashev published scientific articles on the specific functional and linguistic features of nicknames in the Uzbek language. B. Koriev, Y. Ishakov's scientific articles on nicknames that are an integral part of the Uzbek anthroponymic system, their usage, types, functions in the text were published. Later, devoting to this problem T.Karaev, R.Vakhidov's t articles took their place in linguistics.

Research on Uzbek anthroponymy dates back to the 1980s, with a focus on the study of the Turkic layer. For example, G. Sattorov defended his dissertation on "The Turkic layer of Uzbek names", published several articles on this topic and came to the following conclusions: "The national identity of Uzbek anthroponymy is provided by two linguistic materials. These are: original Turkic names and Uzbek names. The national-linguistic spirit is especially evident in the creation of Uzbek names. Most of the names belonging to the indigenous Turkic layer are names with a clear appeal. However, in this layer of names there are three different names according to their meaning: 1) names whose meaning is obvious; 2) names whose meanings are currently obscured; 3) dead names. Most Uzbek names belong to the first and second groups.

Names belonging to the Turkic layer can be lexically and semantically divided into three groups: 1) names -dedication 2) names and comments; 3) names and wishes ... ". It is noteworthy that the study and analysis of the all-Turkic layer in the structure of people's names is one of the most ancient approaches in Turkic studies.

A.G. Shaykhulov, one of the leading scientists in this field, conducted research and defended his dissertation in 1978, as a result of which he published a tutorial. V.U.Makhpirov also defended his scientific work on human names by illustrating it in the work "Devonu lug'otit turk". Gradually, researches dedicated to the field of anthropology was also conducted in Uzbek linguistics.

The process of studying historical anthropology in Uzbek anthroponomy began in the 90s of the last century. For example, Sh. Yakubov's dissertation on "Onomastics of Navoi works" and earlier B. Bafoev's monograph "Vocabulary of Navoi works" semantically and stylistically analyzed the names of people and geographical places in the work. The names of all the people used in Navoi's works, as well as astrological and geographical places are reflected in Volume 4 of the Annotated Dictionary of the Language of Alisher Navoi's Works. In this regard, it is possible to recognize the pamphlet of Yu. Pulatov "Translation of names in a work of art."

Another aspect that needs to be studied in Uzbek anthroponymy is poetic or artistic anthroponymy. In this case, anthroponyms serve to define and explain not only the nominative function, but also functional-methodological features.

For example, E.B. Magazanik's issued PhD dissertation at SamSU , subsequently his monograph also appeared in the line of his creative world . Magazinik's above-mentioned scientific work includes features of anthroponyms namely linguistic series, onomastilistics, its analyses in Russian literature. In his research, the scientist explains extensive variety of anthroponyms used in works of art, besides the plot, it clearly shows the position of anthroponyms in expressing conflict. For instance, while investigating the author points out some heroes' proper names of Pushkin's works particularly "Ev-gen-iy O-neg-in". Such a melody can be found in M.Yu. Lermontov's work ,"Eugene Arbenin".

During years of independence, scope of research became even more pronounced. S. Rakhimov, who made contribution to Uzbek anthroponymy, conducted research in connection with regional anthroponymy regarding the Khorezm oasis, on this basis he defended his dissertation. Additionally, N.Husanov studied lexical-semantic, methodological features of anthroponyms in Uzbek written monuments in XII century, created a two-part monograph and defended his doctoral dissertation on this topic. Besides, M. Tillaeva carried out a comparative study of historical- linguistic analysis of Khorezm onomastic system with the onomastics of " The Avesto" work hence she achieved excellent results. In her works, the scholar noted that people's names in the latter one impacted on Iranian, Sami, and Turkic people's anthroponymy and emphasized that as a result, being influenced by the work some proper names such as Jamshid, Isfandiyar can be found.

In the sphere of Uzbek anthroponymy scientific work, achievements are very effective and noteworthy, but a number of problems in this area have not been resolved yet:

- Compilation of spelling and annotated dictionaries of Uzbek anthroponomy, their publication in accordance with current requirements

-Special investigation of the oldest Sogdian, Uyghur, Indian, Mongol, Arabic, Persian-Tajik and Russian assimilation layers of Uzbek anthroponyms

- Collecting information on anthroponyms in Uzbek, Russian, English and preparing a dictionary of statistical information to determine the prestige of names from other languages into each language

- Anthroponyms in non-sister English and Uzbek languages performing comparative analysis is an important task. It should be noted that today the relationship of anthroponyms in both languages to the lexical layer is also a topical issue for linguists , especially for anonymous scholars. The most crucial task is to cover the relation of English names to the lexical layer, and their lexicographic study is regarded as contemporary requirements.

Results. The issue of anthroponyms, their types are considered as a topical issue. Of these boids, the language has a place in the structure of the dictionary and is distinguished by the presence of structural features. The branch of linguistics that studies any proper names, the history of their origin and change, is onomastics, which possesses more sub-systems in its own system. Anthroponyms, which belong to the system of proper nouns, are further subdivided into other subsystems.

1. *Birth name* - (Ulugbek, Rayhon, Lola, Сергей, Мария,Олег,Jill, Jane,Sarah)

2. *Last name* - (Nazirov, Nazarova, Mirzayevs, Иванов /Ивановский /Ивановских, mith/TheSmith)

3. *Father's name* - Olimovna, Ahrorovna, Qahramon o'gli, Shuhrat qizi, Иванович / Иванич, Ивановна/ Иванна, Peterson, MacDonald)

4. *Andronim*- (Greek "husband's name" means the name of a woman with her husband's name, nickname or surname.) - Долинюк-Долинючка, Воробей-Воробьиха, Онофрийчук-Онофрийчучка, Тимошенко- Тимошенчиха   is another name for andronim.

5. *Mononyms* - the ancient Greek "monos" "onomo" noun - full name consisting of one word (for example, first name, surname and patronymic instead of traditional full name). The name is given by the person himself, sometimes is done because of folk traditions or by other people. The use of mononyms is becoming more popular among modern Russian and foreign performers. For instance, Madonna, Sting, Shakira., Zara, Алсу, Валерия. In some countries, mononyms are also used by athletes, writers, artists and sometimes politicians who are public figures. A mononym can be a person who takes a complex, difficult-to-pronounce full or simple and unobtrusive name.

6. *Nickname* - (a name given to a person due to some character, trait, as well as a false name adopted by the person to hide the identity of the person) Nickname is called "pseudonym", which is a pseudonym used by the author. For example, Navoi, the famous Uzbek writer called himself *"Foni"*.

7. *Different types of nicknames*, which can be both individual and group ones.

8. *Nickname*- (Хомяк Тётя, Лошадь Косолапый, Fat Tom, Blind Jill)   comes from the English and means nickname. Later it was used as "a nick name". It is considered as a network name, which is utilized by the user on the Internet, usually in communication places (blogs, forums, chats) as a short and modern alternative name to the original one. Especially when registering or giving a personal name in online games, you need to include your real nickname instead of your first one. In this case, it describes the person and is a multifunctional means of expressing the statement.

9. *Matronym-is ancient Greek word* means mother's name, which is given to the child by mother.

10.*Patronym*- a name given to a child by his father's name . A change in a father's name can also be associated with their ancestors.

In Russian, the ending of patronym is - ович/ –евич/- ич,-овна/-евна/-ична/-инична ; even in ancient times in Russian - ов /-ев/- ин, -ова/- ева/- ина, similar to modern surnames (in Bulgarian it is preserved: for example, Георгий Иванов Стоянов - Георгий И Стоянов , means son of Иван) . Patronym in the nominal formula has three functions: it completes the name, separates its owner (in addition to the surname) from the name, identifies the kinship (father-son) within the family and expresses respect.

11. *Technonym* - (ancient Greek "child" + onoma "name")- a type of personal name given to parents by the name of the child. So, according to the naming principle, my technonym is the opposite of father's name, mother's matron. The term was first coined by Edward Burnett Taylor in 1889. Among Arabs, a similar phenomenon (part of a personal name) is called *kunya*.

12.*Kryptonym* (pseudonym) - a signature under the work instead of the author's name, the possibility of identifying it with a specific person.

13. *Anthroponyms of literary works* (literary anthroponymy), heroes of folklore, myths and fairy tales (Akhuramazda, Ahriman).

14. Derivatives of anthroponyms-*ethnonyms* (names of peoples, nations; the Germans, the Welsh, the Uzbeks, Allemands (French), tedeschi (Italian), tyskar (Swedish), Niemsy (Polish),the Deutsche (Germans)

15. *Mythonyms* - - a unique name is a myth, the name of an imaginary thing and people in fairy tales. Achilles, the greatest warrior of all Greek myth and the son of Thetis and Peleus, Aphrodite,one of the most famous goddesses of Greek mythology, was renowned for her unmatched beauty and her ability to arouse sensual desire.

16.*Toponyms* (Greek topos-place and onyma-name, name) - place names of geography (geographical names), the laws of their origin or creation, development and change, historical etymological sources and grammatical features, their structure , the study of the distribution areas and the causes of naming. For example: Angren, Angor, Mingbulak .

17.*Macrotonyms* - famous names of large areas, large objects (continents, oceans, mountains, deserts, rivers, cities, villages, etc. For instance: South America, the Pacific Ocean, the Andes, the Sahara, the Nile, Tashkent;)

18.*Microtonyms* are well-known names of small objects (such as cliffs, hills, wells, streets, forts: The White Cliffs of Dover, Troll Wall, Kaimur Hills, Fifth Avenue;)

19.*Chronyms*-(names of historical events: The Battle of Waterloo-1815; Queen Victoria becomes Quuen – 1837; William Shakespeare is born-1564;)

20.*Hydronyms*-(names related to water: Volga river, the river Nile, the Rhine;)

21.*Theonyms* -(religious names; the study of divine proper names, it aids to develop an understanding of societal views of particular gods)

22. *Astronomies* -(names of the universe; Milky Way Galaxy, Andromeda Galaxy, Magellanic Clouds, Canis Major Dwarf Galaxy)

20.*Phytonyms* -(plant names; Lily (peace lily), Prickles (cactus),Vera (aloe vera plant), Jasmine)

23.*Zoonyms*- (animal names; Whale ,Wolf, Snake, Bear, Crocodile, Lion,Tiger)

24.*Documentonim* -(document names)

Discussions. The word lexicon is a Greek word meaning lexical, a set of existing words and phrases in a language, a lexical structure of a language. The vocabulary of each language is regular, constantly changing. This process is associated with a number of linguistic phenomena, such as changes in the structure of a particular language vocabulary: the emergence of new words, the complete or partial obsolescence of existing words, the acquisition of new meanings of word semantics causes. A large part of the vocabulary of any language consists of special names given to people. They have a certain place in the lexical system. Therefore, anthroponyms differ from other lexical units by their semantic, methodological and descriptive features. Names have social significance and reflect the culture and social life of the society. Names also indicate the lineage of a particular person and his or her place in society. Each name appears for a specific reason. It is popular and rarely used. Each name has its own history, biography and geography. Names can be linguistically realistic or fabricated. Just as everything has a name, so do people have a name as well. For instance, when the word "human" is uttered, a person can be formed before one's eyes, the word "book" is a generic term. These both common nouns can be translated into any language. One of the peculiarities of proper nouns is that they are written with almost the same pronunciation in all languages without translation. For example, *Bakhora , Karim , Jill , Carol , Анна , Максим.*

Anthroponyms, which are considered the names of people, originally are the words. But it's not just a word, it's a proper noun. For linguists, there are still aspects of anthroponyms that have not yet been deeply applied. No matter how many opinions are expressed about anthroponyms, their comparative study in different languages is still not fully covered. There are so many names in all languages that not all of them have the same meaning. The less the name is used the more ancient it is, the more unique it becomes over time and the more its etimology needs to be studied. All names besides their meanings possess the function of naming. The most important and necessary function of anthroponyms for human society is to serve as a name. So, a person's name is crucial to distuinguish and differentiate one person from another. Anthroponyms have historical, geographical and linguistic information. It is also essential that anthroponyms have semantic properties.

Anthroponyms have linguistic, colloquial, and encyclopedic forms. Linguistically, they refer to individuals and distinguishe them from each other. In the verbal form, they refer to the attitude towards the name. For example, a woman named *Ofat* is a person who is prone to quarrels and has a negative attitude towards him. In the third encyclopedic form, (appellate) names with synonymous meanings are used: *Mokhichehra, Mokhigul, Mokhlaroyim* are based on the meanings of radiance and beauty inherent in the moon.

Usually the names have a breath of nationalism, antiquity, modernity. For example, *Otabek, Anora, Hurmatoy, Umriya, Parvina, Nargiza.*The history of names shows that each period has its own custom of naming.In Uzbek names, we sometimes

come across ideologically rude names, which in turn allow parents to embarrass their children: *Teshaboy, Boltaboy, Ollakul, Gadoyboy*. "Surnames can reveal a lot about your family history, but they can also be a source of misinformation," a famous British actor Paul Blake said in his article. Indeed, the common people believed that a name in turn influenced a child's future, and that a person's name was similar to his or her own, and that there were good and bad names in their minds. This belief can be seen in the onomastics of different nations. For example, in the Caragas, the name of the person who died is not given to the newborn. The fact that the Golds chose the names of good people as a name for their child is also proof of our opinion. It was thought that this name, which can evoke good qualities in a child, makes a person happy, and a bad name brings unhappiness, pain, death, and misfortune. V.N.Vasilyev, P.P.Shimkevich, Y.L. Layants, D.K. Zelenins wrote interesting materials referring to this beliefs.Due to the above-mentioned misconceptions, not only Uzbeks but also Arabs kept their personal names secret in order to protect themselves from various coincidences and harms. The child was given not one but two names, the first name was kept secret and the second name was given. The boy's real name was *Mukhammad* and in reality they used the second name like *Yusuf*. In choosing a name, it is a common practice of peoples living on different continents of the world to refer to the proper nouns that served as a name for their ancestors, and to try to choose a name for the baby from those names. This applies to a number of peoples living on the African continent, as well as the peoples of Central Asia. Among the sacred names a number of names are associated with Islam. The main part of them are Arabic names: *Mukhammad, Ibrohim, Ismoil, Mukhammad Karim,Fotima.* As a unit of language, they name individuals and separate individuals from each other. In verbal information, they express the speaker's attitude to the name. For instance, when we hear the name *Odil*, we see a just person in front of our eyes. This expresses a positive attitude towards the name. The names will also have a hint of nationalism, antiquity and novelty. Anthroponomy dealing with human names is of particular importance today. Everyone wants to know a lot of information about what a name means, what language it belongs to, and so on. Therefore, the widespread promotion of this field has become a necessity for all. Sometimes names formed under the influence of a psychological state are also included in a person's name. *Umria, Ulmas* names are chosen in children who are not in good health from birth and are at risk of death. Naming young children in this way means prolonging their life and restoring their health. *Norgul,Norboy* names are given to children with spot on their body from birth. The sign on the child's body is believed to have been born with his name. It can be seen that the principles of naming, which have long been a tradition in the family, in the life of the people, due to the ethno-psychological situation of national and spiritual naming, are unique and have a certain effect on children's health. In other nations, similar examples have been observed in tribes, clans, and ethnic groups, and have been recorded in scientific sources too.

Conclusion. In conclusion, the analysis of names shows that anthroponyms represent the national customs and traditions of the nation and reflects the culture and worldview of the people.

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THE STRUCTURAL-SEMANTIC CHARACTERISTIC OF MODERN ENGLISH ECONOMIC TERMINOLOGY AND ITS IMPLEMENTATION

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Abstract. The introduction substantiates the choice of the topic, its relevance and scientific novelty, formulates the goals and objectives of the work, characterizes the material and methods of analysis, determines the theoretical significance and practical value of the study.

Materials and methods. If the term has a foreign origin, is a borrowing or is formed on the basis of Greek or Latin roots, the possibility of association of terms with the words of the main vocabulary is practically excluded. But in any term system, along with terms of foreign origin, we find units formed by morphological, lexico-semantic and other methods from commonly used words: knock down prices - lower prices (cf. reduce prices), merger - consolidation of companies (cf. consolidation), put money is a premium for the right to sell a financial instrument within a certain period at a predetermined price (cf. put premium).

Results. A characteristic feature of the economic terminological system is its proximity to the general literary language. Newspapers, radio, television - this is what surrounds a person constantly, and is a powerful source of information, including on economic topics. This distinguishes the term system of economics and business from many others, for example, from the term system of medicine, where most terms are delimited from common speech, and esotericism is extremely developed.

Discussions. The number of terminological units included in the common language is growing and often even educated native speakers are unable to understand this or that term. This led to the emergence of a number of reference publications that set themselves the goal of eliminating gaps in the thesaurus of recipients. These publications can be attributed to "interstyle formations" due to the fact that they combine the characteristic of several types of text: textbook, reference book, encyclopedia, manual.

Conclusion. So, the analysis of the functioning of economic terms in reference books aimed at the general reader showed that, acting as an important component of the content of these publications, it occupies a fairly strong position in the cultural competence of modern man. Nevertheless, passing into common usage, economic terms undergo a number of qualitative transformations. This is evidenced by the content of the terms disclosed in the publications under consideration. So, their conceptual plan is simplified, the meaning becomes more blurred compared to the original one.

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Introduction. The approaches to the interpretation of the concepts of "term", "professionalism", "common word" are considered, the connotation properties of the term are discussed, the place of professional vocabulary in the lexical system of the language is determined, the terms are considered as a component of cultural competence. Further, the structural and semantic characteristics of modern English economic terminology are given, systemic connections of terminological units of the economic sphere are described.

There is no single understanding of the phenomenon of professional language. Professional language is defined by German linguists as a functional variety (W. Schmidt, L. Hoffman), and by Czech and British scientists as a functional style (functional style variety) of the general literary language (Prague Linguistic Circle, J. Lyons, D. Crystal). In the domestic linguistic tradition, discussions about the essence of a professional language are conducted in several directions: traditional, functional, genetic, cognitive.

Representatives of the "traditional" direction come to the conclusion that professional vocabulary does not belong to the general literary language. This conclusion is made on the basis of the idea that professional words are special lexical units that have a number of specific features both in terms of content and in terms of expression. Linguists consider uniqueness, accuracy, definitiveness, independence from context, as well as the absence of synonyms and emotive charge as characteristic features of professional units (D.S. Lotte, V.A. Zvegintsev, V.M. Leichik). Functionalists define it as one of the functional styles or as a functional variety of the literary language, since its boundaries go beyond the general literary language, but it operates according to general language laws. That is, the term is considered as a means of studying the functional nature of the language itself (G.O. Vinokur, S.D. Shelov, M.I. Fomina, V.P. Danilenko). Followers of the "genetic" direction put an equal sign between the units of the professional and general literary language, recognizing the only difference between the terminological and non-terminological units of extralinguistic factors (E.M. Galkina-Fedoruk, B.Yu. Gorodetsky, V.V. Raskin). Representatives of the cognitive direction speak of professional language as a special cognitive-communicative space (M.N. Volodina, L.M. Alekseeva, S.L. Mishlanova, E.I. Golovanova).

Following the functionalists in our work, we attribute professional language to the rank not so much of a functional style, but of a functional variety of general literary language.

Professional language as a functional variety of general literary language is considered on a par with such concepts as the language of fiction and colloquial speech. (Shmelev 1982). Each variety of the general literary language has only its own functions and structurally separate means of expression, dictated by the scope of its use.

The peculiarity of languages for special purposes is the lexico-semantic system. The content organization determined its specific addressing, the forms of its

functioning, genre and stylistic originality. The objectification of content, together with the communicative nature of scientific and other kinds of creativity, required appropriate means of expression (Shelov 1984).

Based on this, the work compares the terminology, professionalism and vocabulary of the literary language.

In works devoted to the essence of the term, many linguists point to the lack of clarity in the definition of the basic concepts of terminology. However, the main differences in points of view come down to defining the boundaries of the specificity of the formal and content structure of terms.

S.V. Grinev offers the following system of basic requirements for the term:

- Semantic: consistency of semantics, unambiguity, completeness, absence of synonyms.

- Formal: compliance with the norms of the language, brevity, derivational ability, invariance, motivation (systematicity).

- Functional (pragmatic): implementation (common acceptance, usage), internationality, modernity, euphony, esotericism (Grinev 1993).

Summarizing these features, we can define a term as a nominative special lexical unit (word or phrase) of a special language, accepted for the exact name of special concepts.

Materials and methods. The boundaries between the concepts of "term", "professionalism" and "common word" in the works of linguists are very ambiguous, and sometimes they are completely absent. Nevertheless, we share these concepts, defining the term as "a nominative special lexical unit (word or phrase) of a special language, accepted for the exact name of special concepts", professionalisms as "words and phrases that are characteristic of people of a given profession and are, in contrast to from terms, semi-official names of the concepts of this profession. Terms and professionalisms are formed on the basis of natural language lexical units, inheriting many lexical characteristics of commonly used lexemes.

Next, the question of the connotative properties of terms is considered. One of the mechanisms for the formation of connotation is the transfer of the connotative element of the meaning of the word in the event that the terminological unit is formed from the word of the language of common use, by terminology. In this process, despite the presence of a completely new meaning, the word is associated with a homonymous unit of common literary vocabulary and there is an overlap, interference of meanings. Consider the term dirty float - managed [regulated, dirty] floating (a form of a floating exchange rate regime in which the monetary authorities actively influence the market demand and supply of currencies to stabilize the national currency and change the direction of its movement). The common meaning of the adjective " dirty " causes the recipient to involuntarily transfer a negative attitude to a concept that in itself should remain neutral.

Formed from expressively colored units of the general literary language, the term can retain the same emotional coloring. Thus, we can observe in the term the connotation of emotionality - the attitude of the communicant to the concept.

Examples of terms with negative connotations:

Forced sale - forced / forced sale (sale that has to be carried out in connection with a court decision or to obtain funds in order to avoid bankruptcy or liquidation).

price war - price war (competition of manufacturers based on aggressive price reduction).

Examples of terms that have a positive connotation:

Friendly suit - a friendly lawsuit - a lawsuit filed with the consent of both parties;

Soothing price - soothing price - (the price set by the seller slightly below the usual round value as a psychological trick to attract buyers (for example, $999 instead of $1000));

In cases where the term is formed by metaphorical transfer, it often retains the similarity of emotional impressions, in connection with this, connotations of emotionality and expressiveness are inherent in such terms:

bank secrecy - banking secrecy;

Money famine - "money hunger" - one of the phenomena characteristic of monetary crises, expressed in the lack of cash;

Capital flight - capital flight (transfer of capital from developing countries to industrialized countries in order to avoid its expropriation).

Thus, a terminological unit, produced for a specific purpose, begins to function in a natural language and acquires all the features of a unit of this language, including expressiveness and polysemy.

Considering the question of the relationship between professional and general literary languages, we come to the conclusion that professional vocabulary can be considered as an extensive, but strictly limited by its special purpose semantic field, which covers part of the vocabulary of the language. Thus, this group of vocabulary is limited in use. From this it follows that the classification in order to determine the place of professional vocabulary in the language system of the vocabulary of a common language seems to be the most correct in terms of its use.

If we take into account the nature of the use of vocabulary, then it can be divided into two large parts: common vocabulary and limited use. The words of the first group are used freely, unlimitedly, this vocabulary is a kind of backbone of the national literary dictionary. The second group of vocabulary is the words that are used in any collective, represented as a territorially or socially determined group of people. A characteristic feature of professional vocabulary units is that they belong to two different systems.

First, they are components of the conceptual system of science or industry, in which each concept has its logically justified place. The systematization of concepts is expressed in the allocation of their categories - objects, processes, quantities, properties, as well as their interactions. Such logical-conceptual relations determine the place of each concept in the system of a given branch of production or science. The logical structure that reflects the relationship between concepts is correlated with the system of notation for these concepts - terminological units.

Results. This provision can be illustrated by any terminological definition:

Inflation – [economics] a progressive increase in the general level of prices brought about by an expansion in demand or the money supply (demand-pull inflation) or by autonomous increases in costs (cost-push inflation).

In this definition, various types of connections can be observed. Firstly, a special concept is interpreted by means of other concepts of the same term system (general level of prices, demand, money supply), defining the place of the term in the general system of concepts. Secondly, in the definition one can also notice genus-species relations, correlating basic and more special concepts (demand - pull inflation, cost - push inflation).

Secondly, being inherently lexical units, terms and professionalisms exist and develop according to general language laws, and therefore are included in the lexico-semantic system of the language, occupying a certain place among other units of a given level based on their linguistic characteristics.

In support of this, we observe phenomena in the terminological systems that are inherent in general literary vocabulary: polysemy, synonymy, homonymy, etc. etc.).

We see that terminological units are primarily functional units, not structural units. If we contrast the words-terms with the words-non-terms, then we can find that in terms of expression, terminological units do not differ from the general literary word, and have all the linguistic features characteristic of common vocabulary. This confirms the fact that terminological vocabulary belongs to the general system of the language, in which it occupies a certain place among other units of this level.

The interaction of professional and general literary languages is very closely related to the concept of "cultural literacy" (" cultural literature "). In our opinion, a more accurate Russian correspondence to this concept would be the term "cultural competence". This concept implies a culturally determined mutual communicative competence of the participants in a communicative event.

A characteristic feature of the economic terminological system is its proximity to the general literary language. Newspapers, radio, television - this is what surrounds a person constantly, and is a powerful source of information, including on economic topics. This distinguishes the term system of economics and business from many others, for example, from the term system of medicine, where most terms are delimited from common speech, and esotericism is extremely developed.

The content of the minimum of cultural competence does not remain static. On the contrary, it changes all the time, replenishing with new nominative units (mainly from special areas of human knowledge), which is associated with the rapid development of science and technology.

Considering terminological units from the field of economics and business in terms of their significance for cultural competence, we can talk about two groups of lexical units: the first group is the "core vocabulary" (core lexicon, according to E.D. Hirsch). In particular, it includes lexical units of a special field of use, denoting concepts known to a non-specialist in this field (cf. "consubstantial vocabulary" in the works of S.V. Grinev); the second - lexical units, the semantics of which has national and cultural specifics.

The term, of course, differs from the common vocabulary. In particular, the consideration of definition (presence of a definition) as one of the criteria for

terminology involves a comparison of definitions given by scientific (special) dictionaries and definitions given in explanatory dictionaries of a general literary language.

Discussions. Differences in these definitions can be demonstrated by the example of the word "inflation". The Dictionary of Economics gives the following definition: "reduction in value of a currency. Measured often by percentage increases in the general price level per year". In the Longman Dictionary of English Language and Culture, we find a completely different definition of the word "inflation" - a continuing increase in prices, or the rate at which prices increase, less detailed and more understandable to the layman. The Cultural Literacy Dictionary gives an even more concise definition: a general increase in prices. As you can see, the definitions of the term in different dictionaries vary significantly. The explanatory dictionary gives purely external signs of the designated subject: inflation is interpreted as a rise in prices; a special dictionary gives clear characteristics: the underlying cause of inflation is the depreciation of money. Comparing the definition of the term and the general colloquial interpretation of the word, we see that the difference between the term and the word reflects the difference between the concept and representation. This difference, according to S.V. Grinev, "objectively due to the fact that they reflect the phenomena of different levels of mental activity - scientific thinking and everyday operation of ideas."

Words that are defined both in special and general literary dictionaries represent that boundary layer of vocabulary, which, being terminology on the one hand, also belongs to the commonly used vocabulary layer. Such words are an integral element of "cultural competence" (a component of general knowledge that includes special vocabulary). The number of such words with the development of various spheres of human activity, in particular the economy, is growing, and thus expands the concept of cultural competence.

In connection with the increasing degree of human involvement in economic processes, the economy becomes a component of cultural competence. This is one of the reasons for the migration of lexical units from one layer of vocabulary to another, that is, the transition of terminological units into the common language.

Following N.S. Valgina, S.V. Grinev, L.K. Graudina, V.M. Leichik, D.N. Shmelev and other researchers, we believe that the specificity of the process of determinologization consists in the transformation of the semantic volume of a word from a terminology system by metaphorically transferring a name surrounded by commonly used phrases, which ultimately leads to the formation of a new meaning in the word.

The migration of terms into common usage occurs with the help of various media. It is thanks to the frequent use of terms in newspaper texts, on radio and television, the wide promotion of technical and scientific knowledge by all mass media, that terminological units are gradually assimilated by a wide readership, and, consequently, "words for specialists" turn into "words for everyone". Penetrating into the non-special register, this vocabulary enriches the common language, gradually becoming, along with this component of "cultural literacy". When studying the process of transition of terminological units into the general literary language, using

examples of the economic vocabulary of the English language, it was established that two successive stages can be traced in the described process - despecialization and determinologization.

Under the despecialization of professional vocabulary, we mean the functioning of special units in the common language (in colloquial speech, the language of fiction, journalistic style as components of the general literary language) while maintaining the main terminological denotation (the denotation is understood as the main meaning of a language unit, in contrast to its connotation, or accompanying semantics - stylistic shades).

Here is an example of despecialization of the term deposit: the UK government said it had to step in to protect £4.5 billion of deposits after the Icelandic government said it had no money to refund saver's cash. [The Scotsman 19/03/09]

The term deposits is used in a non-scientific text in its main meaning: a deposit, a deposit in a bank - money or securities deposited by their owner mainly in financial and credit institutions, as well as customs, judicial, administrative and other [Dictionary of economics]. In the process of despecialization, a professional lexeme expands the scope of its application, intellectualizing a non-specialized text.

Getting into the field of a field of functioning alien to them (journalistic style), special lexemes perform a number of functions:

The most frequent of the possible is the nominative function.

Because of their frequent job changes and departures from the workforce, women accumulate fewer credits for retirement income.

Retirement is used in its main meaning. income, meaning retirement income (the amount of pension a pensioner receives).

In this function, despecialized terminological units are used for their intended purpose and denote specific denotations. The choice of these units is due to the denotative structure of the texts themselves.

Another of the characteristic functions that economic terms can perform in the media is the evaluation function. The evaluation of the phenomenon occurs due to its inclusion with the help of a special word in a new system of relations, where the qualities of the object or the characteristics of the phenomenon are more fully revealed. The assessment has a pronounced authorial character, since it is the author who chooses a new thematic field in which he places the object.

1) The improvement in North American sales is encouraging because consumers have been buying less office and school supplies during the recession, dampening sales at retailers like Staples, Office Max and Office Depot. Also, in past recessions, retail sales have recovered before contract sales.

2) As a result, all had failed to spot the "big picture" of the looming banking collapse.

In the first example, we are talking about improving the financial situation in the process of economic recovery after the financial crisis. The text is structured in such a way that the author's assessment of the phenomena described becomes obvious. Thus, the word recession (recession, recession), also used in its main meaning, has a pronounced negative evaluative character, supported by such lexical units as dampening, less, and, on the other hand, being opposed to such words with a positive

connotative component as recovery, improvement, encouraging. In the second example, the term banking collapse, where the word collapse means "collapse, collapse, collapse; failure", is also negative, reinforced by the participle with a negative connotation looming, meaning "assuming exaggerated, threatening dimensions, growing".

Often there is a situation when journalists deliberately use terms in the text even in cases where it would be possible to describe what is happening in a simpler language. This is due to the fashion for the intellectualization of the statement, the desire to give the article a touch of "scientific" and is intended to arouse the reader's increased confidence in the author, as a person with broad knowledge in the field of economics. Thus, cultural competence again comes to the fore, which becomes a tool for influencing recipients and has a pragmatic orientation. As a rule, in such cases, the term is not explained, it is thought by the author as understandable to the reader:

Speculation has indicated that the haircut taken on the first tranche of loans could be far higher than the initial 30% estimate made last September, with press reports suggesting they could go as high as 50% for both Anglo Irish Bank and Irish Nationwide, and between 35-40% for Bank of Ireland.

The highlighted words are terminological units used without explanation, thus creating an "intellectualized" atmosphere, often making it difficult to understand the text, since the situation could be described in simpler language.

Thus, in the process of despecialization, the term adapts to new contexts, and they, in turn, affect the initial semantic capacity of the term. The semantic possibilities of a specialized unit are realized, which turn out to be the most convenient for common use; at the same time, a limited set of semes is updated, which is sufficient for a non-specialist to understand the text.

In the process of determinologization, a special unit, receiving a new meaning, creates additional images of an object, phenomenon, process in an unusual meaning for it and reflects events taking place in the surrounding reality:

He made capital from his rival's failure and advanced in his political career immensely over a very short period of time.

The term "capital" is used in this sentence in a figurative sense: the phrase "make capital from/out of something" means "to use a situation or event to help you get an advantage". Such a semantic formation is possible only if the process of despecialization of the terminological unit has already ended, that is, its penetration into the commonly used language without changing the basic meaning.

The use of terms in an indirect sense is one of the main and constant sources of replenishment of the language of the media, the development of its own newspaper lexical fund. The figurative meanings of such determinologized special words, as a rule, are fixed in dictionaries; they are part of the common language. But many word-terms are at the stage of figurative rethinking, they are used quite often in a figurative meaning that is not recorded in dictionaries.

The range of topics in which metaphors based on economic terms are used is quite wide. They include reflections of the state structure, the moral, ethical and moral state of society, the educational level of the population, political consciousness,

etc. Let us give several examples of such metaphors: moral failure terrorism, mental equipment, storehouse of knowledge, ownership behavior.

A terminological unit with a metaphorical meaning, used in a non-professional register, performs three functions:

1) informative;

2) creating an additional image;

3) transfer of the author's attitude.

Determinologization occurs in several directions. Along with the traditional creation of a figurative meaning (with the help of metaphorical transfer), it is also possible to single out cases in which, as a result of determinologization, the formation of a phraseological unit occurs.

We have found 203 determinologized terms, of which 86 percent were units with metaphorical transfer, and 14 percent were units as part of phraseological units.

Consideration of the processes of migration of professional units into the common usage showed that 1034 units penetrated into the English language, retaining their denotation (83% of the total), and 203 special words, expanding their semantic scope and forming a new non-terminological meaning. We see that the stage of despecialization is much more widespread than the stage of determinology. This is due to the relatively recent surge in economic development and the fact that the media have gained global coverage also relatively recently.

The reasons and conditions for the transition of special lexemes into the common language were identified. Thus, among the extralinguistic reasons, first of all, the belonging of this terminology to the information-priority and information-relevant fields, as well as the recognition of the professional unit as an effective infonomic means of the general literary language, are noted. Intralinguistic conditions, in addition to the implementation of the linguistic law of speech economy, we include the expansion of the area of use of terminological units.

The third chapter "The functioning of special units in different styles" describes the features of the functioning of despecialized and determinologized units in various types of text.

One of the reflections of the inclusion of the concepts of economics and business in the set of knowledge of the average carrier of linguistic culture is the widespread use of determinologized and despecialized units in texts that are not a typical environment for their functioning. When appearing in such texts, terms reveal a number of characteristic features that manifest themselves at different language levels - graphic, phonetic, morphological and syntactic.

The term, being a lexical unit that does not initially imply inclusion in a common language, requires special ways of inclusion in a non-special text. There are two main ways to introduce special units into the text in a journalistic style:

1. term without comment;

2. a term with a comment.

A term without commentary is a way of including a professional unit in a common usage, where the term claims to be fully recognized by recipients due to the fact that it has been used for a long time in the texts of newspapers and magazines or

due to a priori knowledge by the audience of the meaning of the word (in other words, the term is part of "cultural competence").

If a professional unit is used without comment, which is usually not common in the common language and not fully understood by the average native speaker, then the term in this case performs a special function - the intellectualization of the statement.

The commented introduction of the term into the canvas of the statement is accompanied by a special verbal shell. Verbal signaling about the presence of a lexical unit that is not typical for non-scientific discourse can be warning and explanatory.

Warning signaling finds expression in the use of the following phrases before the occupational lexeme: so called ..., to put it scientifically ..., known as ... , there 's a term ..., a word belonging to ...:

Most financial advisers recommend a well-diversified portfolio, there's a term "diversification", that includes a variety of stocks, bonds and mutual funds.

Explanatory signaling implies the interpretation of professional lexemes using the following words and phrases after the term: on certain ..., in layman 's _ term ..., that is ..., in other words ...:

Finally, consider the investment principle known as "regression to the mean". In layman's term that means things return to average over time.

An analysis of 1140 despecialized units, which accounted for 74% of the entire sample of professional units in the field of economics, showed that 81% of the terms are entered into the text without comment, and 19% - with the help of a comment, including 12% use explanations, 6% rely on on definitions, and 1% are explained by synonyms. A small number of terminological units commented on in the texts of newspaper articles suggests a high degree of inclusion of some terminological units in the composition of cultural competence.

Appearing in a journalistic and artistic text, a terminological unit assumes a number of functions that are unusual for it in its "native" types of texts: texts of scientific and official business style.

Among the main functions performed by determinologized and despecialized terminological vocabulary in a literary text, one can single out the function of thematic marking.

The analysis made it possible to reveal the regular specialization of the studied lexical units according to the thematic relevance of the text. So, for example, if one of the key concepts of the novel is the concept of ' debt ' ("debt"), the text contains a large number of terms serving this semantic field: credit, credit card, credit slip, credit check, debt, overdraft, balance.

Lexical units from this semantic field permeate the text of the entire work, their total number is about 50% of the total number of uses of special terminology. Thus, they orient the reader to important meaningful moments of the narrative. This is especially true of those lexical units that act as keywords in the text, forming a thematic grid.

The core of this semantic field consists of units that actually mean the concept of debt, debt (debt, overdraft, credit), and on the periphery there are various attributes of

this state (I have debts up to my eyeballs.), as well as its causes (Oh, this is such an investment. I have to buy it! With shaking hands, I dial the number - and get through immediately!) and ways to eliminate this unwanted state (You may pay by cash, check or on the enclosed bank giro credit slip.)

The topical chains arising as a result of variations and repetitions form a multilevel and polynomial system in the text, which allows the recipient to establish links between text elements.

One of the important components of the functions of economic terminology in the text is the function of characterization. Special economic vocabulary, used in various forms of characters' statements, in the speech of the narrator serves to directly or indirectly characterize the characters, to create their portrait. With the help of economic vocabulary, social attitudes, value orientations of the characters are explicated.

A variety of characteristics of heroes is a speech characteristic. The economic vocabulary used in the characters' statements characterizes, first of all, the social aspect of their personality.

'SBG announced that they've taken over Rutland Bank this morning.'

'I have to say, I think it's bad news for the industry,' says Alicia earnestly. 'But of course, you must have your own views.' [Kinsella]

In this example, the information about the heroes is implicit - the ability to adequately respond and evaluate events in the economic arena indicates a fairly high level of awareness in financial matters. Thus, the author portrays the characters as knowledgeable in economic issues, professionally competent.

In the next example, we also see an implicit characteristic, but here it is expressed not so much in the ability to adequately respond to economic news, but in the ability to understand and maintain a comic conversation based on a play on terms.

Big posters in the windows, "Prices Slashed" . . .' I think for a moment. 'Or maybe they should have April sales, after the end of the tax year. Investment houses could do it, too. "Fifty per cent off a selected range of funds."

'A unit trust sale,' says Luke Brandon slowly. 'Reductions on all upfront charges.'

'Exactly,' I say. 'Everyone's a sucker for a sale. Even rich people.' [Kinsella]

A sufficient level of cultural competence allows the heroine to respond appropriately to the joke that it would be a great idea to introduce spring discounts and sales on taxes and contributions. M.A. Zhdanovich notes that "artistic dialogue in modern prose and drama contains fairly complete information about the character's personality (his gender, age, local, national-racial, temporal characteristics, social status, appearance, emotional state and relationships between communicants, character traits) which is transmitted with the help of a whole complex of both explicit and implicit verbal and speech means at all language levels" (Zhdanovich 2009). An important role in characterizing the characters of the novel, built on a plot that develops in an economic professional environment, is played precisely by economic terms.

Used in the speech of bank employees, economic terminology serves to create the so-called "scientific color", to realistically depict the working atmosphere in a

financial institution. A similar effect is achieved when the author weaves fragments of texts of articles, headlines, excerpts from press releases of organizations into the chain of narration.

Deposit accounts: put to the test (header)

'While returns may be high in certain sectors of the market, nothing is ever guaranteed - and for the smalltime investor...' (newspaper text)

It should be noted that the terms in these contexts are used in their direct meaning and do not have any explanations that reveal their content. The author refuses to explain the meaning of the terms, as this would violate the general structure of the language of the work of art. The terms are mainly used in the speech of the characters; the conversation takes place between dedicated people. The introduction of any explanation could violate the reliability of the narrative.

As a result of frequent use in a non-terminological meaning, the term is rethought, and a shift occurs in its semantics, and a figurative meaning is formed, fixed by explanatory dictionaries. Thanks to the figurative meaning, the term becomes more common and eventually ceases to be felt in a non-special text as a term.

Particularly indicative in this sense are the terms that acquire evaluativeness in the text, which is unusual for them in professional texts, and act in the evaluative function and in the function of retribution of the comic, which is a reflection of the pragmatic setting of the subject in the text.

He doesn't have to worry about his career - he's got his own multimillion-pound company. I've only got my own multimillion-pound overdraft. [Kinsella]

In this sentence, the term "overdraft" is given the hyperbolic epithet "multimillion-pound" to form an antithesis to the previous sentence, with the help of which a comic effect is achieved.

A comprehensive analysis of the functioning of economic terminology in a literary text allows us to speak of a high degree of determinology and despecialization of these units.

Among the features of the representation of terminological units in these types of text, the following can be distinguished:

- spelling with a capital letter, as well as enclosing the term in quotation marks. This method can be correlated with warning marking words ("so called ... ", etc.), mentioned above, which serve to draw the attention of the recipient to the terminological unit.

In a market economy, there are two markets: The "factor market", and the "product market".

Another factor of production is Entrepreneurship.

- if a word can cause difficulties in reading, a transcription in a simplified form is required, which allows, even in the absence of knowledge of transcription signs, to easily pronounce the necessary word, for example, mercantilism.

- as a rule, the content of the term is more fully disclosed by a specially highlighted comment, which may contain various kinds of information. So, it could be:

A) a comment containing historical background:

Large-scale urban renewal was engaged in during the 1960s and 1970s, after the departure of the rich and the middle class for America's suburbs had left many United States cities in decay and despair.

B) a comment containing background knowledge related to the concept:

This principle [limited liability] is important for failing corporations because it holds that only the assets of the corporation, not the personal assets of its owners, can be liquidated to cover the corporation's debt.

C) an example comment:

The former Soviet Union and other communist nations are examples of planned economies.

Additional information can be given in a sentence illustrating the speech use of the term:

"Caveat emptor is the first rule of buying a used car."

"As a major stockholder of the Ford Motor Company, Senator Bilge had a vested interest in legislation restricting the import of Japanese autos"

These comments are intended to create in the reader's mind a household, simplified representation that has associative links with other phenomena, connected by cause-and-effect relationships with certain processes taking place in the economy. Until recently, the "meaningless" term gets its place in the recipient's linguistic picture of the world, fitting into the scenarios and frames proposed in the examples.

- definitions consist mainly of simple or compound sentences that are not complicated by participial phrases and other constructions that make it difficult to perceive. This allows you to focus on the perception of information as much as possible.

There is competition in a pure market economy . This means that there isn't just one producer producing an item for the public. There are usually many producers of any given item. This gives consumers a choice in buying something. If they don't like the price or quality of a product made by one company, they can buy the product from another company. This encourages the producer to produce a quality product, and charge a reasonable price for it. If they don't, they will lose business to "the other guy".

Another auxiliary tool used to maximize the background knowledge of the recipients are the elements of creolization, namely photographs and illustrations. On the pages of the dictionary you can see portraits of the most significant personalities in the field of economics and business, photographs of socially significant historical events. In addition, various diagrams, tables and graphs are provided that visually reveal the concepts described in the dictionary entry.

Among other means of representing terminological units, one can also single out the ring repetition of key units; use of means of drawing attention to them, such as quotation marks, italics; creating detailed metaphors and explaining concepts by relating them to everyday situations, etc.

The global financial crisis along with the new economic reality brought new lexical units. These lexical units reflect new phenomena that have become familiar due to the new economic situation. It is curious that most of the neologisms associated with a crisis situation are based on terminological units. The terms became

the "substrate" for the emergence of these units. These neologisms are formed according to several main models: telescopic word formation (funemployment = fun + unemployment , staycation = stay + vacation , mansession = man + recession); prefix method - the formation of antonyms for well-known terms (insource - outsource , decruit - recruit); the formation of a word based on sound similarity in order to create a play on words (intoxication - intaxication).

In addition to being used in written and oral speech by native English speakers, these neologisms began to be used in the media in the so-called secondary texts, parodying dictionaries and reference books of cultural literacy, revealing to the "careless" reader the meaning of new words. These texts retain all the genre characteristics of dictionaries, but carry a humorous, frivolous content.

At the beginning of the text, we find information about the authors and annotation of the content of the article, giving the reasons and criteria for selecting lexical units, as well as the purpose of this "dictionary". Information about words is provided in the form of a dictionary entry:

Funemployment , n . The practice of enjoying one 's _ unemployment .

The funemployed subscribe to the philosophy that in the face of bleak employment prospects, it's better to make the most of time off by catching up with old (read: also unemployed) friends or developing low-cost hobbies, ideally during normal business hours to realize the additional benefit of irking ones employed friends.

Sample sentence: As part of my funemployment plan, I've joined an Ultimate Frisbee league and am providing foster care to three puppies.

See also: Funderemployed (adj.) taking a job that's fun because employment that pays well or is in one's field is unavailable.

As can be seen from the example, the article opens with a heading word, then we see a mark indicating the part of the lexical unit, then an interpretation is given, an example of word usage, and a cross-reference to a single-root word is given. In some "dictionary" entries, you can find synonyms, antonyms and words that are in an adjacent thematic field with the described lexical unit.

Texts of this type are sometimes called pseudo-interpretations, that is, in form they are interpretations, in reality they are maxims containing a hint (Sannikov 1999). Allusion can be seen as a deliberate violation of the postulate of clarity (Gries 1985). At the same time, we can conclude that these neologisms and their similar interpretations are an important component of the English humorous discourse.

Conclusions. According to researchers, "the more significant this or that value is for society, the more likely is the variable specification of the norms associated with this value, and, accordingly, the appearance of various caricature images of these norms" (Karasik 1997). Indeed, in addition to being reflected in articles, humor on economic topics is quite widespread in the form of anecdotes, jokes and playful definitions. Jokes and anecdotes on the topic of money, credit, loans, insurance occupy a fairly strong position in the collections of jokes. So, in the book "5000 One-and-two-line Jokes" among 250 popular topics of jokes, we see such as banks, bargains, bills, budget, business, credit cards, factory, inflation, insurance, loans, money, real estate, etc. (that is, the main sections of the economy). This allows us to

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speak about a sufficiently high degree of detailing of the economic sphere of life in the language picture of the world of people who are not professionally engaged in economics, by which we can judge that it is an important value component of the English-speaking culture.

In conclusion, conclusions are given for the entire work, summarizing the results of the study, and prospects are outlined for the further development of problems related to the peculiarities of the functioning of terminology in non-specialized texts.

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ANTHROPONYMS AS A MEANS OF EXPRESSION
NATIONAL CULTURE

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Abstract:

Summary. The article is devoted to the description of the linguoculturological aspect of anthroponyms in the paradigm of historical interaction of various linguistic cultures. The article analyzes anthroponyms, which are an important means of reflecting national culture, which finds expression in the structure of the official naming formula, in the choice of vocative and qualitative forms, in the entire anthroponymicon of the people.

Materials and methods. This topic is actual at all times. The problems of anthroponyms of any language in the world have their own national characteristics. However, in the cultural and historical process, the anthroponyms of different linguistic cultures influenced each other. Thus, there was an enrichment and accumulation of new linguistic forms, including the anthroponymic system of the language.

The purpose of this work is to study the comparative aspect of anthroponymic systems of various languages in the context of cultural and historical changes in the life of their societies.

Of particular interest are non-linguistic associations of names, especially those that are caused by social factors. They, in turn, are inseparably linked with the cultural, national and historical distinctive features of the country. The anthroponymicon is directly related to a person's skills, culture, history and religion.

Research methods: comparative, historical and literary, analytical.

Results of the research. The names show the close unity of the worldview and worldview of the people with its spiritual, social and material culture. Those ideas (signs, symbols, mythologems, etc.) that a person invests in about him are present in his mind, they are determined by thinking and the social circumstances in which he lives. Names contain certain meanings associated with the words involved in their formation. However, this value is not directly related to the essence of the object itself that has undergone the act of nomination, but indirectly reflects certain characteristics that are important to the nominee and are associated with culturally relevant concepts of the people. As an object is involved in a person's life, various information about it accumulates, allowing it to be clearly differentiated among its kind: "all onomastics is ethnographic – from the personal name of a person to the name of deities, from the name of a people to the designation of a settlement or a space object

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Conclusions. Anthroponyms are an important means of reflecting national culture, which finds expression in the structure of the official naming formula, the choice of vocative and analytical forms, in the entire anthroponymicon of the people.

Keywords: anthroponym, linguoculture, vocative formula, personal name, surname, nickname.

Introduction. In the onomastic field of any language, the nuclear constituents are anthroponyms. These include personal names in their official (full), home (short, hypocoristic), diminutive-affectionate (diminutive-meliorative) and magnifying-pejorative (augmentative-pejorative) forms, second and subsequent names, patronymics, andronyms, gyneconyms, patronyms, surnames, second surnames, nicknames, aliases, nicknames, cryptonyms, street names, etc. Each nation has its own naming traditions, which are expressed in the formality of anthroponyms, their set in an individual carrier and in general in the ethnic community, naming motives, name structure, etc. The fund of anthroponymy (a set of anthroponyms) of any nation is diverse in its composition. The list, or register, of names of all types (anthroponymicon) of each nation is relatively limited, so more than one person can have the same anthroponym.

According to E. S. Kubryakova, the study of the peculiarities of the functioning of proper names in the structure of society makes it possible to recognize that these anthroponyms are considered cultural dominants and are used as a national-cultural element. Thus, it becomes permissible to reveal the specific features that characterize the characteristics of a particular nation, a particular type of linguistic personality [10, p. 74]. Of particular interest are non-linguistic associations of names, especially those that are caused by social factors. They, in turn, are inseparably linked with the cultural, national and historical distinctive features of the country.

The anthroponymicon is directly related to the skills of a person, his culture, history and religion. V. V. Katermina focuses on two types of idiomatics in personal names: supra-linguistic and intra-linguistic, which is created as a result of the impact on a person of the social, historical, cultural and religious environment [9]. Definitions and meanings fixed in anthroponyms reflect the characteristic features of objects and qualities located around society.

The history of anthroponyms is inseparable from the culture and history of the community in which they arise. No one doubts that anthroponyms have a national coloring, which can be clearly seen by the example of Russian, Vietnamese and English personal names. Culture can be characterized as an activity that meets its own idea. It is inseparable from other types of human activity (assimilation, imaginative creative process, etc.). In this context, speech is considered an obligatory component of people's national culture. Nowadays, the problems of the interaction of language and culture are the object of study of linguists, ethnologists, sociologists and culturologists [15]. Any native speaker forms his own vision of the world within the boundaries of the existing one. It is created within the definitions of its linguistic ancestors and on the basis of existing archetypes, and not because of its autonomous thinking and practice. One of the most important functions of language is to

consolidate the experience of cognition of the world in the cultural and historical development of native speakers. It is known that language preserves culture and transmits it from generation to generation, therefore it plays a significant role in the formation of personality, national character, ethnic community, people, nation. There is no doubt that language is part of culture, but the question of whether (and how) cultural data are included in lexical meanings remains uncertain. This uncertainty is largely due to the fact that lexical units change. The name is an integral part of the linguistic picture of the world, moreover, it directly reflects the historical course of events. In modern linguistic literature, it has been repeatedly noted that in the semantics of most anthroponyms there is a connotative cultural component, which is a kind of translator of information about the culture and history of a particular people. Anthroponyms are a source not only of linguistic material, but also of knowledge about the national mentality. If the national-linguistic picture of the world finds its maximum expression in the lexical system, it can be systematized. The vocabulary of the national language in this case is divided into the names of real objects of the material world and the names of conceptual artifacts of the national linguistic consciousness. The second group, in turn, consists of abstract logical concepts, subjective assessments, categories of values and mythical categories.

An anthroponym is the most obvious indication of a person's status [5, p. 29]. Each linguistic and cultural community implements status-role semes in its own way in the forms of various names.

All types of anthroponyms are united by common functional features – the ability to name a person and be used when referring to him. Of these , only a personal name has a high degree of individualization of the denotation: every person has it. Other types of anthroponyms can be optional, correlate with the historical and cultural traditions of the people and differ in ethno-cultural diachrony. Personal names are chosen relatively arbitrarily (with varying degrees of mandatory selection from the established list – Christian and Muslim traditions, from common words with positive semantics – Chinese tradition, from words with desirable semantics – pagan tradition). Surnames, patronymics and patronymics are derived units and are conditioned by family ties. Nicknames, pseudonyms, etc. are not the main, but an additional name, many/most members of the ethno-linguistic collective do not have them. Nicknames, street surnames, andronyms, geniconyms are not assigned by the individual himself, are given to him by other people, can be used in contact with the carrier or only blindly. Aliases, nicknames, cryptonyms are chosen by the bearer of the name for various reasons.

A.A. Beletsky, considering the East Slavic anthroponymy from the point of view of etymology, states that its historical source is the Greek system of names of the Byzantine era, except for a few names (Vladimir, Vsevolod, Yaroslav, Olga, Igor, etc.), dating back to the Slavic and Scandinavian anthroponymicons. Modern East Slavic anthroponymy is not actually Slavic in origin and speaks not so much about the language as about the culture of its speakers. Consequently, "such a discrepancy between anthroponymy and common vocabulary turns out to be mostly the result of the interaction of cultures and can be recognized as an indicator of complex cultural evolution" [1, p. 78].

As we all know, a proper name is a name that names a unique individual entity. Thus, it carries an identifying value. In order to illustrate the identification meaning, it is useful to refer to the works on the nomination of the Russian linguist and semiotic N. D. Arutyunova, according to which the identifying meaning is closely related to: – an object outside of language; – the derivational nature of meaning; – extensional; – uncertainty of thought, or intensionality; – the social nature of semantic rules of use; heterogeneity of meaning [1, p. 5]. Competence in relation to identifying names is based on knowledge of the reference. N. D. Arutyunova notes that linguistic competence in relation to names belonging to the world is fundamentally different from competence in relation to words related to human thinking, to its system of concepts. In the first case, you need to be familiar with reality, in the second – with a pronounced system of linguistic concepts.

In the first case, you need to know the relation of the word to the object, in the second – to understand the meaning of the word. The use of specific names is determined by the ontology of the world, but the use of semantic predicates is determined epistemologically [Ibid., p. 24]. In this regard, it is important to note that the influence of neighboring cultures on the anthroponymicon of a particular language is associated with its dominant meaning in the life of a people in a certain historical period. Let's consider the features of the relationship between language and history on the example of the Vietnamese and Kazakh languages, which underwent various transformations due to the influence of neighboring linguistic cultures.

History shows that most proper names in English and Russian are closely related to the Christian tradition and religious texts. Their roots are in Greek, Latin and Hebrew. English anthroponyms have a long history, which is connected with the English people and the process of language development. The Anglo-Saxons had only one name, very simple in structure. Gradually, the names became more complex, their structure included several components. These components came from the Old English language. The Christianization of the Russian name actively developed in the Middle Ages, but up to the XVIII century, names of both Tatar and Old Russian (pre-Christian) origin could be found among the names. Around the same period in England, the belonging of several persons to the same family began to be indicated in one way by combining personal names and turning them into surnames. It is worth noting that the gender marker of the anthroponym was a minor component in the Old English name.

In anthroponyms, national and international, national and foreign-language can merge and interact. The tradition of translating Greek and Latin names Fides, Spes, Caritas (Faith, Hope, Love) contributed to the use of the anthroponyms Tikhomir, Bogodar, Bogdan, Bogolep, Domashny, Razumnik among the Russian people – translations of the names Clement, Fedor, Theodosius, Theopret, Domitian, Sophron [11, p. 366], which became the basis for surnames Tikhomirov, Bogdanov, Bogolepov, Domashnev, etc. The translation of the Greek Philites, Philomena became the name Lyubim, which was used independently in the XIX century. (A.N. Ostrovsky "Poverty is not a vice") and became the basis of the surname Lyubimov. Perhaps the use of the name in the Russian ethnic environment was influenced by its coincidence with the Old Russian Lyubim [13, p. 190; 20, p. 226].

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Among Bulgarians, Serbs, Montenegrins, the translation of Greek names into Slavic is widespread to this day: Fedor – Bozhidar, Makarii – Blag, Blazhko, etc. (Bulgakov, 1993). Russians from the first centuries after the Baptism of Russia often had the name Bogdan as a translated version of Fedot, Bogolep as Theoprepius, etc., currently they are included in the holy names as allowed for baptism. The name Svetlana, invented by V.A. Zhukovsky, did not immediately enter the Orthodox calendar. In 1913, it was noted that Orthodox girls by this name "in no case can be called" (Bulgakov, 1993, vol. II, p. 960). But now Svetlana is considered a translated version of the names of saints Fotina, Fotinia, whose memory is celebrated on February 13/26 and March 20/April 2 [14]. There are also holy Photos and Photos with the same semantics, but this Russian anthroponymic translated synonym does not apply to them.

Strict church anthroponymic attitudes imposed a ban on the use of certain names not included in the official lists. In 1889, in the Tobolsk diocese, at the urgent request of the parents, the priest baptized the child with the name Yaroslav, absent from the saints, for which he was held accountable (Bulgakov, 1993). It was only in 1994 that this name was added to the Orthodox shrines in memory of the blessed Prince Yaroslav (Konstantin). Svyatoslavich of Murom (+1129), his birthday falls on May 21/ June 3. It was impossible to give an Orthodox boy the name Svyatoslav, which was considered Catholic. It is curious that at the same time the Order of St. Stanislaus was the state award of Russia. It was established on May 7, 1765 by King Stanislaw August Poniatowski of Poland, and in 1815 it was restored by Emperor Alexander I for the Kingdom of Poland. He became one of the orders of the Russian Empire on September 14, 1829, when Emperor Nicholas I approved the statute of the order; on January 11, 1832, his appearance was changed. Among those awarded this order are writer and playwright A.P. Chekhov, artists I.K. Aivazovsky and F.A. Bruni, famous chemist D.I. Mendeleev, lexicographer V.I. Dahl, inventor of radio A.S. Popov, trauma surgeon N.V. Sklifosovsky and many others.

The Church did not allow giving the child not only Catholic (Bronislav, Mieczyslaw, Marta, Rosa) or Protestant (Albert, Leonard, Clementine, Clara, Charlotte) names, but also those found in Orthodox monuments, used by Catholics and Protestants, but not included for any reason in the saints (Augustus, Aurelius, Florentine, Christian) (Bulgakov, 1993). Among such names were mentioned in the early twentieth century . Felix and Vladislav, who are now included in the Orthodox calendar: the memory of the Serbian Prince Vladislav (+1239) is celebrated on September 24 / October 7, and the Feliks celebrate the name day on January 25 / February 7, as well as on the day of Karelian saints – May 21 / June 3 in honor of St. Felix [14].

Unlike Catholics, the Orthodox were not allowed to choose names in honor of the Lord and the Virgin. The very popular Russian name Maria was given only in honor of the holy wives bearing it (Bethany, Egypt, Caesarea, Cleopova, Constantinople, Persian, etc.) (Ibid.). The name Jesus could theoretically have been chosen in honor of the righteous Joshua, whose memory is celebrated on September 1/14, however, "in disgust of a possible reason for temptation, it is better to refrain from naming this name" (Bulgakov, 1993, vol. II, p. 956).

Russian Russian Orthodox society observed these rules of choosing a name for a child until 1917, then for 70 years they were eradicated from use, but in general the Russian namebook retained its composition, new names of revolutionary origin and new borrowings from Western languages were on the periphery of the Russian anthroponymicon during this period.

Names perform an important legal function – identification of a person in society. There are several ethnocultural traditions of choosing a name for a person in the world. In the development of anthroponyms of different peoples, there is a natural development from the anthroponymic system of the same name to the multi-named one. The single-member system is considered the most ancient.

The official naming formula for different peoples is a historical category that is not strictly defined, it is diachronically variable, includes a different number of components and a different order of their sequence. The main fund of the national anthroponymicon in most cases consists of the names of the native language or fully mastered at all language levels and entered into the ethno-linguistic consciousness of foreign language units. The anthroponymic formula for naming modern ethno-cultural communities is strictly defined, officially (legally) approved.

For most peoples of the world, a two-component first name + last name is mandatory, fixed in all documents, which is a means of identification of an individual. The older two-component model of name + patronymic has been preserved in the modern Icelandic anthroponymic system. The development of this model is a three-component anthroponym name + patronymic + dedicacy, common among some peoples of Asia and Africa. Dedicacy was found in the pre-family period among representatives of the upper classes in the Russian and Belarusian language environment [15, p. 46]. Russian Russian people's modern complete anthroponymic formula is unique, having a three-component structure of first name + patronymic + surname, acting as an ethno-linguistic (cultural-historical) phenomenon of the Russian national language, as well as a polite vocative model of first name + patronymic [19, p. 67; 6].

This model of polite treatment applies to foreigners who are connected with Russia and the Russian people by their activities. In this case, either real vocatives are formed (Petra Vlastimilovna), or forms adapted to the Russian namesake with the choice of matching anthroponyms on the etymological (Yirzhina, Father Vaclav > Irina Vyacheslavovna) or on the phonetic level (Yindrzyh, father Yindrzyh > Andrey Andreevich). Among peoples with anthroponymic traditions different from European ones, the selection of Russian names is carried out on the basis of any personal preferences or sometimes in memory of the person to whom the person who chose the name owes something. Russian Russians quite assimilate to themselves this exclusively Russian address by name and patronymic, so that even on the signs in Port Arthur or Harbin it is not uncommon for inscriptions like: "Shanghai tailor Stepan Semenovich Sui-Fu-Jiang". And some Chinese even get European business cards for themselves: Semyon Ivanovich Wang-Fu-Xiang, Matvey Petrovich Xing-Jiang-Tai" [16, p. 625]. Currently, this tradition is continued by Chinese Russian students, especially during their studies in Russia. The Russian official formula structure in the socialist period was spread throughout the USSR, was used to identify

and register all its inhabitants. Therefore, for example, the official full three-component naming is still functioning in the Kazakh anthroponymicon.

Currently, it coexists with the reviving historical national forms of naming Kazakhs, which are formed using anthroponymic elements -uly, -kyzy, -tegi or in an unaffixed way: Musabayev Madi Maratuly, Mustafa Aulet Armanuly, Sherkhan Murtaza, Bayanzhan Eric, etc. [9, c. 46].

The Bulgarian full anthroponymic formula also contains a patronymic formalized with the help of the suffix -s, but it is not used in the vocative function, it can sporadically act as a surname. According to researchers, in the Vietnamese anthroponymic system there is both a two-term and three-, four-term formula in which a certain sequence is observed: surname + first name (Nguyen Zu, Phan Ngoc), surname + additional word + first name (Chan Heung Dao, Nguyen Thi Binh), surname + additional name to indicate gender + name decoration + name (Lam Thi Mi Za) [19, c. 307], however, all additional units only accompany the personal name, and therefore all full Vietnamese anthroponyms are rather variations of the two-component model.

The same variations are European and American models with additional names. English children usually receive two names at birth – personal and middle (first + middle names), the latter serves as an additional individualizing sign. As a middle name, personal names, surnames, toponyms, and common vocabulary are used. For example, the sons of Ch. The names of Dickens were: Charles Ford Boz Dickens (under the pseudonym of his father), Walter Landor Dickens, Francis Jeffrey Dickens, Henry Fielding Dickens, Alfred Tennyson Dickens, Edward Bulwer Dickens (in honor of famous English poets and writers) [7, pp. 9-10]. "Children in the United States can be given a middle name, which is chosen arbitrarily, in honor of relatives, godfather, godmother, some outstanding person, historical event, for religious and other reasons. A married woman may use her maiden name as a middle name" [8, p. 243]. Despite the fact that the full English anthroponym includes three or four words, it is built on a two-component model, since the middle name is part of a personal name, accompanies it, is not used independently in communication. A variation of the two–component model should also be recognized as the Spanish full name, consisting of several personal names and two surnames (father and mother): all names are included in the first group, and both surnames are in the second.

In modern China, in order to expand the identification capabilities of the anthroponymicon, proposals are also being made to transfer the surname of not only the father, but also the mother to the child, thereby the family group contains two units. All these variations are a manifestation of national culture, reflect the diachrony of the functioning of complete anthroponyms of a particular people.

The structural formulas of various types of anthroponyms differ in a set of components and word-forming elements among different peoples. Each national anthroponymicon forms names based on the means available in the language.

Anthroponyms, as a rule, are secondary formations, i.e. they are created on the basis of the appellative vocabulary of the language. The names of Indo–European and Turkic peoples are historically represented mainly by three types - complex, derivative, and appellative (the latter can be complex and derivative). Complex

names (composites) are formed using at least two root morphemes (kaz. Aigul, Akzhol, Elaman; rus. Radoneg, Yaroslav, Vladislav, Vseslav). Derived names are names formed with the help of various special onomastic formants by shortening the bases and formatting with special affixes (Rus., kaz. Mels of Marx + Engels + Lenin + Stalin, Danel from Dan + Eleonora, rus. Graziella from Grazia, Mironia from Miron, Lucia from Revolution, Klim from Kliment). The apellative names include anthroponyms, the meaning of which allows them to be correlated with the meaning of the common vocabulary (kaz. Bakyt, Askar; rus. Spark, Lada, Idea; rus.-kaz. Advice).

Names can be formed from the appellative vocabulary both naturally and artificially, including being translatable. Various types of language contacts, the expansion of the information space lead to the fact that in the anthroponymic systems of many peoples, foreign-language names appear that are not semanticized from the point of view of the native language. They can undergo phonetic and morphological adaptation in the recipient language, and if these names have completely passed all the stages of adaptation, then they can be perceived by the ethno-linguistic consciousness as facts of the native language.

So, in the Russian anthroponymicon, most of the names are Greek, Latin, Hebrew in origin (Larisa, Xenia, Anna, Tamara, Victor, Alexander, Ilya, and many others), but over time they began to be recognized by native speakers as native, native, which is emphasized when choosing a name: We named our son Ivan in Russian. A certain number of names came to the Kazakh anthroponymic system with the adoption of Islam, so there are names of Arab-Iranian origin in it, but they are also perceived by native speakers as native, since over a long time they have fully adapted to the phonetic and grammatical system of the Kazakh language (Abdolla, Asan, Akhmet, Isa, Jamal, Zulfiya).

However, most of the units of the Kazakh anthroponymicon, its main fund consists of names of Turkic and their own Kazakh origin. Currently, there is a tendency to name children with new fashionable names, meaningful in meaning and euphonious in form. There is an internationalization of Kazakh anthroponymy: children are given names that could easily be transcribed in English and perceived as international (Дана – Dana, Жанна – Janna, Jane, Жанат – Janet, Ерик – Erik и др.) [9]. In most national anthroponymic systems, there is a division of personal names into official (full) and unofficial.

Unofficial names, in turn, are differentiated into hypocoristic, i.e. short names that have an abbreviated form of the base or one full base instead of a two-base name: rus. Sasha < Alexander, Sveta < Svetlana, Luda < Lyudmila, Slava < Vyacheslav, kaz. Kasym < Kasymzhan, Gulya < Gulnara; deminutive-meliorative, i.e. names with a diminutive meaning, formed with the help of special affixes: rus. Annushka, Vovochka, kaz. Alken < Aliya, Bakas < Bakytzhan, Shaken < Sharipbek, Erkintai < Erkin; pejorative augmentative, i.e. names with magnifying and/or disparaging-pejorative connotation of meaning [9].

In the English ethno-linguistic environment, the use of first names is extremely rare, but when communicating in a pub, personal names sound when communicating between the owner, the service staff and regular customers "much more often than

necessary, as if the members of this small "tribe" seek to emphasize their close acquaintance and personal ties" [18, p. 124]. Outside the pub, "any abuse of names in the process of communication causes discontent and is regarded as annoying familiarity in the spirit of Americans" (Ibid.). The main purpose of hypocoristics is to serve as an appeal, to be used to express a phatic function.

The formation of short forms of an anthroponym is a linguistic frequentalia or even a universal [17], in Slavic languages they have been fixed since 789 [18, p. 98]. A hypocoristic name, which is an ideal vocative form, is able to reflect ancient phonetic and accentuational patterns. The formula of the Russian short name is a bisyllabic word with a penultimative accent: Alexander > Sanya, Sasha, Shura; Nikolai > Kolya, Coca; Anna > Anya, Nyura, Nyusha, Nyuta, Lev – Lev, Mark – Marik. All unofficial names with the meaning of any subjective assessment constitute a group of qualitative names. The subjectivity of the assessment is determined on the basis of word-forming means, which are peculiar markers, as well as depending on the communicative situation in which they are used.

In the course of historical development, the name form can be transferred from one axiological status to another: Rus. Mashka, Vaska from affectionate to familiar-pejorative. The context is also very important for determining the quality of the name, since some suffixes that are considered pejorative may not be such: the suffix -k (a), according to A. Vezhbitskaya, has a universal meaning, because in certain situations derivatives express tenderness, friendly attitude [2, pp. 137 – 138]. Hypocoristic and deminutive-reclamatiothe vocative forms of the anthroponym are chosen in a friendly environment, as well as when addressing the elder to the younger. The peasants explained: "The father of our master in serfdom gave such surnames in the village." The Germanophile landowner gave surnames with meaning: Koch's grandfather was a cook, Schmidt's was a blacksmith [12, p. 158)]. In some Belarusian villages, the appearance of surnames among residents occurred even in Soviet times, during the formation of collective farms [15, p. 5]. It is believed that Kazakh surnames appeared in the XVIII – XIX centuries and were officially fixed with the introduction of the passport system, but their origins can be traced back to ancient times.

Methods. This research is determined by a set of methods of comparative-historical, structural-semantic, comparative-typological analysis, as well as the principles of hermeneutics (interpretation of texts) and methods of linguistic analysis of the text. The work also uses general scientific and literary methods, namely analytical, comparative, comparative, inductive and deductive.

The results obtained. The study shows that most proper names in English and Russian are closely related to the Christian tradition and religious texts. Their roots are in Greek, Latin and Hebrew. English anthroponyms have a long history, which is connected with the English people and the process of language development. The Anglo-Saxons had only one name, very simple in structure. Gradually, the names became more complex, their structure included several components. These components came from the Old English language. The Christianization of the Russian name actively developed in the Middle Ages, but up to the XVIII century, names of both Tatar and Old Russian (pre-Christian) origin could be found among the names. Around the same period in England, the belonging of several persons to the

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same family began to be indicated in one way by combining personal names and turning them into surnames. It is worth noting that the gender marker of the anthroponym was a minor component in the Old English name. Modern anthroponyms include a social component that serves as an indicator of national preferences. Many proper names have received the status of national symbols in some countries (for example, Jack – in the USA, Taras – in Ukraine, Ivan – in Russia, Quang – in Vietnam). The national aspect is also revealed in the formula of the anthroponym inherent in a certain nationality, social group or religion. The phonetic aspect of anthroponyms is unique in every language. This is due to the specific features of the development of semantics and phonetics in different languages.

Conclusions. Thus, anthroponyms as an example of the interaction of cultures are invaluable for the history of the people. Neighboring cultures enriched each other's anthroponymicons: the Vietnamese dominated China for a millennium (from the I to IX centuries), while they adopted the peculiarities of Chinese naming practice. Kazakhs transformed their proper name by fully borrowing grammatical features of the Russian anthroponym. In turn, in the history of Russian anthroponymy, it was observed the widespread use of the Turkic namesake in the XIII-XVI centuries. The study of anthroponyms allows us to trace the main stages of the historical development of a particular people

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LITERARY CRITICISM

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THE AUTHOR IN REVEALING THE ESSENCE OF THE BIOGRAPHICAL METHOD THE PLACE OF IDENTITY

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Abstract:

Introduction. This article is devoted to the ability of academic Aziz Kayumov to apply using in comprehending historical novels. Content and linguistic peculiarities of the research are analyzed too.

Research methods. Biographical method is a separate scientific research in literature, one of the methods of theoretical and practical approach to the work of art through the creative personality. This method is based on the knowledge, currents and views of all disciplines, formed by human thinking, with the essence of the human personality.

The biographical method examines the life of the writer and the work of art created by him in pairs, without separating one from the other, in a dialectical connection, synthesizing the product of creativity and ingenuity. In it, the author, that is, the writer-creator, is studied first of all as a human being. His works are said to reflect points related to the writer's life . It goes into the biography of the creator, thereby revealing the most important aspects of his personality.

Results and discussions. Since the main subject of literature is man, it is obvious that it was created for the benefit of man. In this sense, it is natural that every writer in his work, first of all, seeks the interests of man. Rather, by narrating their experiences, the author first warns the reader of unexpected life changes, various emotional upheavals, heartaches, confusion, anxiety, heavy or light emotional experiences. wants to reach. He wants to teach people how to behave in such situations, how not to lose their way, how to control themselves. The role of literature, the main function of which is "politeness", is thus clarified once again. It is well known that the biographical method in literature is based on the knowledge, currents and views of all disciplines, formed by human thinking, with the essence of the human personality.

Conclusion. The biographical method examines the life of the writer and the work of art created by him in pairs, without separating one from the other, in a dialectical connection, synthesizing the product of creativity and ingenuity. For this reason, the biographical method cannot be considered as a study of the creative biography.

Keywords: literary image, specialist in literature, biographical method, character, sophist encyclopedist, king and poet, academic scientist, legend and fable.

LITERARY CRITICISM

Introduction. Since the main subject of literature is man, it is obvious that it was created for the benefit of man. In this sense, it is natural that every writer in his work, first of all, seeks the interests of man. Rather, by narrating their experiences , the author first warns the reader of unexpected life changes, various emotional upheavals, heartaches, confusion, anxiety, heavy or light emotional experiences. wants to reach. He wants to teach people how to behave in such situations, how not to lose their way, how to control themselves. The role of literature, the main function of which is "politeness", is thus clarified once again.

Materials and methods. It is well known that the biographical method in literature is based on the knowledge, currents and views of all disciplines, formed by human thinking, with the essence of the human personality. The biographical method examines the life of the writer and the work of art created by him in pairs, without separating one from the other, in a dialectical connection, synthesizing the product of creativity and ingenuity. For this reason, the biographical method cannot be considered as a study of the creative biography.

Literary critic Yuri Borev believes that "the fate of the artist and the work is the key to meaning." "In a work of art, the writer's personality is sealed, and the artist's unique destiny is the key to the interpretation of his work."

Results. In the biographical method, the author, that is, the writer-creator, is studied primarily as a human being. It is proved that his works reflect points related to the life of the writer. It goes into the biography of the creator, thereby revealing the most important aspects of his personality. It is based on the fact that some important events in the life of the writer are also reflected in his work.

According to scientists, it pays special attention to the artist's personal life, living environment, mental and psychological state, personal interests, inspirational factors that motivated him to write the work, the artist's laboratory and a number of similar historical and individual issues. The created work of art is studied in terms of the writer's personality, mental state. Through the biographical method, the author's creative laboratory is mainly explored. The fact that certain events in the life of the artist are somehow reflected in his works is proved by the biographical method. The biographical method has its own peculiarities in this respect. The most important aspect of this method is that it does not differentiate between author-person and author-creator. The author's character is considered to be embodied in the image he creates. Based on the biography of the creator, the work he created and the protagonists of the work are explained. Therefore, the biographical method is the most useful method in creating a literary portrait. The biographical method works on the basis of documents. Historicality, accuracy, documentary are its fundamental requirements. Therefore, in the research of B. Yuldashev it is observed that it was studied under the name "historical-biographical method".

For the biographical method to work effectively, it is necessary to have documents about the life and work of a specific artist. Unfortunately, the documents that provide information about many of our creators are not yet fully collected.

In the biographical method, writings, letters, autobiographical texts, diaries, memoirs, manuscripts - in general, clear evidence plays an important role.

LITERARY CRITICISM

Discussions. The biographical method interests the researcher in the author's individual lifestyle, personal life, way of life, past, inner experiences, character traits, in a word , biography (or autobiography). Because, as A. Rasulov said: " An ordinary work is a mirror of the writer's inner state. The biography of the writer is invaluable in understanding, interpreting and evaluating a work of art. An autobiography is an invaluable source in revealing the spirit and essence of a literary text. The sharp interpreter tells a lot about the writer's situation through his work. "

Literary critic Bakhodir Karimov, speaking about the biographical method, emphasizes the importance of distinguishing it from autobiography: "This method should not be understood simply as a biography. After all, the biographic method is not a simple chronological description and classification of the creative biography; the year of the writer's birth , place of residence or environment, the year in which his work was written, and finally the year of the artist's death - all of this is biographical information ....

A. Rasulov mentions the scope and history of literary reforms in the process of historical-biographical approach, such as "biography", "biography", "hasbi hol", "holot-manoqib" and debates about their meanings. In his view, first, to determine the auxiliary nature of biographical information in the analysis of a work of art; second, it is necessary to distinguish two different approaches, such as referring to the biography of the writer only in the analysis of biographical works. The first of these is an effective method of analysis, which has been formed as a historical-biographical method in world literature.

As it is noted: "Biographical method is a method of studying literature, in which the biography and personality of the writer are considered as the main defining moment of artistic creation."

According to Karimov, the biographical method plays an important role in revealing the essence of artistic creation, creative psychology, the roots of the work of art.

To fully understand and objectively evaluate the creative heritage, it is necessary to have a complete picture of his way of life. In this case, the use of biographical methods is important. In this sense, it is difficult to agree with the opinion of the literary critic B. Karimov that "the biographical method has not received serious attention in the history of Uzbek literature." Because in the history of our national literature, the heritage of many famous artists has been studied to a certain extent. Of course, it cannot be denied that these creators also relied on information about their way of life as much as possible in order to fully understand and evaluate them objectively.

B. Karimov reiterated that "the biographical method has not been applied to literature in the form of" psychobiography ", ie the psychological biography of the writer." Because the biographical method implies the study of a work of art in the context of the author's way of life, it is natural that in that work the artist's inner spiritual experiences, thoughts, dreams, pains, aspirations, aspirations, He cannot ignore the fact that what he has learned, the good and the bad he has experienced, the life experiences and knowledge he has gained are reflected. Such a psychobiography of the artist is, in a sense, reflected in the description of events in his works of art, in

the system of images created by him. This is the individual skill of the artist, the originality of his work.

There is also the fact that in works of art, the creative personality is sometimes reflected brightly, and sometimes secretly. This can only be learned from the context of the work. In this regard, there are two types of works:

a) works that are vividly reflected in the context of the author's biography;

b) can be distinguished in the form of works that are not vividly reflected in the context of the author's biography.

Examples of works that are not vividly reflected in the context of a writer's biography are often some works created on a historical theme. In such works, although the author does not vividly describe his biography, its content reveals the socio-psychological attitude of the artist to the realities of the past, his personal views, as a result of which there are biographical features. For example, Odil Yakubov's novel "Ulugbek's Treasure" tells about the dangerous moments of the life of the king, astronomer Mirzo Ulugbek, his biography. The author's biography does not seem to exist in this play. But, in our opinion, in any play there will be something sketchy about the biography of its author. Therefore, any work can be studied in a biographical context. For example, if Odil Yakubov's novel "Ulugbek's Treasure" is studied in a biographical context, the following two cases will appear:

first, the image of Mirzo Ulugbek as a ruler and a scientist, his way of life, his relatives, his experiences shine;

secondly, the attitude of the author of the work, one of the great writers of the XX century Odil Yakubov to our past history, the realities of the XV century, the socio-political problems of that time, the personal perception of historical reality, the skill of interpreting it as one sees it, the thoughts of that period and its people.

The fact is that the biographical method should not be considered as a method of studying only literature. Through it, not only writers and poets and the works of art they create are selected as the object of research, but in any type of creation, whether artistic, scientific or practical, because it is related to the individual's worldview. can be. It is also possible to approach various forms of creativity, such as science and technology, art, politics, culture, through the biographical method. From this it becomes clear that the biographical method has a universal character.

When working with the biographical method, the researcher relies on several important factors. These factors include:

1. Philological, literary and aesthetic knowledge of the artist. This the factor manifests itself as a specific holistic system and leads the biographical method. After all, the word is the main tool of expression for any type and form of creation. Words are used to express any thought or reality that is perceived, understood, and felt. It is clear that the main force on which the biographical method is based is also the word. In this case, taking into account the fact that the creator works with the word, attention is paid to its artistic refinement of the word. After all, every sound, every word and phrase in the text of a work of art can indicate a creative personality. If they are studied synthetically, they produce certain results. At the same time, it opens the way to understanding the creative individuality of the artist, the facets of artistic mastery, the poetic discoveries created by him, and most importantly, his unique

talent and ability. Accordingly, its place in a particular historical period or environment is determined.

Abdullah Qahhor was reportedly a zealous man, albeit a poor man by nature. Perhaps an important feature of his creative style: the use of few words in the creation of an artistic text, the ability to use the word very economically and appropriately is the result of this natural feature.

The artist's artistic discovery is seen primarily in the words and phrases he uses. Such poetic discoveries testify to the fact that the artist was born as a human being, was born and matured in this regard as a person of talent and talent.

It is known that in Veteran's work there are only two poems: the moon and the ax. The juxtaposition of these two words is studied as a product of artistic creation - a work of poetry, which takes into account the thoughts, ideas and moods in the mind of the creator. The focus is not on how many words the poet uses, but on what meanings he uses these words.

2. The life of a creator (poet, writer, playwright or scientist). In this case, the personal life of the artist: family life, relationships with relatives, friends, siblings, lifestyle, home, position in society, career, habits and behaviors associated with it, interests, behaviors, facial expressions, personal belongings. , even vehicles, attitudes towards animals, and so on. Sh.O. As St. Beau wrote: "... the artist must be able to be imagined in the family circle, with his own habits." Because, "great artists, like ordinary people, are not free from the worries of a small species."

In this regard, it is interesting to see why in the works of Abdullah Qahhor, sometimes the conditions of eating are so impressively expressed, and the reason for this. At first glance, not everyone will notice it. In this regard, the author's story "Shilpildoq", when his wife Kibriyo Qahhorova hurriedly made dumplings, opened them when many dumplings were put in a pot to boil, separated from the meat dough and embarrassed that it lost its essence. If we eat meat wrapped in dough, then we will eat it. " This evidence, at the same time, shows that the writer loves our national dishes and likes to eat them very sparingly.

However, it should not be inferred that in the works the biography of the creator, the information and evidence specific to the way of life are expressed in chronological order, in a certain sequence. Regardless of how the big and small cases related to the life of the artist and the creative process are presented, they play an important role in the process of biographical research and play a certain role.

The biographical method does not approach the author's biography as a simple source of information, as it focuses on a broad and comprehensive coverage of the life and work of the artist, his life, but seeks from it logical points, exemplary aspects.

3. Creator's gene, human biological characteristics and destiny. When the problem of creative individuality is placed at the center of research through the biographical method, it is natural that the genetic-biological factor rises to the forefront. Consequently, in the history of literature, those who entered the creative process under the influence of their grandparents, uncle, in general, a close relative, more precisely, because of their kinship with them, also make up the majority. Therefore, they consider creativity as a matter of destiny, a blessing from Allah, and treat it responsibly. Suffice it to say that Navoi was influenced by the poet's uncles,

Makhtumkuli's grandfather and father, Pushkin's poetic uncle, Agahi's uncle Munis and others. Or most poets and writers admit that the gods and fairy tales they heard from their mothers and grandmothers as children, the folk songs, were the key to open the door of creation for themselves. This is evidenced by Hamid Olimjon's thoughts on the fairy tales he heard from Komila's mother. He also wrote about the epic "Alpomish" that he listened to repeatedly from his grandfather's close friend Fozil Yuldash's son in his youth. It is difficult to deny that the connection is connected to our "genetic memory".

Taking into account such life situations, Yu. Borev says: "The individual destiny of the artist plays a key role in the interpretation of his work ."

4. The philosophical worldview of the creator (poet, writer, playwright or scientist). In every field, the creative person strives to articulate the realities of life that he or she understands based on the knowledge and experiences he or she has acquired throughout his or her life. This reflects his philosophy (worldview).

The biographical approach to the personality of the artist and the work he created, at the same time, encourages to determine what, what socio-political, scientific-artistic, cultural-spiritual factors influenced the formation of the philosophical worldview of the artist as a person. As a result, the scope of tasks of the biographical method expands. Now the social environment in which that artist lives (society and family), the people with whom he communicates (parents, friends, teachers, etc.), the circles, circles, books he reads, which inspire scientific or artistic creation, begins to seriously study social status, place in society, and so on. The data collected by the researcher in this regard provide a basis for an in-depth study of the factors that formed the creative philosophy.

According to scientists, the manifestation of the philosophical factor in artistic creation is also associated with tragic situations in the life of the artist.

It should be noted that in order to reveal how the philosophical worldview of the creators is reflected in the works they create, the biographer must also have a certain level of philosophical worldview, a good knowledge of the philosophy of his time, as well as the history of world philosophy. it is necessary to know the philosophical concepts reflected in creation, the philosophical views accepted by mankind.

5. Psychologism of the creator (poet, writer, playwright or scientist). The biographical method is important as a psychological factor in the inner spiritual world of the creator, his various psychological states and situations, the experiences of the heart. Therefore, the biographical method is often referred to as "psychobiography". At the same time, special attention is paid to the aspects of artistic creativity with the young psychology . There is an attempt to illuminate and justify psychological situations from different angles, with all their subtleties, on the basis of general psychological conditions inherent in humanity. Through the sharp gaze, talent, and experience of the researcher, the author's sincere confession of his or her own mental state is attested to. The inner world of the author, known only to himself, is revealed to be his real life. As the author describes his inner world, it is shown that he was in fact trying to hide it. It is as if he is talking about someone's life, but it is clear that he is actually telling himself, propagating his feelings. He shows himself as he wants, not as he is. It's just that the word "myself" scares or

worries me. In this case, the image created by the author becomes a means of expressing his feelings.

The rise of the history of poetics in literature has also ensured the emergence of the formula of *man and work* . In addition, the practices of historical criticism began to require a historical approach to the lives of artists. If the research on any work of art contains statements about the life of the artist, it became clear that it is natural to quickly master the work created by this artist, to easily and clearly understand its content.

It is well known that the experience of using the biographical method has sometimes grown and sometimes declined. The method of biographical research, which has undergone similar changes in literary criticism, has not lost its place because it plays an important role in the historically correct and fair solution of a serious literary problem that needs to be solved. Because it reveals the mysterious past of writers. The genre and ideological features of the works they create become even brighter.

The biographical method provides the basis for the characteristics of past literary life stages, the manifestation of a particular historical memory in our thinking activities.

We know that the concept of "writer's biography" originated in Ancient literature as a genre describing the lives of famous people. In general, the writer is no different from famous historical and political figures, because he lives forever because of his works. In this regard, he is on a par with scientists and philosophers who are intellectuals. Therefore, it is useful to study the characteristics of writers as individuals and creators, the factors that led to their formation as poets or writers, the ability to express themselves in their works in the form of ordinary people. It was in this sense that the genre of the writer's biography emerged and evolved over the centuries. During this time, there were also paradoxes ("contradictory opinions") that "narrating the biographies of writers should not be raised to the level of art." Even the eyes of the critic were focused on such a clear goal. But the biographical genre continued to take shape from this point of view.

The biographical method is the way a researcher-scientist works, not a writer. More specifically, it is not a way to create art, but a way to study a work of art that has been created. Therefore, important information about the lives and biographies of the authors who created a work of art through it is identified and presented by researchers not in the form of special stories, but through certain words, sentences, facts in works related to that author.

The biographical genre, on the other hand, has long been one of the forms of creativity that, unlike artistic creation, is developing in a separate, unique form.

Speaking about the long history of literature in the history of world literature, such as "Institute", "Notes (Manuscripts)", "Memories of the Academy of Literature" created in the classical *centuries* It is important to study the history of the formation of the biographical method, as the lives and works of the disappearing academics are recorded in great detail in the collections, which highlight some hitherto unrecognized aspects of the authors' lives. In addition, such sources, called " *French libraries"* , are of particular interest. Although the author's personality is not

considered as an artistic phenomenon, regulated by the rules of the general context system, as if presenting a collection of "lives", it undoubtedly enriches the experience of approaching the creative person on the basis of a biographical method.

In 1733 by the Saint-More Benedictines and continued by the Academy of Manuscripts in the 19th century , Rive de la Grange wrote: "His life and only then his works."

Hence, at the beginning of this book, a sketch of biographical sketches is drawn, consisting of facts that speak of the past, though not yet perfect, and reflect its connection with literature. At that time, there was no mention of the concept of a writer at all, it was a rhetorical exercise, which is introduced independently through artistic questions and serves to understand the works, that is, to describe the life of a famous person. Rather, literary history received little nourishment from the narrative of the connection between the work and the path traversed by its author.

St. Mor focused more on the general globality of the topic he chose, rather than on the exact biography of this or that author.

Jean-François de La Arp, in his " *Lyceum or Lessons in Ancient and Modern Literature ," published between 1797 and 1805 after being recognized as a "professor,"* pays little or no emphasis to the authors as individuals. , it focuses on the discussion of meaning that is advanced in the works under study. However, when it comes to the work of court poets such as Maro, it is worthwhile to act as an exception and recall some episodes related to the lives of such prominent figures. In this way he tries to illuminate the landscape of the high-status poetry-developed environment. But Per-Louis Jenjene, who published *The Literary History of Italy in 1811, exposes the falsity of the literary history promoted by La Arp and puts Italian art-historical criticism into a certain system, in contrast to the ancient collection of "lives."* putting forward his clear views: "Let us leave the biographers or authors of lives or compliments alone. They are more of an ordinary citizen than a literary figure; describe their actions, occupations, honors; ideas, works, works of artistic value are neglected. However, in catalogs and libraries, it would be more appropriate to collect chronological or alphabetical works from many authors and books of the same country or period, "said the author.

Here is another example of Louis-Gabriel Misha's words in *Ancient and Modern General Bibliography, which began to be published in 1811* : an alphabetical history of the social and personal lives of all people who have attracted the attention of others with ... " Because it is good and convenient for the historian who cannot remember the sources created.

Conclusion. Indeed, it is natural for the literary historian to regard such a collection of "creators' lives" as a collection of information that has no significance and does not allow us to understand the logic of the works and their essence. Such works are only biographical collections that are more or less widespread, presented in chronological order, irrelevant to the genre or class to which the scholars themselves are creating. It should be noted that "the psychological factor is of dual importance for biographical research. The first is that the biographical world of the creator is directly connected with the real existence, and reflects the psychobiological, psychosociological elements inherent in this individual. The second serves to

determine the place of the same elements in the work of art, in the interpretation of voices and images. The primitive forms of this first appeared in biographical research, and later became the basis for a special scientific direction called the psychology of creation. Although the factors presented as important factors of the biographical method are listed separately, they often complement and support each other in the research process. While any of them may appear bulging in the research process, there is no denying that they actually form a logical whole.

In short, the biographical method is a method of studying the life and work of an author, his works through a direct approach to his biography. The formation and development of the biographical method is a natural phenomenon in the system of world aesthetic thinking. Therefore, this method still serves its purpose in a sense. It thus occupies a special place among the methods in literature. When working on the basis of the biographical method, the critic does not approach the information about the writer as a simple source of information, but seeks from it logical points, exemplary aspects.

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ARTISTIC PSYCHOLOGISM AND ITS REFLECTION IN THE "WOMEN'S PROSE" OF RUSSIAN, UZBEK, ENGLISH AND AMERICAN WRITERS

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Abstract:

Introduction. The article attempts to reveal the ideological and artistic range of the "female theme" in the prose of modern Russian and English writers. L. Petrushevskaya, M. Paley, N. Gorlanova, H. Fielding, S. Townsend and M. Spark are quite well-known modern writers whose names are involuntarily united, being a common theme, the concept of the hero, some literary techniques of highly artistic women's prose. At the same time, each of them has its own system of literary associations and preferences. The purpose of the article is to review these particular topics

Materials and methods.
This topic is relevant at all times. The problems of the family have been studied by many scientists and writers.The object of the study was the works of modern Russian and English writers The subject of the study was the methods of artistic psychologism in Russian, Uzbek and English, American "women's prose". The purpose of the study is to study the uniqueness of artistic psychologism and their embodiment of family problems, family relations in "women's prose" Research objectives:- study and systematization of materials on the problem, determination of the degree of its study in science;- definition of the main problems of family relations in modern prose of the twentieth century Research methods: comparative, historical and literary, analytical.

Research results.
Penetration into the depths of women's psychology is the main feature of modern women's prose of the turn of the XX–XXI centuries without division by nationality. Despite the difference in mentality, in the prose of Russian, Uzbek and English writers, the problems of moral order are harmoniously connected with social ones.

Conclusions.
The study of research materials on the problem, the analysis of works of modern Russian and English "women's prose" show the relevance of the problem in modern society. Of particular importance are the disclosures of internal psychologism in modern conditions, characterized, among other things, by the conflict between the objective needs of society and social conditions. In society, there is a constant understanding of the problems of revealing the psychology of a person and his place in the family at the level of the state and society.

Key words: women's prose; psychologism; autobiographical notes; marriage and family; peace of mind; existential motives

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Introduction. Each epoch, distinguished by its own trends, sets certain requirements for writers that meet the needs of their time. The last three decades in Russia and England have been marked by the appearance of a number of writers who have been innovators in the field of form and content. The creative heritage of M. Paley, M. Vishnevetskaya, O. Slavnikova, N. Gorlanova, L. Petrushevskaya, M. Magorian, S. Duffy, I. Wolf, J. Rowling, S. Kinsella and others in the 1980s and 1990s is distinguished by such a reformist character. Modern English women's prose is imbued with in-depth psychologism, which should be classified according to the main directions and, accordingly, problems. The revival of the traditions of realistic literature is carried out in the novels and novels of Mary Ward (she wrote under the name of Mrs. Humphrey Ward), May Sinclair and Bertha Cancer.

The theory of the "stream of consciousness" by James Joyce receives an original interpretation in Dorothy's philosophical maxims in the world of science and art: questions of philology, art history and cultural studies www.sibac.info No. 11 (54), 2015 156 Richardson. In the multi-volume epic "Pilgrimage", the writer is skeptical about the restrictions that religion imposes on the secular views of a modern Englishwoman. In the center of attention is the heroine, challenging the religious views of her father, rebelling against centuries–old spiritual values.

Further, women's literary and critical essays are continued in the work of Virginia Woolf. The writer creates vivid biographical novels "To the lighthouse", "Orlando". Autobiographical motives are also strong in Janet Winterson's debut novel "There are other fruits besides oranges". Beatrice Potter and Edith Nesbit worked in an innovative way. They were developing a children's theme

Sue Townsend is a bright representative of modern women's prose in Great Britain. "Public confessions of a middle-aged woman aged 55 and ¾ years" can be considered as a selection of essays from the writer's own life. The novel consists of eighty-nine stories highlighting the realities of her being. The autobiographical notes outline a thorough panorama of the women's world: attitudes to various life situations, memories and observations, anxieties and fears. S. Townsend works on scripts for films, meets with colleagues in the writing workshop, responds daily to letters from admirers. But even intense mental activity (work on a manuscript, editorial analysis, mediation with literary agents) cannot displace from a woman's consciousness her real purpose: she is a loving mother of four children. The chapter "In the Snow", in which she goes to the hospital in a thick snowfall, is imbued with cordiality and lyricism: the desire to see her newborn granddaughter is so strong in her. "A reasonable person would have waited a day for snowplows and sand containers to tame the road, but I was seized by a primal call, the desire to see and hold a new family member in my arms," writes a caring grandmother [5, p. 118].

The theme of love, marriage and family becomes a reference in the work of L. Petrushevskaya. The story "Stayed There" describes Rena's life path. The heroine had hard trials: betrayal of a friend, betrayal of her husband, mental insanity. It should be noted that the picture seems to stretch in a spatiotemporal range, including several stages of dramatic fate at the same time, without excessive concretization of the main material. In the story "Impulse" – Daria shows exceptional In the world of science

and art: questions of philology, Art History and cultural Studies No. 11 (54), 2015. www.sibac.info 157 strength of spirit, with dignity tolerates both mental and physical injuries: treason, beatings. She doesn't give up. Now before the reader is a psychological drama with a victorious ending. The fate of the heroine is accumulated in the extremely compressed framework of the main narrative. In the story "Freedom" L. Petrushevskaya tells about the difficult relationship between her daughter and mother. Such a domestic conflict could be expanded into a wide panorama of the traditional confrontation between two generations – "fathers and children". But this is not what worries the author of a short story. L. Petrushevskaya points to one of the options for the sad return of a daughter to her mother, with an unfavorable relationship with a man. This is a private family case, and the generalization is made in an existential way: isolation from the interests of people.

Morality is the measure of the actions of the heroines M. Paley, N. Gorlanova and L. Petrushevskaya. The former, in most of her stories and novellas, intentionally completely breaks up weak families, and the heroes often choose violent death. The second, on the contrary, protects the interests of the family and never leads their members to think about suicide. What do all Gorlanov's heroines want from family life and what do they strive for in love? A woman is truly happy only when she is in harmony with herself. Heroines of N. Gorlanova, guided by maternal instinct, express devotion to the interests of the family («История озера веселого», «Пик разводов», «Подсолнухи на балконе», «Нюся и мильтон Артем», «Как устроена любовь?», «Припадок», «Английский замок» ("The Story of Lake Vesely", "Peak of divorces", "Sunflowers on the balcony", "Nyusya and Milton Artem", "How does love work?", "Seizure", "English Castle")).

L. Petrushevskaya goes her own way in the development of this topic. Love as the highest human value is a little vague with her. The heroes of most of the stories are covered not by a bright and pure immortal love, but by a semblance of a love feeling, an imitation of love, ultimately leading to its erasure. The writer explores the phenomenon of love in women and men, tries to determine its influence on their destinies and psychology, to identify their contradictory reactions. In women, love, proceeding from the nature of nature, and the spiritual need to love and be loved, manifests itself openly. Such love is imbued with motherhood, nepotism, dedication. The natural, spontaneous beginning allows them to give themselves completely to love. Altruistic love, involving self-sacrifice, devotion to family, household chores highlight the inner life of female characters («По дороге бога Эроса», «Жизнь это театр», «Свобода» ("On the Road of the God Eros", "Life is a theater", "Freedom")). In a state of love, the best features of the heroines are revealed.

If a certain part of the heroines are satisfied with easy and irresponsible relationships in which imitation of love replaces the true feeling, then L. Petrushevskaya's pen becomes even more severe towards male characters. Men do not notice the edge of the natural and smooth sliding of harmony into disharmony. They are not interested in this process of getting rid of love in the family, because they do not set themselves the goal of strengthening it in moral and psychological terms. M. Abasheva considers the male heroes of the writer's prose to be the type of eaters and consumers. "Consumption becomes their essence" [1, p. 10], – the critic

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notes. Impudent and punchy heroes do not stop at anything in their selfish aspirations to achieve material benefits. In male heroes, there is not love, but its imitation. It has a superficial character and is expressed coldly. There are no spiritual needs and high aspirations, there is limitation and emptiness. As life ideals, they stop their choice on the selfish desire for procreation, profit and profit. The heroines crave a family, and the chosen ones turn out to be unworthy («Маня», «Смотровая площадка», «Темная судьба» «Упавшая», «Майя из племени майя» ("Manya", "Observation Deck", "Dark Fate", "Fallen", "Maya from the Maya tribe")).

Penetration into the depths of women's psychology is the main feature of modern women's prose of the turn of the XX–XXI centuries without division by nationality. Despite the difference in mentality, in the prose of Russian and English writers, the problems of moral order are harmoniously connected with social ones. The ideological and artistic diversity of the female pen allows you to see the facets of creative originality, originality of representatives of literature of different national traditions.

If we turn to the analysis of Zulfiya Kurolboy's "women's prose", we can identify analogies with the works of Russian and English writers. Zulfiya Kurolboy writes about eternal themes: family, motherhood, everyday life.

Human happiness begins with small things, with family, love, family relationships. It is these aspects of life as fundamental that attract Z.Kurolboy kesey in the stories "Love and Envy", "Kelin(daughter in law)".

So in the story "The Sun is on my side" there are several themes – family, betrayal, treason, in which the author skillfully used all the methods of revealing psychologism.

The story of Zulfiya Kuralboy kizi "The Sun is on my side" has not lost its relevance to this day, because each of the heroines of women's prose presents its own strategy of behavior and representation in the modern world. Offering his solution to the traditional oppositional pair "man – woman", the author demonstrates that the harmony of love is formed largely from the surrounding reality.

Harmony and disharmony of love can also be observed in the novel by the English novelist M. Spark "Feast". Harley Reed is an artist of average abilities, although he has a strong authority in his field. His paintings, which have a stunning success, are in great demand and are sold at inflated prices. But in the role of a fashionable modern and expensive artist, he thrives and is established not without the influence and weight of his girlfriend Chris Donovan. For an artist of the derived type, maintaining harmony in marriage or relatively strong, but still free relationships is not an intractable problem. Many actions of male and female characters in M. Spark's novels are inseparable In the world of science and art: Questions of Philology, Art History and Cultural Studies No. 11 (54), 2015. www.sibac.info 159 from their religious, more precisely, Catholic beliefs, presented with directness or sarcastic overtones. Harley Reed, being a Catholic, does not see marriage as the highest moral value. He values freedom and considers the vows made before the altar to be the result of excessive sensuality. Each of the parties should have the right to choose, which, in turn, regulates the correct orientation in life. He recognizes divorce,

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thereby belittling the role of a healthy family – a concept that has a sacred meaning in catholicism.

The works of H. Fielding is quite diverse and large-scale. The plot basis of the novels "Bridget Jones's Diary", "Bridget Jones: the Edges of reason", "Bridget Jones is crazy about a boy" is the comprehension of the essence and nature of a woman, the tireless search for female happiness. Having given content and depth of character to women's images, the writer shows them as fighters who are in constant search of harmony, love, family, success in the workplace. In the novel "Bridget is crazy about the boy", the virtues of the heroine are increasingly revealed. She perceives life's upheavals as inevitable. Children fill the void created after Mark's death. Bridget is going through a midlife crisis: loneliness, low self-esteem, fear of change. "When you have children, you can't afford to fall apart, crumble, give up. For their sake, you have to live on, no matter how painful it is for you. To live on, to move on ...", – these are excerpts from the next diary of the heroine [6, p. 50]. Bridget does not lose confidence in herself, tries herself in literature, but not all of the heroine's undertakings are accompanied by success. She wants to meet a decent person with whom she can build a relationship based on mutual understanding and respect, relive old feelings. The heroine subconsciously seeks psychological support in a man. Decent and courageous Scott Wallacker, a physical education teacher who leads a chess section at school, instills in students the concepts of camaraderie, perseverance and discipline, loves and protects Bridget, surrounds her children with fatherly warmth. Overflowing with love and joy, she finds peace of mind. In the works of M. Paley, N. Gorlanova and L. Petrushevskaya presents a specific theme of her native home. For each of them, it gets individual shades. We have three different approaches to the topic of the house. In M. Paley's novel "Commemoration", the house is shown not so much as a "family nest" as a "place of exile" [3, p. 5]. In the work of N. Gorlanova, this theme takes place in the story "The House with all the inconveniences". M. Paley visibly views the theme In the world of science and art: questions of philology, art history and cultural studies www.sibac.info No. 11 (54), 2015 160 extinction houses; at N. Gorlanova – the outgoing one, since the dark tones in this story are still softened. For the heroines of L. Petrushevskaya, getting their own house means that they have a pronounced egocentrism, an unnatural thirst for profit ("Nets and traps", "Last a moment"). Money and property are deities to them.

The motif of the house in a different intonational key varies with M. Spark. The novel "Peredel" is a narrative about people for whom feverish zeal for money has become a way of life. Fraud and extortion have become a craft for them. M. Spark masterfully draws the quirks and needs of the rich, prone to familiarity and pretentiousness. Maggie Redcliffe sees the meaning of life exclusively in the acquisition of land plots. "And indeed, money of such volumes is not lost or wasted, they can only change hands, with or without benefit, in extreme cases – with the use of violence," the writer notes [4, p. 120]. Marquis Adalberto di Tullio-Friole, Emilio Bernardini, Letizia, Pietro, Hubert Malindane, Lauro Moretti, Damian Runcivell, Kurt Heikens, Ian McKay are too attached to material goods. Most of the conscious life of the heroes of M. Spark takes place in the appropriation of someone else's property. Butlers remove the upholstery from the originals and pull them over the

copies. Monsieur Coco de Reno – Mrs. Radcliffe's business manager disappears with her money and documents. Arrogant and unscrupulous heroes are not characterized by moderation in desires. The fear of lack of money takes them out of a state of mental balance. In their person, the writer shows with all the power of her satirical talent the loss of true moral values, the predominance of mental deviations in people's minds instead of moral and ethical foundations.

A careful examination of the extensive creative heritage of M. Paley and M. Spark can reveal both common points of contact and individual differences. First of all, we consider it necessary to turn to art, existential orientation, religious beliefs and philosophical interpretation of harmony and disharmony in love. One of the cross - cutting themes of the novel

M. Paley's "Lunch" is an attitude to the problems of contemporary art. The theme of art originates from the global problem of world computerization. Modern scientific and technical means, according to the writer, generate spiritual and physical isolation of people. They put an end to living human communication, erase so familiar human In the world of science and art: questions of Philology, Art History and Cultural Studies No. 11 (54), 2015. www.sibac.info 161 relationships. At the same time, naturally, the emotional disposition of people to each other is also lost. The hero is an ordinary civil service employee, a compiler of stock reports. However, the inner world of this person is deeper. He, as a creatively gifted person, sees a way out of the impasse in familiarizing himself with the classics. But M. Paley wonders: and will creative people be able to choose art? What will be the consequences? It is noteworthy that the theme of art, considered from a similar angle, worries M. Spark. It is clearly highlighted in the novel "Deliberate delay". Already in the first chapter of the novel, the author talks about the professional and personal qualities of the main character. Fleur Talbot is smart, determined, independent. A novice writer devotes himself to the service of art. It is the art of words as a cultural phenomenon, as the highest aesthetic and ethical value that contains high aspirations. Fleur draws from creativity a love of life, endurance and loyalty to writing. Her entourage consists of representatives of high society who selfishly perceive everything exclusively from the position of their own interests. These heroes are devoid of a sense of proportion in their passion for money. Their internal well-being is invariably associated with the availability of money and comfort.

M. Paley and M. Spark fully adhere to the basic criteria of existential writing. There is only some difference in the fact that the Russian writer leads her characters to loneliness and alienation from society following the objective conditions of Russian life, and critics call her an existentialist writer after the fact. "Marina Paley's prose exudes the charm of power. Not feminine, patient, meek. And not the male power of suppression and dominance. The forces of existential consciousness. In my opinion, Paley is existential, like no one in modern Russian prose, existential squared," S. Borovikov notes. [2, p. 223]. M. Spark has been creating her best novels since the late 1960s, when the theory of existentialism in English literature has already found its ideological supporters. She did not have to tie every private fact of national life closely to the plot. Relying on the philosophical views of M. Heidegger, S. Kierkegaard, J.P. Sartre, A. Camus and others, M. Spark firmly follows the

traditions and signs of this trend developed in European literature, culture and art. The vast majority of the works of M. Paley is written in a "small genre", and in each of the stories and novellas, as In the world of science and art: questions of philology, art history and cultural studies www.sibac.info No. 11 (54), 2015. 162 rule, a single fact is taken (cycles of stories "Toy Factory", "Poplar Fluff Day", novellas "The Wind field", "Khutor"). M. Spark is a novelist and, from an existential point of view, most often analyzes the sum of particular facts, bringing them to a certain common denominator. Even individual stories of the writer include a considerable number of characters and are distinguished by a wide variety of situations.

Existential themes, also related to the national environment that surrounds and destroys a person, can be traced in most of M. Spark's works. This is most noticeable in the stories "The Ballad of the Suburb" and "To the Public". They give two completely different universes, but at the same time a single conceptual essence of others is noted: in the first – the arbitrariness and unscrupulousness of teenagers, and in the second – scandals on the stage of theatrical bohemia. However, in two stories, the idea of how the environment cultivates a parasitic lifestyle runs through the red thread. The only difference is that in the remote backwoods of a remote suburb of London, square swearing, fornication and drunkenness, fights and blackmail are permissible, and in the capital of England the same unsightly actions are only covered by the external decency, prudery and snobbery of respectable aristocrats. Nevertheless, the laws of writing and the creative handwriting of Russian and English writers partially coincide. True to the existential direction in literature and art, M. Spark writes that in modern English society, permeated with snobbery, egocentrism and conservatism, a person can potentially not carry a positive charge. In the works of the English writer, either small-scale vulgarism ("The Ballad of the Suburb") or refined aristocratic individualism ("To the public") prevail.

M. Spark has introspection, but it also does not lead to positive results, because the world is fundamentally unknowable and absurd, there is no place in it for both positive emotions and rationalistic reflections. Both writers write about people whose psyche cannot withstand external pressure. But with a single existential approach to character analysis, the Russian and English writers relied on the individual philosophical basis of this direction. Namely: the heroes do not have an insistent desire, a frantic need to resist the ugliness of the world. M. Paley ("Lunch", "Tribute to the Salamander", "Clemens") leads his characters to pessimism and social passivity: they are smart people, but weak–willed, lost in the crowd. M. Spark proceeds In the world of science and art: questions of philology, art history and cultural studies No. 11 (54), 2015. www.sibac.info 163 from other criteria. She has absolutely no inactive persons: the author makes a verdict of subjective guilt as the root cause of sins and responsibility for them as a consequence of the philistine lifestyle.

Russian and English existentialism's questions of art, the establishment of the main lines, as well as the search for other thematic parallels, are unthinkable without defining the ideological position of Russian and English writers. These attitudes, like filters, carry religious beliefs through themselves. Pay attention to the fact that criticism of the dogmas of Catholicism in the novels of M. Spark is most often

associated with representatives of the middle class. This is not a random nuance. This class in the second half of the XX century in the UK had a specific color. On the one hand, they are representatives of high society, titled persons, aristocrats who have lost their spiritual ideals, but glorify local tyranny and oligarchy. On the other hand, there was a large parasitic impoverished mass of people (the story "The Ballad of the Suburb"), who dreamed for themselves of the redistribution of power of the wealthy strata of English society. M. Spark, not without reason, believed that two layers of this class are socially dangerous. The former poisoned the lives of their loved ones with their egocentrism and greed; the latter with maniacal envy towards aristocrats. The writer treated all representatives of the middle class sharply satirically, which is confirmed by the texts of most of her best novels. In "Accomplices and Instigators" this theme is realized through a deep psychological characterization of the characters – Lord Lucan and Hildegart Wolf.

Joan Didion is a well–known American writer whose small literary works helped define the new journalistic movement in the 1960s. In addition to her novels and literary journalism, Joan Didion has written a number of screenplays in collaboration with her husband, journalist John Gregory Dunn. Her sharp observations of American life in times of crisis and dislocation also played a role in her novels. For her work, Didion received the National Humanitarian Award in 2012 from the hands of US President Barack Obama. In the release of the White House covering this event, it was noted that Didion highlighted seemingly minor details that occupy a central place in our lives – it was through minor details that Joan Didion managed to convey psychologism in the lines of her works, which was recognized by the general public and even noted at the state level [1].

Joan Didion's attraction to minor details could have been formed in childhood, because it fell on the Second World War. The war broke out a few days after Didion turned seven, and when her father joined the military, the family began to move around the country. Life at various military bases in childhood deprived Didion of friends, but endowed her with insight and the ability to contemplate. After the war, the family returned to Sacramento, where Didion graduated from high school.

She had hoped to enroll at Stanford University, but this attempt failed. After a period of frustration and depression, she enrolled at the University of California, Berkeley. During college, she showed great interest in writing and participated in a student journalism competition sponsored by Vogue magazine. An internship in this magazine became a prize for Didion's victory in the competition. For work, the young writer went to New York. Didion's internship at Vogue turned into a permanent job that lasted eight years. She became an editor and a highly professional writer in the world of glossy magazines. She edited copies, wrote articles and film reviews, and acquired skills that served her for the rest of her career.

In the late 1950s, she met John Gregory Dunn, a young journalist who grew up in Hartford, Connecticut. The romantic relationship between them did not prevent them from becoming editorial partners. When Didion was writing her first novel, River Run, in the early 1960s, Dunn helped her edit it. In 1965, Didion and Dunn moved from New York to Los Angeles to pursue a career in television, but did not give up writing for magazines.[2]

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As society changed dramatically before our eyes, Didion, who was the daughter of conservative Republicans in 1964, found herself watching the influx of hippies, the phenomenon of black panthers and the growth of the counterculture. Because of this, by the beginning of 1967, according to Didion's own confessions, it was difficult for her to work. It seemed to her that America was somehow falling apart, and, as she put it, the letter became an "inappropriate act." In San Francisco, the writer spent time with young people and absorbed a new culture. This later helped to convey the psychology of real life, since Didion, with her experience and journalistic skill, could rightfully appreciate many nuances and formulate general conclusions based on such an analysis, draw conclusions. These observations were naturally reflected later on the pages of Didion's works.

The result of this experience was the most famous magazine essay "Slouching Towards Bethlehem". The name was borrowed from "The Second Incident", an ominous poem by the Irish poet William Butler Yeats. Such symbolic allusions contribute to psychologism and its representation in literary creativity.

Also an interesting method of transmitting psychologism in Didion's works is the external disorganization of the structure with a deep internal alignment of the text. At first glance, it seems that the work has practically no structure. It begins with excerpts in which Didion, with carefully chosen details, recalls how "cold late spring of 1967" America was in a time of gloomy despair, and "teenagers drifted from the city to the torn city." A kind of comparison with a drifting ice floe gives the text an allegorical psychologism that allows us to draw some parallels.

Didion then described in novelistic detail the characters she spent time with, many of whom took drugs or tried to purchase drugs or talked about their recent trips for them. It is not surprising that Didion's article departed from standard journalistic practice. At one point, she tried to interview a policeman who was patrolling the hippie neighborhood, but he seemed to panic and stopped talking to her. Members of the Diggers, a hippie anarchist group, accused her of "poisoning the media." Therefore, she was close to the heroes of her works and listened, not so much interviewing anyone, but simply observing at the moment. This method of obtaining information also contains the secret of transmitted psychologism, because observation as a research method requires a journalist to have much more knowledge of psychology than an interview. Her observations were presented sharply; she accurately conveyed everything that was said and seen in her presence. The reader had to extract a deeper meaning. Thus, Didion herself involved the reader in the psychologism of her work, forcing her to process the images, words, and actions of the characters presented in specific lines of her texts.

After the article was published in the Saturday Evening Post, Didion said that many readers did not realize that she was writing about something "more general than a handful of children wearing mandalas on their foreheads." In the preface to the 1968 collection of her articles, Didion complained that "she had never received such universal feedback" [3].

Didion's technique, combined with her special personality and references to her own anxiety, created something of a template for later work. She continued to write journalistic essays for magazines. Over time, she became known for her observations

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of distinctly American events, ranging from the Manson murders to the increasingly violent national politics of the late 1980s and the Bill Clinton scandals.

So, despite the fact that the culture and social situation in Russia, Uzbekistan and England differ, the methods of revealing psychologism within the family theme in the works of the authors have typological similarities. All the writers reflect the eternal theme, the sphere of their interests is focused on the family, the problem of fathers and children, gender issues, love and feminine essence.

Naturalistic details, deep psychologism, reflections of the heroine vividly reveal the tragedy of the unfortunate woman. The author directly points to her strength – despite suffering, pain, poverty, hopelessness, the heroine continues to believe in love and a happy family future.

2. Methods. This research is determined by a set of methods of comparative-historical, structural-semantic, comparative-typological analysis, as well as the principles of hermeneutics (interpretation of texts) and methods of literary analysis of the text. The work also uses general scientific and literary methods, namely analytical, comparative, inductive and deductive.

3. The results obtained. Penetration into the depths of women's psychology is the main feature of modern women's prose of the turn of the XX–XXI centuries without division by nationality. Despite the difference in mentality, in the prose of Russian and English writers, the problems of moral order are harmoniously connected with social ones. The ideological and artistic diversity of the female pen allows you to see the facets of creative originality, originality of representatives of literature of different national traditions.

Naturalistic details, deep psychologism, reflections of the heroine vividly reveal the tragedy of the unfortunate woman. The author directly points to her strength – despite suffering, pain, poverty, hopelessness, the heroine continues to believe in love and a happy family future.

4. Conclusions. In the XXI century, there is a tendency to a deep study of psychologism as a stylistic unity in modern world literature. Traditional forms and techniques of psychological disclosure are being transformed. The changes taking place in society have brought to the fore the disclosure of the inner world of the characters.

Each work of art, which in this part is considered a specific verdict for the era and place, that is, for the specific life to which it relates, a complete description of the images and their actions helps us to form our views about a person to the fullest. In their works, the writers create such a subtle psychological artistic world, which they express, both indirectly and directly.

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POETICS OF THE UZBEK CHILDREN'S FOLKLORE GAME

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Abstract:

Introduction. The children's folklore games of the Uzbek people are a multi-stage community of interdependent genetic, age and functional genre associations that have absorbed mythological beliefs, religious beliefs, symbolic forms of behavior, traditional lifestyle, customs and rituals.

In this article, children's game folklore is considered as a phenomenon of mutually complementary historical-genetic, verbal, action and subject levels of game culture. Since understanding the actions of the participants in the game or the semantics of the verbal component is often possible only after analyzing other game components.

Methods. Among modern approaches to the category under consideration, extending to various areas of humanitarian knowledge, descriptive, historical-genetic and comparative-typological methods occupy an increasingly strong place. In accordance with these methods, the main components of children's game folklore were considered.

Results. Children's folklore is directly related to the way of life of the ethnic group, the type of economic activity and social relations, as it reproduces previously established patterns of behavior, stable structures of consciousness. Games act as a set of socio-historical significant actions that have great educational value. The main plot component of traditional Uzbek games is the playing by the players of time and events long gone from the people's memory, their origin was based on animistic, totemic and various magical ideas, beliefs of ancient ancestors. In this connection, according to the nature of origin, Uzbek games can be divided into "creative" and "games of biogenetic origin". The plot-thematic boundaries of the material are determined by the range of plots, motifs and images characteristic of the traditional forms of national folklore. Children's game folklore is considered as a phenomenon consisting of game and verbal game texts that organize and accompany it, including three types of verbal components: game preludes, verbal game texts, and unstructured verbal material. The study of the verbal and action corpora of the Uzbek game folklore determined the impact of multinational traditions, manifested at all levels of spiritual culture. Due to the long interaction of the Uzbek and Russian cultures, "folklore bilingualism" was formed, which in Uzbek literary criticism was called "shiru shakar".

Conclusion. The modern social space has changed the ways of transferring gameing traditions, the forms of exchanging gameing experience, when live gameing contacts are replaced by virtual ones, which exclude direct communication between

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the players. Under conditions of strict social control on the part of parents and teachers, their attitude to the game changed in accordance with the educational tasks of society. The game, as an attributive characteristic of childhood, was transferred to the leading sphere of activity of adults who create a modern "playing civilization", which was the source of the destruction of traditional children's games, their natural development.

Introduction. The Uzbek games have passed (and are still taking place, but with less intensity) a certain historical process of development and formation. This can be determined by changes in the motive composition, structure, verbal texts, character systems, etc. Like other genres of Uzbek folklore, traditional children's games have their own historical and genetic roots. Having gone through a long stage of formation, a multi-stage process of assimilation of the spiritual culture of the ethnic group, game folklore absorbed the primitive ideas of ancient people, early mythological beliefs, religious beliefs, various symbolic forms of behavior, traditional lifestyle, customs, rituals.

Unfortunately, at the moment there are few works that present a comprehensive study of mutually complementary verbal, actional and objective levels of gaming culture. Since understanding the actions of the participants in the game or the semantics of the verbal component is often possible only after analyzing other game components.

Methods. Children's game folklore is considered as a phenomenon consisting of game and verbal game texts that organize and accompany it. This is the reason for the relevance of our attempt to consider the main components of children's game folklore. Among the modern approaches to the category under consideration, extending to various areas of humanitarian knowledge, we have selected descriptive, historical-genetic and comparative-typological methods for considering the main components of children's game folklore.

Results and discussion. The study of children's folklore is of interest not only in the historical and folklore sense, it is extremely relevant in modern conditions, when the question of finding a mechanism for new directions in the development of society is being decided. Children's folklore is directly related to the way of life of the ethnic group, the type of economic activity and social relations, as it reproduces previously established patterns of behavior, stable structures of consciousness. It is relatively independent, and at the same time is closely connected with the traditional culture of the adult generation, which makes it possible to actively transfer the rich heritage of national folklore from generation to generation.

Many games are based on historical events, lifestyle, professional activities, interests and aspirations of ancestors; realities related to military knowledge and experience, which is the most important component of games. And the leading role is given to the depiction of events through an action, word, toy or ritual.

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Since the action in the games is connected with real events and carries traces of ancient ideas, traditions and rituals, the games do not act as idle entertainment events, but as a set of social and historical significant actions that have great educational value. For example, the game "White poplar, green poplar", popular among children, is based on the mythological ideas of primitive people about white and green color, as well as totemic ideas about the worship of trees. Folklorist G. Zhakhongirov [1], trying to determine the historical and genetic roots of the game, connected its origin with the way of life of people of the tribal period. The scientist believed that the rules of warfare of that period influenced the emergence of the game. The scientist's reasoning was supported by another prominent researcher of Uzbek children's game folklore, Sh. Galiev [2]. He argued that the game "White Poplar, Green Poplar" arose on the basis of ancient rituals demonstrating the dual structure of the tribal clan, that is, symbolic battles within the tribe between phratries to resolve controversial issues. Tatar folklorist R. Yagfarov [3] believes that the historical roots of the game "White poplar, green poplar" go back to the "cult of the tree". In his opinion, this is one of the reasons why poplar-related toponymical terms are widely used in many places where the Turks live. In particular, he noted the presence of the village "Boiterak" in the Berezovsky district of the Perm Territory, and in the vicinity of Tashkent - such toponymical objects (regions) as "White Poplar" and "Blue Poplar". The researcher has no doubt that these toponymical terms are based on the totem tree. R. Yagfarov believes that children through the game "White Poplar, Green Poplar" also convey the relationship between two tribes, two peoples. His assumptions are related to the fact that the game can artistically reflect not only the scene of the exchange of prisoners, but also a mixed marriage between two tribes, the marriage of a girl to a guy. And the words spoken during the game were once a wedding song.

In our opinion, the agonal dialogue is connected with military operations. In the action plan and the game choruses that make up its verbal part, there are lines that remind of them: capture, captivity, demand for compensation. During the game, children first line up in a circle, forming a living chain. The goal of the game is to break the chains formed by the teams and take the opponents into captivity. If the participant did not cope with the task, his team is credited with a defeat, the participant himself is "captured". Therefore, in order to break the living chain, it is necessary to determine the "weak link" of the chain and try to cross it. The fulfillment of these tasks, in addition to developing tactical vigilance and strategic entrepreneurship skills in children, also develops the ability to make quick, effective decisions [4].

Thus, the main plot component of traditional Uzbek games is the playing by the players of time and events that have long since disappeared from the people's memory. And the constant desire to win in games, the win-win outcome of the game, testing the physical or mental abilities of children are, as a rule, traditional motifs inherent in epic works, indicating that the genre of the game is also ancient and created within the framework of the epic tradition.

In support of the theory of lifelikeness of games is the fact that in games the names, nicknames of characters, their professional activities, and life position are often called. For example, such games as "Echki va chupon" ("Goats and a

shepherd"), "Tursun Hola" ("Aunt Tursun"), "Sotuvchi va haridor" ("Seller and buyer"), "Podsho va vazir" (" King and Minister).

Also in a number of games there are such images as a mother, a potter, a teacher, representatives of flora and fauna [5]. All this indicates the realism of the events that make up the plot basis of the games. However, most of the games were created in the past, and their origin was based on animistic, totemic and various magical ideas, beliefs of ancient ancestors.

Due to the nature of the origin, Uzbek games can be divided into "creative" and "games of biogenetic origin". In turn, games of biogenetic origin are divided into "natural-everyday" and into types in accordance with certain assumed conditions of occurrence (animal, primitive-savage, hunting-shepherd period, games of "cult by physical strength", state-organizational games):

• hunting games (Gang, Jambil, Lappak, Oshik, Xappak, Chirgizak, etc.);

• shepherd games (Tuptosh, Kutarma tosh, Echki uyin, Chupon va shokol, Kadama tayok, Chillik, Podachi, Chanta, Chuv-chuv, etc.);

• handicraft games (Dandarak, Charxpalak, Besh barmok, Pakillok, Lanka, Chigirik, Uzuk soldi, Varrak, Sartarosh, Kuz boglar, etc.);

• agricultural games (Palaxmon, Jon burgam, Somon sepdi, Chanok uyin, Shaftoli shakar, Kurikchi etc.);

• imitation games (Xola-xola, Topalok, Kim oladi-yo, Ayik uyin, Xuroz urishtirish, Oksok turna, Bosari, Asalari, Gozlar, etc.);

• outdoor games (Chunka shuvok, Chim otish, Kim tez, Xurkach, Tufalok, Chori chambar, Mushuk-sichkon, Yogoch oyok, Durra solish, Xalinchak, etc.);

• word games (Kim chakkon, Bolkon-bolkon, Botmon-botmon, Juftmi-tok, Ok kuyonim alomat, Ok terakmi, kuk terak, Pirr etdi, etc.);

• games of gatherings (Gap-gashtak, Tupik uyin, Podsho-vazir, Podsho-ugri, Arshi a'lo, etc.);

• folk wrestling and related games (Milliy kurash, Polvonbozlik, Yelkada kurash, Bel olish kurashi, etc.);

• game of riders (Chavgon, Ulok-kupkari, Piyoda poyga, Oltin kobok, Shogulok, Kiz kuvish, Eshak mindi, etc.) [6]

The classification of Uzbek games can also be presented on the basis of such criteria as: the gender and age of the players, the principles of distribution of roles, the spatio-temporal structure of the game action, the ways and means of game transformation, the action plan, the presence of the viewer and the ways of his relationship with the character, types of game composition etc. For example:

1. In relation to the temporary sign of the game: a) constant; b) seasonal.

2. Depending on the age and gender characteristics of the game participants:

a) games for boys;

b) games for girls;

c) games for boys;

d) games for adults;

d) joint games for boys and girls;

d) family games.

3. In relation to the spatial feature of the game:

a) games on land;

b) water games;

c) indoor games.

4. According to the criteria for the use of items during the game:

a) subject games;

b) pointless games.

5. In terms of the content and purpose of the games:

a) outdoor games;

b) didactic games;

c) situational games;

d) gambling [7].

These classifications do not claim to be final and reveal both the features of the studied material and the insufficient degree of its study as a whole.

Consideration of the stages of the organization of the game, namely: 1) the gathering of the participants in the game, when the invitation to the game occurs through "barker sentences"; 2) the distribution of playing roles among the participants in the game, which at this stage ensures the use of draws; 3) the game itself, built on the basis of certain rules, highlights another important component of the gameplay - the verbal component. The principle of highlighting this group of texts and filling the term has become a theoretical problematic point in the study of children's folklore. The main factor for the inclusion of the text in the sphere of children's play folklore is the close performance connection of the work with children's play. In the classifications of researchers, the list of texts of children's play folklore either narrows (V.P. Anikin, A.N. Martynova), or expands (G.S. Vinogradov, V.A. Vasilenko, etc.).

Taking into account the national specifics of the Uzbek oral folk art, children's play folklore includes works that are directly related to children's role-playing games: game choruses, draws, counting rhymes, teasers, and underwear.

Chorlamalar - call to play:

O`zbargani suvi bor,	There is water in Uzbarga,
Daraxtlari xuddi dor.	Like a tree mast.
Onaboshi, qani chiq,	Mother, come out
Bachalaring senga zor.	Children are waiting for you.
Hoy, bolalar, bolalar,	Hey guys guys
Bekinmachoq o`ynaymiz.	Let's play hide and seek.
Tarqalishmang har tomon,	Stop running away
Qochib nima qilasiz?	Why are you running away?

Cheklashmachoq - жеребьевка:

- Ona, ona, kim ona?	Mother, mother, who is mother?
- Men ona (Biz ona).	- I am the uterus (we are the uterus)
- Sizga osmondagi oy kerakmi,	- You need the moon from heaven
Kishnab turgan toy kerakmi?	Or a stallion?
- Bizga kishnab turgan toy kerak.	We need a stallion!

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- Kishnab turgan toy menman,	- I'm a stallion!
- O`t, bizdan ekansan.	- Horse, you are ours!

Tegishmachoqlar - дразнилки:

Ergash degan oti ekan.	His name is Ergash.
Oyoqlari shoti ekan.	He is short
Noskadiday burni ekan.	Nose like a pumpkin.
Kajavaday qorni ekan.	And belly.
Somonxona o`rni ekan.	Place him among the straw.

Guldur gup - молчанки

Dim-dim-dim,	Dim, dim, dim,
O`raga sichqon ko`mdim	I buried a mouse in a hole.
Gapirganing og`ziga	Who will speak
Bir shapaloq urdim.	Get it on the lips.

Mushuk o`ldi,	The cat is dead
Dumi qoldi.	The tail remained.
Kim gapirsa,	Who will speak
Uni yeydi.	Will eat her.

A review of folklore and ethnographic research on the problems of children's folklore and folk play makes it possible to specify the concept of children's play folklore. Given the different approaches that folklorists adhere to when highlighting the genres of children's play folklore, we propose to single out this section of children's folklore on the basis of functional and play principles. This approach allows us to consider in children's play folklore only texts related to the organization and accompaniment of children's play.

In the Uzbek children's game folklore, two groups of verbal texts can be distinguished: game preludes (rhyming rhymes and draws), which begin the game with the division of game roles, and a group of texts conventionally united by the term "verbal game texts": game sentences, game choruses, game songs, verbal formulas and dialogues. Such texts as "silence", "golosyanka", proposed by researchers as a separate genre or separate texts in children's play folklore or amusing folklore, should be called play sentences accompanying the game [8].

It is worth noting that the verbal game parameter is not limited to poetic texts, but also includes other material: cries, bullshit, texts of game law and game punishments. This also includes game terminology: the names of game places (field, playground, pasture, circle), designations of game roles (leader, blind man, wolf and geese, lame crow), attributes (stones,) and actions (steal, find, tarnish). Let's call all these types of game words **unstructured verbal material** [9]. Thus, three types of the verbal component of games can be distinguished:

 a) game preludes;

b) verbal game texts;

c) unstructured verbal material.

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In games with formalized rules, various combinations of these three types of verbal component are possible.

The study of the verbal and action corpus of the Uzbek game folklore also determines the impact of multinational traditions, which has centuries-old roots and manifests itself at all levels of spiritual culture. So, when considering children's play folklore, it is necessary to take into account the "folklore bilingualism", which was formed as a result of a long interaction between Uzbek and Russian cultures. In Uzbek literary criticism, this phenomenon was called "shiru shakar". The following is an example of a rhyme genre created by mixing Russian and Uzbek words:

Odin, dva, tri,	One two Three,
Piyolaning guli.	There is a flower in a bowl.
Bu gulni kim chizgan?	Who drew this flower?
Lolaxonning qo'li.	Lolahon hand.

The first verse of the quatrain consists of a listing of the numbers "one, two and three" given in Russian. The last three verses are spoken only in Uzbek. In the following four-line example, the first and fourth verses consist of modified Russian words, 2 and 3, respectively, of Uzbek words:

Semichka, semichka,	Seed, seed,
Men boraman urushga.	I'm going to war.
Urushlarnijangqilib...	Fight...
Pod-ruch-ka!	Hand in hand!

In the above text, distorted forms of Russian words are used: "semichka", meaning in the Uzbek language "pistachio", "sunflower seed", and "podruchka", meaning "hand in hand" [10]. Perhaps this is also a distorted form of the word "girlfriend" in the meaning of "girlfriend". Cases of distorted pronunciation of Russian words are also observed in other Uzbek folklore texts:

Akish-pakish semishka.
Semishka, bodom babushka.
Andaxayol, manda xayol,
Rohina do'st!

Apparently, the word "seed" in this text is used in the form "seven" due to the incorrect pronunciation of the sounds "ch" and "sh". The Russian word "grandmother" is also used here, which means "buvi, momo" in Uzbek.

Consider the following example:

Ani-bani...	Ani baths...
Shofir qani?	Where is the driver?
Exal papa na barane.	Dad rode on a ram.
Alalalay, Shumalay.	Alalalai, Shumalai.

It is noteworthy that the six lines of the rhyme are based on the use of a number of meaningless words "ani-bani", "alalai, shumalai", the phrase "dad rode on a ram" and the distorted word "chauffeur" in Russian and the interrogative pronominal adverb " where" in Uzbek. Meaningless words and consonances are the frequent basis of a large number of counting rhymes in both Uzbek and Russian folklore. Senselessness, "abstruseness" is explained by various factors: some texts of children's folklore passed from adult folklore, borrowing and distortion of words from other

languages, etc.

The following text is an example of the interaction of three languages, namely Uzbek, Russian and Tajik. It is known that the children of Bukhara are polyglots. This allows them to understand and speak three languages.

Adir-badir...

Guppi nadir?

V shapke set

Qo'g'irmochi.

Dengi hast - past deguncha,

Tez qochib qol!

The third line of the given six-line poetic text is expressed entirely in Russian. Instead of the phrase in Uzbek "Pul bormi?" "Money hast" is used, in which 2 words are connected - Russian and Tajik. The word "hast" in translation from the Tajik language means "there is, there is". Cases of poetic presentation of thought in two languages ("shiru shakar") within the same text can also be traced on the example of other genres characteristic of children's play folklore.

In Uzbek counting rhymes, game sentences, draws, etc., there are Russian words denoting types of transport: train, plane, tram, steamboat, tractor, rocket, bus; household items: suitcase, basket, cup, plate, sofa, table, chair, vase, barrel, straw; food and drinks: kvass, lemonade, porridge; types of games: dominoes, checkers.

Thus, the deep penetration of the Russian language into the play repertoire (and not only) of Uzbek children testifies to the mutual influence and mutual enrichment of national languages, literatures and cultures, gives it additional figurativeness and emotional expressiveness [11].

The next aspect that determines the originality of the children's game sphere is the structure of games. It is diverse, includes plot and plotless games. Story games can consist of one, two or more episodes. Motives in games vary depending on the type of game. Story games are also distinguished by the presence of certain types of plot. For example, "war and confrontation", "playing witch", "kidnapping", "attacking a defenseless animal", "predator and prey", "games with wrestling" ("taking prisoners", "captives and possession of land", "catching", "tug of war"), "following the leader". Among the most frequently played are story games with notable action: "hide and seek games" (of people or objects), "jump and hop games", "carry games", "blindfold games", "phantom games" , "games with riddles", "games with dancing (with words and singing)"), "games with dancing (jumping) and swinging"; according to inventory: "playing with a scarecrow", "playing with a ball, hands", "playing with a ball, legs", "playing with a ball (sticks)".

If we consider games as an example of oral art, as a literary phenomenon, then they can be conditionally classified into three types in terms of interpretation of images, ideological content and composition, as well as purpose and aesthetic functions:

a) games in the spirit of heroism;

b) games imitating relationships in the animal world;

c) games that simulate various everyday situations.

Despite the separation, there is a certain closeness between them, there is

constant integration, interaction of different game types. Therefore, all of them are combined into a single integral system called the children's game world [12].

But the modern social space has changed the ways of transmitting gaming traditions, the main carriers and "custodians" of which are children, the forms of exchanging gaming experience, when live gaming contacts are replaced by virtual ones, which exclude direct communication between the players. Under the conditions of strict social control on the part of parents and teachers, their attitude to the game changed in accordance with the educational tasks of society. The game, as an attributive characteristic of childhood, was transferred to the leading sphere of activity of adults who create a modern "gaming civilization". What was the source of the destruction of traditional children's games, their natural development? Creating a toy world for children, adults, on the one hand, expand the assortment of toys in a meaningful, functional and ideological way, on the other hand, they transfer their ideals, fantasies and desires to the toy.

The organization of production and sales of toy brands aimed at children as consumers of the goods changes their attitude to the objects of the outside world. Children develop a desire for a constant change of toys. Their possession is seen as a symbol of prestige.

Civilizational, social, socio-pedagogical factors, such as the industrial revolution, urbanization, changing types of social relations, orientation towards individual values, demographic changes, new information technologies, also have a significant impact on the state of the gaming culture of modern childhood.

Another significant factor influencing the change in the modern game sphere is the organization of children's play activities in educational institutions. Scientists characterize the situation as a crisis of gaming culture, accompanied by the collapse of the plot-role-playing game, the stereotyping of games in role-playing zones, the closure of the game within the rigid gaming tradition, the decrease in children's play initiative, often reduced to plotless manipulation of toys.

Often the possibilities of play are limited by concerns of adults for the safety of children: the number of available places for play is reduced, free play is replaced by child assistance services.

All this deprived children of the opportunity for positive experiences of play in the conditions of kindergarten and primary school; contributed to the loss of the meaning of free play, thanks to which children's games and rituals were transmitted from older children to younger ones.

The nature and content of the free forms of play activities of children and adolescents outside educational institutions and outside the control of adults have undergone significant changes. So the play repertoire of modern children and adolescents is characterized as impoverished. Traditional games are showing a trend towards rapid extinction. Under the influence of the mass media, the nature and content of role-playing games have changed, the repertoire of ritual games has decreased, courtyard games have disappeared, and the number of games with rules and outdoor games has decreased. They have been supplanted by didactic and computer games or TV shows. Traditional elements of games, such as beginnings, counting rhymes, have practically disappeared from the children's repertoire;

traditional forms and texts of children's folklore are being lost or degraded. Homemade handmade toys have been supplanted by commercial toys in the global toy market [13].

Conclusion. Based on the foregoing, we can conclude that the Uzbek traditional gaming culture is an extremely fertile field for research. It is original, as it not only experienced the influence of the national gaming cultures of its neighbors, but also actively influenced them itself. It is archaic: by the beginning of the mass fixation of Uzbek traditional games, it retained close ties with the entire traditional culture as a whole, which was reflected in the content, structure, and verbal component. But the rich material on the Uzbek gaming culture cannot be considered mastered, since many aspects have not received sufficient folkloristic understanding. And modern living conditions have reduced the natural ways of transmitting traditions from the older generation to the younger. Under the influence of the mass media, the nature and content of role-playing games have changed, the repertoire of ritual games has decreased, courtyard games have disappeared, and the number of games with rules and outdoor games has decreased. Traditional elements of games, such as beginnings, counting rhymes, have practically disappeared from the children's repertoire; traditional forms and texts of children's folklore are being lost or degraded. Children don't know how to play anymore; traditional games are disappearing and modern ones are full of aggression.

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TYPES AND FORMS OF REPRESENTATION OF THE AUTHOR'S STRATEGY IN THE POST-REALIST DISCOURSE OF V.POPOV AND E. POPOV

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Abstract:

Introduction. The relevance of this study stems from the need to comprehend the phenomenon of the author's strategy from the point of view of its specific implementation in writing practice. The most noteworthy in this context is the work of the writers V. Popov and E. Popov. In this regard, this article is aimed at identifying some types of text game and borrowings in the artistic discourse of the selected works.

Methods. The leading approach to the study of this problem is the method of discursive analysis, which allows us to comprehensively consider such popular techniques as intertextual, allusion, centon, etc. The article presents and clarifies the concept of "author's strategy", which allows using it in relation to the history of modern Russian literature; the essence of the author's strategy of the writers' prose, which is an important part of the formation of Russian literary consciousness at the end of the 20th century, is revealed.

Results. The materials of the article are of practical value for further in-depth and comprehensive study of the processes taking place in the literary process at the current moment of its development.

The intertext of the mythological narrative used by E. Popov has different functions: ridicule of the myth and mockery-parody of the fictitious author himself through his primitive attitude to myth and art in general, as evidenced by the two-part structure of the story: the Greek myth and the "myth" of the fictitious author. The motive of touch, in which everything turns into art, on the one hand, ridicules the art at the turn of the end of the 20th century. ("decomposition" of classical aesthetic theories), on the other hand, it does not profane art itself as such, but its one-sided, "finalizing" serious perception, as well as various mental stereotypes and cultural patterns.

Discussion. The narrative-compositional structure of the novel is indicative of the fact that it erases the boundaries between metatext and pretext, as a result of which the multi-vector nature of the dialogic orientation and the dialogic interconnection of text fragments is realized. The structure of the text of the novel, therefore, has an obvious pathos of structurality and hierarchy, but only "in dialogue" with the early novel "The Soul of a Patriot": "The Beauty of Life" "turns inside out" its chaotic structure with its ironic pathos of structurality and "beauty", already expressed in the first phrases of the novel: "The main pathos of the essay

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offered to readers is that life is beautiful, because it exists, but if it does not exist, then it is no longer beautiful.

Conclusions. *The "beautifulness of life" is arranged as follows" [10]. The comedy of the last phrase is based on a pun: "the beauty of life" as the title of the novel and as what it really means. However, based on the author's irony, the concept and genre variety of the novel is a "carnival utopia", postulating an ambivalent and comical image of the Soviet era.*

Keywords: *author's strategy, intertextual, discourse, postmodernism, ideostyle, cultural code*

Introduction. Intertextual connections in a literary text are a branched system. Many researchers tried to classify and determine the main structural features of this system, among them P.Kh.Torop, J.Jennet, N.A.Fateeva.

The classification of N.A. Fateeva covers the variety of intertextual elements and intertextual connections in literary texts, where one can single out 1) intertextuality itself, which forms the "text in text" constructions (quotations, allusions, centonic texts); 2) architextuality, understood as a genre connection of texts, 3) hypertextuality as a mockery or parody by one text of another. [12, p.25-38]

This classification is based on the types of interaction of texts proposed by J. Jennet [2, p.130] and the principles recommended by P.Kh.Torop, which were the starting point for such categories as attribution - non-attribution of a borrowed text or part of it, the explicit or hidden nature of attribution, the method and amount of presentation of the source text in the text - recipient. [4, p.73]

A quotation - a reproduction of two or more components of the previous text - is typologized according to the degree of attribution to the original text, namely, whether the intertextual connection turns out to be an identified factor in the author's construction and reader's perception of the text or not. Following N.A. Fateeva, we note varieties of quotations with attribution - an exact reproduction of the previous text with an indication of the author and quotation marks, inaccurate reproduction of the donor text, but an indication of the source of the borrowing, a quotation with extended attribution - the expansion value is acquired by alluding to the author, for example, "one poet", "there was an eccentric among the wise men" or with the help of a pseudo-biographical basis).

Quotations without attribution are formed by adding "operators" "not" to well-known quotations or the adversarial union "but". Also "quoting" adjoins this group.

Allusion - borrowing certain elements of the pretext. Allusion differs from a quotation in that the borrowing of elements occurs selectively, and the whole statement or line of the previous text, correlated with the new text, is present in the latter only implicitly.

Centonic texts are a whole complex of allusions and quotations. Most of them are unattributed. Centon is the creation of a complex language of allegory, within which semantic connections are determined by literary associations.

Important for our study is such a type of intertextuality as intermedial citation (Ts. Oraich) or paracitation (S. Moravsky) - a citation from other semiotic systems. In

this understanding, quotations are signs - substitutes for works of non-verbal arts (paintings, musical works, etc.).

In postmodern poetics, parody is a frequent manifestation of intertextuality. A parody is a work of art in which there is a correlation of three language planes. Through the first plan, its second plan is necessarily translucent - the text of the work, which is presented in a special way so that the serious becomes ridiculous, "high" - "low". Each element of the new text depicts some feature of the text, which becomes the object of parody. The intertextual game is set by the third plan of parody, which reveals the ironic and humorous skill of the author.

Materials and methods. One of the brightest representatives of the St. Petersburg "sixties" is the writer Valery Popov. Sharp grotesque, humor, fantasy are the main features of V. Popov's style. At the same time, the content of many of his works is serious and even tragic. Grotesque - as the shortest way to victory over horror - this is the main method of his writings. The reserve of optimism, humor, friendly mutual assistance helped him - and his friends and heroes to overcome the difficult eighties, turbulent nineties, and save themselves, their style of life and literary style.

The most popular works of V. Popov are the following: "Dance to death", "Ink angel", "Third wind" and others. In his works there is a grotesque, and a detailed description of the small details of life, and optimism, and lightness. V.Popov writes all his stories with pleasure. Many of his stories are taken from the biography of people he once met, but the author always adds his own fiction to these stories.

In the works of V. Popov, there is absolutely no politics, no public and social problems, since he himself said many times in an interview that these topics did not interest him at all. In his stories, he tries to explore human psychology, to understand the meaning of life. His writing activity was highly appreciated, although not encouraged by prizes and awards. He tried all the time so that his colleagues in writing were not deprived of these prizes and awards. It is known that Valery himself was awarded the Order of Friendship and became the winner of the Sergei Dovlatov, Nikolai Gogol and Alexander Pushkin awards.

Obviously, in his stories, Popov, by exacerbating various social problems and showing the absurdist background of the characters' lives, recreates paradoxical situations in order to manifest the inconsistency of the characters' characters and express their point of view on life. For example, the story "Disappear, so with the muse" tells about the development of cinematography in Russia, about its influence on the narrator and friend Lekha, and also on the example of these friends, the general state of intellectuals during the Soviet Union is shown. They love alcohol, strive for fame and fame, but, disappointed in their own cinematic education, they do not work in their specialty. Or in Free Swimming, the tragedy of the hero of the simple worker Koli-Toli, thrown out of the factory at the beginning of perestroika and forced to engage in small business and extortion to support his life, has a causal connection with the collapse of socialism. V.Popov expresses social problems with an ironic attitude. This style can be compared with the style of Gogol. Both of them describe the world with the help of the grotesque. At the same time, they reflect the reality of society and life in an ironic tone. This is also the reason for the formation of

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the duality of V. Popov's works. Therefore, we can say that the style of V. Popov is a synthesis of the spirit of classical literature and postmodernist feeling.

The story "Disappear, so with the muse" is characterized by the use of a double code with irony. The author, with the help of a play on words, expresses his point of view and creates a parodic character of this story. For example, the title reveals the following character: the play on words "with the muse" comes from the concept of "with music", which is a Russian idiom. The meaning "disappear, so with the muse" contains the meaning of the opposition of the last part "with music". Therefore, the title is not only a play on words in sound, but also in meaning. From the meaning of "disappear, so with music", i.e. "knowing that the situation will end badly, you can have fun before the bad ending", the idiom shifts to another meaning "knowing that the situation will end badly, you can start to be creative." Thus, the meaning of the transformed idiom includes the rejected first meaning and the second affirmed. This replacement of the familiar with the new reflects the painful result of the hero's reflections in a difficult life situation, when he changes the habit of drinking on every occasion, which does not bring him success, to another to start writing stories seriously. In addition to the use of word play, humor and metaphor also serve to create an ironic double code.

Code-irony: A friend of the author-narrator Lech works as a conductor. At the beginning of the story, the author describes: "He was already in all his strength and beauty, in a black uniform overcoat and cap, with coats of arms and braids. Master! Conductor!" [5] The author sneers at Lehi's "career": being a conductor now is already his "strength" and "beauty". This reflects the narrator's view of his friend and hints at their common past: they both studied at the Institute of Cinematography, but their lives have little to do with cinema; Lekha has a "talent" to be friends with celebrities, or rather, sometimes he manages to drink vodka with them, and the narrator begins to write scripts, but cannot show them to influential people without Lekha's help. Therefore, the assessment of Lehi in the form of a guide as an artist playing the role of a host is an ironic reflection of the situation. Lekha must take the narrator to famous people in Moscow and introduce them (here there is also an allusion to Pushkin's The Captain's Daughter, where Pugachev himself turned out to be the hero's guide in a snowstorm), but as a result of a Moscow booze, the hero lost his money and, not remembering what happened to him happened, must return home. Now the narrator is on the train where Lekha works. However, "If it weren't for a wild headache, I would probably be terribly grateful to him for not leaving me in Moscow, useless," without a ruble and without sails, "but took pity, picked me up and is now taking me home True, in an almost empty carriage, they put me in the last, worst place..." [5]

"Without a ruble and without sails" turns out to be a new play on words - this is an allusion to Lermontov's poem "The Demon" - "without a rudder and without sails." By replacing the word "rudder" with "ruble", the author causes the effect of irony. A person without a ruble is exactly like without a rudder: he cannot do anything, he does not know where to go next. Another ironic example of describing the situation of the author-narrator: "After yesterday - nothing! In all pockets, including breast pockets, there are only deposits of sand, not gold or sugar, but the

most ordinary. [5] This also hints to the reader that something bad has happened. Now the author has nothing, and the "golden sand" - a symbol of wealth - is a clear irony over such a helpless state. When describing his acquaintance with Lekha, the narrator uses irony to create a contrast between them. So, "We became friends with him at the screenwriting department of the Institute of Cinematography in Moscow, where both shone for five years. Have shined! I grabbed my head in despair. Lech is now at least a guide, with gigantic connections, but who am I? Renegade! Renegade from everything! I don't even remember what I shone at the institute, it seems, with some kind of dumb and sound studies, but I remember exactly what Lech shone with. You won't forget this! Friendship with celebrities. It was even more than friendship! Do not think anything bad! Drunkenness!" [5]

Both, the author and Lekha, "shone" and even "became brilliant" - this forms an ironic contrast between them and reality, i.e. in fact, their "achievements" are small. And when Lehi's "talent" is mentioned, the author also shows his ironic look: "Friendship with celebrities. It was even more than friendship!", and then adds "don't think anything bad! Drunkenness!". In this fragment, there are two pairs of Lehi's antithesis: "a guide with gigantic connections" and "friendship with celebrities... Drunkenness!", which clearly express the author's assessment and at the same time create the image of Lehi. In terms of describing Lehi, the use of words that acquire an ironic meaning in the context is characteristic. The following examples also help readers understand this character. So, "He had another talent, however, no longer directly related to his career. Women!" []. The meaning of "talent" in this sentence does not at all coincide with our typical perception of this word because of "woman", so the group "talent-woman" expressively forms the second important property of Lehi. And one more example: "Yes, Lech was a great master of creative sadism!" [5] "Master" and "sadism" also creates a sense of contradiction and increases the degree of irony over Lekha.

Metaphor code: Metaphor code also has the function of creating irony, but more often of creating a deep ideological meaning. Metaphorical codes express yet another social irony in this story. For example, in the description of Lekha with a woman and in the author's opinion about how one can get into the cinema, a metaphorical code appears: "pipe". "Into the pipe? In the wasteland in front of the institute, wide pipes had long been lying around, but they had not yet gone into action. But Lehi went. He did a light sweep - and now only their legs were sticking out of the pipe! And now the legs have disappeared!", [5] "You won't even get through the pipe into the magical world of cinema" [5]. The concept of "pipe" in these two fragments interacts with the Russian idiom "to pass fire, water and copper pipes". The meaning of this idiom is a test of difficulties and glory, after which a person becomes stronger. In the first sentence, the "pipe" forms a degradation of the real meaning, since the action of Lekha and the woman is not at all spiritual - this is also an expression of irony. Lekha promises beautiful women to introduce them into the world of cinema, which gives fame, and then, using this deceit, "light hooking" drags them into the pipe, i.e. uses them as lovers.

In the work of Yevgeny Popov, the rethinking of the experience of classical Russian literature, as well as his contemporaries, is of dominant importance.

Speaking about the impact of the artistic heritage of N.V. Gogol on the prose of E. Popov, genre, narrative, poetic-stylistic, character and motive influences are obvious: anecdotism of the plot / transfer of anecdotes "from life" into literature; carnival roots of creativity; the centrality of the category of absurdity; specific character typing; fairy tale narration, etc. ("Two dried fingers from five former ones", "Fun of Russia",

"Good club", "How they ate a rooster", "Emanation", "Drummer and his wife, a drummer", "Tragic consequences of one ridiculous joke", etc.)

The work of M.M. Zoshchenko becomes an equally significant intertext for E. Popov's prose: both writers are characterized by the use of fairy tale narration in order to create an author's mask and conscious parody: for the first, the emerging concepts of Soviet culture, for the second - the already formed myths of the official ideology. Tale at of both prose writers strives for a two-voiced construction of a point of view: it breaks up into two voices - the author and the narrator (character). Carnival poetics becomes specific for both writers: the speech behavior of the narrators, who collide the low and high aspects of the linguistic style, creating the effect of absurdization of the language and the stereotypes behind it; comic discrepancy between the means of speech and the subject of speech and, as a result, a parodic image of the character's consciousness; laughter world modeling: comic and anecdotal plot situations, the underside of plot situations ("Meeting with Kipling", "Seeking Silver Spoons (The Story of a Rich But Unfortunate Man)", "Portrait of Tyurmorezov FL", "Thinking Reed", etc.).

The intertext of V.M. Shukshchin's stories is of particular importance for the "small" prose of E. Popov: E. Popov entered into great literature, having received a benevolent review from Shukshin, who presciently noted the specific features of Popov's narrative manner - the "accuracy" of the dialogue, "stinginess in revealing the sincere feelings of the characters", "density of writing". The "density of writing", which Shukshin pointed out, is the postmodern type of irony, which has great aesthetic significance for E. Popov's prose. The stories of both writers, with all the subject-thematic and narrative-stylistic proximity, acquire different evaluative and plot specifics. If V.M. Shukshin's "eccentricities" of the hero do not play the role of an open, demonstrative repulsion from the official Soviet discourse, then E. Popov's eccentrics only contribute to such a "reading" of the plot ("Merry Russia", "Unclean Spirit", "Strangeness" and etc.)

The key story of E. Popov's cycle "Fetisov's Box" is "Fetisov Again (an excerpt from N. N. Fetisov's book of stories "Myths and Tales of the Former Ancient Greece")", firstly, with a parodic subtitle, it orients the reader to a comical reading of the work; secondly, it is redirected by the author of the "real" (fictitious publisher) to the fictitious author with the help of the same subtitle and a parodic hoax of the alleged publisher "Evg. Popov. In the preface, E. Popov, on behalf of his fictitious publisher, positions N.I. Fetisov as a "brilliant master of the artistic word", but as already "deceased", comically implementing the principle of "merry funeral", ridiculing and parodying the well-known "serious" stereotypes of culture (read the deceased, to recognize his talent after death). In the preface, the "real" author parodically uses clichés of Soviet speech (literary criticism, public speaking), hiding the notions of the Soviet era about "artistic creativity", which is deliberately

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combined with elements of "laughter" (merging praise and abuse) and colloquial familiarity. "Myths of Ancient Greece" by E. Popov is a modernized parody-retelling and consists of two parallel plots - a Greek myth and a "myth" of a fictitious author: parodic-mythological and pseudo-autobiographical, as indicated by the fictitious publisher "Evg. Popov.

The fictitious narrator N.N. Fetisov "retells" the Greek myth about Dionysus and King Midas, translating it into the semantic plan of Soviet ideologies and "carnival misalliances" [1, p.287-297]. Thus, the images of demigods and the god Dionysus are familiarized, since they are viewed by the narrator, firstly, through the prism of Soviet ideological clichés, and secondly, from the standpoint of the narrator's modernized and deliberately "lowering" ideas.

The most important structural component of E. Popov's novel "The Soul of a Patriot, or Various Messages to Ferfichkin" and part of Popov's author's strategy becomes the supposedly author's preface. Firstly, it mystifies the reader, secondly, it parodies the method of the author's mystification, and thirdly, it is a metatext commentary on the pretext of the novel. The author of the preface allegedly acts as a publisher of "one-sided correspondence". The preface to the novel is presented to the reader as a hidden inconsistent hoax, which is a signal of an abstract author and parodic exposes the so-called publisher ("Evgeny Anatolyevich"). His figure should not be identified with the "real" author, since Popov the publisher is Ferfichkin's addressee and the author's mask. In this case, it is important to emphasize that the communicative function of prefaces in the work of E. Popov has a special aesthetic meaning: a double code, suggesting both a literal meaning and a playful one, misleading a naive or inattentive recipient about the direct meaning and hidden subtext.

The instance of the abstract author in the novel is non-subjective and is represented by the whole work. The position of the author in the novel is the position of the second voice, hidden in the subtexts of the speech of the author-character depicted by him: thus, when describing photographs, the autohero refers to Ferfichkin, identifying him with the image of a generalized reader. The image of the author-character is also characterized by an orientation towards the speech strategy of the buffoon type, which is marked stylistically. In cases where the narrator turns to his addressee Ferfichkin, deliberate exclamations, questions, feigned intonations, language play, hidden or explicit quotations appear. In this regard, the addressee performs only a formal function: in terms of plot, he is not connected with the author-character, he is abstract, the author needs it only to create a game mode of narration.

The narration in the novel is organized with the help of stylization of the stream of consciousness, as evidenced by: fragmentation, "discontinuity" of the narration; method of associative, unordered writing; subjectivism; automatization; various elements of the narrator's dialogue with himself; "ironic lyricism". The novel as a whole is built as a story about a story. At the same time, the object of the image is not the narrated, but the narrating "I" even in the second part of the novel (the narration of Brezhnev's funeral). The narrating "I" becomes both the narrated "I", and the fictitious creative "I", and the fictitious creative process, with the author-character

"critically" commenting on his narrative. Such a metanarrative functions as an ironic distancing and as a way of recoding the text and its author's position.

Thus, the specificity of the author's strategy of the novel "The Soul of a Patriot..." is based on the following metanarrative techniques. First of all, the specular nature of the narration, which is manifested in the introduction of the image of a parodic author's mask ("Evgeny Anatolyevich Popov"); secondly, the activation of a specific reader through a fictitious reader (Ferfichkin); thirdly, the activation of the creative "I" and the creative process as deliberately fictitious facets related to the narrating "I". And finally, a specific feature of the author's strategy of the novel is the transfer of the center of gravity from the narrated "I" and the narrated world to the "I" narrating and the world of the narrator.

The specificity of the author's narrative strategy of the collection "Waiting for unfaithful love" considers the variants of the images of the abstract author, hero-narrators and secondary narrators within the framework of the author's strategy of the writer. The collection "Waiting for unfaithful love" consists of thirty-three short stories organized by means of a fairy tale narrative with varying degrees of characterization of the narrator's image. The communicative field of the narrative text of the short stories in the collection is constructed by autoreflective methods of narration, the most important of which are: "activation of the reader" [3, p.317] and metanarrative of the narrator. These interdependent devices are significantly different from the narrative components of a non-reflective type (inappropriately direct speech, direct internal monologue, character dialogues, description lines, narrator's characteristic lines, etc.), which are not a text that tells about the text.

The metanarrative of the narrator becomes a mode of narration, in which communication, the image of the reader, the image of the text, the image of the author-creator: the narrator, the double of the author is especially emphasized. all these aspects intersect, but are not synonymous. This is due to the distinction between the fictitious narrator, the abstract and the concrete author. The narrating "I" becomes a fictitious creative "I", the storytelling event turns into a fictitious creative process. In the collection, the method of communication between the author and the reader is the reception of the author's narration within the framework of a fairy tale form ("The Goldfinch", "I'm waiting for love that is not treacherous", "The Hunchback Nikishka", "How they ate the rooster", etc.). The intentionally focused on the perception of the reader self-portrait and the identification of the narrator with a specific author and elements of his biography have a game purpose.

The collection of short stories "Waiting for Unfaithful Love" is a demonstration of the involvement of E. Popov's prose not only in the classical narrative tradition of the 19th century, but also in Russian and foreign meta-narrative experiments of modernism. On the whole, E. Popov's experiments in the field of dialogization of narration - metatextuality, metanarrative, metacommunicative signals, the game of conditional fictitious authors and narrators - as methods of dialogue with the reader - are designed to enhance the carnival atmosphere of his short stories, to extend the ideological and thematic aspect of stories to formal, purely functional aspects of textual reality. For E. Popov, the "uncovering of the method" in

the field of narration becomes the main means of reflection on the conditional, playful nature of verbal art.

The collection "The Beauty of Life" compositionally consists of a cycle of short stories framed in the form of the author's preface and epilogue, as well as a specific dialogue-chapter between the Author and the Muse. In the preface, the author focuses on the external composition of the work, creating an image of structuralism, again depicting the compositional device of the novel. The Beautiful Life is structured as follows: each chapter includes into yourself:

• Text, the approximate date of writing of which coincides with the numbering of the chapter.

• Newspaper citation for this year.

• Text conventionally dated to the first half of the 1980s".

As the author himself points out, the structure of the novel is a cyclic repetition of the ternary form of each chapter, and each such cycle until 1980 is divided in time.

The work of E. Popov is extremely dialogic and metatextual: its single whole is built on separate texts in terms of time, semantics, discursiveness, united in their heteroglossia by the carnival-utopian title "The Beauty of Life" and the system of codes of the author's external "presence" (preface, epilogue, comic dialogue between the Author and the Muse).

The last components of the composition are a means of creating the narrative frame of the work and the transition to an external point of view.

relative to the outer boundaries of the work. The texts of the author and the texts of newspaper citations are discursive poles illustrating the official pathos of the beginning of Soviet culture and the life of ordinary people, far from the heights of Soviet political discourse.

The title of the novel ("pseudo-essays", as defined by E. Popov) is oriented towards its perception against the backdrop of the perestroika crisis of the Soviet socialist ideology as a sarcastic antithesis, presented under the guise of authorial irony. At the same time, the plots of most of the short stories included in it illustrate the absurdity of Soviet ideology and culture.

At the same time, to create an image of the Soviet era, the author resorts to the technique of montage, linking the narration of each chapter with a newspaper citation (like a chronicle of the Soviet era), the date of writing of which coincides with the numbering of the chapter, which is in interposition in relation to the texts of the short stories.

In general, the narrative in The Beauty of Life is built along the following lines.

models of fictitious participants in a communicative act:

1) a fictitious image of the author-character as an author-narrator and "reader" (of newspapers and "of his own composition"), which is recorded in the preface, epilogue, dialogue between the Author and the Muse, newspaper citations (E. Popov's own texts and texts about the scandal with " Metropolis"), as well as in the narrative structure of the short stories;

2) speech images of narrators and storytelling characters (secondary narrators), who act as the main formal-stylistic substitutes for the author's image;

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3) the image and point of view of the fictitious reader, expressed in the nature of the speech of the narrators, reaching an external point of view, as well as directly in the image of the Muse (as a reorientation of receptive-communicative accents in the context of late perestroika: the loss of relevance of the underground writer's position).

The specificity of the narrative function of the author-character lies in the fact that he is simultaneously depicted (in the dialogue between the Author and the Muse) as an addresser and addressee, that is, as an author-creator of his own text and his own reader. In this case, he enters into a dialogue with himself, in which the act of narration and the act of reading merge.

The novel implements the principle of narrative framing, which allows the writer not only to distance himself from the text by switching to an external, framing point of view of the reader, but also to create a multi-level and multi-vector dialogue of texts.

Firstly, the framing of the whole novel by means of a preface and an epilogue, which are metatexts regarding the pretext of short stories and the pretext of newspaper citations and indicate the transition from an internal to an external point of view regarding the whole work (they comment on the ideological-thematic and genre-compositional features of the collection novel).

Secondly, newspaper quotations from the last 1985 chapter (the beginning of perestroika events), which enter into a dialogue with the previous newspaper pretext (chronicles of the Soviet "beautiful life"), and finally, the metatext of newspaper quotations, which is in interposition with respect to the structure of chapters and enters into a dialogue with novel pretext.

The structure of the novel is extremely dialogized, which is expressed by the double functionality of text fragments that become metatext or pretext, depending on which text is commented on, questioning or becoming its investigative-temporal reflection (change of ideological and spatio-temporal points of view).

Structurally interesting is also E. Popov's novel "The True History of the "Green Musicians"". It consists of two parts that are not quantitatively proportional to each other - the story "Green Musicians" (about 50 pages) and the author's commentary to it (about 300 pages), moreover, from several types of commentary (psychological, historical-cultural, historical-literary and etc.), the central place is occupied by autobiographical and "creative", organizing the metapoetic (creative) mode of narration.

The most important method of narration here again is the author's preface, which has stable narrative features: a metatextual frame of the main narrative, which brings the author to an external point of view - the point of view of the reader; a provocation of the reader with an orientation to a certain way of reading, veiled by the author's everyday conjectures.

There are also stable features of the narrator, characteristic of other works by E. Popov: auto-thematic, parodic obsession with his person, comic posturing in front of the reader, auto-parody. "Green Musicians" is written on behalf of a fictitious narrator, who does not have a pseudonym in the very pretext, but in the preface and commentary the author attributes it to himself (the text was written in 1974).

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Results. Compared to previous novels, the use of a fictitious narrator here is not deliberate, on the contrary, it is him, Evg. Popov, authorship, which creates a dissonance between the explicitly depicted narrator and the "real" author depicted in the metatext. As part of the author's strategy of "Green Musicians", a multi-layered author's image is presented, on the one hand, hidden behind a fairy tale mask, on the other hand, positioning and portraying himself as an author-creator and author of the real within the metatext (commentary).

The designation of narrative instances in E. Popov's pretext does not fit into a certain type: it is either an impersonal or an explicated form of self-narration, which arbitrarily varies, making the narrator's appearance fragmentary, and the author's position indefinite. Therefore, for Evg. Popov is characterized by the desire to make the narrative polyphonic (focused on the point of view of the characters) and ambivalent in relation to the position of the author and the narrator.

Discussions. The author's strategy of E.Popov's prose from the stories of the 1970s. to novels in the 1990s. undergoes an obvious evolution and becomes noticeably more complicated: the dialogization of the narrative is intensified, the methods of dialogue with the reader are clearly expressed (metanarrative, metacommunicative signals, playing fictitious authors and narrators, self-portrait, identification of the writer with the author-creator), designed to enhance the carnival atmosphere of his prose, to spread the ideological and the thematic aspect of the narration on the purely functional aspects of textual reality. For E. Popov, the "uncovering of the method" in the field of narration becomes the main means of reflection on the conditional, playful nature of verbal art. At the same time, throughout his entire creative career, Popov, unlike other postmodernist prose writers, does not just play with the reader for the sake of the game. Turning to the classical heritage both in stories and novels, self-parodying himself as a character, a narrator, he constantly emphasizes the importance of classical art, the importance of dialogue as the highest value lost by modern literature.

Conclusion. Thus, at the end of the 20th century, Russian literature is represented not so much in a variety of creative individuals and styles, but in deliberately constructed authorial strategies. In the era of postmodernism and post-realism, due to the change in the function of the author, the text itself is increasingly seen as part of the author's strategy, and the artistic behavior (image) of the writer becomes not just an accentuated, but a defining component of it.

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THE PROBLEM OF MULTICULTURALISM AND US LITERATURE AT THE END OF THE 20TH CENTURY

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Abstract. *In the American national tradition, issues related to diversity and difference have also always played an important role, in particular, due to a special attitude to the problem of regional, ethnic, racial identification, and a sharper contradiction than in other cultures between a powerful pragmatic, rational basis a national ideology that creates integral, homogeneous models, and the socio -cultural reality of the country-experiment, in which heterogeneity and decentering have always remained the most important and not overcome factors.*

Materials and methods. *The study is distinguished by conscious critical distance, since objectively it seeks to avoid describing the subject only from the point of view of the established principles of interpretation characteristic of the "cultural center", and only in the system of established critical constants. This is affected by the absence in domestic science of the still a number of interdisciplinary schools and areas of humanitarian research, which have recently taken a fairly strong place in the foreign academic context. This applies primarily to the school of cultural criticism, post-colonial studies, frontier studies, and so on. In itself, a critical appeal to the apparatus of these disciplines, designed to begin their assimilation on Russian soil, seems relevant and timely from a methodological point of view.*

Results. *The aggravated problems of national, cultural and other forms of identification in the United States in the last quarter of the 20th century, the development of various concepts of "diversity", contextualization, naturally led to an even greater blurring of the already mobile boundaries of the " mainstream ", dependent on the stability of the national ideology, to an even greater amorphism and conventions of this concept. The active encroachment of cultural boundaries and "backyards" on the place in the "mainstream", more and more often expressed not in the form of assimilation or mimicry, but in attempts to shake the "mainstream" from within, has led to the fact that in many cases the cultural frontier really took the place of the "mainstream".*

Discussions. *Multiculturalism is a fairly new concept for domestic literary criticism and cultural studies. Moreover, the term itself often raises doubts and rejection, although domestic, and even more so American studies of past years were replete with various synonyms for the concept of " multicultural ", such as multi-composition, polyculture, the plurality of cultural traditions that do not merge into unity.*

Conclusion. *It is not possible to dwell on all American (both North and South) and Pan-American variants of understanding the problem of multicultural and multiculturalism in the work, although their comparative analysis could be extremely*

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interesting, especially since in recent years in the United States there have been more and more attempts to turn to the experience of the "neighbors" and impose it on their own national models of cultural diversity.

Introduction. The last decades of the 20th century were naturally a time of rethinking, summing up, numerous attempts to define the many-sided, contradictory reality and the person in it, marked by intense cultural self-reflection, as a reaction of postmodern consciousness to a world that has lost and not yet acquired a new meaning and discredited itself, seems to be fully known ways of making sense of it. In US culture , this consciousness of the end and at the same time, the beginning of something new, a turning point, a transitional era, turned out to be associated with the rapid development of various cultural theories and practices, mainly engaged in rethinking the problem of diversity and difference, multi-component and otherness . This rather complex cultural shift can be interpreted at many different levels. To a certain extent, we are talking about the global aspect of the problem of multicomponent and diversity, associated with the growth of the dynamics of cultural processes on a global scale, decentration , the rejection of universalist global antinomies, the creation of a multipolar model of the world, the collapse of the appearance of unity and homogeneity of individual cultures, giving way to fragmentation, blurring borders between different national traditions and a rethinking of this very concept. At the same time, integration, intercultural trends and globalization are balanced by the processes of mosaicization, fragmentation and localization.

In addition, the culture of the United States was subject to a kind of pendulum development - from periods of striving for extreme centralization and unification to centrifugal and back. Moreover, these periods of time were quite short, deceptively observable, easier than in other cultures and civilizations that have a longer development time and can be assessed. The modern period of decentration and the next actualization of centrifugal tendencies is perhaps the most extensive in scope and significance in the history of American culture, not least because it coincided with global, global trends associated with postmodern and postcolonial worldview.

The last decades of the 20th century in the United States were marked by another surge of "cultural wars", at the center of which were such concepts as the national canon and tradition, the problem of the relationship of unity / diversity / difference in American culture, the "revolution of identities", and finally, multicultural, or cultural multi-component , which formed the basis of the concept of "diversity society and culture" - the sociocultural complex through which America presents itself in recent decades, that is, a model that once again brings to the fore the centrifugal and heterogeneous trends in the development of national culture. This problem has found a rather organic and holistic expression in the concept of multiculturalism or multicultural project, which has affected the most diverse areas of public life and its comprehension — from politics and sociology to literature and art. Multiculturalism has become one of the all-encompassing factors or attributes of

modern US culture, which is unambiguously defined, as, indeed, the concept of multicultural - its subject and, to a certain extent, ideal, is quite difficult. It is both a sociocultural utopia, and an academic "fashion", and artistic practice, and a reflection of a new emerging (post)national ideology. The sphere of interests of multiculturalism in its most diverse manifestations includes, first of all, the problem of unity and diversity, the relationship between the "I" and the "other" or "others", as well as more broadly - subject-object problems, questions of the relevance of knowledge, truth, polemics about relativism and universalism, politics and power structure, and finally, problems of representation and identification.

The literary process in the United States in the last quarter of the 20th century is characterized by growing diversity, heterogeneity, and the rejection of the usual models in accordance with which literature was created, perceived and interpreted until recently. The purpose of this study is to attempt to assess the new multicultural paradigm, as well as the associated discourse of "cultural diversity" that have been emerging in the United States in the past two decades, in terms of their impact on the literary process and the evolution of the national tradition. An important aspect of the formation and functioning of the North American model of multiculturalism is the problem of "cultural frontier" both in a fairly broad and applied sense. Therefore, one of the key objectives of the study is to determine the North American variant of the border problem in relation to some other existing models, as well as with global world trends. The work objectively combines closely interrelated, but still different problems - the phenomenon of "cultural borderland", according to American criticism, which is actively usurping the place of the " mainstream " in the United States today, and the problem of changing the cultural paradigm - from the Western, logocentric (in United States - American -centric), to pluralistic, where the "borderland" plays one of the important, if not the most important role. At the same time, the problem of the borderline inevitably goes beyond the American and Pan-American contexts, finding a deeply peculiar expression in the culture of European countries, primarily France, Great Britain, and has also been largely updated in recent years in the context of Central and Eastern Europe, crossing the borders of individual national cultures, increasingly operating on a global scale.

Adherents of the homogeneous model of national culture, as well as the modernist (elitist) idea of the literary canon, can accuse us of some tendentiousness associated with the belief that it is precisely multicultural processes that are decisive for modern US culture, and the "exceptions" mentioned in the work are only confirm the rule. It should immediately be noted that the interpretation we have proposed is only one of the possible options for "reading" the culture of America at the end of the 20th century, objectively and consciously built on the principles of diversity and "tolerance", and therefore open to many interpretations. In addition, the study is in no way intended, unlike many Western cultural extremist speeches of recent years, to completely displace and destroy the " mainstream ". On the contrary, the American literary tradition, in the sense developed by its theorists mainly in the 1930s and 1950s, has not disappeared. And even if we limit ourselves only to the last decades, the names of US writers of the end of the century that have become familiar (T. Pynchon, J. Bart, P. Oster, J. Updike, S. Bellow, K. Vonnegut, etc.) continue to retain

their place in a somewhat changed meaning, but still existing "center", although ceasing to define it entirely, as before.

Materials and methods. The relevance and scientific novelty of the work are determined by the fact that the problems associated with understanding the interaction of unity and diversity as a form-building opposition in the culture of the United States, as well as multiculturalism, as their brightest modern manifestation, have so far received only a sporadic interpretation in domestic academic criticism within certain, well-established constants that rarely went beyond the boundaries of monodisciplinarity. So, if regionalism in its diachronic cut turned out to be quite fully interpreted by Russian scientists, as well as a limited number of ethno-racial phenomena, this cannot be said about other aspects of the functioning of diversity and difference that are directly related to the problem of multiculturalism. In particular, this concerns a number of previously "invisible" ethno-racial and cultural sub - traditions, as well as gender and social class issues. The very concept of multiculturalism in its multidimensional relationships with the national tradition, the "canon", postmodern philosophy and attitude, the legacy of the Enlightenment, etc. and have not yet received any coverage in domestic science. This study seeks to correct this gap, and for the first time, through an integrated approach, to offer the most complete interpretation of the problems associated with the functioning of the multicultural model, both in the most relevant, synchronous cut of direct cultural and aesthetic existence, which is actually not studied in Russia, and in diachronic, historical, tracing the genesis and evolution of national models of cultural diversity. At the same time, the focus is on the interpretation of artistic and literary phenomena, as, above all, cultural phenomena. On the other hand, the study tends to distance itself from the Western absolutization, which is characteristic today, of phenomena and phenomena associated with the problem of multiculturalism and cultural diversity. Finally, the analysis of the actual literary phenomena that have come to the fore in recent decades, in connection with the actualization of polymorphic trends in American culture, is important due to the fact that a number of works, names of writers, literary subtraditions, the analysis of which is devoted to the work, are practically unknown. to the domestic reader and have not yet received any systematic interpretation in criticism.

Late 1980s are completely different from those canonical ideas about American literature that are used to in America and, of course, in Russia, since our understanding of the American tradition was almost completely imported, and from an earlier cultural context, and even then, and fairly corrected by its own ideological censorship. It should be noted that it is in the academic environment in the United States that the problem of cultural diversity and multiculturalism has acquired an acutely polemical tone in the last decade, becoming the center of many debates and significantly changing the face and methodology of many disciplines. It is no coincidence that they even say that this issue itself was largely "created" by the academic environment. At the same time, that new, "alternative" perception of American literature, which the supporters of a radical revision and expansion of the canon in the United States are trying, sometimes by force, still remains unmotivated for an outside observer, urgently requiring reflection, and not only from within the

American context, but also so to speak, outside. Numerous Western interpretations of the problem of multiculturalism are often overly politicized. Bound by the framework of the immediate cultural environment, Americans often do not see and do not want to notice the parallels between many actively discussed phenomena of the "culture of diversity" and the phenomena of previous periods that have already become an organic part of the American tradition, both in the real and in the ideal spheres - national ontology, philosophy , regional differences, so private, at first glance , but important for the tradition of phenomena such as the frontier, the long-standing dispute between assimilationists and pluralists, etc.

In Russia, the border, post-colonial and multicultural issues in relation to American literature and cultural tradition have so far been almost not comprehended, remaining either in the sphere of the most general theorizing at the civilizational level, or in the field of purely applied research, practically without affecting the sphere of literary history. Unfortunately, there has not yet been a combination of postmodern comprehension of culture, which has been actively developing in our country in recent years, with postcolonial and multicultural issues that have not been studied in this most important aspect. For example, in the study of today's often nominal category of "ethnic literatures", a not always justified tilt towards folklore and so-called traditional cultures remains, and there are practically no attempts to evaluate these phenomena from the point of view of their relationship with elements of postmodern aesthetic and cultural concepts. We also see the scientific value of the work in the fact that it seeks to eliminate this serious gap, evaluating multiculturalism and various artistic options for its understanding as an organic generation and continuation of general postmodernist attitudes and some basic elements of national cultural and ontological traditions.

The research method corresponds to its interdisciplinary nature. Briefly, it can be characterized as a combination of cultural and literary-historical analysis with theoretical and conceptual. A purely literary approach to assessing the state of modern American literature interacts with the methodology and apparatus of other humanitarian disciplines - primarily sociology, cultural studies, ethnology, anthropology, as well as newer, proper interdisciplinary areas - postcolonial and frontier studies, the school of cultural criticism, etc. In a certain sense, aesthetics and poetics occupy a kind of subordinate place in the study, which does not detract from their significance, but only signals about other relationships that are emerging today between the aesthetic, ontological, functional spheres in modern US literature, that aesthetics is often a consequence and expression of a new "multicultural sensibility" or attitude, the definition of which is to some extent devoted to the study.

The objection invariably raised by opponents of canon revision, multiculturalism , and "frontier studies" is their conviction that, supposedly, unlike the " mainstream ", artistic production, marked by cultural polymorphism and sometimes painful interest in the problem of diversity and difference, is primitive, not is interesting from an aesthetic point of view and therefore it is not necessary to study it, or, even if it is necessary, it is more expedient to place it in some kind of literary-critical "ghetto" or "reservation", such as the concept of "ethnic literatures" that has largely lost its meaning today . The literatures themselves, of course, have remained,

although the boundaries of this conditional category are becoming increasingly blurred, and the set of critical constants that are usually used to interpret them, such as: national or ethnic identity, folklore motifs, etc. today they are hardly able to satisfactorily describe the new phenomena that arise at the junctions of postmodern and postcolonial, including (post)ethnic discourses.

It should be noted that literature related to multicultural issues does not represent a single movement, direction, school, even a group of authors united by any aesthetic manifestos, which is largely a sign of the times, marked by manifestations of fragmentation, localization, extreme individualization of the aesthetic and cultural experience at various levels. These writers are connected only by some general patterns of the reaction of creative consciousness to certain shifts in the perception of culture, national tradition, problems of (self)identification in a changed world, etc. It would be premature to search for any established aesthetics among these authors and to attempt to present it in any finished form. Although it is still possible to talk about the emergence of certain aesthetic constants, a system of artistic techniques that are in their infancy, in my opinion. Each of the writers, on the basis of whose creative work the work is based, creates his own artistic world from elements that are heterogeneous and often contradictory to each other, refers to different techniques, methods and traditions. Rather, existential, cultural and psychological categories that influence poetics, but do not completely determine it, can connect them. The opposition of the " mainstream " to the borderline sub -traditions in aesthetic aspects is apparently methodologically incorrect and should be transferred to a different, predominantly cultural and/or ontological level. In addition, the aesthetic community, as well as global, cosmopolitan pathos, albeit only as an opportunity for actualization, are rarely recognized by American writers, whose work is marked by an interest in the problem of cultural diversity. There are not many exceptions in this sense. If their number increases in the near future, then it will probably become possible to speak with a greater degree of confidence about the final formation of " multicultural aesthetics".

Results. The novelty of the topic and the incompleteness of the processes discussed in the work, both at the level of direct existence, and in the field of artistic expression, theoretical understanding, and impact on the mass public consciousness, also had a certain impact on the study, namely, gave it a fundamentally open, open character. The methodology used is entirely consistent with an eclectic, heterogeneous, versatile subject. If in the Russian tradition this kind of interdisciplinary is still rather an exception to the rule, then in foreign works (both Western and those coming from the so-called third world countries) the study of literature as primarily a cultural, ontological, existential, and not just an aesthetic phenomenon has come to the fore in recent years. At the same time, in the domestic tradition there are examples of addressing such issues and attempts to develop an appropriate methodology. First of all, here we should mention, of course, M. Bakhtin, whose legacy is not accidentally actively used by the theorists of the "borderland" and multiculturalism in the West and in third world countries, as well as Yu. Lotman, G. Pomerants, G. Gachev and many others. The dialogical operation of many methods and approaches at the interdisciplinary level can, in my opinion, serve as a

guarantee of a certain positive result in the development of a literary and cultural-critical theory of "diversity and difference" in the future. Some of its main and already fairly well-established elements are reflected in the work.

Due to the novelty of the issues underlying the study, as well as the absence in the domestic tradition of a well-established conceptual apparatus associated with the interpretation of the phenomenon of multiculturalism in its ontological, socio - cultural, artistic and other aspects, it seems appropriate to immediately propose the basic terms and concepts that we we will operate in the future in an attempt to determine the phenomenon of multiculturalism and its relationship with the literary process in the United States at the end of the 20th century. At the same time, such a brief review is intended to acquaint the reader with the fundamental works published on this issue abroad, in view of the lack of such in Russia. A more detailed analysis of these studies and polemics with them are offered in the text of the dissertation. " Mainstream " (mainstream) - literature and culture of the "main stream" - the term, although quite well-established today in Russian American studies, belongs to a group of concepts that are subject to constant and active rethinking and in recent years has found, like a number of other terms, its ultimate contextuality. The " mainstream " undoubtedly intersects and/or enters into a dialogue with the concepts of the cultural core, center, national tradition and, finally, the canon, and the purely ideological and political-educational aspects of the " mainstream " often outweigh the purely aesthetic ones. Hence the close connection between the " mainstream " and the formation of readership and publishing policy. To some extent, it acts as a testing ground for various phenomena and names, which are then included or excluded from the national canon. In contrast to the various models of the canon that exist in the American tradition, the study of which is devoted to a special section, the mainstream turns out to be, on the one hand, more firmly associated with apologetic and protective tendencies in national culture (this pattern persists up to the last two or three decades), and with on the other hand, due to its considerable plasticity, it is a rather sensitive indicator of the change and redistribution of the influence of various cultural paradigms, theories, and ideas on the national consciousness. How objective is this process in the modern context of cultural fragmentation, which seems to be its only truly global feature, what are the paradoxes and patterns of changing one model of representation to another, and finally, how and on what grounds are the principles of understanding and reproduction of artistic culture and national tradition formed? today, it is best to follow concrete examples from the living cultural process, which I will try to do below studies), perceived at a cultural rather than a geopolitical level, formed as a separate interdisciplinary field only in the 90s of the XX century. They belong to a group of concepts that are not well known in our country. In the strictly philological sense of the term, postcolonial studies concern literature written in the language of the former colonizers, primarily English, by writers from the former colonies (with the exception of American and Canadian national literatures). Multiculturalism, apparently, can be considered as an American version of post-colonial discourse, although it represents to a certain extent the development of the main general provisions of the post-colonial project, moreover, as applied to certain specific cultural contexts. At the center of post-colonial studies is the problem of

comprehensively defining the experiences of "silent", under-represented or not at all "represented" cultural groups whose history has been associated with extreme political, social, cultural and psychological repression. Postcolonial studies are somewhat abstract and generalized, rarely expressed in monologue disciplinary forms, being marked, moreover, by interethnic and intercultural pathos. As a methodology, post-colonial theory aims to develop principles according to which colonial (colonial) and anti -colonial ideologies act in a social, political, cultural and psychological sense and, accordingly, is based on the discourse of power and suppression on the one hand and confrontation on the other. The central category for these studies is postcolonial cultural identity and the principles of its representation in literature and art. Hence the main concepts and themes that post- colonialists operate on - the problems of otherness , the "other", cultural mimicry and assimilation, exile, symbolic "homelessness", alienation, dual, "split" consciousness and the associated " schizodiscourse " identified by J. Deleuze and F. Gattari , and then rethought by F. Jameson, such concepts as universalism, eurocentrism and ethnocentrism , as well as nation, race , gender, etc. , which have been subjected to widespread destruction in recent decades. It is not difficult to see that postcolonial discourse in this sense is close to postmodernist theories, directed primarily against the logocentrism of the Western tradition and its metanarrative. Although post-colonialists, and above all such scholars as the Palestinian-American critic Edward Said, author of the books "Orientalism" (1978), "Culture and Imperialism" (1994) and others, and his follower the Indian Homi Bhabha, whose most famous works include "Nation and Narrative" (1990) and "Defining the Place of Culture" (1994), actively argues with postmodern theorists - M. Foucault, J. Deleuze, J. Baudriard, F. Jameson and others.

As for hybridity and syncretism, which also underlie postcolonial constructions, they can often be considered separately, as if forming their own discourse, which has recently received the name " postcultural " Post-colonial discourse is the area that most insistently proposes to abandon the national meta - narrative and is global in its pathos, so that a new post- cultural global context and methodology is being formed in the depths of post-coloniality. In this sense, Homi 's point of view is characteristic. Bhabhi , who largely rethinks the ideas of E. Said, and in fact is already writing in a new post-cultural tradition, where the emphasis is on intercultural interactions and world literature is no longer considered in the cells of individual national traditions, but rather through the prism of certain global ones, with point of view of post-colonialists , cultural, political, psychological influences, patterns, concepts - for example, such as "historical trauma " , slavery, revolution, terror, exile, homelessness, loss of cultural identity , etc.) is a less commonly used term, located, as it were, at the junction of postcolonial studies and the so-called "cultural criticism", the development of which in the United States is associated with the current phase of the evolution of "new historicism", as well as general postmodernist and poststructuralist theories. Ideally, postculture would include both multiculturalism and postcolonial studies, however, these terms are often used interchangeably. In this sense, I would like to rely on the point of view of the researcher J. Kahn, who in the book "Culture, multiculture, postculture" (1995) connects the concept of postculture with the discourse of hybridity and syncretism, as

well as with the problem of cultural globalization (and in particular, the possibility / the desirability of creating a world cultural system) on the example of a postmodern megalopolis as an ideal model of postculture for it. homi Bhabha, although not using the concept of postculture, nevertheless also considers the problem of cultural globalization through the prism of interspatial and hybrid discourses , speaking of a "sudden rupture of the present", which makes it possible to implement global trends in culture

Discussions. The definition of the features of multiculturalism (multiculturalism), therefore I will limit myself to only a few main points that give the reader a general idea of this problem. Multiculturalism is a very controversial interdisciplinary phenomenon, including ideological, philosophical, artistic aspects, and operating in the fields of anthropology, sociology, political science, economics, historiography, pedagogy, and finally, literary criticism and philosophy. This phenomenon acts as an expression and at the same time, to some extent, justification for a pluralistic cultural paradigm, which sets the task of proposing a new "ideal" and often utopian vision in accordance with or in contrast to the actively debated ideal of a "diversity" society and culture.

The concept of multiculturalism itself has become today a "rubber" term, allowing a huge number of often contradictory interpretations. Each of the researchers who turn to this phenomenon puts their own meaning into it. As a result, in multiculturalism are often mixed and irreconcilable, rather political than the actual cultural manifestos of the followers of "Afro-centrists", and the views of cultural extremists of the 60-70s of the XX century, and the calls of advocates for the restoration of the cultural heritage of "pre-Columbian" America, speaking for moving the "centre" of American culture to Native American heritage, and the liberal democratic and cosmopolitan views of the so-called moderate multiculturalists . Finally, the discourse of "cultural diversity" today has been usurped by stubborn supporters of Western logocentric and cultural homogeneity, who have recognized its central argument - the Western, contextual nature of values previously presented as universal, which does not prevent traditionalists, however, from insisting on the primacy of Western principles of representation over non-Western. Thus, it is important to note already now that the multicultural project is not liberating or, on the contrary, usurping, protective in its pathos, has no ideology and, ultimately, ethics, and in essence can be used and used by cultural groups with completely opposite goals. This, however, rather speaks of its plasticity and internally modern character, which conveys a unique possibility of adaptation.

It should be noted that multiculturalism is not a phenomenon inherent only in the United States. Being closely associated with postmodern and, to a certain extent, with postcolonial or postcultural social, historical, philosophical theories, it naturally develops in almost all countries, one way or another marked by the coexistence of various non -merged cultures and ethnic groups, most often interpreted in postcolonial discourse within the boundaries of dichotomy. "cultural imperialism" and "confrontation" formulated by E. Said7. However, since in the United States the colonial scenario was of a unique nature - the former colony itself in record time became a much more powerful imitation of European colonizers in relation to its own

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"foreign" cultural voices - there the postcolonial ideology worked differently, sometimes in hidden forms, giving birth quite early (in the case of some sub - traditions , as early as the 19th century) stable intermediate or mediative forms of cultural interaction, which today, retroactively , are called hybrid, borderline, internally in the most complete form corresponding to postmodernist sensitivity.

In recent years, multicultural studies have increasingly attracted the attention of scientists in both the UK and France, if we are talking about Europe, not to mention the objectively multicultural continents of New Zealand, Africa, and Australia. If, finally, we confine ourselves only to the "Americas", it turns out that on these continents there are also several options for solving the problem of multiculturalism and, accordingly, the approach to it. The Latin American variant, to which multicultural issues are also objectively close, differs in this sense from, say, the Canadian one.

Conclusion. For the most part, for convenience and brevity, the word "American" will be used in the sense of belonging to the United States, although the inadequacy of such use today is obvious and once again testifies to the conventionality and speculation of the term itself, directly related to the unresolved problem of national self-determination that came out today once again to the fore9. "Cultural research" or "cultural criticism" (cultural studies) is a term that is often inaccurately translated as cultural studies. In fact, cultural criticism is much more applied and local in its pathos. Initially, it arose as a continuation and correction of Marxist criticism and "new historicism", but in the 1960s it emerged as an independent interdisciplinary field of research. Hence the emphasis on the social and political aspects of culture and active attempts to formulate the "discourse of the lower classes", characteristic of "cultural criticism", operating in the context of various racial, gender, socio -economic, sexual and other factors. In recent decades, theorists in this field have turned to the study of various aspects of mass culture, as well as to attempts to correct the high/low dichotomy in culture and art. The question of power and cultural dominance, as well as giving the opportunity for self-expression to previously "invisible" cultural groups lies at the center of all the constructions of "cultural criticism", making them to some extent consonant with the post-colonial project. Among the most interesting works in this area are the book by the American Anthropologist K. Geertz "The Interpretation of Cultures" (1973)10, a collection of articles edited by L. Grossberg and others "Cultural Studies" (1982)11, which is largely based on the works of Michel Foucault.

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LITERARY CRITICISM

THE COMMONALITY OF THE HEROIC CHARACTER IN THE EPIC

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Abstract:

Introduction: This article discusses the common interpretation of the characters of the three heroes in the epics "Alpomish", "Ramayana", "Bilgamish". The heroism and intelligence of the heroes of the epic, the victory over evil forces, the achievement of happiness on the basis of hard work, national pride in each of their nobility, the gradual development of people's lives, the impact on today's written literature were clarified. Theoretical considerations were made on the plot and compositional originality and inter-image commonality.

Research methods: Comparative-typological, comparative-historical, partially hermeneutic have been implemented in the article. It is important to pay attention to the description of the plot in order to characterize the imagination.

Results and Discussion: The scientific conclusion of the article helps to clarify the epic themes of both literary and folklore. Lyrical experiences of the interpersonal relationship, especially friendship, is stressed for forming spirit of devotion to one another and the heroism of the epic natures has been explained in various ways.

An attempt to explain the place of the epics "Bilgamish", "Ramayana" and "Alpomish" in world literature and folklore in the context of the article is a typological study of these three epics. In the study of the poetics of epics, to show that it is multi-layered, based only on the text of the epic and based on it, the study of specific aspects of the national psyche, the way of life in the artistic expression, the importance of the proposed ideology is to compare their similarities and differences.

Conclusion: The epics "Ramayana", "Alpomish" and "Gilgamish" have not been studied in Uzbek literature so far. As a product of the human worldview, these three epics are recognized as important sources that show the development of the motifs of the peoples of the East. Considering that "Alpomish" and "Bilgamish" are two epics that drank water from the same root, we tried to prove similarities in the epic "Ramayana" from the typological point of view.

Keywords: epic, ethnos, poetics, aesthetics, style, image, character, composition, theme, idea, typology.

Introduction: Explaining, analyzing and researching the importance of studying the national and universal aspects of literary and aesthetic values, the lifelong history of world literature in recent years, revealing the content and form, theme and idea of folklore, the spiritual landscape of society -Special attention is paid to growth through theoretical thinking. As President Sh. M. Mirziyoyev noted: "We in Uzbekistan, following the deep-rooted principle of "Literary friendship - eternal friendship", are committed to the translation and publication of masterpieces of world literature in

Uzbek. We're paying close attention."[1.1.] If the study of the language of ancient works and their delivery to the scholars is the result of the research of our linguists, the analysis of their presentation to the reader, of course, is the task before our literary critics. Research in recent years has also focused on illuminating the truths of the most ancient periods of human historical memory, the pages that have been obscured due to lack of resources, translating them, analyzing them and making them available to the public. As the President of our country noted, "In the age of the Internet and high technologies we live in today, the right and fair questions are: how can we not only preserve the role and influence of our literature, art and culture, but also strengthen it? , first of all, it is necessary to think about the creative people, who are the most advanced representatives of our people. " aimed at illuminating the pages that remained obscure due to lack of resources, translating and analyzing them and making them available to the public. As the President of our country noted, "In the age of the Internet and high technologies we live in today, the right and fair questions are: how can we not only preserve the role and influence of our literature, art and culture, but also strengthen it , first of all, it is necessary to think about the creative people, who are the most advanced representatives of our people". aimed at illuminating the pages that remained obscure due to lack of resources, translating and analyzing them and making them available to the public. As the President of our country noted, "In the age of the Internet and high technologies we live in today, the right and fair questions are: how can we not only preserve the role and influence of our literature, art and culture, but also strengthen it, first of all, it is necessary to think about the creative people, who are the most advanced representatives of our people". [2. 1.]

Epics play an important role among oral monuments. They create monumental images of heroic national heroes. That is why the epic, as a very ancient form of art, exists in the oral literature of all peoples. The heroic events of the national history of each nation, wrapped in a shell of legends, are the basis for the creation of epics. During the Ashurbanapal period (669-622 BC), the epic Gilgamish, written on clay tablets 2,600 years ago and originally written about 3,700 years ago, speaks of ancient Sumerian culture, created in East India in the 4th century BC. The heroism of the legendary King Rama of the Sun dynasty in the ancient Indian Sanskrit epic Ramayana, which was supplemented and partially modified by the 2nd century AD and consists of 7 books. his struggle against oppression and injustice is described. Alpomish, an ancient Turkish song recognized by the world community, tells the story of ancient Turks who spread to Central Asia and Siberia. The commonality of the epics "Gilgamish" and "Alpomish" is related to the kinship of the Sumerians and Turks, while the commonality of the three epics is common to the East. Approached by comparative typological criteria, like many epics of the peoples of the world, the root of the epic "Alpomish" drinks water from the soils of "Bilgamish". The plot lines of the Ramayana epic are repeated in both of the above epics. Therefore, the epic works are not only similar to each other, but the plot motifs are added and confused. Alpomish, an ancient Turkish song recognized by the world community, tells the story of ancient Turks who spread to Central Asia and Siberia. The commonality of the epics "Gilgamish" and "Alpomish" is related to the kinship of the Sumerians and

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A comparative analysis of the epic, which is an integral part of folklore, is one of the current problems of literature. As a result of the commonality of literary relations, universal concepts are formed in the worldview, the specific ethnic aspects, values and attitudes of the people are important for its present and future. Therefore, this article is devoted to a comparative analysis of the Sumerian literature "Bilgamish", the Indian literature "Ramayana" and the Asian folk epic "Alpomish".

Revived in the Ramayana, Alpomish and historical storms, Bilgamish is an invaluable masterpiece of Indian, Uzbek and Sumerian art in general. prosperity, and most importantly, the ideas of friendship and brotherhood. Courage, patriotism, solidarity, creativity, intelligence, intelligence, vigilance and, of course, loyalty, fidelity are glorified. The heroes of the epics, embodying the dreams and aspirations of the people, have been playing an important role in the development of the heroes of each generation for centuries. Therefore, the unique masterpiece of folk art "Ramayana", the epic "Alpomish" and novelty for Uzbek literature.

LITERARY CRITICISM

A number of studies have been done on the comparative analysis of epics, relying on sources of folklore literature. However, the comparative analysis of the plot bases and similar motives in the epics has not yet been completed. Among many motives, concepts that belong to humanity need to be developed in all centuries.

In one of the ancient Greek legends called "Light from the East". He has a confession. Indeed, the sun rises from the East. The sun of the mind was also born in the East and went to the West. Nor does it contradict theories about the origin of life here. This is evidenced by the fact that art and culture first appeared in countries such as China, India, Central Asia, Arabia, Egypt. [4.4.] The fact that "Nur is from the East" is even brighter in the example of the epic genre, which tells about ancient civilization. Because the most important truths and problems of life are embedded in legends, myths and epics that appeared thousands of years ago.

The word epic is used in two senses. The first is in the sense of an epic genre, and the second (Greek. Ethiopia - a set of legends, songs) is a large-scale epic work, based on problems of national importance. [5.364.] It is known that the dreams, pains and sorrows of each nation have been tried to pass on to the next generation through the imaginary and partly vital national hero created by them. The wise people, who thought long and hard, created epics in this exemplary way. These include the Indian epic Ramayana, the Akkadian Bilgamish, and the Alpomish, a common heritage of the Turkic peoples. Epics usually sing about the fate of a declining country and the alpine life that brings it out of this tragic situation. The epic covers a variety of events, destinies, and many characters. It is a wide-ranging and free genre unlike other types of art. The attitude to reality is based on the traditions of oral performance, reality is based on epic formulas, multi-layered in the interpretation of motives and plots, the theme and idea are comprehensive, there are spiritual, physical, social epic conditions of the people. An epic is an example of an oral creation that is based on folk legends, depicting the character of heroes created by the people, embodied in various complex situations. In this description, we did not conclude that the epic was a distant past and should be sung by two or three generations. Because there are epics that are in the repertoire of one bakhshi, but not in the repertoire of another bakhshi. The task of the epic is to tell the glorious history, memory, to pass on the memory of the hand to the generations, to awaken them. The epic is the soul of the people. The plot of the epic matures in the minds of the people. Whatever the people do, it is reflected in the epic. Thus, the epic is a difficult and complex genre, which continues its life as a novel in our time. The epic is not only about battles, but also about the whole truth - weddings, life, ceremonies and traditions, gatherings, elections, fortune-tellers, religion, beliefs, the national economy. You can also get all the information about his life, sacrifices, origins, lifestyle. Although not described in detail, important aspects are emphasized. In this sense, epics have an encyclopedic character. However, it should be noted that the epic is not the real life of the people, but an artistic product of the people's consciousness. In the epics, the will of man, no one counts on will. Even if they are demigods (Bilgamish, Rama) or heroes (Alpomish), they are subject to fate. Conditions also subject them to their own will. Proof of this can be seen in the epics "Ramayana", "Gilgamish" and "Alpomish" on the motives of friendship and destiny.

LITERARY CRITICISM

Each of the epics has its own characteristics, depending on the religion, history, customs, culture of the people, the sequence of plots, the course of events, the creation and description of the heroes. However, the epics "Ramayana", "Alpomish" and "Bilgamish" are ideologically similar, although they are far from each other in terms of time. In the epics of the peoples of the world ("Gilgamish", "Ramayana", "Iliada", "Odyssey"), man is essentially embodied as "equal to God." In the epics of the Turkic peoples ("Alpomish", "Gorogly", "Rustamkhan") different heroes are depicted closer to man. This is because the Turkic folk epics were formed later in terms of epochs than the epics listed above, and the human mind was formed in the period of "falling from heaven to earth".

Epics, which have been passed down from generation to generation as a historical heritage in the evolution of time and epoch, have always served to raise the morale of the people, to form a sense of national pride. It should be noted that the poetic world of the Turkic peoples is diverse and colorful. Its literary treasures are also unique. In particular, the Sumerian oral tradition "Bilgamish", the Indian literary masterpiece "Ramayana", the Uzbek poetic masterpiece "Alpomish" - all three epics embodied such noble qualities as heroism, friendship and courage.

The oldest of these masterpieces is the epic "Bilgamish" created by the Sumerians and Akkadians. This work played an important role in the development of the Turkic peoples, as well as the epic thinking of mankind. Writer Isajon Sultan puts it this way: "The core of the epics of the Turkic peoples is heroism. The epic "Gilgamish" also tells about the events that took place in the ancient city of Uruk. The protagonist of the epic, Gilgamesh, kills the celestial bull and descends to the ground to bring out the eternal fire. We have talked about the sons of Noah and the flood, and this epic is the only epic that informs of the flood of Noah. In other words, we can see the closeness of the events of the epic "Bilgamish" and the period of the flood." [6.4] Indeed, the heroes of all three epics have since ancient times revealed that man achieves his goals on the basis of knowledge and level.

The songs of "Bilgamish" glorify the Sun and the Sky. The idea of the blue god also applies to the oral and written literature of the Turkic peoples. This priority is also present in Qutadg`u Bilig.

In this work, we want to reflect on some of the common features of the central characters in Bilgamish, Ramayana and Alpomish, which are rare examples of world epics.

Materials and methods: Comparative-typological, comparative-historical, partially hermeneutic method was used. In the course of the comparative analysis, new information was obtained about the three epics to be compared. The three epics being compared gained new insights into the interplay of events. The article provides an overview of the past, present and future of epics.

Results. From time immemorial, mankind has been well aware of the enormous educational and spiritual significance of education. This can be seen in Alpomish, one of the ancient epics. It was the attitude towards science that led to the emergence of the priority conflict at the center of the epic:

"One day Hakimbek was reading a book and he was very generous. The old man then asked his son Alpomish, "What makes a man stingy and generous?" Then his

son stood up and said: if he sends it without saying that there is a place and there is no place, then this person is greedy. If a person crosses the floor of a graveyard from time to time, takes his left foot off the stirrup and prays for the people in the graveyard, it is also generous. If a person's wealth is given as zakat, then it is also generous. If he does not pay zakat, then he is stingy."

Discussion: The ideological commonality of this epic trinity is that in these heroic epics the artistic idea of triumph over evil, albeit at the cost of the hardships of good, seems to be exaggerated. From time immemorial, human thinking, aesthetic power, way of thinking has not been easily formed. Throughout its historical development, humanity has experienced countless tragic, painful, and tragic events. History of such universal significance has always been the source of the artistic image of the epic.

The protagonist of the epic is el-ulus, a man who thinks and acts on the scale of humanity. He sets a great goal for himself and goes through the hard work of achieving it.

The central hero of the epic "Alpomish" is a symbol of courage and nobility, embodying the mental characteristics of the Uzbek people. Rama in Ramayana also acts as a fighter for justice, relying on high ideals. The image of such an ideal person has become the national pride of the Indian people.

When the leading character in "Bilgamish" is full of danger with his "desire to live forever": "Even strong warriors can not live forever, obey God, everythin g will be with his consent"[1] concludes that. These comments from the first chapter of Ramayana's Childhood Book fully support the above comments:

"Is there anyone in the world who is generous, brave, beautiful, alpine, and innocent from head to toe?" [7.10] He asked.

Norada told him about Dasharatha's son, Rama, a vallomat young man whose lineage goes back to Ikshvoku. Alqissa, Norada, applauded the life and courage of this brave young man in the climax of the song and asked Valmiki to sing the meaning of the symbol in a way that everyone could understand. Valmiki agreed to this ". [7.14]

The image of the narrator (bakhshi) in the epic is a person who performs specific features and tasks. He appeared as a character who artistically expressed the nation's dreams, sorrows, perceptions of a perfect man and a harmonious state.

As shown in the Holy Book, giving zakat is a sign of generosity and not giving is a sign of greed. Grandfather understands this divine requirement, which was imposed on the children of Adam by his Creator, the universe. According to his imagination, if his brother Boysar i does not pay zakat, he can be considered a stingy person among the people. According to this opinion, he sent his officials to Boysari, claiming that he was entitled to zakat. Cruel and ignorant performers obscenely speak arrogantly to the commander of the ten-thousand-house Boysun-bell seed. As a result, enmity and discord arise between the brothers. This leads to the division of the single nation into two, and to the humiliation of the Boysari clan in a foreign land.

LITERARY CRITICISM

Apparently, neither Boybori nor his brother are aware of the nature and conditions of zakat. Because Boybori is a king, he thinks that he is free from giving zakat, while Boysari sees giving zakat to his brother as an insult to himself. The main reason for the error of these individuals, one of whom is a king and the other a dancer, is their ignorance. It is this ignorance that leads to oppression and disunity within the nation.

Unlike his father and uncle, Hakimbek's thoughtfulness should not be overlooked in the fact that he does everything on the basis of logic and reasoning, on the basis of devotion to knowledge and the book. After all, Bilgamish, Rama, and Alpomish also revealed a common goal - the growth of knowledge and science from the power of physical power.

In the Sumerian-Akkadian epicThe dramatic debate between Bilgamish and Enkidu clearly shows the commonality between the epics:

Bu ochiq iqrordan soʻng Enkidu der soʻzini:
"Doʻstim, ancha yiroqda Livan togʻlari bordir,
Ular qaragʻay va archa oʻrmoni-la qoplanmish.
Oʻsha oʻrmonda yashaydi u dargʻazab Xumbaba
Kel, ikkimiz birlashib, biz uni oʻldiraylik.
Va barcha yomonlikni yer yuzidan haydaylik!
Kesgum qaragʻaylarni va togʻlar agʻdarar ularni,
Nomimiz abadiyatga yozilgusidir albat!.." [8.4]

In the epic, Enkidu's advice to his friend Bilgamish, that is, his goal of killing the symbol of evil, Khumbaba, plays a decisive role. Because it is a symbolic image that informs about Khumbaba. After Khumbaba kills a warrior living in a cedar forest, the two friends embark on a journey. The fact that the plot of the epic is expressed in the form of questions and answers, issues and discussions also shows that knowledge and thinking lead a person to all-round victory:

Gilgamesh uning soʻzin boʻlib, shoshib soʻradi:
"Qanday boramiz va oʻrmonga qanday kiramiz, xoʻsh, ayt?
Uni asrar maʼbud Ver, qudratli va koʻp ziyrak,
Xumbabaga esa Shamash bergan oʻzin ilohiy kuchin.
Ad ulashgan unga oʻzin bahodirlik qudratin,
Ignabargli oʻrmonlarni qoʻriqlamogʻi uchun." [8.5.]

It was this discussion that served to ensure the unique methodological and formal value of the epic. The goal is clear. Road and location require heroism. Under the guidance of his friend Enkidu, he is burning with the desire to achieve his goal to the fullest. When we analyze such places, we imagine Alpomish and Karajan's conversations. In the epic Alpomish, Karajon is described as a friend who supported Hakimbek and helped him.

Literary critic A.Abdurahmanov notes: "Archaeologists believe that it is difficult to include the created Sumerian language" Bilgamish "in any language family. For

this reason, this language was sometimes compared to the ancient Mund language of the Turks, sometimes of the Indians. So, does Bilgamish have anything to do with the ancient Turks? Observations show that the epic also has aspects related to the Turks. [9.2.]

In the epic "Alpomish", Karajon Hakimbek, who came to the country in search of a friend, learns from prison that he was imprisoned. They climb to the top of Chilbir desert and Murad hill and tell that there is a dungeon like a "graveyard". [11.2.] Book II of the 1992 edition of Alpomish describes this in detail:

Lying in prison, Alpomish saw Karajon. He didn't know it was black. Ninety batmans, dressed in iron armor, appear to be crowing like crows at the head of the dungeon. "It's in Kalmykia's spies," he said. Not to mention that Alpomish is very depressed, "he said, looking at Karajon.

Zindonchilar mendan xabar olmasin,
So'zimni shohingga aytib borasan,
Men Alpomish nazarkarda botirman,
Botirlikdan bu zindonda yotirman.
Omon-eson o'lmay chiqsam zindondan,
Toychixon yurtini izzillatirman. [12. 8-9.]

This film reflects the inner anguish of a true friend Karajon, who began to make a plan to help him quickly.

Epicologist Shomirza Turdimov: "The universal code embodied in the essence of the epic - the emblems can be easily applied to this day, to the time of Man and Teeth (Adam and Eve), and to the future. Their basis, the proof, will be found in those times, in this time, and in the future. Otherwise we would not have needed the epic. It was not worth the time to study" [13.14.], - he wrote. In fact, the only idea that unites the positive heroes of all three epics is that they are a symbol of unity of mind, thinking and strength, courage and bravery. This aspect laid a solid foundation for the artistic and poetic integration of the plot and composition.

In the Ramayana, a priceless monument of the Indian people, a scene similar to Hakimbek's birth in Alpomish - the scene of asking God for a child - is found at the beginning of the play:

"The Yazdons dreamed of being incarnated on the earth in the form of a human being, because only a human child can overcome Ravani. The other gods, who were born in the image of the four sons of the savior god Vinshu Dasharatha, were born in the form of monkeys who would lend a helping hand in a future battle with the rokshas commander.

Vinshu received a divine blessing and appeared to Dasharatha. The cup of the king's wives, Kovshalya, ate half of the divine blessing, the other, the beloved, one-eighth of Kaykei, and the little woman of Sumitra ate the rest.

All three women became pregnant that day.

In time, Kovshalya gave birth to her eldest son, Ramani, Kaykei Borata, and Sumitra gave twins Lakshmana and Shatrush to the king. [14. 14.]

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The poetic boundaries of the epic are extremely wide and colorful. The birth of Rama, and subsequent events, in particular his sending to the Himalayan sides to show his heroism, show such scale and variety. Among the wonders of destiny is the successful life that began yesterday - leading to the wedding of Rama and Sita:

"Nogoh tutar atrofni zo'r sadoyi qaldiroq:
Qarsillab sinmish edi Rama ilgida yaroq.
Mahodeva yarog'in Rama yaroqsiz qilmish,
O'ng-u so'lga qochib el, o'takasi yorilmish". [14.16.]

It was in this piece of art that Rama's immense power and unparalleled bravery was demonstrated. Under the rule of poetic interpretation, the epic of the Indian people, like the epic of the Turkic peoples, begins yesterday in the throes of war. The pure love of Rama and Sita requires a common harmony of the ancient Greek culture of the most ancient oral traditions of the Indian people, the Uzbek folk epic. [15.2.] In particular, the preamble of all three epics reveals the greatness of human love, the fact that the blessings and power of the Almighty God are gradually developing in the philosophical and aesthetic thinking of the most ancient peoples, the existence of each people's mythology, the complementary nature. It is true that these epics reflect the content of the typological layer and serve as a great treasure of modern literature:

Oqsoqollar duolarga ko'mishar uni,
Safar uchun Bilgamishga berib maslahat.
"Bilgamish, o'z kuchingga sen ko'p ham ishonma,
Yuzing sokin, zarbang esa ko'p aniq bo'lsin faqat.
Oldinda borayotgan hamrohin qutqazajak,
Kimki ko'rsa so'qmoqni, saqlar do'stiga uni.
Qo'yaver, boraversin Enkidu oldinroqda,
Ignabargli o'rmonda yaxshi bilar yo'llarni.
Janglarni ko'rgandir u, kurashlar unga ma'lum,
Enkidu, hamrohingni, do'stingni sen asragin.
Qo'llaringda ko'tarib o'tgin o'nqir-cho'nqirdan
Biz kengashib, endi shohni senga topshirdik mana,
Eson-omon qaytgach so'ng uni bizga topshirgin!" [8.7.]

Conclusion. In the essence of this passage, the devotion of both friends to each other and the lyrical experiences formed in the spirit of heroism inherent in the nature of the first epic, still amaze all mankind. The Bible glorifies man's devotion to his tribe, to his people. Scientists have correctly interpreted that anyone who seeks guidance, divine power, happiness and bliss there is doomed to live among such goals even today. It is no secret that the mythology of protecting each other from evil forces from time immemorial paved the way for mankind to rise to the ranks of the mind. After all, Karajon in "Alpomish", Enkidu in "Bilgamish", Lakshmana in "Ramayana" have a special place as common characters who value such friendship, who were together in the most difficult moments and fought the enemy with all their

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might. . In all three epics, friendship is glorified and pure love is valued. Heroism is sung on the high curtains.

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Navoiy gulshani

THE ANALYSIS OF MUKHTARA GAZALS OF NAVOI

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Agar zi ayni chafo chashmi o' dilam bishkast,
Chi mardumi mutavaqqe buvad zi kofiri mast?
Maro, ki murg'i dil az qaydi dom forig' bud,
Ba halqamo'yi yake turra shud digar pobast.
Chu nahli qadditu dar bog'i sina binshan dam
Ba sina tiri tu chun naxli digaram binsham.
Xudi furo'xta rindon mayi mug'ona xarand,
Na xudparast chu shayx ast rindi bodam rast.
Zi avchi maykada   ba bomi charx furud ,
Ki himmatam nakunad mayl so'i manzili past.
Zi dasti mug'bacha may no'sh so'zam, ey zohid,
Ki hast Kavsar-u hur, in du dar gar hast.
Ba boda xastii xudro bisho'y , ey foniy,
Ki az hazor balo rast ,on ki az xud rast.

Is life in piety and obedience. The majority is zuhhod. Rind- drunkard.

Prose statement

If only his eyes had broken my heart in the face of suffering,
Can humanity be expected from a drunken disbeliever?
When my soul bird escapes from the trap
Another (beloved) zulfi's hair was hung on the ring.
I moved your tall tree to my garden,
Another tree was transferred to Sinai after reading.
The rinds sell their identities and get a mug of wine
The drunkard rind is not as selfish as the sheikh.
I will not go down to the roof of heaven from the height of the tavern
Because my dedication does not allow me to go down.
O hermit, if I drink wine from the hand of a mugbacha
If Kavsar is in a free world, these are the two.
O faniy, wash your being with wine
For he who is saved from self is saved from a thousand calamities.

This mukhtara is one of the rare examples of the source of Navoi's creativity. The work consists of 7 verses.

The procedure begins with a complaint:

If only his eyes had broken my heart in the face of suffering,
Can humanity be expected from a drunken disbeliever !?

Is it possible to expect humanity from a drunken disbeliever when my heart is broken by half the torment !? A disbeliever is used against a non-believer.

In the next verse, the poet skillfully uses the art of metaphor, using the word "bird of my heart":

The next verse also uses the art of metaphor. The tall tree represents a metaphor. I moved your stature tree to the Siamese garden, and another tree was transferred to the Siamese arrow. That is, I took you to the garden of my heart (the garden of my heart), where another tree was planted in my heart.

Xudy furo'xta rindon mai mug'ona xarand,
Na xudparast chu shayx ast rindi bodam rast.

That is to say, rind(drunkard,)sell their identities and get may. A drunken rind is not as selfish as a sheikh. Rinds take oil to purify themselves from worldly possessions and passions. " Later it was given to scholars and faqihs. Later, Sufis, pirs, eshons, and officials of holy places were also called sheikh.

Then, the pirs, eshons, and officials of the Sufi sects(the way of sufism)were called sheikh. Referred to as before Islam, pre-Islamic clans, tribal chiefs, elders of large patriarchal families sheikh. Called in Muslim countries now sheikh. It is applied to teachers of higher religious schools and great scholars. In the sect(the way of sufism), it is the person who has the right to bring up and test those who follow this path on the basis of the teachings of the sect. Sheikh can also be called murshid, caliph and father.

In the following verse, the art of calling has emerged through the urge of O Zahid. The person who teaches mysticism is known by such titles as sheikh, murshid, pir, eshon, khoja, mavlo, mavlono, mahdum. A person who learns from mysticism is called a murid, a tax collector, a sane person, a sane person, a mystic. According to mysticism, the highest-ranking pirs are called the guardians, saints, poles, aqtab, avtod, chilton, abdol, abror, ahror, nujabo, nugabo, siddiq, gavs, and so on.

Sufis are sometimes expressed in terms of oshiq, faqir, darvish, qalandar, zohid, orif, devona, ahli muhabbat, ahli suluk, rijolulgayb, savdoyi, gado. Therefore, since the hermit is a mystical symbol, it is correct to say that the art of talmeh came into being. The word Kavsar also formed the art of talmeh. Kavsar is one of the names of the spring in heaven. "I only drink wine from the hand of a mugbacha, and even if it is free with kavsar, it is for me," says the great poet. 108th sura is also called Kavsar. According to the commentaries and hadiths, the water of Kavsar is sweeter than honey, whiter than snow and milk, and one who drinks it will never be thirsty. It is also prophesied that on the Day of Judgment, Muslims who have attained Paradise will drink from the water of Kavsar. Mugbacha is a servant of the Zoroastrian fire-

worshiping temple (dayr). In mysticism, he is the person who conveys the word and advice of the pir to the murid.

The next verse says, "I will not descend from the height of the tavern to the roof of heaven, for my sincerity will not allow me to descend to a low place." In this verse, the tavern means a perfect human meeting, a place where sages can talk.

In the last verse, Navoi appeals to himself by using the word faniy. That is, "Faniy" is his literary and artistic psydonm. If so, the art of iyham will be used in the verse.

It is said, "O faniy, wash your being with wine, so that he who is saved from himself may be saved from a thousand calamities." the common name for a fun drink made from juice. In most cases it was distinguished by its red color. In Eastern classical poetry, the analogies of rose M., rose M., la'li M. (red like la'l), and red M. are often used. , The poet says, free your soul from lustful desires, you will get rid of a thousand troubles. In addition, when Navoi called the body "something that honors the house of the soul, (ko'ngil uyini xurram etguvchi)" he emphasized keeping the land in the heart and living in its memory. This is because the concepts of iodine, memory, and recollection play an important role in the Naqshbandi leech. According to Abdulhakim Tabibi, the light of faith, the light of monotheism, the light of enlightenment, the light of guidance, the light of ancestral memory should shine in the heart of a person who enters the path of salt in Naqshbandi.

So, this gazal is one of the rindona gazals. That is, the gazals that came in the May definition are called rindona gazals.

In order not to have difficulty in understanding the essence of the great poet's works, it is necessary to be aware of the poet's world of symbols in order not to get lost in understanding the real and portable, that is, the artistic meaning of words.

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MODERNIZATION OF CONSCIOUSNESS AND VALUES IN THE PROCESS OF SOCIALIZATION OF YOUTH

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Abstract:

Introduction. The study of socialization as a process requires the formation of consciousness, the peculiarities of social change and its perception by young people, as a reflection of the level of education. For this reason, the scientific and practical study of the modernization process taking place in the minds of young people is of particular importance.

Research methods. The scientific analysis of the process of modernization of consciousness and values in the process of socialization of young people has been studied by a number of scientists. The socio-political analysis of the problem was carried out by means of a comparative analysis of existing scientific research and by the method of analysis and synthesis based on actual data.

Results and discussions. Values act not only as the impact of social change on the mentality of young people as a group, but also as one of the most important conditions for social change. In our opinion, the use of different approaches to the study of the socialization of young people also makes it possible to explore their unique role in complementing each other's methodological capabilities. In this sense, in the socialization of the Uzbek society, young people can choose strategies, realize and evaluate the ongoing changes, choose from a variety of alternatives that come with a change in values.

In more recent times, a new approach to "politics", "tradition" and "religion" began to emerge. This situation shows that there is a renewal of values in the minds of young people.

Conclusion. In conclusion, first of all, the disclosure of the essence of the approaches used in the study of the socialization of young people helps to better understand the specifics of the socialization of young people. Secondly, the study of the process of socialization should be used as the most important variable in the socio-psychological mechanism of the modernization of the consciousness of young people. Thirdly, the consciousness of young people is not formed immediately, this must be borne in mind.

Key words: public consciousness, individual consciousness, modernization, social adaptation, socialization process, social movement, public interest, values, universal values, political values, traditional values, category.

Introduction. In the process of youth socialization, there are various theoretical and methodological approaches to the study of any processes of change and

development of consciousness and values. At present, the paradigm of modernization is of particular importance among them. Modernization is a complex process taking place in society in relation to the consciousness and values of young people. In the process of socialization, as a result of the modernization of the consciousness and values of young people, new concepts, trends and attitudes are formed.

The transformation and development of consciousness and values as a result of the socialization of young people plays a theoretical, methodological, practical and regulatory role in the process of modernization. The processes of socialization taking place at the macro and micro levels are associated with the modernization of certain value systems. Therefore, the features of the process of socialization can be studied through the processes of modernization taking place in the minds of young people. An in-depth study of the modernization process in the minds of young people will make it possible to identify social adaptations and adaptation challenges or achievements. Also, the study of socialization as a process requires the formation of consciousness, the characteristics of social changes and their perception by young people, as a reflection of the level of education. Because, as the head of our state Sh. Mirziyoyev emphasized, "tasks related to the formation of an active citizenship among the population, the establishment of democratic principles in society on the basis of national and universal values remain relevant" [1:28]. For this reason, the scientific and practical study of the modernization process taking place in the minds of young people is of particular importance.

Research methods. There are a number of scientific studies [2], in which scientists have scientifically analyzed the processes of modernization in the socialization, consciousness and abilities of young people. However, there is no scientific study of the modernization of the consciousness and values of young people in the process of socialization. Therefore, in our article we will try to conduct a comparative analysis of the available scientific research and analyze the problem from a socio-political point of view using the method of analysis and synthesis, based on evidence.

Results and discussions. Values act not only as the impact of social change on the mentality of young people as a group, but also as one of the most important conditions for social change. In our opinion, the use of different approaches to the study of the socialization of young people also makes it possible to explore their unique role in complementing each other's methodological capabilities. Studying the process of socialization as a mechanism involves rethinking changes in the minds of young people and building a hierarchy of values as its most important component. As mentioned above, one of the approaches to the study of the problem comes from the socio-psychological approach. The cultural approach considers values as a means and is one of the main constructs that predetermine the socio-cultural foundations of socialization. According to the behavioral paradigm, there is no doubt about the expediency of using values as stable components of behavioral models. When formulating the typology of the process of youth socialization in the context of structural functionalism, R.Merton's concept of the interaction of values and norms of youth's adaptive behavior was used as a means of predicting quality. The use of a systematic approach, a dynamic value system, also ensures its unification and

maintains a certain degree of stability in society. In addition, there is a system of adaptation, the first of which affects adaptation (socio-demographic group of young people). With a systematic approach, values act as a category that ensures the effectiveness of the "feedback" mechanism, which makes it possible to assess changes in society and "personal balance". According to the synergetic approach, which is the most important in the methodology of studying the process of youth socialization, the problem of managed development is self-sustaining, since it is impossible to include development paths in complex systems. As such systems, we see society as a bifurcation environment as a whole and socialization in modern Uzbekistan, characterized by a divergence of trajectories. In this sense, socialization in Uzbek society is a process in which young people can choose strategies, be aware of ongoing changes, evaluate and choose from a variety of alternatives, and these values change. Secondly, it is the most important factor of social change.

The study of changes in society through the prism of values goes back to the philosophical currents of the nineteenth and twentieth centuries. From this point of view, we are interested in the objective-normative aspects developed by representatives of the Baden school of neo-Kantianism, which define values as an integral element of culture, which determine moral, aesthetic, religious, legal and political ideals. (G.Rickert, W.Windelbant.) According to G.Rickert, values constitute the content of a special universe that is on the side of the subject and the object. And V.Vindebant considered values to be a priori, transcendent, universal. He is of the opinion that values form a hierarchy according to belonging to a certain area of consciousness. M.Weber plays the role of basic norms of values and sees in them generalized goals and means to achieve them. It is these values that provide social cohesion by helping people make social choices in their actions when they matter to them. The system of values is considered as the inner core of culture, as the spiritual basis of the needs and interests of individuals and communities. The value system is one of the most important motivators of social movements, individual behavior and has a negative impact on social interests and needs.

The "value system of society" was first considered as a fundamental category by P.Sorokin, a representative of the cultural-historical approach, which is the result of the development of society and the projection of individual experience, historical, hierarchical and changeable[3:543]. The founder of the structural-functional approach T.Parsons considered the views of people as the main factor influencing the life of society. Norms underlie people's perceptions, and values play their role. The mechanism of human activity is the constant establishment of correspondence between social requirements that perform the function of a system of individual actions and values. T.Parsons emphasizes that value is an integral part of psychological processes, cultural models and traditions [4:388-413].

Most of the work of Western researchers in the last decade of the twentieth century is devoted to the problem of consciousness modernization. For example, P.Abramson and R.Inglehart studied the modernization of values in the context of generational change [5:183-228]. K.Klachon understood values as influential knowledge and signs that form and influence ideas and ideas about what is necessary. He considers the life of society without forms, means and goals of action, values

impossible, since the activity of the social system cannot continue to achieve the goals of the group [6:129]. M.Rokeach, on the contrary, singled out a group of direct functions of values that make up the norms that regulate the daily activities of people [7:103]. From this point of view, values are the most important and integral part of the field of knowledge of individuals and social groups, which allows: the influence of social problems at the macro- and microlevels on the social process; b) assessment of changes in social, economic, political, family, household and other spheres; c) be one of the means of institutional change and adaptation to changes in society.

According to R.Inglehart's concept of value change, he emphasizes the expediency of using two hypotheses to study the change in value. According to his scarce hypothesis, a person's strong priorities reflect the state of the socio-economic environment, that is, they attach the greatest objective value to relatively low things. And his hypothesis of social backwardness (socialization hypothesis) is that the state of the socio-economic environment and price stability are not directly related to each other, but that the lag between them is a reflection of the interdependence of basic values. The person demonstrates to a large extent the conditions of those years before adulthood. These intergenerational value differences are more stable over time. Young people do not accept the values of older people as they grow older, and if the difference between generations reflects the influence of the life cycle, then it looks like this: The way Lapin's values affect the position of social groups in society is largely depends on mergers or differences. According to him, the values of the highest state are the values of the middle state, which can then move into or around the "core" and form a "stock". He explains that this is followed by "protective" and environmental values [9:7]. We can use this model to create a hierarchy of values in the socialization of youth.

At the beginning of the 20th century, many works by Western sociologists were devoted to the study of the features of the modernization of consciousness and values in the process of socialization. According to T.V.Naumova, in the minds of young people, universal moral values begin to dominate. According to him, the opinions of young people are contradictory. For example, among the features of youth consciousness T.V.Naumova highlights the following: on the one hand, moral values such as "clear conscience", "justice", "true friend", on the other hand, are hedonistic, more often than the old ones. "Freedom and independence" are important values [10:34]. In our opinion, the minds not only of Uzbekistan, but of all the youth of the world are divided by instability and the lack of a clear distinction. As you can see, this is confirmed by the research data of many researchers.

It should be noted that today the field of common values of modern youth has not been formed. That is why there are no areas of life that are unique or insignificant for young people. Young people often experience contradictions in their attitudes and actions, which are characterized by anomie values (a significant amount of transvalues). In this sense, young people and social groups are distinguished by the vector duality of behavior of "duality of consciousness". The paradoxical nature of the sphere of public and individual consciousness, behavior, first of all, is supported by the ambivalence and paradoxical of socio-economic conditions in the sphere of life and activity of modern Uzbek society.

We can analyze the changes in the minds of young people in the following way. In 1994, the youth of our republic was distinguished by the predominance of traditional values. At that time, modernist values were not so important. In more recent times, a new approach to "politics", "tradition" and "religion" began to emerge. This situation shows that there is a renewal of values in the minds of young people. "Freedom", which refers to new modern values, is still not as important as "entrepreneurial spirit" and "obedience to the law" are low in the hierarchy, which, on the one hand, weakens the attitude of young people to the national mentality. This indicates that in the process of socialization, the meaning of the modernization of values in the minds of young people is changing. In particular, over the past decade, "politics or political values" have become less important in the minds of young people, which is likely to change how political processes in Uzbek society change in the minds of young people. However, in reality, this indicates that the individuality of young people is growing. Although money does not really matter much in many democracies as a means to an end, unfortunately, it is becoming a target value for the youth of our post-Soviet countries. The fact that traditional, universal values are losing their significance in the minds of young people may indicate a certain degree of dissatisfaction and dissatisfaction with the situation in life. It should be noted that in the modern world the "values" of obedience to the law have very little rooted in the minds of young people. However, the huge difference in the ranking of these values undoubtedly indicates that the modernization of youth consciousness continues.

At present, we are witnessing that radical reforms in various spheres of Uzbek society, paradigmatic innovations have a significant impact on the process of modernizing the consciousness and values of young people. This process is associated with the introduction of innovative technologies and integration processes. At the same time, this process includes economic, political, technological and cultural changes in society. These changes are multifaceted, as a result of which changes at the micro-, meso-, macro-levels of consciousness and values of young people, especially environmental, economic, socio-cultural, socio-psychological and other changes, occur at different speeds, scales and complexity.

Science, education and information form the basis of the process of modernizing the consciousness and values of young people in society. Because education as a subject creates opportunities for changing the minds of young people [11:24]. In this regard, Toffler emphasizes in his book "Revolutionary Wealth" that a new system of wealth is emerging [12:149], the basis of which is knowledge. The author uses the term revolution to describe a new way of life, which can be called modern, or the emergence of a new civilization [13:7]. The scientist admits that knowledge has always been the basis of wealth, the process of modernization, but today it has become the basis of revolutionary wealth. The reason for this, according to the scientist, is the characteristics of knowledge that distinguish it from other resources. The process of modernization of youth consciousness and values in modern society has led to the emergence of different approaches to the problem of education, its status in society. This can be seen from the fact that the direction of postmodernism gives a wide place to epistemological problems. They recognize the subject of knowledge, its typology, changes in the object and subject, the process of

commercialization of knowledge. Postmodernism refuses high standards of scientific knowledge and high prestige. In the Ideas of postmodernism, unity, unity, stability of existence disappear, and they are replaced by pluralism, pluralism. In their opinion, the process of modernization of the consciousness and values of young people in society cannot be described in a single form and in any scientific scheme. Postmodernism rejects all boundaries and limitations in consciousness and values, focuses on fragmentation, fragmentation, pluralism and relativity. The positive side of the postmodern paradigm is that it recognizes the plurality of the universe, that the universe is always open and unstable.

In the work of Lyotard, one of the representatives of postmodernism, one can see the features of the direction of postmodernism. Lyotard analyzes the state of the process of modernization of consciousness in modern societies and describes this current state as "postmodern". Lyotard emphasizes that in modern societies there is a negative erosion of the process of modernization of consciousness. This is due to the fact that scientific discoveries, the transformation of new scientific knowledge into a commodity for sale, their transformation into an instrument of domination in the hands of a narrow circle of people. Lyotard studies the evolution of the process of modernization of consciousness in society, describing information and scientific knowledge as discourse, narrative. The author describes the separation of knowledge from mind and personality, the attitude of both the producer and consumer of knowledge in the postmodern period, and also that this process is associated with the process of modernization of political consciousness in society [14:126].

The development of any society, its development depends on the process of modernization of consciousness and values, the integration of science and education, but the future development of society and youth has never depended on change.For example, in many literatures on this subject, the process of modernization of society is analyzed in detail on the basis of changes in modern society, which is described as an information society, an educational society, a post-industrial society, a globalizing society [15:37].

The processes of modern globalization and socialization are manifested as the modernization of the consciousness and values of young people, the acceleration of the integration of science and education. We can say that these processes have opened a completely new era of qualitative changes in the history of mankind, the modernization of the consciousness and values of young people. The positive result of these changes is determined by the integration of science and education in every country, every state, the degree of modernization of youth consciousness and values in the world. As a result, the role of youth consciousness and values in the development of society has changed. Today, positive changes in the process of modernization of consciousness and values are reflected in the relationship between eco-balance, management of nature and society.

How is the process of modernization of the consciousness and values of young people in society taking place? How can globalization processes affect these processes? According to experts, the process of globalization and modernization of the consciousness and values of young people has also led to global changes. First of all, they are characterized by the process of modernization of the consciousness and

values of young people, that is, deep, qualitative changes. We see this, first of all, when knowledge and information acquire a global, international content and become more and more globalized. It should be noted that such processes of globalization, along with positive aspects, carry a number of problems. Nevertheless, globalization is also an objective process, and close cooperation between each state is required to overcome its negative aspects. Thus, we can say that globalization is a process that affects not only all spheres of public life, but also the modernization of the consciousness and values of young people.

For this reason, the system of science and education is called upon to play a unique role in managing the process of modernizing the consciousness and values of young people in society. And this cannot be done without the modernization of science and education. Knowledge is the basis of active activity of social actors. Science education is the process and outcome of young people systematically acquiring knowledge, skills and competencies. Today, education as a social institution performs a civilizational (economic, humanitarian, cultural) function and requires mastering the scientific knowledge, skills and abilities accumulated by mankind and developing a creative personality [16:69-70]. Philosophically speaking, the consciousness and values of young people in society are updated as a complex system, and the main factor of a self-organizing system is that young people must also perform the necessary functions to adapt to the new environment and meet its requirements. As society develops, teaching methods and means of transferring knowledge change.

Sociocultural factors have a great influence on the process of integration of science and education, the socialization of young people. As a result of these reforms, we see changes in the system of science and education of the republic. Prior to independence, Uzbekistan's education system functioned on the basis of highly centralized curricula, textbooks, and teaching methods. The educational process was designed for people with an average level of education, and in individual training programs for gifted and talented youth, training mechanisms were not used enough. This is because this way of thinking denies instability and chaos in the system. However, knowledge is a product of scientific creativity, it combines rational and irrational states. The predominance of linear thinking in education did not correspond to the foundations of postclassical science. As a result, the process of knowledge transfer, the efficiency of knowledge generation, and the creativity of subjects of knowledge have decreased. In the philosophy of education, this is seen as an "educational crisis".

In recent years, a steady trend in the development of Uzbek society has been manifested in a new way in the value-normative and self-governing mechanisms for shaping the consciousness of young people. According to the well-known English sociologist Anthony Giddens, the transition of society from a state of complete uncertainty to sustainable development contributes to the activation of value-normative mechanisms for the formation of the consciousness of young people, the conditions for self-government. In addition, the analysis of the basic ideas about youth consciousness, formed in political, philosophical and sociological disciplines, allows us to consider the important features of this social group: compositional levels,

elements, forms, and others. The specificity of the consciousness of young people in comparison with other age groups is determined by the content, degree of stability and development of the constituent elements of this phenomenon. There are two main levels in the minds of young people: a simple, theoretical level, corresponding to the empirical method of knowing the truth and associated with the development of values, myths, theories and other ideals [18:495]. The ordinary level of consciousness of young people is a product of self-reflection of reality, and the theoretical level of socialization is purposefully formed by social institutions. Therefore, it would not be an exaggeration to say that the needs, interests and values of young people are the motives of the sphere of activity that is the product of their interaction.

According to most researchers, the use of reproductive and risk-based approaches in the study of the minds of young people is important for the development of the concept of political and sociological research as a special socio-demographic group. However, unlike Merton, we describe young people as part of society, emphasizing that they have different forms of consciousness than their younger age groups. It should also be noted that the independence of youth as a social group is determined by its role and functions in social development. Here, young people perform the following social functions: firstly, the continuity of historical experience, secondly, the task of its innovative transformation, and thirdly, the task of passing it on to future generations [20:92-107]. As a socio-demographic group, young people are heterogeneous. It differs from different strata in terms of age, economic, sociocultural and other characteristics. This, in turn, leads to differences in the minds of young people. Researcher V.Yulov also states that "the transitional stage of youth determines the nature of its social status" [21:476-496]. In our opinion, the transition of young people from one social level to another indicates the marginality of the social position of young people. These features are reflected in the important features of youth consciousness.

The transitional nature of the social position of young people is the basis for the modernization of their consciousness, which is expressed in the instability of ideas and positions, in the interpretation of events. The consciousness of young people is associated with risk and marginality, and in interpreting the events of reality, they show excessive confidence in their ideas and commitment to action. Differences in sociocultural conditions form transgressive among young people, which is expressed in the desire to break the social boundaries of the individual, to look into the future in order to direct oneself to the present [22:252].

In recent years, new procedures have been established in Uzbek society, but the potential for macro- and micro-uncertainty remains. This is manifested in the disorder of self-organization and the incompleteness of social processes. These factors serve as the basis for the formation of contradictions in the minds and values of young people at the present stage of transformation of modern Uzbek society. In conditions of instability and socio-cultural crisis in the Uzbek society, in the minds of young people there is a conflict between the deformation of the value-normative institutional mechanisms of self-regulation and the activation of self-government mechanisms. In our opinion, this is done by shaping the adaptation of young people to new dangerous conditions, accepting the traditional conformist model of the majority of young

people and directing them in the stated direction. According to some scientists, various ways of rationalizing risk groups by young people in the political sphere determine the internal contradictions of political consciousness [23:226-241]. Indeed, knowledge plays an important role in the interaction of traditional methods of self-governing political life with modern models and in the formation of the opposite side of youth consciousness.

In the context of the modernization of society, objective and subjective risk factors for changes in the minds of young people, according to many scientists, increase the impact on the minds of young people [24:116]. Thus, conditions arise for another confrontation in the minds of young people, which manifests itself as a form of risk based on objective activity. Also, the identification of sociocultural mechanisms for the formation of self-awareness of young people allows them to observe changes in consciousness.

At the present stage of development, the formation of a sustainable trend in the development of a new Uzbek society will contribute to the activation of value-regulatory mechanisms that have new goals and guidelines for modern Uzbek youth. The result of these processes is the formation in the minds of young people of stable ideas about the essence of social conservative values. At the same time, negative trends remain in the minds of young people, such as distrust of state and public structures, extremist tendencies, and the formation of a mosaic culture.

In contrast to the normative mechanisms for the formation of youth self-consciousness, self-government mechanisms are also necessary. According to Parsons, they are based on individual-group ideas about the importance, necessity and expediency [25:880]. These views are the main source of forms and methods of self-government of the consciousness of a particular social group. The choice in favor of the mechanisms of self-government occurs in the motivational sphere of consciousness of young people and is determined by the orientation of needs, interests, values, attitudes, motives and ideals.

Conclusion. In short, first of all, the areas of values in the complex methodology are based on the study of the socialization of young people (cultural, behavioral, system-functional, systemic, evolutionary, social, political-philosophical, psychological, synergistic) is one. It enriches these approaches, performs their function, helps to better understand the features of the complex process of youth socialization. Secondly, youth consciousness as a process is a cognitive reflection of the specifics of socialization and itself affects the nature of social changes. This indicates the need to use the modernization of youth consciousness as the most important variable in the socio-psychological mechanism for studying the process of socialization. Thirdly, the study of the modernization of values in the socialization of young people in the period from 1994 to 2022 confirms the correctness of two hypotheses - the value of the lost and the need to use them in conjunction with socialization. Young people learn the values of postmodernism a little faster than the older generation. However, its exception is "freedom". Therefore, slow assimilation is explained not by age characteristics, but by a change of generations. Fourthly, the consciousness of young people is not formed immediately, this should always be borne in mind. The consciousness of young people is reflected both in conditions of

fundamental changes in society and in conditions of a change in the value system. Fifth, the hierarchy of consciousness of young people in the analyzed period does not change significantly, which confirms the hypothesis of socialization. Today, in the process of socialization, modernization of the consciousness of young people, economic values prevail, and there is an increase in entrepreneurship.

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METHODS OF IMPROVING THE QUALITY OF TRAINING USING GAME TECHNOLOGIES IN THE SCIENCE OF ENGINEERING GRAPHICS

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Abstract: This article discusses ways to improve the quality of teaching of engineering graphics classes and increase students' interest in science. Examples of modern pedagogical game technologies and methods that can be used in the lessons are also shown. It has also been shown that playful pedagogical technologies can also develop students' logical thinking, spatial imagination, and creative abilities.

Introduction. Engineering graphics is a must-have for any student studying engineering. Engineering graphics is a graphical or descriptive solution to engineering problems. It is a graphical language for technological communication.

Research methods. A didactic game is a quite broad group of methods and techniques for organizing the educational process. The main difference between a game in general and the didactic game consists of the fact that the latter has the following essential features: a clearly stated purpose of learning and a corresponding teaching result. Both can be substantiated, distinguished in explicit form, and characterized by learning and cognitive orientation. A characteristic feature of such lessons is that a didactic game is included in their construction as one of the structural elements of the lesson.

Results and discussions. The result of the use of gaming technologies in the course of the lesson shows that the lessons are organized and interesting, and the opportunities for students to understand the topic increase. Their logical thinking, tassel-making skills, quickness, and resourcefulness develop.

Conclusion. The science of engineering graphics is a sufficiently difficult and complex science. In order to master this science well, it will first be necessary to have studied both the subjects of drawing, and geometry. In the minds of some students, this science is difficult to understand, all the same, I can't draw, and the concepts that even in school I didn't study this science well are absorbed. If the teacher of the science of engineering graphics has sufficient knowledge, experience, qualifications, and pedagogical skills can apply modern pedagogical technologies in the lessons, can achieve the results provided in the lesson.

Keywords: Engineering graphics, drawing, creative ability, spatial imagination, game technology, logical thinking, methodology, visual aids, didactics, methodical tools, didactic games, interactive games.

Introduction. We study engineering graphics or engineering drawings to convey accurate information and to interpret that information in an unambiguous or unambiguous manner. The data includes the size, shape of the object, its material,

accuracy, and its place in the overall assembly. If an oral or written description of an object is given, it is not interpreted in the same way. There are also several languages used in different places. A graphic, sketch, or image is understood by everyone, regardless of the language used. This information is needed in a variety of activities, mainly in engineering, design, production, inspection or quality control, assembly, maintenance and servicing, and so on.

The science of engineering graphics facilitates the understanding of images, complex events, and constructions, as well as the decision-making process. Multiplication and modeling in science allow the study and study of chemical and nuclear reactions, and deformations under pressure, using visual imagery. Knowledge of engineering graphics will also help you better understand the design, engineering, and modeling of software that is in high demand today. Modern control processes (nuclear and nuclear reactor dispatchers, air dispatchers ...), art, and advertising are impossible to imagine without graphics. Engineering graphics (including computer graphics) can be imagined in any field of engineering and construction (automobiles, aircraft, roads, bridges, residential and industrial buildings, …) unimaginable. Graphics play a leading role in the work of operators of complex systems, which represent information in graphical forms. In this case, the operator communicates not directly with the controlled object, but with its graphical model, and acts as a substitute for the object in the process of receiving and processing information. Types of images are made in the form of drawings, cinematic schemes, graphics cards, technological schemes, and television screens.

Chemical engineers use drawings to use vessels, reactors, pumps, process and process flow diagrams, and more. Previously, the drawings were hand-drawn on sheets of paper, and copies of these drawings were distributed. Computers today have taken on most or all of this work. Modern machines are equipped to "READ" and interpret diagrams connected by computer systems. [1]

Didactic games technologies are based on the activation and acceleration of reader activity. They are of great importance to the reader in identifying and implementing practical solutions for the realization and development of positive opportunities. Didactic games help students develop new knowledge and other types of activities, teach ethics, work in group or team structure, teach language, develop speech, make logical thinking, make calculations, measure, test, observe, compare, draw conclusions, make independent decisions, etc. The main types of didactic games consist of intellectual (mind) and action, as well as mixed games. These games help participants develop mind – physical, moral, psychological, aesthetic, artistic entrepreneurship, labor, and other skills. Among these, didactic games have a special place, with an increase in the possibility of carrying out educational tasks.

Materials and methods. The teacher will have to prepare themselves for the conditions under which they are creating innovative technologies for the implementation of the educational process. Experienced pedagogical scientists spend their time in our republic innovation to them, creating new technologies relying on experiences we have integrated technologies and modern pedagogy scientific and methodical work in harmony with the creation of my technology it would be worthwhile for him to spend on carrying. Created our own innovation on the basis of

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modern educational technologies it is necessary to switch to the creation of a system of "schools" [2; 19].

Today, interest and attention to the application of new pedagogical game technologies in the process of training continue to grow day by day. Because modern pedagogical technology and interactive techniques ensure that students have a high level of skills. Currently, the application of pedagogical technologies in practice along with the democratization of the training process develops teacher and student cooperation, as well as creativity. The fact that the student and the student are in constant friendly relations is a key factor in increasing the effectiveness of the lesson, and the growth of the student's knowledge circle. In order to increase the level of knowledge of students, we can learn that didactic playout technologies are used wisely in the course of the lesson, achieving its effect and mastering the subject. With the help of these games, we will not only determine what kind of knowledge the students have but also increase their spatial imagination but also develop their interest in this science. This can support didactic methods suitable for psychological changes of students, and achieve good results. Most didactic games are aimed at reading drawings. They can be used for the purpose of absorbing a graphic concept in the minds of students during training, but should not deviate from the given program, which is given to the game. When compiling didactic games, it is necessary to divide each training into certain parts and determine the skills and knowledge that must be mastered, and then plan the game in advance, which belongs to the training stages, and then it should be adapted to the general direction of the training. Only then can these didactic games have a good impact on the student's graphic literacy.

Scientific and methodical researcher on the improvement of teaching methodology and traditional teaching methods of drawing Sciences in our republic. Kirghizboev, R.Khorunov, E.Sabitav, I.Rahmonov, Sh.Muradov, A.Umarov, A.To ' xtaev, M.Jumaev, A. Omronkhaev, I.Mamurav, K.M.Kabiljonov, M.Isaeva, U.Abdullaev, J.Yodgorov, A.Juraev, T.Azimov, Sh.Abdurakhmanov, P.Adilov, R.Ismatullaev, M.Mirhamidov, M.Badiev, A.Ashirbaev, Y.Askarov, Sh.Genelliev, J.Mirhamidovs.many of our compatriots, like tabletops, have made a huge contribution, and now they also add. A problem of improving the teaching methodology of drawing sciences a number of scientists of our republic in the following years. messed up, K. Madumarov, N.Memorial, N.Khurbayev, E.Ruziev, D.Kuchkorova, S.Saydaliev, K.A.Zayirov, U.Rixsiboev, Ch. Shokirova, researchers and science researchers A. Abdurakhmanov, B.Nigmonov, A.Valiyevs scientific and methodological research in addition to the creation of educational literature as they are also missing their jobs [3; 10].

Currently, interest in the use of interactive methods, innovative technologies, and pedagogical and information technologies in the educational process is growing in the educational process. This basically teaches that until now, students have been trained to acquire ready-made knowledge, modern technologies teach them to search for the knowledge they possess, independently study, analyze and, if possible, draw conclusions themselves. The teacher in this process creates conditions for the development, formation, acquisition, and upbringing of knowledge of the individual and, at the same time, performs the function of subjugation, and orientation, in the

process of such education, the reader becomes the main figurehead. Drawing teacher is also required to have knowledge of modern technologies and skills for the appropriate use of them in their professional activities [4; 23].

The future of society is determined by the extent to which the educational system is developed, which is an integral part of it. The task of education today is to teach the students the rational use of information technologies independently, in the conditions of the information and educational environment, on the basis of various game technologies, and to organize training on the basis of new technologies [5].

In the pedagogical activity of professors and teachers of the educational sphere, it is necessary to apply innovative technologies and modern and foreign advanced experience, which play an important role in the development of new educational literature. This makes the drawing, which is in a significant place among the general engineering disciplines taught in all technical areas, also does not bypass the science of geometrics and engineering graphics [6; 3].

Advanced pedagogical technologies refer to interactive methods of teaching. These are discussion classes, spatial imagination, business games, solving problematic situations, etc. These methods will help to increase the creative activity of students, finding the most optimal ways to solve the problem [7; 5].

The use of gaming technology is based on the activating and accelerating activities of students. According to scientists, play is one of the main activities along with work and study. According to psychologists, the psychological mechanisms of playful activity are based on the fundamental needs of the individual to express himself, stabilize his life, self-manage, to realize his potential. Play is defined as a type of activity in which situations are aimed at assimilating and recreating social experiences, in which an individual's self-control is formed and improved. [8; 42-43]

Business games application experience to educational process Imitation of real activity is the main task of training in the form of a business game. A business game should be conducted, where students have learned the basic theoretical course material [9; 3].

The main goal of the study of the science of" engineering graphics" is the graph of the space in the image of drawing objects and the linkages in them spatial qualities and relationships of the same objects on the basis of models and to imagine a dreamer, to think spatial constructively-geometrically, like that, skills associated with their spatial analysis and generalization increase and develop profit.

The main task of studying the "connecting graphs" is the central location of space and generating specific graphic models based on orthogonal projections perfect mastering the science of methods of making and Spatial in these graphic models the forms and forms are independent of issues related to their relations capable to consists in achieving the level [10; 3]

In computer graphics, each component of graphic objects, which is brought to the spatial imagination as a whole, is both technically and graphically intertwined, which ensures the spatial imagination of the state expands, the correct execution of actions, and the correct conclusion, in other words, the technical and graphical connection. [11; 9-10].

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From the analysis of the literature, we can conclude that many of our scientists in the field of engineering graphics have conducted research, studied perfectly, and achieved high results. However, the research has shown that the information on the methods of teaching engineering graphics to students is still insufficient and that new methodological manuals need to be developed. This is the task of specialists in this field.

Results. The method of sinkveyn. The method of "Sinkveyn" is derived from the words Sinkveyn – French -"cinquains", inlizce - "cinquain", meaning "5 Series". The Sinkveyn is a non-rhymed poem that helps to synthesize information, in which the information on the concept under study is collected, and expressed by the reader's question in different variants and through different points of view [12].

Stages of effective implementation of the "Sinkveyn" method. For each participant to work freely, favorable conditions must be created. For him to write independent thoughts and ideas, the necessary whiteboard possesses, codoscopes, and papers of different formats must be pre-defined. The subject, problem, or situation to be given will be determined.

The rule of drawing up Sinkveyn:

1. On the first line the task is a word, usually denoted by a noun (who? What is it?)

2. On the second line, two adjectives on the subject are written (how? How much is it?)

3. On the third line, the three words that represent the function of behavior within the subject are represented by the verb.

4. The fourth line is written as a figurine (intuition), in relation to the subject, the imagination (association) consists of a single and four words.

5. The last line is written as a single (synonym), whose meaning is similar to it, repeating the essence of the subject.
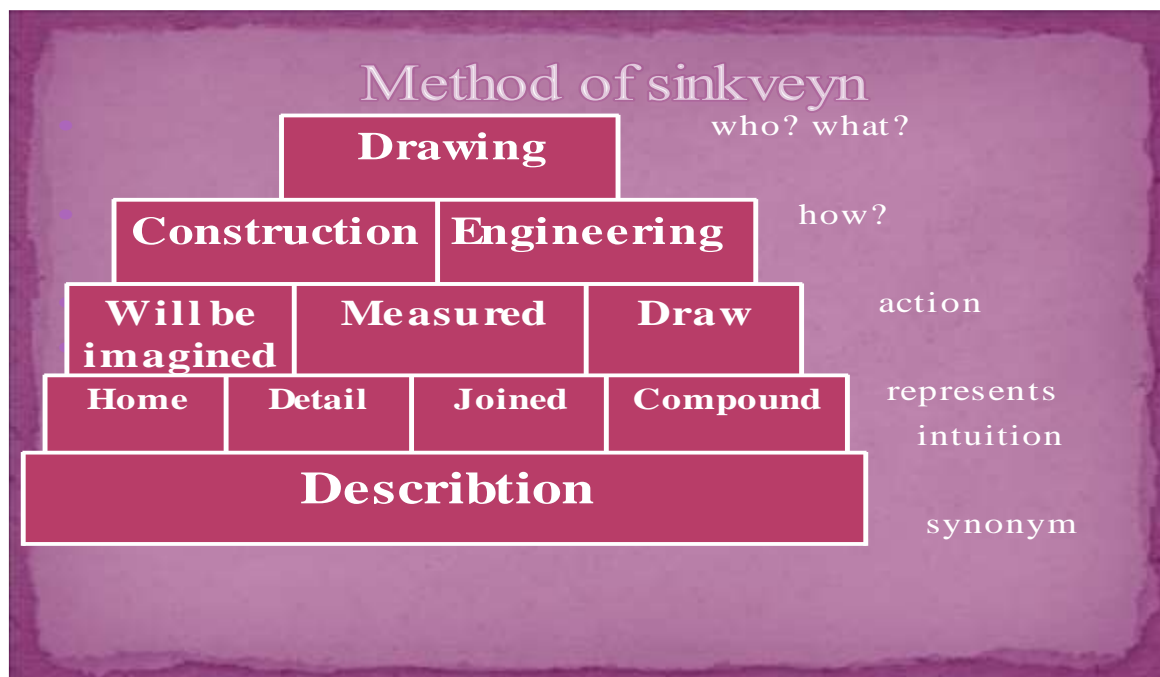
1. Understand axonometry being give.
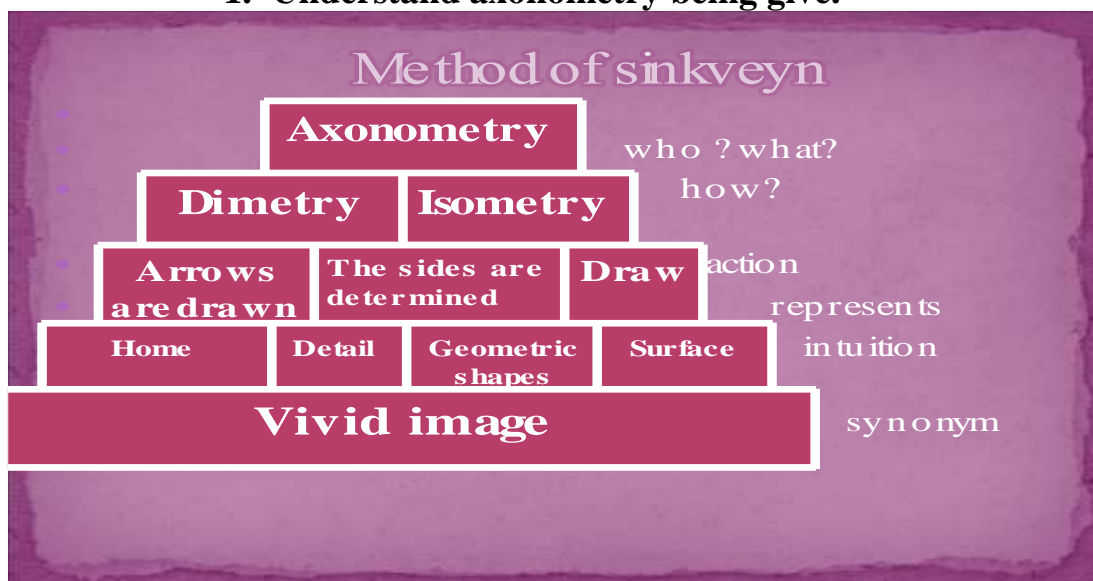
1-drawing

2. What is said as a drawing?

2-drawing

Determine comparing. Transferring 3D to 2D.

Condition of the game. A clear picture of the details given is 3D and the views are read by comparing 2D to each other.

The aim of the game. Teach students how to read drawings by comparing the 3D and view 2DS of obvious images of the details among themselves. In them, strengthen the skills of synthesis, analysis, comparison, differentiation and thinking, and a quick reading of drawings.

A machine part may have a number of plane surfaces. To visualize the shape as well as the position of any surface, one should be able to locate the related projections of that surface. Hence, to visualize the shape of a machine part, one should locate all the views of each of the surfaces of the object [13; 383].

Necessary equipment. The images of the details in the grid in A1 format (1-drawing), and the views of these details in the same second format (2-drawing) are two posters drawn in the AutoCAD program. In the corner of each vivid image of 3D details, the letters A, B, C, and D are written, and in the appearance of 2D the numbers 1, 2, 3, and 4 are written. Drawings are placed on the letter A in a state where the number 1 does not coincide, that is, the details are mixed. If there are many such posters, then all students in the group will have the opportunity to participate in the game. You can also play this game using modern information technology. Instead of A1 format, the projector can also insert and display drawings on the slide.

## The transferring 3D to 2D.

A   B   C   D
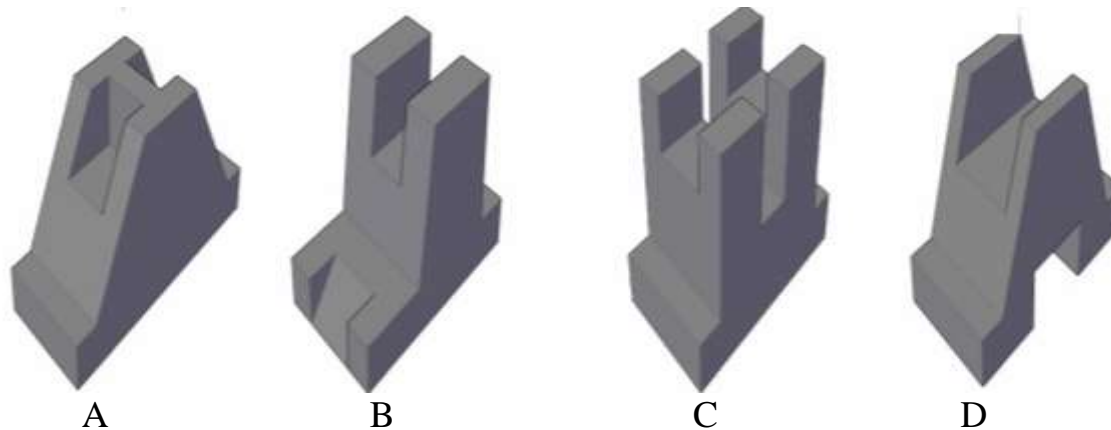
3-drawing

The rule of the game. The teacher called two students to the blackboard and told one of the 2D views to order drawing 1 to find out the detail clearly and write it down on the blackboard. The second student is given a 3D visual image of a detail 2D find the appearance of the order to write on the blackboard. Each student will review, compare, and write down the numbers and letters that correspond to each other on a blackboard. For example, First Students 1 and C correspond to each other, they write 1C, saying the appearance and obvious image of a single detail. The second student will also think so and say write A2. Other students also fulfill the game condition in this order.

The teacher gives the students an understanding of transferring 1 detail from a 3D view to 2D before starting the game.

1   2   3   4
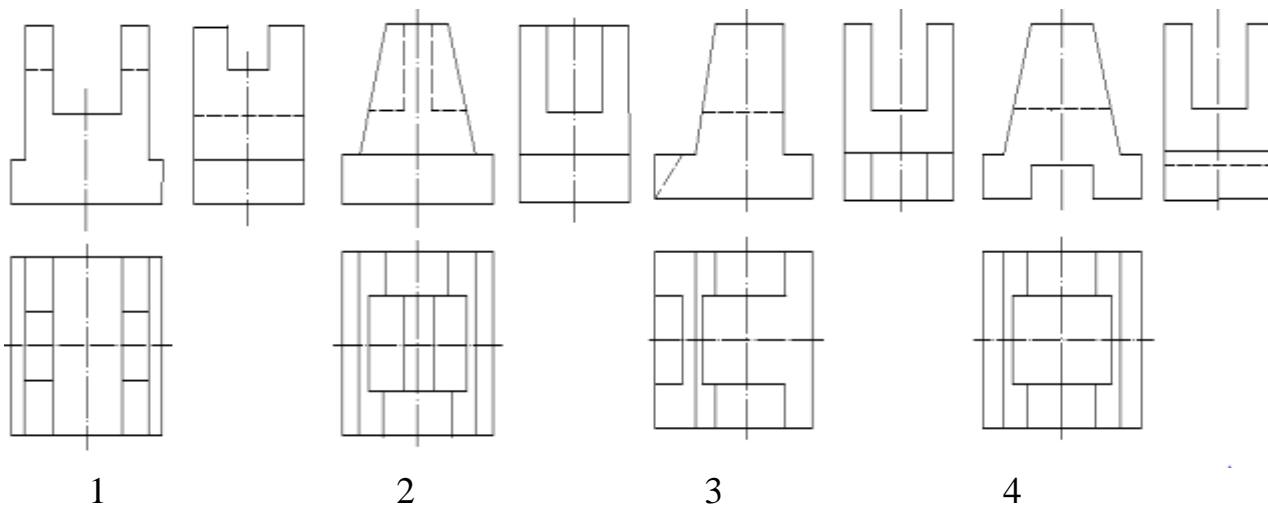
4- drawing

The teacher announces that the students who have completed the game and found the right one are the winners.

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THE METHOD OF DOMINO

Condition of the game. Divide the group into 2 or several subgroups and distribute to them all the same series of questions and answers mixed. They are given a certain amount of time, depending on the number of questions, at this time interval they will find the correct answer to each question and line up in the series. The teacher evaluates them depending on how many correct answers the groups have found to the questions.

The aim of the game. It is possible if the domino method is used to strengthen the repetition of the subject or the subjects mentioned.

Necessary equipment. Below are the answers to the questions according to the table, which will be cut and mixed according to each of the cages and distributed to the students. Each group will need a questionnaire, scissors, and a sticker.

OX Arrow name	Headlines of the plane	W the name of the plane
Abscissa	Horizontal line-h Frontal line-f	Profile
OY Arrow name	In what situations are the plane and straight lines?	Give examples of surfaces
Ordinate	Private and general	Pyramid, prism, cylinder, cone, sphere
OZ Arrow name	V name of the plane	The meaning of the word Epyur
Aplicada	Frontal	Flat drawing
WHAT ARE THE SITUATIONS AND STRAIGHT LINES?	H NAME OF THE PLANE	Types of projection
SPECIAL AND GENERAL	HORIZONTAL	Central and parallel
How different are the surfaces?	What is the size of the drawing?	What is a straight line intersection?
2 types: linear and non-linear	mm da	The distance between two points
How many connections are there?	How many degrees is the font drawn in?	In isometry, what is the angle between the axes?
2 types: separable and inseparable	75^0 da	120^0
Find scale types	Give examples of separable compounds	What is a connection?
Normal, enlarged, reduced	Bolted, screwed, dowel	Joining one line with another line using a smooth arc

Table 1

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To find think

Condition of the game. Find the third view according to the two views of the given detail.
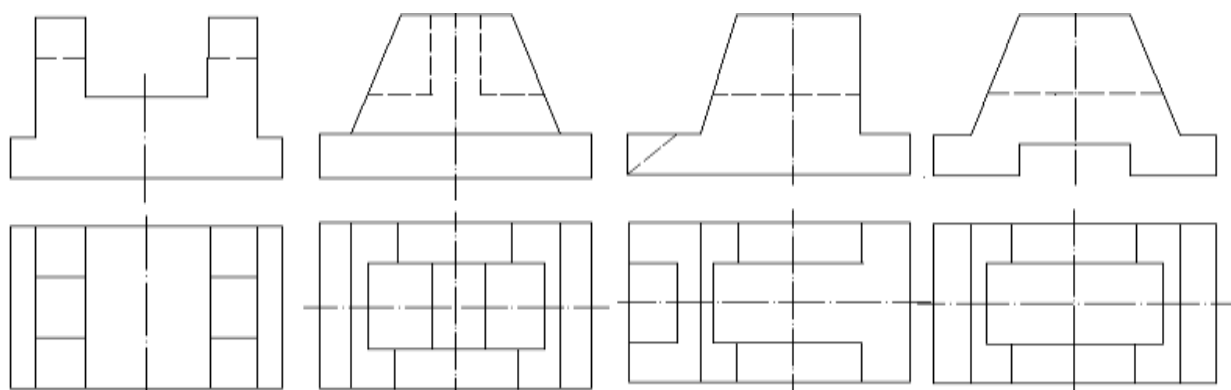

| 1 | 2 | 3 | 4 |

5- drawing

The aim of the game. It is aimed at teaching students to read drawings and analyze their appearance, ingenuity, and resourcefulness. Develop their ability to read drawings.

The equipment we will need. Two views of the given details are displayed on the screen, making them visible to all students by placing them on a slide or poster drawings. 3-drawing

Equipment for placing third appearances next to each head appearances of the details given. The profile of these details, that is, the third appearance, is drawn and mixed (4th drawing). In order to help students identify the third appearance of the details, 3D views (5th drawings) or models of these details are prepared and they are hidden from the students.
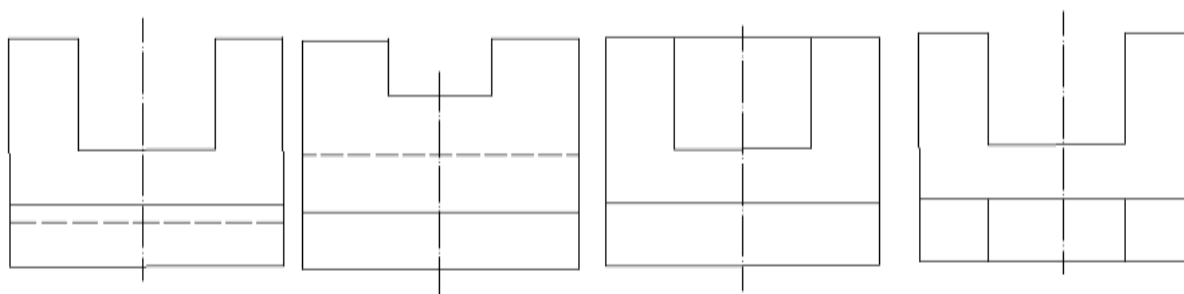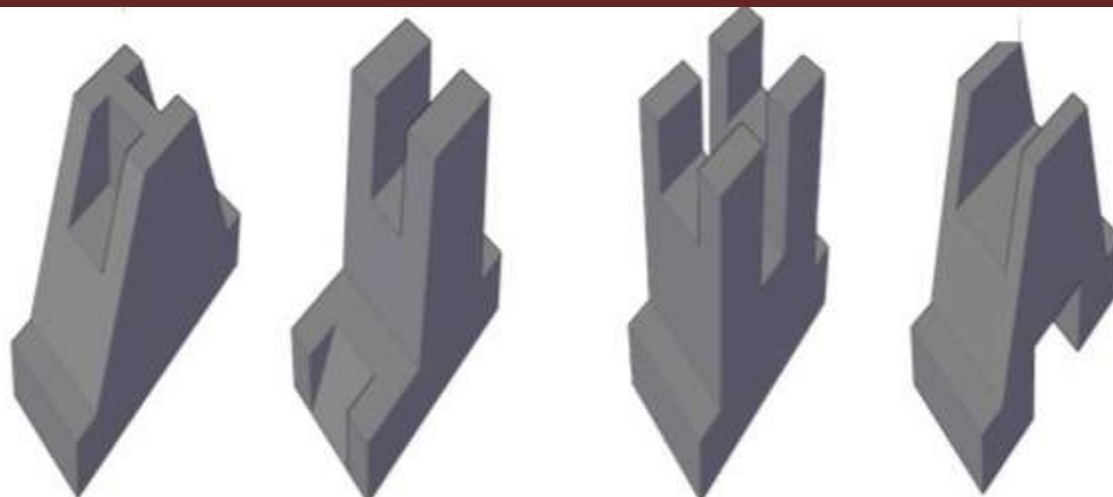

| A | B | C | D |

6- drawing

7- drawing

The rule of the game. The game requires you to topple the third View based on the given 2 views of the detail. There are 2 different ways to find the third view of the detail.

1. Through the graphical path

2. The obvious image is namely a find a third view through the 3D view.

It is possible that we will use both methods in the game. First, the first method is used, if there is a difficulty in finding the image of the drawing of the detail through the first method, then we will use the second method. Because students will have a clearer idea of the detail in the image than in the drawing in the plane.

Two views of the details are drawn, the posters are hung on the whiteboard, and their slides are also prepared and shown on the projector so that they are clearly visible to everyone. The teacher divides the group into 2 or more small groups. Calling 1 team member from each group tells them to find the third view of the detail. The student quickly reads the drawing and finds and places his third look. The game continues in this way. If they find it difficult to find the third view of the detail in the grid, then to them the obvious images of the detail will be shown on the slide. As another help, the pre-made form of the deal is indicated. The teacher is encouraged and evaluates who quickly and accurately found the third appearance.

THE GAME OF THE WORD

The aim of the game. This game is used to check and reinforce new words and phrases that students have learned on a given topic or topic. We use word games to memorize, reinforce, and repeat new keywords and key phrases related to the topic.

Terms of the game. This changes the order of the letters of a few new words on the topic and places them randomly. Students create a word by understanding the word they are looking for from these randomly arranged letters and placing them in the correct order. Divide the group into 2 or more subgroups and give them posters in A3 format with a mix of words. They are given some time to find the right answers. During this time, students correct the sequence of words and underline the correct word. At the end of the time, all answers will be reviewed and discussed. The teacher
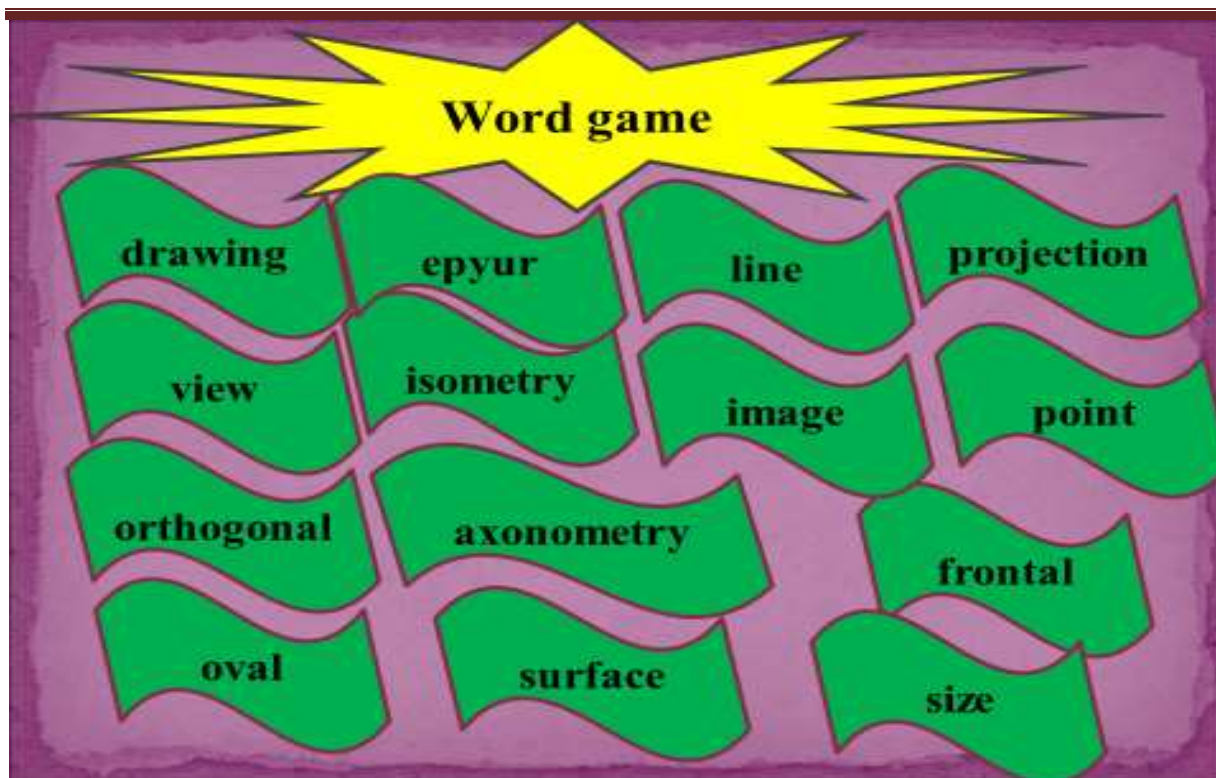
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announces and encourages the team that finds the most words correctly. This game can be used by each student individually.

Equipment needed. The A3 format requires posters with a mix of letters of the word. The greater the number of such posters, the greater the opportunity for students to participate in the game in the group. The words are corrected to find the correct answer. For example, the correct answer to the word wardnig would be drawing. Reyup-epyur, nile-line, roptijecon-projection, wive-view, sotemiry-isometry, fasurce-surface, olav-oval, thoronolag-orthognal, omaxonyter-axanametry, rantlf-frontal, amige- image, zise-size, intop-point. In 8-drawing, the words are incorrect. 9-drawing shows the correct answers in a word game.
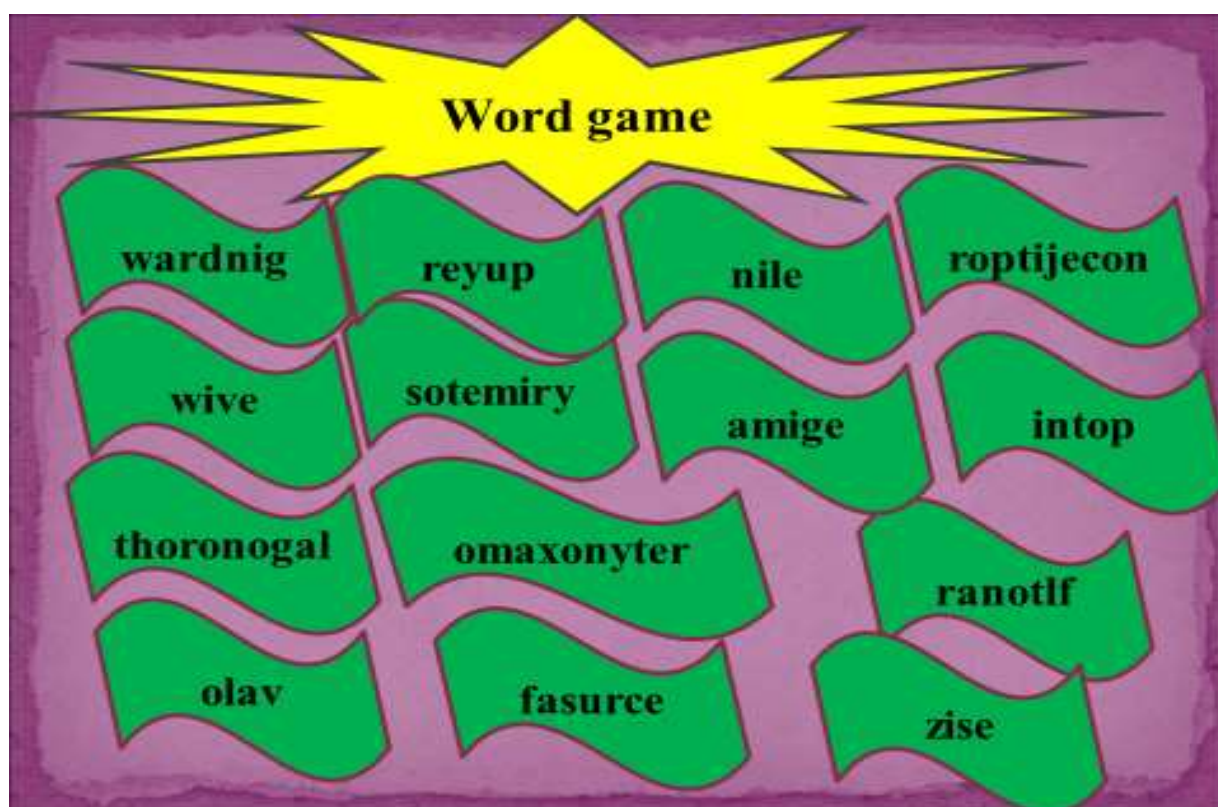
8-drawing

9-drawing

Discussion. The conclusion from the above is that as a result of the use of pedagogical game technologies in the lessons of engineering graphics, we will be able to draw the following conclusions:

1. The more commonly used pedagogical game technologies are in training processes, the greater the impact on both the course process and the quality of the training;

2. The proper use of gaming technologies can serve to develop creative abilities in students;

3. We can use these in-game technologies not only in engineering graphics training but also in other lessons;

4. Before the game, it will be worthwhile to conduct exercises with details that will be described through one and two views, to form a little knowledge and skills in students, and then to use the details that will be described through two and three views. This also increases their interest in pedagogical games in students.

5. All the records of students who participated in the game should be kept and explained the mistakes of those who wrote the wrong answer. To save time, give students a little opportunity, that is-to count from one to seven! that should be warned.

6. Again, it is possible to make a make-up in the game, that is, the teacher will tell the students that the details he learned in the game technology as homework will make a make-up at home, and in the next lesson, he will be able to evaluate and encourage them based on these made-up models.

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In the game transfer 3D to 2D, students will have to correctly find three views, giving a clear picture that is, 3D to take in the plane. To do this, students will need to know 3 frontals, horizontal, and profile views, and have mastered the sequence of placement in the plane. The fictional top game also depends on the game above, the difference from it is that the drawing requires finding the third appearance, which is given 2 views. If students find it difficult to find 3 views, they will be shown a clear image of the previously prepared drawing. And in the Sinkveyn method can be used to reinforce the topic mentioned. Summarizing the concepts on the desired subject of engineering graphics science will be analyzed in 5 stages.

Conclusion. The pedagogical shift, from lecture-centered to student-centered the increasing and environments, calls for a transformation in higher education use of games as innovative learning technologies. [14; 24].

As long as we can attract students to the same subject, increase and develop their potential through various pedagogical didactic game technologies in the educational process. We also need to develop effective ways of learning the goals and objectives of the training, while giving up on the above-mentioned games and turning the training into a game rib, without skipping, but keeping training, disciplineomni.

Therefore, it is the honorable duty of the professors and teachers of each university to organize such works as scientific circles in the subjects of engineering graphics, preparation for Olympiads, independent scientific and methodical research on the system of "teacher-apprentice", raising the knowledge of students from the reproductive level to the everistic level, gradually forming their thinking abilities [15: 42].

With the help of various pedagogical game technologies used in the educational process, we increase the students ' interest in this science, their scientific potential, and achieve development. It is also necessary to find and develop effective ways to learn the main goals and objectives of training by accessing the above-mentioned games, turning the lectures and practice into a game culmination deck, not skipping training sessions, and keeping disciplineomni in mind.

In place of the conclusion, we can say that in this article, the methods of increasing the effectiveness of the quality of teaching of engineering graphics lessons and students ' interest in science are presented. Also shown are examples of modern pedagogical game technologies and methods that can be used in the process of training. It is also shown that it is possible to develop logical thinking, spatial imagination, and creative abilities of students through game-based pedagogical technologies.

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INNOVATIONS IN PEDAGOGY AND PSYCHOLOGY

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Abstracts. The main idea of the thesis is information about the educator, educators ancient and modern place. The future intellectual potential of the republic and its prosperity through the system is a versatile artist who defines the growth and development of young people, plays a crucial role in educating them to be independent.

Methods. The role of innovative technologies in the development of education. Everyone The future of society is education, which is an integral part of it and a vital necessity determined by the degree to which the system is developed. Independenttoday reforming the continuing education system of our developing country to make and improve, to raise to a new level of quality, to it advanced pedagogy and the introduction of information technology and education efficiency will be raised to the level of public policy, the Law on Education and the Law on Personnel through the system of continuing education with the adoption of the "National Training Program" the basis for modern training has been created.

Results. Therefore, the most important strategic direction in education is the development of educational institutions. Higher education for creative, high-potential specialists, teachers to implement the system of intellectual property in the form of innovative activities is a topical issue of the day. The purpose of the developer creative application of acquired knowledge, skills and abilities, independent work, skills development.

Discussion. As you know, continuity and membership in the education system, first of all, the spiritual and intellectual potential of the society expands, as well as the social and scientific development of the state sustainable development of production as a factor of improvement provides Development of pedagogical technologies and their teaching into the process, as well as the rapid exchange of information technology and in the process of improvement, each person has his own professional training, mastery the possibility of strengthening is created.

Conclusion. World pedagogical experience, modern pedagogy In their independent work to attract students to the sciences of technology confirms that the opportunities to increase their activities are endless.

Keywords: Pedagogy, practical aspects, modern psychology, education educational process, educational theory, methodology.

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Introdution. Pedagogy (gr. 'Paîs', paída - child, gr. 'Ágō', gogos - leader) The term is ancient and comes from the Greek word meaning "child leader." Derived from the word "paydogogos". According to historical sources, in ancient Greece he took care of his master's children, an educator who taught military skills, that is, a "teacher" of slaves called the leader. Later, he received special training and education people who started their careers were called educators. Pedagogy laws, structure and mechanisms of the educational process The content, principles of educational and training work, their organization determines the form, method and means of education and shaping is a key function of pedagogy. Educating the person is a key concept in pedagogy, the harmonious development of the family and society means joint activities aimed at shaping. Education It is used to determine the spiritual aspects of a person's personality. Worldview, faith, goodness, beauty, goodness, justice and the transformation of skills into personality traits can only be achieved through education. Worldview, faith, goodness, beauty, goodness, justice and the transformation of skills into personality traits can only be achieved through education is increased. Living among people, living life and activities the set of knowledge, skills, and competencies required to demonstrate Assimilation activity refers to the concept of teaching. Teaching As a result, the person is provided with the necessary knowledge and at different levels in the future will be able to obtain special information. As a result of upbringing and education certain personality traits are formed in a person. Personal upbringing and education through which he acquires unprecedented spiritual and intellectual qualities. This is the case lasts continuously throughout a person's life and is a factor in his or her development will be Pedagogy as a science of man and its formation is a philosophy, ethics, aesthetics, cultural studies, psychology, economics, political science, demography, history, literature, medicine, mat. and is inextricably linked with other disciplines. Theoretical foundations of these disciplines in the development of pedagogy and practice, research methods, identification, analysis and generalization of scientific conclusions laws and methods of teaching certain subjects Teaching methods are also areas of pedagogy. In this regard, didactics is a general methodology and each separately subject methodology is considered private didactics. But that's the kind of limitation quite conditional. The methodology of teaching literature is more specific than didactics didactics, meanwhile, is the study of the history of classical literature methodology, methodology of studying foreign literature, study of folklore serves as a general methodology in relation to the methodology. Special methods based on general didactics and its theoretical generalizations can only develop in the case of At the same time, it is a didactic applied to every specific science the laws are specific to the practice of teaching the subjectenriches, concretizes the general aspects of each teaching in its own way reflects the universal aspects. Physical or mental of pedagogy mental and physical development of children with developmental disabilities characteristics, peculiarities in their upbringing, teaching and formation The field of specialization is defectology. Defectology of the child what physical disabilities they have and the education they receive Typhopedagogy, deaf pedagogy, depending on the direction oligophrenopedagogy, speech therapy. World or national

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The theory of education, the science and practice of didactics are diverse in the development of society. What is the content, form and style of the period, which method and how he worked using forms, and what results he achieved issues are explored by the science of the history of pedagogy. Uzbek psychology has a very ancient history, from its earliest days its roots go back to the Avesta, to the Orkhon-Enasay inscriptions, to the Selungur culture based on. The good thought, the good word, and the good deed in the Avesta are the heart of the people views on the enlightenment of written national pedagogical views. It is the first example of the formation of a mature person. National Islam and mysticism play a key role in the development of pedagogy holds. Because the Qur'an, the Hadith and the teachings of Sufism are at the center morality was the formation of a perfect human spirituality. Perfect human education that is, through pedagogy. Farobi's noble people, Beruni, and Ibn Sina are based on philosophical views adults, Yusuf Khas Hajib, Ahmad Yugnaki people with disabilities, Abdukholiq Gijduvani, Ahmad Yassavi, Bahauddin Naqshband, Alisher Navoi, Babur, Mashrab dreamed of the perfect man Uzbek pedagogy stood in the center From the 17th century onwards, education in national pedagogy. The focus is not on the essence, but on the external aspects, the requirements of life. There was a loss of life. As a result, society development slowed down, and socio-political life also declined. The rigidity of pedagogy has shifted to the psyche of the people, from it to the social regimes and political structures. An entire state was divided into khanates gone Disagreements with each other within each of the khanates as well the quarrels escalated. Because of society and the people who live in it Spiritual examples were not well defined. The word psyche is derived from the Greek psyuxe - soul, spirit, logos -science means doctrine. Psychological facts as a science of psychology, learns their laws and mechanisms. Psychology mainly studies the psyche in a wide range. Accordingly the basic mental activities of the psyche are shown. Exactly mentalPsychological facts as a science of psychology, learns their laws and mechanisms. Psychology mainly studies the psyche in a wide range. Accordingly the basic mental activities of the psyche are shown. Exactly mental activities include the following processes:

- cognitive activities: attention, speech, activity;
- Cognitive processes: intuition, perception, memory, imagination, thinking;
- personal, emotional, volitional sphere: - emotion, will;
- Individual psychological characteristics of the person: temperament, character, ability. In addition to the physical body, man has something different have been around for a long time. Even in the most ancient times the unique abilities of some people through the phenomenon of human dreaming (e.g. success in hunting) to explain the causes of death and other events aspiring But the initial views were of a mythological nature. They are through thinking rather, it was acquired through blind trust. Views on the soul often associated with breath, and imagining the soul as a flying creature they would. Thoughts on psychology have existed since ancient times. First in periods the psychological features are explained as the work of the soul. John himself while it was considered a special secondary body in the human body. Such cross-sections called "animism." The word animism means "soul." Jon that Heraclitus, by its very nature, consists of a fiery spark, or composed of a fiery atom,

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as emphasized by Democritus. Plato's idea that "ideas are born" is a psychological thought contributed greatly to the development of The essence of "ideas" according to Plato eternal and unchanging, they have a higher world beyond the natural world, they cannot be seen by the human eye. Plato is the founder of the "dualism" movement in psychology. Dualism the word means two-sided or two independent opinions. Dualism The essence of the doctrine is that the material and spiritual worlds are interconnected by the body and the psyche exists in the absence of, and explains that things have always been contradictory. Aristotle, a student of Plato's dualism (Aristotle in the IV century BC) 384-322). Aristotle "About the Soul" was published as a special science of psychology at that time indicates that it is beginning to come. That is why psychology is the science of the soul and the science of psychology today has its own content Every science has its subject. The subject of psychology is the psyche, which is formed by reflecting the objective world on the basis of mental phenomena and the formed image directs the subject's activity, behavior, towards the goal. Also any science knows the laws of some event uses a known technique for. IP Pavlov "In the hands of the method the fate of research lies."The system of methods is general in science methodology.

Methods. Methodology in the broadest sense has a well-known system and has a logical sequence that seeks to find knowledge methods. Most scientists refer to this term as the scientific method properly understood and used, the methodology is only scientifically accepted. They emphasize that Methodology (Greek methodes - way of knowing, researching, researching, logos - concept, doctrine) organization and implementation of practical activities principles, methods of the system and the doctrine of this system. Methods a set of methods and ways of studying psychology, "Method" is knowing, understanding. This method is used to determine the subject of science. (S.L. Rubinstein) The development of modern education brings a new direction - innovation. The term "innovative pedagogy" and its specific research originated in Western Europe and the United States in the 1 960s. Innovative activity was first studied in the works of F.N. Gonobolin, S.M. Godnin, V.I. Zaguuyarinsky, V.A. Kan-Kalik, N.V. Kuzmina, V.A. Slatenin, A.I. Sherbakv. H. Barnet, J. Bosset, D. Hamilton, N. Gross, M. Mayer, A. Haylock, D. Chen, R. Edem. The psychological aspect of innovation was developed by E. Rodgers, one of the American innovative scientists. In the XXI century, which is called the age of information and advanced technologies, we can see how the issue of widespread introduction of innovation in the educational process, the issue of widespread introduction of innovation in the educational process, is reflected in the educational process. The following disciplines are defined: A) Gender pedagogy B) Heuristic pedagogy D) Compulsory pedagogy E) Androgynous pedagogy.

Results. We can see the emergence of innovation in the content of teaching methods, forms of teaching, types of teaching, teaching aids.

-Innovation in the content of education is explained by the introduction of traditional, non-traditional and distance learning.

- We see in the example of the introduction of innovative-active, passive and interactive methods in teaching methods. understood.

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- The introduction of innovation in the form of lessons can be seen in the example of non-standard and virtual forms of lessons.

-We explain the innovation in the types of teaching with problem-based education, heuristic education, tiered education, interactive education, informal education, formal education, non-formal education.

-We explain the introduction of innovations in teaching aids in the classroom with multimedia, electronic whiteboards and other tools.

-Innovation of teaching methods can be seen in the following methods.

Active method. leads to the formation of a one-sided understanding of the topic under study.3.Interactive method. The purpose of this method is based on the active interaction of teachers and students in the classroom. Since gaining independence, the Republic of Uzbekistan has gone through a period of great reforms and development. The role of a harmoniously developed generation in this path of development and creativity is enormous. Therefore, the goal of the "National Training Program" is to radically reform the education system, to completely rid it of the ideological views and stereotypes of the past, to train highly qualified personnel at the level of developed democracies, meeting high moral and ethical standards. , is the creation of a national system. It is one of the most advanced comprehensive scientific and methodological substantiated methods of demonstrating the quality of the educational process in educational institutions. to further strengthen the knowledge of pedagogy and psychology and to teach the acquired knowledge - to teach them to use in the educational process, as well as to reveal to them the secrets of pedagogical skills. The role of pedagogical technologies in improving the quality of education is also invaluable. We can see the innovation in the form of lessons as follows: A) The structure of the standard lesson does not change. B) Non-standard lesson - the structure of the lesson changes. D) Virtual lesson - distance learning. Pedagogical innovation + The concept of "new" is central. There is also pedagogical and private, conditional, local and subjective news. Private news V.A. Slastenin's determinant involves updating one of the product elements of a particular system in the current modernization. Conditional news is a set of specific elements that lead to a complex and progressive update. News is a tool. New method, methodology, technology and more. V.I. Defining Zagvarensky's new concept, the new one in pedagogy is not just an idea, but approaches, methods, technologies that have not yet been used. But it is a set of elements of the pedagogical process, or a set of elements taken separately, that reflect the progressive beginnings of the effective solution of educational and pedagogical tasks in the context and situation being studied. R.N. Yusufbekova sees pedagogical innovation in the teaching and upbringing of previously unknown and previously unnoticed situations, outcomes, evolving theories, and the changing content of pedagogical practice. The process of innovation consists of a system of structures and laws, the study of innovation processes, their functions, laws of development, mechanisms and technologies of their implementation, management principles, pedagogical bases. based on the achievements of psychological sciences. At a time of rapid globalization, along with the reforms in various spheres in our country, great attention is paid to improving the system of training professional military personnel. In particular, the approach to pedagogy and psychology will

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change in order to raise military personnel to a new level of quality. In order to implement modern achievements in these disciplines, the National Guard Military Technical Institute in cooperation with the Youth Union of Uzbekistan carries out a number of activities, including yesterday at the Press Club of the Central Council of the Youth Union (modern innovative technologies for pedagogy and psychology). - practical conference was held. The main purpose of the conference is to modernize the educational process, to identify and develop recommendations for the implementation of modern innovative technologies for the development of competitive national personnel in the world community in the current globalization of pedagogy and psychology. In the early stages of the development of the science of psychology, if there is a development within the framework of the doctrine of the ion, by the 21 st century, psychological knowledge will continue to develop within the framework of philosophy. The reason for this was the fact that up to the present time the development of the natural and human sciences and the psychology of thought about the psyche have the property of developing only in conjunction with these sciences. The more branched and branched a tree is, the stronger it is, the longer its lifespan, and the more abundant its harvest. For many millennia of human development, mankind has not been able to discover a more effective means of developing society than education, science and the profession. is an important factor. Education can achieve its results only if it has its roots in science and industry, social life, in a word, in all-round integration with internal and related networks that can connect it with life. A state that is able to provide a deep and continuous connection between science, education and the economy and apply it to all spheres of society will prosper. It is no secret that the country is doing a great job in the field of education. It is no coincidence that the Address of the President of the Republic of Uzbekistan on the priorities for 2019, among the topical issues, emphasizes the relationship between science and education, education and socio-economic life. At the heart of the education system is human capital, its proper distribution, its effective use and targeted orientation. Is it possible to organize in a holistic way with all the subjects on the basis of today's requirements and achieve full continuity of education? is one of the important tasks facing us.

In recent years, President Shavkat Mirziyoyev has begun to pay serious attention to reforming the education system, improving the quality of training, in particular, the application of the experience of developed countries in the system. On Measures to Further Improve the Activities of Vocational and Educational Institutions, April 20, 201 7 "On Measures for Further Development of the Higher Education System, August 8, 201 7 On the establishment of the Ministry of Public Education of the Republic of Uzbekistan is reflected in the Presidential Decree of September 30, 201 7 "On the establishment of the Ministry of Preschool Education of the Republic of Uzbekistan." If we pay attention, we can see that these decisions cover almost all types of continuing education. In addition, the Action Strategy for the further development of the Republic of Uzbekistan for 2017-2021 focuses on radical improvement of education. All of these documents, aimed at developing and improving the education system, have common aspects related to the introduction of innovations in the field, the adoption of foreign experience, the support of creative

approaches and the strengthening of integration processes between disciplines. Innovative cluster in pedagogical education is the integrity of all types of education in the system of continuing education, research institutes and centers, practice bases, scientific and scientific-methodical structures, and their shared functions are qualitatively new to the pedagogical education system. level. At the current stage of development of our society, the innovative cluster of pedagogical education provides internal and intersectoral linkages in education, effectively implements the experience and scientific achievements of scientific research, scientific and methodological institutions in all spheres of education and socio-economic life. is presented as the most important system in the near future. At the same time, it is necessary to ensure the interconnected and uninterrupted interaction of educational institutions and other stakeholders, the end product of the educational process - the development of comprehensive teaching staff and the creation of scientific and creative opportunities for the benefit of society. Because the level of knowledge and competitiveness of personnel is the basis for the development and competitiveness of economic production, industry, agriculture and other sectors of society. The experience of developed countries, as well as life itself, clearly shows that the quality and effectiveness of everything we do is closely linked to this issue.

In studying the historical traditions, spiritual riches, scientific heritage and historical and educational experience of our ancestors, the application of their achievements in life and education is of great importance in the successful solution of the problem of educating morally pure and mature people. In this regard, the following words of the First President of the Republic of Uzbekistan I.A. Karimov deserve special attention. "A person who does not know his lineage cannot be considered a human being. Over the years, they have tried to make us unaware of our history, our religion, our spiritual heritage. But we never tired of dreaming of freedom. We have always remembered our advice, our lineage. It is an important feature of the new era that the desire to be worthy of our great ancestors, the literary heritage left by them, who have made a great contribution to the spirit of our great ancestors, to the treasury of human history and culture, is widespread among the members of our society. By 1991, after gaining independence, the people of Uzbekistan, on the basis of their new national encyclopedia, had the opportunity to take a new approach to the Uzbek national science and culture, the "History of Pedagogy", as in all areas. In the past, progressive educators and eminent thinkers have expressed important ideas about pedagogy, the study of which will allow the growth of pedagogical thinking, the growth of pedagogical culture.

Pedagogy is historically a social science. It approaches the phenomena of historical pedagogy on the basis of the requirements of the time, reveals the diversity of the theory and practice of education at different stages, shows the way of development of advanced views. The subject of the history of pedagogy is inextricably linked with the following disciplines. 1. Pedagogy 2. Psychology 3. History of culture 4. History of Uzbekistan 5. History of the peoples of the world 6. Philosophy 7.Ethnography 8. Archeology 9. Ethics Today, the basis of sustainable development of any country is innovation. History has shown that man has come a long way with his intellect, from inventing the first tools of labor to inventing

algorithms and nanoparticles, modern innovative computers, the sun, and other high technologies. At the same time, it has an impact on the education system, but also on the development of all sectors of society. That is why, in order to prevent this influence and gap, President Shavkat Mirziyoyev has declared 2018 the Year of Active Entrepreneurship, Support of Innovative Ideas and Technologies. " "Today we are moving on the path of innovative development aimed at radically renewing all spheres of life of the state and society. A new idea, a new idea, a state based on innovation wins. Innovation means the future. If we want to start building our great future today, we must start with an innovative approach. " From the first years of independence in Uzbekistan, special attention was paid to creating a solid foundation for the further development of science, leading, scientific schools of the country, first of all, the largest and most important organization - the Academy of Sciences of Uzbekistan. The decrees and decisions adopted have become a special incentive for the consistent implementation of state policy in the field of science and technology and innovation in line with new historical realities. Innovation - (English) means to innovate, innovation, and technology is derived from the Greek words "technos" - art, skill and "logos" - science. Innovative technology is a new form of education, methods and techniques. means approach. Innovative technologies are innovations and changes in the pedagogical process and in the activities of teachers and students.

Education is rising to a new level, students' thinking is expanding, information is getting easier, and not using innovative technologies in teaching in such a growth process will reduce the effectiveness of the lesson. A variety of technical tools can be used as the teacher organizes the lesson based on innovative technologies. The more innovations in a teacher's work, the greater the content. It should also be acknowledged that perceptions of innovative technologies and interactive methods in education are not stable and perfect. Every teacher can innovate in education. Innovative technologies are the result of teacher dissatisfaction with their work.

"Renewal will take place in three phases: preparation, planning and implementation." - said the famous teacher A.Nikolayskaya. The main purpose of innovative technologies is to achieve teacher-student collaboration, to engage students in science, to change their attitude to education, to gain the ability to apply the acquired knowledge in social situations. ICT and didactic materials can be combined with the topic. The development of creative cooperation between universities and industry and science is one of the most important issues. The solution of these problems is carried out through the joint formation of specialists and research, retraining and advanced training, planning, distribution and use of specialists. The strengthening of ties is developing in the direction of targeted integration of material and technical bases (equipment, production areas). Branches of departments are being established in production. The conflict between young professionals and their work depends on how the production and interdisciplinary integration of the specialist in the learning process is organized. If the integration in the educational process is not at the required level, then the period of adaptation of specialists to work will be extended.

Discussion. Modern manufacturing requires a wide range of expertise. The role of production in the intensification of conflicts between young professionals

and their work activities is invaluable. If the industry needs a young specialist, the specialist should be able to communicate, test their knowledge, and create skills before they graduate. Employees in the industry do not seek to provide employment, mentoring young professionals with experience and skills. In the 50s and 60s of the last century, innovation played a special role in the development of global education. Education is a key factor in scientific and technological progress and every citizen has the right to acquire it. Thus, the need and desire for higher education in society has been growing. The university has become an integral part of society along with production. Integration of science and industry, cooperation between private entrepreneurs and the state, support for international relations of small and medium-sized innovative businesses are important conditions for the development of innovation. It should be noted that in the developed countries of the world, almost half of the innovations are carried out by organizations, small and medium-sized businesses. For example, according to the U.S. National Science Foundation, the number of innovations implemented in small firms is much higher than in medium and large firms per unit of cost. In addition, small firms are about a third more advanced in their ability to absorb and deliver innovations to consumers than large firms. It is known that the laws of development of society, first of all, the growth of material production has a direct impact on the development of higher education. That is why the integration of higher education institutions in the development of society is important. In addition, there are the following integration processes:

• Interstate integration, including economic, scientific, technical and other aspects;

• Industrial integration in the form of concentration, cooperation and covering industrial, agro-industrial, scientific and production complexes;

• Integration of different forms of knowledge;

• Integration of knowledge, interdisciplinary research, interdisciplinary cooperation and various forms of science, combined with the production of science;

• Social integration; The effect of integration is a combination of different elements that are evolving. The complexity and dexterity of inter-elemental relations, in turn, lead to the weakening of centralized control factors and the growth of selfcontrol factors. World experience shows that only in countries with a comprehensive innovation system, innovation processes are carried out effectively, technologies and other popular products are commercialized. The participation of the state in this process, the real sector of the economy and the support of innovative activities of leading companies are important. After all, science is the basis of this integration mechanism, which ensures the technical progress of the state and the socio-economic development of society.

Conclusion. In conclusion, it should be noted that if today's innovative technologies are successfully applied in science and education, the new generation will learn from this world experience and grow up, and the future of our country will be bright. There is no doubt about it. He was one of the first in our country to launch an active innovation movement in the field of education. At a certain stage, in

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the late twentieth century, such actions were launched. For example, team teaching by A.B. Rivin, and V.K. Dyachenko. The views on developmental innovative education put forward by D. B. Elkonin, V. V. Dadiev, L. V. Zankov are of particular importance in their time. There are also other innovative educational technologies: dialectical teaching methods (A.D. Gonchanik, V.L.Zarina), individual-oriented teaching methods (A.A.Yarulov) and others.

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