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SECTION: ARCHITECTURE

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Дастонов Алишер Сайдуллаевич, Набиев Шохрух
Самаркандский Государственный Архитектурно-строительный институт
(Самарканд, Узбекистан)

АРХИТЕКТУРНЫЕ ПАМЯТНИКИ УЗБЕКИСТАНА

***Аннотация.** Статья посвящена вопросам организации и защиты территорий архитектурных памятников. Рассмотрены вопросы защиты заниженных территорий от наводнения путем инженерного благоустройства.*

***Ключевые слова:** Проект, комплекс, съёмка, реконструкция, защита, исторический, метод, стиль, территория, реставрация, эстетик, архитектор, памятник.*

***Annotation.** The main purpose of this article is to develop regional plans of architectural monuments and to protect their nearby areas.*

***Key words:** Project, complex, shooting, restore, protection, historical, method, style, territory, structure, aesthetic, architect, monument.*

ЎЗБЕКИСТОН АРХИТЕКТУРА ЁДГОРЛИКЛАРИ.

Биз ҳам давлатимиз, аждодларимиз тарихи, ҳаёт тарзи, маданияти, ютуқ ва хатоларини билмай туриб, ҳозирги ёшларимизда миллий руҳ ва миллий ғурурни шакллантира олмаймиз, ахир бугунги ёшлар эртанги кунимизнинг том маънода эгалари ҳисобланади. Истиқлол шарофати билан бой ва кўҳна тирихимиз, турфа хил миллий қадриятларимиз, бетакрор маънавий мерос қолдириб, жаҳон илм-фан ва маданияти равнақиға салмоқли ҳисса қўшиб кетган кўплаб буюк алломаларимизнинг ҳаёти ва илмий – маънавий асарлари ўрганилиб меъморий мақбаралари қайта тикланди.

Бухоро, Хива ва Самарқанд каби қадимий шаҳарларимизнинг тарихий шаклланишини ўрганиш, уларни илмий тадқиқ қилиш мақсадга мувофиқдир. Бугунги кунда тарихий шаҳарларни шаклланиш тарихини ўрганиш шаҳарсозлик ривожланишидаги ўрни ва туризм шаҳарини шакллантиришда ёдгорликларнинг сақланиш даражаси аҳамиятлидир.

Бундан ташқари, Фарғона ва Тошкент учун ҳарактерли бўлаган қадимий турар жой бинолари ва уларнинг айвон типдаги хони ларидаги устунларга ҳам қизиқиш ортиб бормоқда. Миллий анъанавий усулларнинг қўлланишини кўришимиз мумкин. Ўзбекистон республикасида вилоятларнинг иқлими турли туманлигига қарамай уй жой қурилишида ҳам, ҳар жойнинг ўзига хос анъанавий услубига эгадир. Фарғона ва Тошкент устунларнинг танаси қиррали бўлган устунларо, бўлиб, Самарқандда кам учрайди ва устунларда Фарғонадаги каби қиррали формаларга қўшимча валиклар пилта ўйиш ёки

бошқача қилиб айтганда, қирраларга арнамент бериш деярли учрамайди.[1]

Самарқанд турар жойлардаги устунлар типларининг ўзига хос хусусиятлари ва асосий жихатлари билан ажралиб туради. Самарқанд уйларининг режасида бир ёки иккита хонанинг битта энсиз даҳлз билан бириктирилишининг уйғунлашуви кузатилади. Бир устунли айвон эса, асосий хоналарга бурчак остида бирикади.ёки хонанинг ён томониغا қурилади. Хона деворларининг битта ёки иккитаси бир қаторли карниз қилиб қурилади. Самарқанд уйларининг ички интерьер девор ва потолоклари ганч ўймакорлиги ва нақш безаги билан пардозланади.Турар жой мавзе ёки гузар мачитлари устунлари ўз ўлчамлари ва деталлар сони билан фарқланади.Устун базанинг кўндаланг кесими шаклга ўтилган, ваҳоланки бу саккиз қиррали базасининг ўрта қисми профили ботиқ эгриликка эга.

Бундан ташқари, Ўзбекистон жуда қадим замонлардан табиати, меъёрий иқлими, зилол сувлари рельефи айниқса архитектураси, илм ва касб ҳунар намоёндалари билан кишилар эътиборини ўзига жалб этган. Шу сабабли кенг минтақада барқарор қадимий урбанизацион жараён юзага келди ва ривожланди. Бинобарин, милoddан аввалги уч минг йилликда юзага келган Самарқанд Саразм ва милoddан аввалги биринчи минг йиллик бошларига мансуб Узунқир, Ерқўрғон, Қўк тепа шунингдек Зарафшон, Сирдарё, Амударё узанлари ва қадимий каналлар бевосита таъсир кўрсатди.

Ҳозирги кунга келиб келажак авлодларга архитектура ёдгорликларини сақлаш, тарихий ёдгорликларлар типологик турларини, ҳалқимизнинг ўсиб бораётган маънавий эҳтиёжлари, маданиятимизнинг тарихий ривожланишини чуқурроқ ўрганишга интилиш, маданий ёдгорликлардаги тадқиқот, қидирув ва таъмир ишларини кенг миқёсда олиб бориш заруриятини белгилаб беради. Шундай экан Ўзбекистон жамиятининг ривожланиши халқларимиз маданияти ривожланиш тарихи билан чамбарчас боғлиқ экан. [2]

Тарихий шаҳарларимизга ер юзидаги барча давлатлардан сайёҳлар ва зиёратчилар ташриф буюришмоқда. Тарихий меъморий обидалар таъмирланди, шаҳар қиёфасини замонавий архитектуравий шаҳарсозлик, ҳамда меъморчилик андозалари, анъаналари асосида янгиланди ва узоқ яқиндан келадиган зиёратчилар сони кундан кунга янада ошиб борди..

Шундай экан Ўзбекистонда тарихий ва маданий ёдгорликларни муҳофаза қилиш, ёдгорликларни сақлашнинг илмий услубларини ривожлантириш ва мукаммаллаштириш ишида илмий-техник муаммоларга жамоатчилик эътиборини жалб этиш лозим.

Республикада таъмиршунослик ишларини яхшилаш йўлларини аниқлаш, унда фаннинг замонавий ютуқларидан фойдаланиш, янги, мустаҳкам таъмирлаш ашёларини аниқлаш, таъмирлаш ишларида қўллаш мумкин.

Миллий меъморчилик анъаналарини сақлаган ҳолда ёдгорликнинг атрофида бунёд этиладиган биноларни яшаш массивига табиий боғлаган ҳолда илмий асосланган ҳолда ўрганиш, ҳамда, атрофида бунёд этиладиган биноларни бадий-архитектуравий композицион жиҳатдан, жумладан, “олтин-кесим”, “Симметрия”, “Ассиметрия”, “Ритм”, “Метр”, “Масштаб”, “Контраст”, “Ньюанс” ва бошқалар асосида илмий тадқиқ этиш мақсадга мувофиқдир.

Бу ишда меъморчилик олдида ҳам катта масалалар турибди. Бунда маданий мерос объектларини қўриқлаш ва улардан фойдаланиш ҳақидаги

Ўзбекистон Республика қонунлари мавжуддир. Ёдгорликларни узоқ вақт сақланиши учун вазифасига кўра фойдаланиш ёки янги вазифасига мослаштириш мумкин. Янги вазифа учун қайта қуришда асосан, унинг дастлабки қиёфасини сақлаб қолишга ахамият қаратилади. Асрлар давомида ёдгорликлар эскиради ва вайрон бўлади, шунинг учун улар таъмирланади. Ҳар қандай таъмирлашнинг асосий мақсади, меъморчилик асарларини маданий - тарихий ўрни ва ахамиятини очиб бериш, тасдиқлаш, шунингдек, уларнинг бадиий қийматларини кўрсатиб беришдан иборатдир.

Ўзбекистон, меъморий ёдгорликларининг бой хазинаси сифатида мутахассислар, олимлар, археолог ва тарихчилар эътиборини жалб этиб келмоқда. Ёдгорликларни муҳофаза қилиш ва таъмирлашга катта эътибор қаратилмоқда. Таъмиршунослар олдида ажратилган маблағлардан самарали фойдаланиш, техник тараққиёт ва янги замонавий энгил қурилиш ашёлари ва конструкцияларни жорий қилиш орқали таъмир ишлари таннархини арзонлаштириш вазифаси туради.

Ҳозирги кунда таъмиршунослик соҳасида давлат томонидан белгилаб берилган вазифаларни ҳал этишда илмий асосланган тадбирлар ишлаб чиқилмоқда. Бунинг учун таъмиршунослар олдида бошқарув тизими бўйича, таъмир ишларини олиб бориш технологияси, замонавий қурилиш ашёлари ва конструкцияларни қўллаш механизмини жорий этиш, керамикани саноат асосида ишлаб чиқариш услубиятини яратиш бўйича қатор масалаларни ҳал этиш вазифаси туради. [4]

Бу каби масалаларни ҳал этиш фақат меъморий ёдгорликларни консервациялашда тадбиқ этилган воситаларни қўллаш эмас, балки уларни таъмирлашлари ҳам имкон яратади. Ўтган давр мобайнида асосан ёдгорликларни бизгача етиб келган ҳолатда консервациялаш ишлари бўйича ишлар бажрилган. Меъморий ёдгорликларни сақлашнинг бундай усуллари бугунги кун талабларига жавоб бера олмайди.

Ёдгорликка ҳақиқий дастлабки меъморий шаклни қайтариш - демак, таъмир ишларининг замонавий тизими асосига бу ғояни киритиш, яъни таъмирлаш-тиклаш ишлари зарур. Бу эса ўз ўрнида, фақат археология ва меъморчиликкагина эмас, балки лойиҳа - қидирув ишлари - янги конструкция ишлаб чиқиш, янги қурилиш материаллари ва услубларини, янги технологияни тадбиқ этиш, мустаҳкамлаш ва таъмирлаш ишларига тегишли бўлган қатор бошқа масалаларни ҳам ҳал этишни талаб этади. Бу масалаларнинг ҳаммаси бир-бири билан шунчалик боғлангани, уларни фақат комплекс равишда ҳал этиш мумкин.

Устозлар аждодлар қолдирган меъморий меросларни ўрганиш улардаги қўлланган усул, услублар, эстетикаси, конструкцияларини ўрганиш ва келажак авлодларга бутунлигича қолдириш учун маънавий ва моддий меъросларимизни таъмирлаш, реконструкция, консервация ишларининг ахамиятини каттадир.

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Сафарова Инобат Ачиловна, Баратова Интизор
Самаркандский Государственный Архитектурно-строительный институт
(Самарканд, Узбекистан)

СТРОИТЕЛЬНЫЕ МАТЕРИАЛЫ ИСТОРИЧЕСКИХ ЗДАНИИ

***Аннотация.** В статье указана строительные материалы и их прочность которое использование архитектурных памятников Средний Азии.*

***Ключевая слова:** Реконструкция, защита, исторический, метод, стиль, реставрация, эстетик, архитектор, памятник.*

ҚАДИМИЙ БИНОЛАРНИНГ ҚУРИЛИШ МАТЕРИАЛЛАРИ

Ўзбекистон архитектураси хусусида гап кетар экан, унинг ўзига хос тарихий маданияти, табиий иқлим шароити ва анъаналарига эгаллигини кўришимиз мумкин. Демак бу шаҳарлар ва Ўзбекистон жуда қадим замонлардан табиати, меъёрий иқлими, зилол сувлари рельефи айниқса архитектураси, илм ва касб ҳунар намоёндалари билан кишилар эътиборини ўзига жалб этган. Бунга мисол қилиб, тарихий шаҳарларимиз бугунги кундаги салобати, тарихий ёдгорликларимизга бўлган эътибор, уларнинг таъмирланиши бўйича табиий қурилиш материалларини қўллаш.

Тарихга назар соладиган бўлсак, тарихий ёдгорликларга ҳар бир жойнинг табиий иқлим шароитини инобатга олган ҳолда фақат маҳаллий хом ашёдан фойдаланишни тақозо этганлиги, бунинг оқибатида қадимда усталар ўз изланишлари оқибатида конструктив шакллари маҳаллий хом ашёга мослаштиришга йўналтирилганини айтишимиз мумкин. Иккинчи омил ҳам ҳамма турдаги биноларнинг меъморчилигининг шаклланишига катта таъсир кўрсатади: турар жойлар, жамоат бинолари, маданий, мушофаа ва деҳқончиликда фақат сунъий суғоришлардан фойдаланилган. [1]

Ўта Осиёда кенг ҳудуддаги табиий иқлимий шароитлари жуда хилма - хили, алоҳида зоналарда ўзига хос, шунингдек қурилиш материалларида ўзига хос таъсир кўрсатади. Қадимги усталарда жуда мураккаб масалаларни ҳал қилишига тўғри келади. Уларнинг кўпи шу кунларда ҳам ўз аҳамиятини йўқотмаган. Жумладан, иссиқ, қуруқ ва сершамол иқлимга эга бўлган шўрланган ерларда бунёд этилган биноларни сақланишини таъминлаш масаласини кўришимиз мумкин. Тарихий шаҳарларимиздаги меъморий ёдгорликларимизни бугунги кунгача сақланишининг сабаби, уларда ишлатилган қурилиш хом ашёларини тайёрланиш усулларида деб биламиз.

Лекин, қурилиш хом - ашёларининг маълум табиий - иқлим шароитидаги чидамлилиги ҳали унчалик ечими топилмаган масалалар қаторига киради. Ҳар бир жой ўзининг алоҳида хусусиятларига эга. Бундай шароитларда хом ашёлар бир вақтнинг ўзида ҳамда бирин - кетин қатор омиллар мажмуи таъсирига дуч келади.

Ўрта Осиё ҳудудида яшайдиган халқларнинг тарихий ривожланиш жараёнида қурилиш материалларининг ишлатилишига бағишланган

тадқиқотларда қадим даврлардан ҳом ашёнинг мавжуд турлари ва уларни қайта ишлаш усуллари, алоҳида блоклар - ғиштлардан тортиб меъморий деталларгача, алоҳида конструкциялар кўриб чиқилади: безак қопламаларини йиғиш ва уларни иншоотларга маҳкамлаш, бино интеръерларида панел қилиш ва махсус материаллар, жумладан; гидротехник ва бошқалар. Айниқса ўрта асрлар даври Ўрта Осиё халқлари қурилиш санъатининг гуллаш даври, қопловчи керамика, турли таркибли боғловчи материаллар ва инсоннинг табиат билан қураши намуналари бўлган ажойиб усулларга асос солинган давр, катта қизиқиш уйғотади. [2]

Қадимий биноларнинг қурилиш материалларини натуравий ва амалий ўрганиш бўйича йиғилган маълумотлар асосида қурилиш материалларининг турли хиллари пайдо бўлиши ва ривожланиши кузатилади, уларнинг таркиби физик - механик кўрсаткичлари, уларга ишлов бериш усуллари ва Ўрта Осиёда маҳаллий ҳом ашёлардан фойдаланиш аниқланади.

Текис водийда 50-60 км. масофада ҳавонинг ҳарорати кузатилади. Ёнғингарчилик тўғрисида маълумотлар олиш учун бу масофа янада қисқа бўлиши керак, чунки ёмғир, қор, дўл, туман ва бошқалар кичик майдонларда кузатилади.

Ҳар бир жой ўзининг алоҳида ҳусусиятларига эга. Бундай шароитларда ҳом ашёлар бир вақтнинг ўзида ҳамда бирин - кетин қатор омиллар мажмуи таъсирга дуч келади.

Ҳом-ашёнинг шаклланиш давридаги бутун таъсирларини қайд қилиш икки йўл билан амалга оширилади: лаборатория шароитида ёки иншоотлардаги ҳом - ашёларни кузатиш йўли билан. Ҳом - ашёларнинг таркиби ва кўрсаткичларини, шунингдек, улардан узоқ вақт фойдаданилганда, юзага келувчи таъсирларни билган ҳолда, уларнинг чидамлилигини сезиш мумкин, бу эса ўз ўрнида уларга ўхшаш замонавий ҳом -ашёларнинг чидамлилиги ҳақида фикр юритиш мумкин дегани.

Ўрта Осиёнинг мураккаб ва турли хил табиий - иқлим шароитларидаги қурилиш ҳом ашёлари, уларнинг чидамлилигига турли даражада таъсир кўрсатувчи кўплаб омилларга дуч келадилар. Бу омилларга йил (60-80 даражагача иссиқ) ва сутка (95 даражагача) давомидagi маълум даражада ҳароратнинг ўзгариши, даражанинг тез-тез нолда бўлиши, иншоотлар юзаларининг қаттиқ қуришига олиб келувчи ёзги юқори даражалар (+70 даражагача иссиқ), ҳавонинг қуруқлиги, кум ва лойқаларнинг кўчишига сабаб бўлувчи; қаттиқ шамоллар, тупроқнинг шўрланиши ва кўпгина районларнинг сейсмик ҳолатлилиги киради.

Қурилиш ҳом - ашёларининг чидамлилигини ёдгорликлардаги уларнинг сақланиши бўйича ўрганиш, олиб бориладиган ишлар объекти ҳисобланади. Ҳом - ашёлардаги ташқи таъсирлар мажмуи ўрганилади, уларнинг бу таъсирларга қарши тура олиши аниқланади ва хомашёларнинг юқори ёки паст чидамлилиқ сабаблари тушунтирилади. Тадқиқотларда, ҳом - ашёларнинг меъморий ёдгорликларнинг ўзида ва лабораторияда ўрганиш ишлари асосий ўрин тутди. Дастлаб, ҳом ашё қандай таркибий қисмлардан, қандай нисбатда ва қандай усулда тайёрланганлигини аниқлаш лозим. Қурилиш ҳом ашёлари катта ассортиментининг дастлабки таркибини ёзма маълумотларсиз аниқлаш жуда мураккаб. Ҳом ашё ассортименти, уларнинг иншоотнинг турли қисмидаги

ҳолати аниқланади, лаборатория тадқиқотлари учун намуна ажратиб олинади. Бир вақтнинг ўзида ишлатилган хом ашёнинг қазиб олинган жойи ҳақидаги маълумотларни йиғилади. [4]

Лабораторияларда хом ашёлар намунаси ҳар томонлама ўрганилади: уларнинг мустаҳкамлик, совуққа чидамлилиқ, сувни синдириш ва бошқа физик - механик кўрсаткичлари аниқланади. Химик, спектрографик таҳлиллар ўтказилади, тузилиши ва минералогик таркиби ўрганилади. Таҳлил натижалари бўйича уларнинг таркиби ҳисоб - китоби олиб борилади. Таркиби олингандан сўнг ҳисоб - китоби бўйича намуналар аналоглари яратилади ва текширилади. Қадимги ва янги хом ашёларни таққослаш тадқиқоти, хом ашёда, унинг узоқ вақт хизмат қилиши вақтида юзага келган ўзгаришларни белгилаш имконини беради. Қадимги хом ашёларнинг таркиби ва кўрсаткичлари бўйича, улар йил давомида қандай таъсирлар остида бўлганини билган ҳолда уларнинг чидамлилиги ҳақида фикр юритиш мумкин. Бу эса ўз навбатида уларга ўхшаш замонавий хом ашёларнинг чидамлилиқ маълумотини тузиш мумкинлигини кўрсатади.

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Чоршанбаев Файзулла Зиятович, Мавланов Муслмон Даврон ўгли
Самаркандский Государственный Архитектурно-строительный институт
(Самарканд, Узбекистан)

ИНЖЕНЕРНЫЕ РЕШЕНИЯ В ГРАДАСТРАИТЕЛЬСТВА УСТАНОВКА ПОДПОРНАЯ СТЕНКА

Аннотация. Размеры стены подпорная стенка определяются только одним фактором - высотой столба для земли в необходимом месте. С этой целью изучается обзор дизайна стены-стены, и в проекте показана роль улицы или других элементов ландшафтного дизайна. Ширина стены в нужном месте выбирается исходя из уклона.

Ключевые слова: Рельеф, вода, геодезик, гидротехник, мост, колодец, водопровод, инженерный.

Annotation. The dimensions of the wall of the tower are determined only by one factor - the height of the pillar for the ground at the required location. For this purpose, a review of the design of the wall-wall is being studied and the role of street or other landscaping elements is shown in the project. The width of the wall at the desired location is selected on the basis of the slope.

Key words: Relief, water, geodetic, water resources, bridge, well, pipes, engineering.

ШАҲАРСОЗЛИҚДА ТИРГАК ДЕВОР ҚУРИЛМАСИНИНГ МУХАНДИСЛИК ЕЧИМИ

Тиргак девор ўлчамлари фақат бир омил-яни талаб қилинган жойдаги замин учун тиргак девор баландлиги асосида аниқланади. Бунинг учун тиргак девор лойиҳаланадиган майдоннинг рельефи ўрганиб чиқилади ва лойиҳада кўчанинг ёки бошқа хил ободончилик элементлари ўрни кўрсатилади. Майдоннинг ҳоҳлаган жойдаги тиргак девор баландлиги шу жойнинг қирқими асосида танланади. (1-расм)



1-расм. Тиргак девор баландлигини аниқлаш

Шундан сўнг тиргак девор асосида энини аниқлаши мумкин бўлади. Бунинг тиргак деворнинг асосининг эни (2-расм) кўрсатилган график асосида аниқланади. Бизга тиргак девор устидан тушаётган қ-юкмиқдорини заминнинг ички ишқаланиш бурчаги – φ ва тиргак девор баландлиги- h аниқ бўлиши керак (2-расм).

Тиргак девор қуришда қуйидаги талабларни бажарилиши шарт:

- вазмин тиргак деворлар асосининг эни дастлабки хомаки ҳисоб бўйича $(0.5 \div 0.7) h$ қабул қилинади;

- тиргак девор элементлари учун энг кичик ўлчамлари;

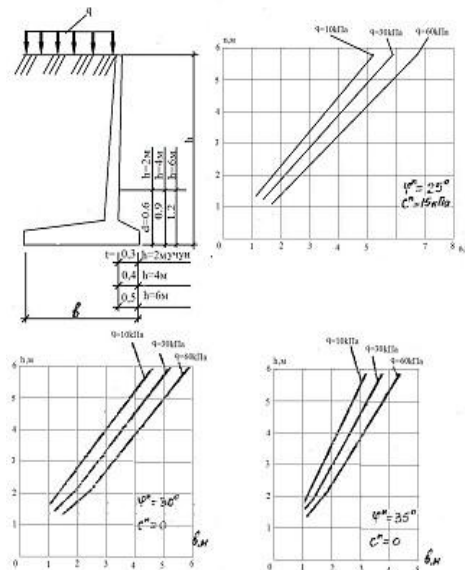
тош аралаш бетон қурилмалари учун - 600мм., бетонли – 400мм., темир бетон учун- 100мм. қабул қилинади.

- қуйма ҳолдаги тиргак деворлар асосида тошдан 100мм шағал қатлами тўшлиши шарт, тайёр бетон қоришмасини бирдан ерга қўйишолдидан ужойда қўшимча мустаҳкам асос яратилади;

- йиғма-темирбетон тиргак деворни ўрнатишда унинг асосида 100мм. зичлаштирилган мустаҳкам бетон қоришмаси асосида сунъий пайдевор қатлами барпо этилиши лозим;

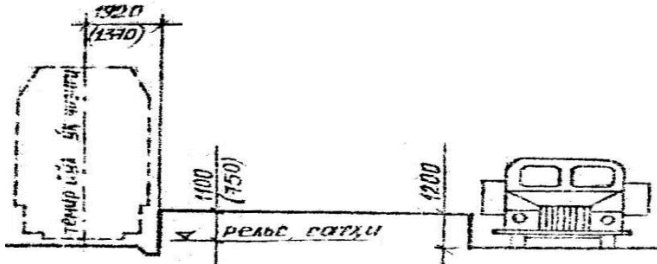
- тиргак деворнинг пойдевори бўйламаси бўйлаб 0.02 қияликдан ошса поғанама-поғана шаклида ўрнатилади;

- тиргак девор қурилмаси баландлиги бўйича оралик-температура ёриқларига эга бўлиши шарт. Бундай ёриқлик оралиғи 10м., қуйма қурилмалари учун 20м., қуйма-йиғма қурилмалари учун 30., бўлиши керак;



2-расм Бурчак шаклидаги тиргак асоси энини олдиндан аниқлаш графиги.

- тиргак деворнинг ортини қўмишда яхши сизиб ўтадиган кумлоқ тупроқлар ва чўкмайдиган кумлоқ тупроқлар солиниши керак;



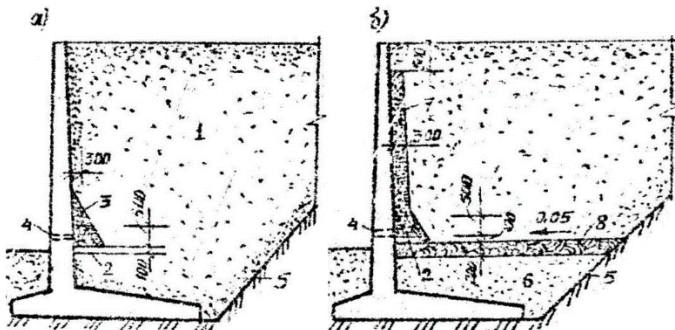
3-расм Тиргак деворга транспорт воситаларининг минимал қалинлиги.

- тўқилган тупроқлар қаватма-қават зичлаштириб борилиши лозим, токи зичлаштириш коэффиценти $k_3=0.95 \text{ кг/м}^3$ дан ошмаслиги керак;

- оғир юк автомобиллари қатнайдиغان кўча сатҳидан тиргак деворнинг баландлиги 1200мм. дан ошмаслиги керак. (3-расм);

- пасажири ва юк поездлари рељефининг устки белгисидан тиргак девор баландлиги 1100мм. (1520мм. изли учун) ва 750мм. (750мм. изли учун) горизонтал масофалари темир йўли ўқидан тиргак деворгача 1920мм. ва 1370мм. бўлади. (1520мм. ва 750мм. излар учун);

- иморатдан ташқаридан ўрнатилган тиргак девор таъсир қилаётган замин тамондан ҳосил бўладиган сизот сувни чиқариб юбориш мақсадида дренож ўнатилади. (5-расм). Тиргак деворнинг ташқи тамонидан дренаж тешиклари 500мм. га чиқариб уларнинг оралиғи 3-6м. ташкил қилади;

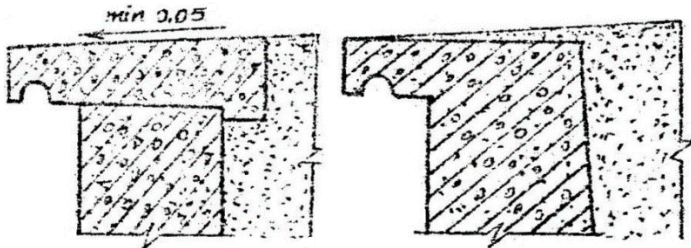


5-расм. Дренаж схемаси.

а) юқари намлик замин тўқилган, б) Худди шундай сув ўтказмайдиган қатлам ташланган. 1-тўқилган намли тупроқ; 2-дренаж коллектори; 3-қум; 4-дренаж тешиги 50 d мм.; 5-табиий замин; 6-сув сақловчи тўшалган тупроқ; 7-ўрта йирикликдаги қум; 8-гил қатлам.

- катта қияликдаги ораларда тиргак деворлар устидан қор-ёмғир сувларини қайтариш масадида оқова ариқчалари ўрнатилади;

- тиргак деворнинг сиртини қор-ёмғирдан соқлаш мақсадида унинг устки қисмига кичик шаклдаги айвонча элементи ўрнатилади. (6-расм).



6-расм. Девор айвончасини ўрнатиш.

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Шукуров Гайрат, Эгамова Маргуба, Бозоров Элёр
Самаркандский Государственный Архитектурно-строительный институт
(Самарканд, Узбекистан)

ВЛАЖНОСТНОЙ РЕЖИМ НАРУЖНЫХ СТЕН, ПОВЫШЕННОЙ ТЕПЛОВОЙ ЗАЩИТЫ ИЗ ПЕНАБЕТОНА

Аннотация: В данной статье приведены результаты теоретических теплофизических исследований и влажностный режим крупнопанельных наружных стен теплоизолированной пенобетоном с наружной стороны. Предложена оптимальная толщина теплоизоляционного слоя из пенобетона отвечающий второй и третий уровень теплозащиты наружных стен согласно требованиям СНиП 2.01. 04-97*.

Ключевые слова: Теплофизика, сопротивления теплопередачи, коэффициент теплопроводности, тепловой поток, энергоэффективность, пенобетон.

Ҳозирги вақтда бутун дунёда табиий энергия манбаларидан фойдаланишда қисқартириш масалалари барча давлатларда тенденция қилиб олинган. Бунинг асосий сабаби атроф муҳит экологиясини асраш, атрофга карбонат ангидридни камайтириш ва хоказолар киради. Ҳозирги ишлатилиб келинаётган табиий энергия манбаларининг 30 % ини нефт, 40 % газ, 20 % тошқумир. Шунинг учун ноанъанавий қайта тикланувчи энергия манбаларидан фойдаланиш тавсия этилмоқда. Янги ҳосил бўладиган энергия манбаларига қуёш, шамол, гидро (дарёлар), оқимлар, тўлқинлар, биоэнергиялар ернинг чуқур қатламлари энергияси.

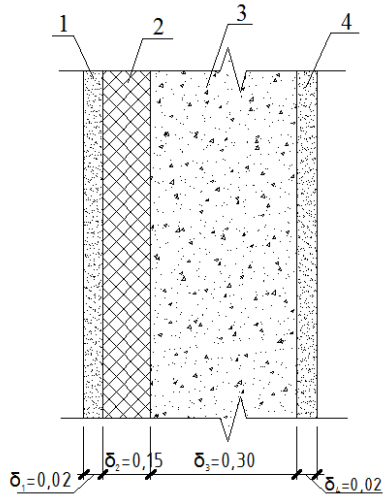
Фуқаро биоларининг энергия самарадорлигини ошириш яъни биоларнинг ташқи тўсиқ конструкцияларини иссиқлик химоясини ҚМҚ 2.01.04-97* талабларига кўра ошириш талаб этилади. Бунда ташқи деворни иссиқлик изоляция қатлами биринчи навбатда ички тарафдан ва уни ташқи тарафидан ўрнатилиб иссиқлик-физик ҳисоблар бажарилди.

ҚМҚ 2.01.04-97* нинг 2.1 бандига кўра иссиқлик химояси оширилган конструкцияларнинг қатламларида конденсат намлик ҳосил бўлиш ёки бўлмаслигини графоаналитик услубда аниқлаймиз. Бу услунинг алгоритмини қуйидагича ёзиш мумкин:

1. Ташқи девор қатламларида ҳароратни аниқлаймиз;
2. Ҳарорати аниқланган кўрсаткичлар бўйича ташқи деворнинг ҳисобий схемасида маълум масштабда ҳарорат чизиғини чизамиз;
3. Аниқланган ҳарорат кўрсаткичлари бўйича ташқи девор қатламларида сув буғининг максимал эластиклик кўрсаткичларини аниқлаймиз;
4. Ушбу кўрсаткичларни ҳам ташқи деворнинг ҳисобий схемасига туширамиз(сув буғининг максимал эластикликлари (1) ни 1-иловасида келтирилган);
5. Ушбу конструкция қатламларида сув буғининг ҳақиқий эластиклик кўрсаткичларини аниқлаймиз;
6. Ушбу кўрсаткичларни ҳам ташқи деворнинг ҳисобий схемасига тушурамиз (чизамиз);
7. Ҳисобий схемада сув буғининг ҳақиқий эластиклик чизиғи сув буғининг максимал эластиклик чизиғи билан кесишса ташқи девор қатламларида конденсат намлик ҳосил

бўлади;

8. Агар сув буғининг максимал эластиклик чизиғи сув буғининг ҳақиқий эластиклик чизиғи билан кесишмаса ташқи девор қатламларида конденсат намлик ҳосил бўлмайди. Ташқи панел деворни ички тарафидан пенобетондан иборат блоklar билан иссиқлик химоясини ошираемиз. Унинг ҳисобий схемаси қуйидаги 1-расмда келтирилган.



1 – Расм. Панел деворни ички сиртидан иссиқлик химоясини пенобетон блоklar билан оширилган конструкцияни ҳисобий схемаси. 1 - цемент қумли сувоқ; 2- зичлиги $400-500 \text{ кг/м}^3$ бўлган пенобетон; 3-зичлиги 1600 кг/м^3 бўлган керамзитобетон; 4-зичлиги 1800 кг/м^3 бўлган цемент қумли сувоқ.

1) Деворнинг ички сиртининг ҳароратини қуйидаги формула ёрдамида аниқлаймиз (1)

$$\tau_{\text{и}} = t_{\text{и}} - \frac{t_{\text{и}} - t_{\text{т}}}{R_{\text{y}}} \cdot R_{\text{и}} = 20 - \frac{20 - 0,5}{1,84} \cdot 0,115 = 18,78 \text{ } ^\circ\text{C};$$

2) Қуйидаги формула ёрдамида ички сувоқ билан иссиқлик изоляция қатламини туташган чегарасидаги ҳароратни аниқлаймиз:

$$\tau_1 = t_{\text{и}} - \frac{t_{\text{и}} - t_{\text{т}}}{R_{\text{y}}} \cdot (R_{\text{и}} + R_1) = 20 - 10,597 \cdot (0,115 + 0,021) = 18,5 \text{ } ^\circ\text{C};$$

3) қуйидаги формула ёрдамида иссиқлик изоляция қатлами билан ташқи деворнинг туташган чегарасидаги ҳароратни аниқлаймиз:

$$\tau_2 = 20 - 10,597 \cdot (0,141 + 1,08) = 7,06 \text{ } ^\circ\text{C};$$

4) Ташқи деворнинг ташқи сирти билан ташқи сувоқ қатлам чегарасидаги ҳароратни аниқлаймиз:

$$\tau_3 = 20 - 10,597 \cdot (1,221 + 0,447) = 2,32 \text{ } ^\circ\text{C};$$

5) Ташқи деворнинг ташқи сиртини ҳароратини аниқлаймиз:

$$\tau_T = 20 - 10,597 \cdot (1,668 + 0,026) = 2,05 \text{ } ^\circ\text{C};$$

Аниқланган ҳарорат кўрсаткичлари бўйича сув буғининг максимал эластиклик кўрсаткичларини (1)- ни 1- иловасидан қабул қиламиз:

$$\tau_{и} = 18,78^\circ\text{C} \quad E_{и} = 16,24 \text{ мм. см. уст}$$

$$\tau_1 = 18,05^\circ\text{C} \quad E_1 = 15,9 \text{ мм. см. уст}$$

$$\tau_2 = 7,06^\circ\text{C} \quad E_2 = 7,63 \text{ мм. см. уст}$$

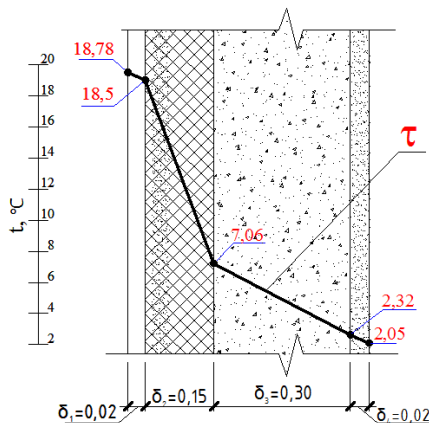
$$\tau_3 = 2,32^\circ\text{C} \quad E_3 = 5,13 \text{ мм. см. уст}$$

$$\tau_T = 2,05^\circ\text{C} \quad E_T = 3,01 \text{ мм. см. уст}$$

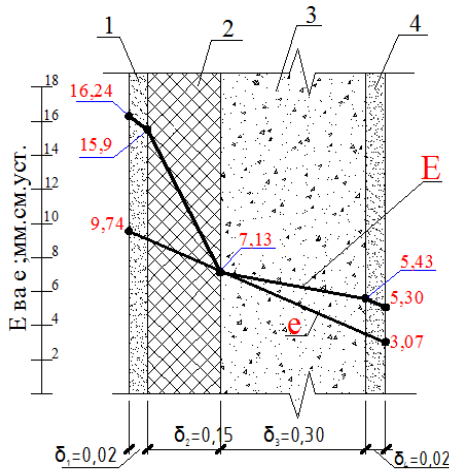
Юқоридаги расмда келтирилган ташқи девор конструкциясини ички ва ташқи сиртларидаги сув буғининг ҳақиқий эластиклигини қуйидаги формулалар ёрдамида аниқлаймиз.

$$e_{и} = \frac{\varphi_{и} \cdot E_{и}}{100} = \frac{60 \cdot 16,24}{100} = 9,74 \text{ мм. см. уст.}$$

$$e_T = \frac{\varphi_T \cdot E_T}{100} = \frac{58 \cdot 3,01}{100} = 1,75 \text{ мм. см. уст.}$$



2-Расм. Иссиқлик ҳимояси панел деворни ички сиртидан оширилган конструкцияни ҳарорат чизиғи.



3-Расм. Иссиқлик ҳимояси панел деворни ички сиртидан оширилган конструкцияни намлик ҳолати. 1 - цемент қумли сувоқ; 2- зичлиги 400-500 кг/м³ бўлган пенобетон; 3-зичлиги 1600 кг/м³ бўлган керамзитобетон; 4-зичлиги 1800 кг/м³ бўлган цемент қумли сувоқ.

Демак 3- расмдан малум булдики сув буғининг максимал эластиклик чизиғи ҳақиқий эластиклик чизиғи билан кесишди. Шу сабабли бу конструкцияни кесишган чизиклар чегарасида конденсат намлик ҳосил бўлар экан. Шу сабабли панел деворни иссиқлик изоляцияси қатламини ташқи сиртида ўрнатамиз ва унда ҳароратни, сув буғини максимал ҳамда ҳақиқий эластикликларини қуйидаги тартибда аниқлаймиз:

$$\tau_n = 18,78^\circ\text{C} \quad E_n = 16,24 \text{ мм. см. уст}$$

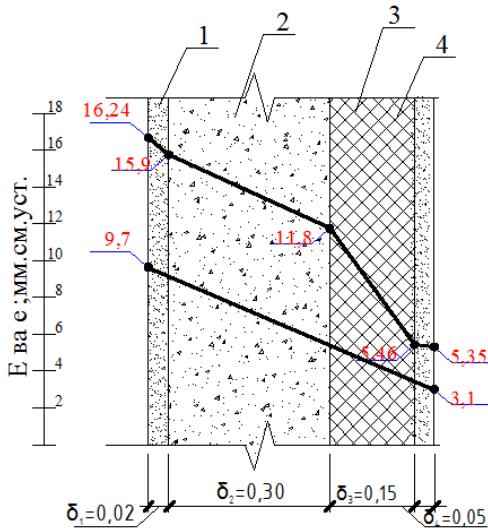
$$\tau_1 = 18,05^\circ\text{C} \quad E_1 = 15,9 \text{ мм. см. уст}$$

$$\tau_2 = 20 - \frac{20 - 0,5}{1,84} (0,115 + 0,026 + 0,447) = 13,76^\circ\text{C} \quad E_2 = 11,8 \text{ мм. см. уст}$$

$$\tau_3 = 20 - \frac{20 - 0,5}{1,84} (0,188 + 1,07) = 6,67^\circ\text{C} \quad E_3 = 7,34 \text{ мм. см. уст}$$

$$\tau_r = 20 - \frac{20,05}{1,84} (1,258 + 0,14) = 5,18^\circ\text{C} \quad E_r = 6,63 \text{ мм. см. уст}$$

Унинг ҳисобий схемаси ва намлик ҳолати қуйдаги 4- расмда келтирилган.



4-Расм. Иссиқлик ҳимояси панел деворни ташқи сиртидан оширилган конструкцияни намлик ҳолати. 1 - цемент қумли сувоқ; 2- зичлиги 1600 кг/м^3 бўлган керамзитобетон; 3- зичлиги $400\text{-}500 \text{ кг/м}^3$ бўлган пенобетон; 4- зичлиги 1800 кг/м^3 бўлган цемент қумли сувоқ.

ХУЛОСАЛАР:

1. Юқоридаги расмдан кўришиб турибдики сув буғининг максимал эластиклик чизиғи сув буғининг ҳақиқий эластиклик чизиғи билан кесишмас экан. Демак, иссиқлик ҳимояси панел деворни ташқи сиртидан пенобетон блоклар билан оширилганда конструкция қатламларида конденсат намлик ҳосил бўлмас экан.
2. Йирик енгил панел деворли каркасли биноларни мукамал таъмирлашда деворларини ташқи сиртидан зичлиги $400\text{-}500 \text{ кг/м}^3$ бўлган пенобетон блоклар билан иссиқлик изоляцияси оширилса ҚМҚ 2.01.04-97 ни иссиқлик ҳимоясини иккинчи ва учинчи даража талабларига жавоб берар экан.

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Юлдашева Мунаввар Кадировна, Камилова Маржона
Самаркандский Государственный Архитектурно-строительный институт
(Самарканд, Узбекистан)

ТРАДИЦИИ И СОВРЕМЕННОСТЬ В ИСТОРИЧЕСКИХ ЖИЛЫХ ДОМОВ В ГОРОДЕ САМАРКАНДЕ

Аннотация: В статье рассматривается традиции и культура узбекского народного жилища и его архитектурно –художественная выразительность в современных условиях Узбекистана.

Ключевые слова: исторический, памятник, культурно-исторический, пиломатериалы, реконструкция, ремонт, архитектура, резьба орнамент.

TRADITION AND MODERNITY IN HISTORICAL RESIDENTIAL HOUSES IN THE CITY OF SAMARKAND

Key words: historical, memorial, cultural-historical, lumbering, reconstruction, repair, architecture, carving ornament

The historical part of Samarkand consists of three main sections. In the north-east there is the site of the ancient city of Afrosiab, founded in the 7th century BC and destroyed by Genghis Khan in the 13th century, which is preserved as an archaeological reserve. Archaeological excavation have revealed the ancient citadel and fortifications, the palace of the ruler (built in the 7th century displays important wall paintings), and residential and craft quarters. There are also remains of a large ancient mosque built from the 8th to 12th centuries.

To the south, there are architectural ensembles and the medieval city of the Temurid epoch of the 14th and 15th centuries, which played a seminal role in the development of town planning, architecture, and arts in the region. The old town still contains substantial are of historic fabric with typical narrow lanes, articulated into districts with social centers, mosques, madrassahs, and residential housing. The traditional Uzbek house shave one or two floors and the spaces a regrouped around central courtyards with gardens; built in mud brick, the house shave painted wooden ceilings and wall decorations. The contribution of the Temurid masters to the design and construction of the Islamic ensembles were crucial for the development of Islamic architecture and arts and exercised an important influence in the entire region, leading to the achievements of the Persia, the India, and even the Turkey.

Construction of Uzbek houses formed on the weather and relief of the region. That's why each city of Uzbekistan has its own traditions and even school of architecture. Because of frequent rain, snow and also earthquake people build houses with double wooden frame in the mountains. But in the cities there were houses with single frame. [1]

The plan of the houses

The yards in rich houses were double: internal and external. Women and children lived in courtyard; the external yard was used for guests. There were the most luxurious rooms. The plan of the house depended on family members, but the main rooms were kitchen, living room, hallway, some rooms, ayvan and utility rooms. (*Pic1 and Pic2*)



Pic.1. Interior of traditional house



Pic.2. Ceiling of traditional house

In populous cities hallway often was on the first floor – boloxona. The entrance door was often low – it made people to bend when they come in and out of the house.

This little bow helped to show respect to the house, its owner and traditions. In the end of XIX century houses were built without foundation. Saman (chopped

straw) was the only foundation of the houses. The main material for walls was clay, mixed with straw and other ingredients.

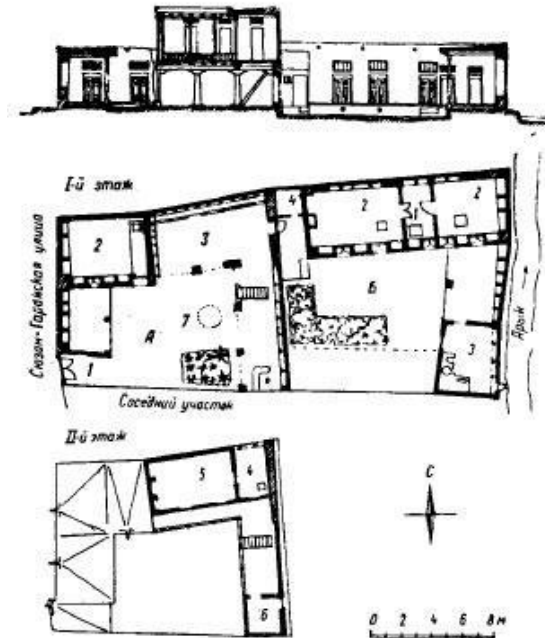
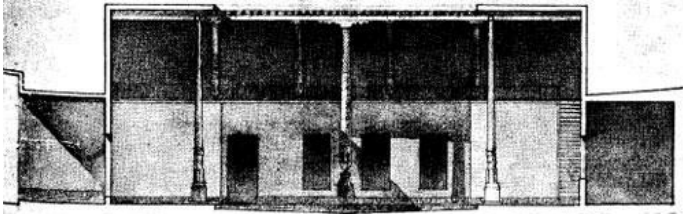


Рис.3 Residential area Kazi Abdurasul

A — outdoor (ташкари): 1 — Gate (дарваза-хона), 2 — living room (михманхона), 3 — stable (саисхона), 4 — hall (дахлиз), 5 — upper room (болохона), 6 — pantry (кладовая), 7 — well (колодец); Б — indoor (ичкари): 1 — hall (дахлиз), 2 — room (хона), 3 — kitchen (ошхона), 4 — lavatory (уборная).

For summer and winter rest

Ayvans helped to escape the heat. It was the place for summer rest. In winter time people lived in inner rooms. Ayvans in Khorezm were tall and wide. There was also small pool with elm-trees near the house. Such kind of trees has an ability to cool the air. That's why Khorezm often called as a country of elm-trees. (Pic.4)



Pic4. Residential house in Khiva. Tall and wide Ayvan.

In winter time the house was heated by sandal – it was used for warming hands and legs. Sandal is a small deepening with constantly smoldering coals under the table. To keep people warm a big quilt was put around and up the table. There were kurpacha (small quilts) around the table for sitting.

Uzbeks always tried to keep their yard and house clean and beauty from ancient time. And each family tried to decorate the house: they made beautiful carved gates, doors and put Iran or Turkmen carpets in the rooms. [2]

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Юлдашева Мунаввар Кадировна, Ибрагимов Нажиб, Камилова Маржона
Самаркандский Государственный Архитектурно-строительный институт
(Самарканд, Узбекистан)

ВОССТАНОВЛЕНИЕ ТРАДИЦИОННЫХ ЖИЛЫХ ДОМОВ ВОКРУГ МАВЗОЛЕЯ "АКСАРАЙ" В ИСТОРИЧЕСКОЙ ЧАСТИ ГОРОДА САМАРКАНДА

Annotation: *In the issue is being checked the problem of the living houses reconstruction round Aksaray in the frame of existing construction. The territory of living district and main facades were renewed.*

Key words: *Project, complex, shooting, restore, protection, historical, method, style, territory, structure, aesthetic, architect, monument.*

Аннотация: *В статье рассматривается проблемы реконструкции жилых домов вокруг Аксарая в пределах существующей застройки. Обновлены территория жилого квартала и решены главные фасады.*

Ключевые слова: *Проект, комплекс, съёмка, реконструкция, защита, исторический, метод, стиль, территория, реставрация, эстетик, архитектор, памятник.*

Президент Республики Узбекистан указал ряд мероприятий по коренной реконструкции исторических городов, их дальнейшему развитию и благоустройству, повышению уровня жизни населения.

Процесс развития порождает новые вызовы в области охраны наследия. И здесь государственная политика Узбекистана однозначна - материальное наследие можно осознать только на основе нематериального и духовного, только на базе существующего культурного ландшафта. Это нашло свое отражение в новом законе Узбекистане "Об охране, сохранении и использовании объектов культурного наследия", который был принят Олий Мажлисом (Парламентом) страны в августе 2001 года. В рамках этого Закона регулируются все вопросы по их сохранению, реставрации, консервации и использованию, как памятников материальной культуры.

Сохранение своеобразия исторически сложившегося жилого квартала Аксарай является одной из наиболее острых проблем. В решении этой проблемы имеет значение современное реконструкция квартала и модернизация его домовладений. [1]

Круг вопросов составляющих эту острую проблему необычайно широк начиная от организации пространственной среды махалли в целом, заканчивая вопросом реконструкции и практического использования памятников архитектуры, организацией благоустройства их территорий.

Мавзолей Аксарай представляет собой однокупольное прямоугольное в плане здание, которое включает крестовидный главный зал и три помещения входной группы. Главный зал перекрыт куполом на высоком цилиндрическом барабане, который основан на пересекающихся арках и щитовидных парусах.

Местная традиция была прервана запустением города в XVII веке, а пришлое вслед за тем население принесло из разных городов приемы последних, поэтому образ жилища не обладает здесь цельностью. Тем не менее можно дать достаточно отчетливостью общую характеристику его особенностей. В планировке Самаркандского дома употребляется сочетание с одной или двух комнат и узкой передней. Одноколонный айван примыкает чаще всего к постройке под углом или к торцу комнаты. Одна или две из стен комнаты делаются однорядного каркаса; таким образом, количество стеновых ниш сравнительно с ферганским и ташкентским домами уменьшено. Следовательно, по количеству ниш типы узбекского дома могут быть расположены в определенном порядке: в ферганском и ташкентском домах комнаты имеют ниши по четырем стенам, в шахрисябзком – по трем, в самаркандском – по двум, в бухарском – по двум или одной, в хивинском ниши отсутствуют. В интерьеры самаркандского дома имеют место резьба по ганчу и роспись потолка и стен. Роспись очень распространена и весьма интересна. [2]

Особое внимание при организации реконструкции главной проблемой было решение комфортный быт жилища в жарком климате. Проектом было предусмотрено вопросы по направлению на смягчение летней температуры, предохранение комнат от перегрева, максимальное использование дворового пространства, которое активно включалось в планировочную структуру дома. Наилучшие условия быта обеспечивало изолированное от улиц жилище с внутренним двориком.

Объемно-пространственная композиция народного жилища была построена на сочетании открытого пространства двора с полуоткрытыми навесами - айванами и замкнутыми помещениями. Озелененный и обводненный двор является своеобразным аккумулятором утренней прохлады. Сюда открывались летние помещения и выходили проемы всех комнат. Благоприятная ориентация и организация проветривания жилых помещений, устройство затеняющих навесов помогали переносить летний зной и способствовали нормальному протеканию бытовых процессов в теплое время года на открытом воздухе.

Следует отметить, что в традиционных узбекских домах особую роль с давних времен играл айван, приспособленный к местным природно-климатическим условиям. Обычно неотъемлемой частью айвана являлась построенная из кирпича или глины под навесом или во дворе супа. Айван и супа, расположенные вдоль стены, иногда захватывали все жилые помещения, выступая над землей. Здесь собиралась и вся семья во время трапезы или отдыха.

Большое значение при устройстве жилища придавалось обводнению дворов. Помимо хозяйственно-бытовых целей и полива земельных насаждений, вода нужна была для увлажнения воздуха на территории дома. Кроме обычных канав-арыков с проточной водой иногда устраивались водоёмы - хаузы. [3]

Но чаще жизнь семьи в теплое и жаркое время года сосредотачивалась на площади айванов - помещений, открытых в сторону двора на всю высоту с одной, двух или трех сторон. Наиболее распространенная глубина айванов

2,4-3м. Композиция айванов всегда увязывалась с общей структурой дома. В айваны, как правило, выходили дверные и оконные проемы жилых помещений. Айваны бывают высокие и низкие, одно- двух- и многоколонные, приставленные длинной к широкой стороне, а также под углом к закрытым помещениям, либо вдвинутые между двумя комнатами. Наконец, встречаются айваны, отдельно стоящие, или возвышающиеся над плоской кровлей дома. В целом площади айванов примерно равны площадям открытых помещений.

Испокон веков основными стройматериалами служили глина (пахса), кирпич (сырой или жженный), глиняные катыши круглой или овальной формы (гувала), лес (в основном тополь и ива), для штукатурки – глина и солома. Стены и крыши большинства построек покрывались штукатуркой из глины и соломы, которым красочно орнаментировали стены домов. В начале прошлого столетия дома строились без фундамента, лишь в некоторых местах под фундамент использовали камни или жженный кирпич, а там, где были близки подпочвенные воды или солончак, под пахсовые стены стлали камыш или рогожу. Обычно пол жилых помещений был земляным, на уровне самого участка, утрамбованным или обмазанным глиной с соломой, а в отдельных, более обеспеченных семьях его покрывали жженным кирпичом.

Крыши домов делали из деревянных опор (устун) и поперечных балок (болор), полукруглых брусков (васса) и циновки (буйра), на которые накладывали глиняные катыши (лумбаз). Крышу ежегодно обмазывали глиной, смешанной с соломой, а для отвода дождевых вод устанавливали деревянный или керамический желоб. Независимо от внешнего вида дома, большинство створок ворот и дверей жилых помещений украшали резным орнаментом, а во дворе располагался красивый портал с навесом (айван).

Перекрытия делали деревянные, по балкам укладывали настил из жердей – васса. Поверх них укладывали камышовые циновки, затем слой обязанного камыша (утеплитель), обмазывали раствором, насыпали сухую глину всё утрамбовали.

В данном проектом предложении имеются разработки жилых домов:

- Реконструкция домовладения с частичным сохранением исторически ценных строений;
- Здесь предлагается максимально сохранить существующую структуру помещений с применением современных удобств.
- Дом реконструировался с учетом традиций, при этом отвечает современным требованиям.
- Реконструкция домовладений с капитальной перестройкой жилого фонда но с сохранением прежней градостроительной структуры участка.
- Разработка в традиционной планировочной структуре жилого квартала Аксарай и размещение чайханы.
- Приспособить сохранившиеся памятники архитектуры под объекты туризма.
- Организовать для музейного показа жилой комплекс из состава нескольких традиционных жилых домов, где будет размещен этнографический материал из жизни средневекового горожанина.

• Разработать схему размещения инженерных сетей и коммуникации, предполагая их подземными (не влияющими на внешний облик улиц жилого квартала Аксарай);

Данная работа связана с проблемой использования традиций и существующего жилого фонда в разработке новой планировочной структуры домовладения и комплекса его помещений.

Таким образом, мы сделали реконструкцию жилого дома в рамках существующей застройки, площадь помещений и общего двора остаются в тех же размерах. Внешний облик дома содержит в себе приемов традиций национальной архитектуры Самарканда. Это красивые резные колонны, выполненные из дерева, айваны, летние дворики где используются деревянные конструкции, потолки подчеркивают своеобразие и колорит национальной росписи, дух традиционной архитектуры. Окна, двери и панджара выполнены из дерева. Крыши выполнены плоскими.



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SECTION: MEDICAL SCIENCE

**Askaryants V. P, Mazhidova M. K. Matkarimova D. D.
Tashkent Pediatric Medical Institute
(Tashkent, Uzbekistan)**

ANALYSIS OF FUNCTIONAL CHANGES IN THE GASTROINTESTINAL TRACT

The last decade has been marked by an in-depth study of local disorders in the gastroduodenal zone with a peptic ulcer and the possibilities of using the target-cell and cytoprotective type of action in its therapy.

As noted in literary sources, that currently the group of anti-ulcer drugs has more than 500 items. However, the use of these drugs has virtually no effect on the frequency of relapses of the disease, even with their prolonged use. There are also unresolved problems in the treatment of ulcers resistant to existing therapies. In addition, drugs used in the treatment of peptic ulcer disease, as a rule, have numerous side effects, precluding their long-term use, necessary to prevent the recurrence of the disease. In this regard, the study of the pathogenesis of gastric ulcer and the search for effective methods of its treatment remains an urgent problem of gastroenterology.

Currently, most researchers recognize the leading role of impaired neurohumoral regulation of the gastrointestinal tract (GIT) in the pathogenesis of peptic ulcer.

According to modern concepts, cholinergic mechanisms are central to the regulation of various body functions, since cholinergic neurons determine the activity of both the parasympathetic and sympathetic preganglionic link in the autonomic nervous system. In addition, cholinergic neurons are the central component of the enterometasympathetic nervous system.

The authors found that with ulcerative damage to the stomach and duodenum (12 duodenal ulcer) there is a violation in the digestive system of the mechanisms of nervous regulation, which are determined by the relationship between the parasympathetic and sympathetic nervous systems.

It is shown that reciprocal interaction takes place between the M- and H-cholinergic mechanisms in the body. Based on this, it was suggested that in order to increase the effectiveness of pharmacological correction of resistant pathological conditions, it is advisable to influence both reciprocal interacting mechanisms of the same biosystem. In this regard, it seemed appropriate to assess the prospects of applying this approach to the pharmacological correction of the repair processes of ulcerative lesions of the gastric mucosa.

The authors noted that the active state of secretory cells, in contrast to the quiet one, is characterized by changes in membrane potential, ionic shifts, increased permeability of surface membranes, increased channels of the endoplasmic reticulum, increased production of nucleic acids, melting of secretory granules and increased flow of fluid in the cell reticulum.

Reflex excitation of the parasympathetic system of secretory organs is carried out through the release of acetylcholine, the effect of which occurs when the concentration rises to above-threshold values, not only due to an increase in its content, but also due to a decrease in cholinesterase activity.

Physiologists have confirmed that cholinesterase is a fairly stable enzyme, and fluctuations in its activity are obviously associated with the inhibitory effect of initial local high concentrations of the mediator, since during long-term secretory activity, the cholinesterase activity of tissue homogenates subsequently increases sharply. As a result, the kinetics of the enzymatic reaction changes not only cellular homogenes, but also individual fractions.

The increase in cholinesterase activity prevents the further development of ecbolic processes, although the secretion is further maintained due to the influence of the incoming hormones of the digestive tract and residual amounts of acetylcholine. The complete removal of areas of production, for example, gastrin, despite the remaining innervation, excludes, due to a significant increase in cholinesterase activity, the secretory function of the gastric glands. Long-term effects are expressed by a gradual weakening of the production of acetylcholine, and then, after 7-12 months, a decrease to minimal values and cholinesterase activity.

As you know, the main source of energy used in the human body and most animals is the enzymatic breakdown of glucose. At the same time, relative constancy of the glycemic level acts as a necessary condition for normal vital activity. The sugar content in the blood depends on the intensity of a number of processes, including the absorption of carbohydrates in the intestines, their utilization by various tissues, the excretion of excess sugar by the kidneys, the metabolism of carbohydrates in the liver. In addition, glucose can be synthesized in the liver from the products of its incomplete splitting and other organic substances of a non-carbohydrate nature, which is of great importance when fasting or not eating enough carbohydrates, as well as under conditions of considerable physical activity.

Foreign and domestic authors noted that in the initial period of gastric secretion, reflex stimulation was not accompanied by marked changes in the adrenergic regulation system. Adrenaline or norepinephrine, when introduced into the body, does not excite gastric secretion, the level of these hormones in the mucous during food stimulation does not change significantly, aminooxidase activity, if fluctuating, to a small extent. After prolonged secretion, adrenaline causes the formation of very small granules in many cells, weakening secretion increases the ecbolic processes, and the aminoxidase activity is very low. All this indicates the presence of factors that change the conditions of action of this enzyme.

The content of histamine and histaminase activity are not subject to such strict laws as the two previously mentioned systems. But after resection of the stomach, in its remaining part, despite the preserved innervation, the content of histamine drops by a factor of 2-3, and the acid secretion decreases to zero. Although histamine in the glandular tissue is preserved, its presence does not ensure the preservation of either hydrolytic or ecbolic functions. Only the interaction of reflex influences, acetylcholine and catecholamines, as well as specific

hormones, is decisive for the normal course of catabolic and anabolic processes and, with it, the hydrolytic and ecbolic functions of the gastric glands.

Specialists have established the fact that changes in the blood sugar content and the intensity of carbohydrate metabolism in the liver associated with it during various functional states of the body are devoted a lot of work, however, the mechanisms regulating these processes have not been studied enough. The leading role in the regulation of metabolism and energy in the body is currently assigned to the central nervous system, which with the help of nervous and humoral regulatory agents controls the intensity and direction of metabolic fluxes, changing the activity of the corresponding enzymes.

Physiologists noted that a special place in the mechanisms of this regulation belongs to the hypothalamus, which, on the basis of information flowing to it from various extero- and interoceptors and from the overlying departments of the central nervous system, coordinates the vegetative functions and metabolic processes in accordance with changes in the surrounding and internal environment of an organism. The study of the hypothalamic regulation of carbohydrate metabolism has already more than eighty years of history. During this time, a wealth of experimental material has been accumulated, but even now the role of individual hypothalamus nuclei is not clearly defined, and the works devoted to this issue are often contradictory and do not provide a complete answer to it.

The mechanisms of hypothalamic regulation of carbohydrate metabolism in the liver that are directly related to the maintenance of carbohydrate homeostasis in the body remain insufficiently studied. The involvement of the anterior and posterior hypothalamic nuclei in this regulation has not been studied. The question of the ratio of the participation in it of various hypothalamic formations is also not resolved.

Further analysis of the literature showed that the chronic pathology of the gastrointestinal tract belongs to one of the leading places in the overall structure of the incidence of the population of the planet, and among diseases of the digestive system. In addition to the extremely high prevalence in the human population, it is also distinguished by the fact that it is sometimes characterized by persistent chronic course and a pronounced propensity for progression. The study of the etiological factors, the causes of chronization and progression of diseases of the digestive tract, despite the significant progress observed in the last decades in gastroenterology, remains an urgent task of modern medicine.

In the literature it is noted that the revolution in gastroenterology, associated with the discovery as one of the main reasons for the formation of the most common gastric pathological conditions *Helicobacter pylori* (HP), accentuated the attention of gastroenterologists with a new force on the problem of the relationship between the micro and macroorganism, infectious approaches in solving this problem. Led internists to the unanimous opinion about the need for the appointment of eradication therapy for peptic ulcer and chronic gastritis. Numerous data indicating a pronounced polymorphism of the *helicobacter* bacterium, the unpredictability of carrier periods and the reasons for increasing the aggressiveness of *H. pylori*, necessitated a closer examination of this microorganism from the standpoint of its interaction with the local immunity of the gastric mucosa.

It is also noted that the latter circumstance seems to be highly relevant also because the scientifically proven fact is considered to be the process of occurrence

of organized lymphoid tissue (lymphoid follicles) in the gastric mucosa (GM) as a result of persistence in the layer of parietal gastric mucus.

The fact of recognition for *H. pylori* of the etiological role in chronic diseases of the stomach, as well as the existence of a high probability of its belonging to the symbiotic flora of the upper gastrointestinal tract, makes necessary an attempt to combine research approaches in the study of chronic gastritis and peptic ulcer with the principles of studying chronic diseases of the small and colon. For the latter, despite some definite revision of their etiopathogenesis over the past decade, it is relevant to have episodes of acute intestinal infections in the history, accompanied, including pronounced disorders of the microbiocenosis of this part of the digestive tract.

The authors of domestic and foreign literature noted that the development of chronic diseases of the stomach and intestines in addition to functional disorders is accompanied by the formation of varying degrees of severity of morphological changes in the wall of the corresponding organs. Clear morphological signs of chronic diseases of the digestive tract such as peptic ulcer, ulcerative colitis, Crohn's disease and gluten enteropathy over the last decade have been complemented by the adoption of international morphological criteria for chronic gastritis. Currently, active scientific studies are being conducted aimed at the development of generally accepted histological features of various forms of chronic colitis. The emergence and progression of chronic diseases of the stomach and intestines involves the unconditional inclusion in the scope of the pathological process of the local immune system. This pattern is due to the structural and functional unity of the mucous membrane and local immune defense of the digestive tract. Changes in the local immune system, limited at first by the lymphoid tissue of the digestive tract, as the underlying disease progresses, reach the level of general immunity, acquiring, in some nosological forms, not only a generalized character, but also their own dynamics. Numerous studies have shown that impaired immunological reactivity plays a significant role in the development of diseases of the digestive system. The formation of inadequate, and with some bowel diseases and hyperreactive changes in the immune system leads to the development of immunopathological reactions that significantly affect the nature and course of the disease.

Thus, at the end of the literature review, it can be noted that in the study of the etiology and pathogenesis of chronic diseases of the stomach and intestines, the occurrence and progression of these diseases is associated with an infectious factor.

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Tursunova M. A., Shamatov M. R., Umarova Z. F.
Tashkent Pediatric Medical Institute
(Tashkent, Uzbekistan)

THE STATE OF THE PROOXIDANT AND ANTIOXIDANT SYSTEM OF THE BLOOD IN PNEUMONIA OF BACTERIAL AND VIRAL-BACTERIAL ETIOLOGY

Actuality: The epidemiology of pneumonia at the present stage is characterized by a tendency to an increase in the incidence and mortality rate that has arisen since the end of the 80s both in our country and around the world. In developed countries, the incidence of pneumonia is from 3.6 to 16 per 1000 people (Jokinen C, Juvonen N. 1993). Nowadays, pneumonia worldwide is ranked 4-5 in the structure of causes of death after cardiovascular disease, oncological diseases, cerebrovascular disease and chronic obstructive pulmonary diseases (COPD), and among infectious diseases - 1st place. The incidence in the age group over 60 years is from 20 to 44 per 1000 population per year. Mortality from pneumonia in this category of patients is 10–33%, and in pneumonia complicated by bacteremia it reaches 50%.

The mortality from pneumonia is high among newborns and small children and reaches 25% in children under 5 years of age. Mortality in nosocomial pneumonia ranges from 30–60 to 80% (Chuchalin A.G. 1995). The duration of temporary disability averages 25.6 days and can range from 12.8 - 45 days. In the onset of pneumonia, predisposing factors or risk factors leading to damage to one or more protective mechanisms play a significant role. Most often, pneumonia occurs in the cold season, that is, the incidence is seasonal, but it should be noted that the disease can occur at any time of the year.

Aim: To study the dependence of the clinical course of pneumonia on the state of the lipid peroxidation system and the antioxidant system.

Materials and methods: Literary analysis of the course of pneumonia from the state of the lipid peroxidation system and the antioxidant system.

Results: Pneumonia is one of the most common diseases, occurs at any age, has certain features of the course at different age periods and is a complex of pathological processes developing in the distal parts of the lung tissue. The main manifestation of these processes is infectious, exudative, rarely interstitial inflammation caused by microorganisms of different nature, and dominant in the whole picture of the disease. From a clinical point of view, the concept of 'pneumonia' should be defined as an infectious disease of the lower respiratory tract, radiographically confirmed. In patients with bacterial and viral-bacterial etiology, there is an increase in plasma lipid peroxidation, malonic dialdehyde in plasma, activity of spontaneous nitro blue tetrazolium-test, depending on the stage, the severity of the disease, the presence of complicated forms and comorbidity - chronic bronchitis in the acute phase. A change in the antioxidant defense of the body in pneumonia of bacterial and viral-bacterial etiology is manifested by the inhibition of plasma antioxidant ceruloplasmin, with a simultaneous increase in erythrocyte catalase during the height of the disease. Pronounced and long-lasting violations of malonic dialdehyde, an indicator of spontaneous nitro blue tetrazolium-test of neutrophils, ceruloplasmin in serum and catalase in erythrocytes in patients

with bacterial pneumonia and viral-bacterial etiology indicate a more severe course of the disease, the presence of complications and in the concomitant pathology of chronic bronchitis.

Conclusions: In infectious diseases of the bronchopulmonary system of bacterial and viral-bacterial etiology: acute viral-bacterial and bacterial pneumonia, there is an increase in the level of malondialdehyde in the blood plasma and the index of spontaneous nitra blue tetrazolium-test of neutrophils with a maximum value in the peak period of the disease and return within normal limits in the period late reconvalescence. Pronounced and prolonged violations of malonicdialdehyde and spontaneous nitra blue tetrazolium-test in patients with viral-bacterial and bacterial pneumonia indicate a more severe form of the disease, the presence of a complication or concomitant disease of inflammatory nature, as well as the possibility of destructive pulmonary complications.

Significantly decreases the level of antioxidant ceruloplasmin in the serum of patients with bacterial and viral-bacterial pneumonia, which may be due to the depletion of the antioxidant defense component of the body. Catalase activity in erythrocytes increases, reaching a maximum value at the height of clinical manifestations and normalizing in the recovery period. The dependence of the clinical course of pneumonia on the state of the lipid peroxidation system and the antioxidant system makes it possible to regard the indicators of peroxidation intensity and antioxidant protection in patients as additional criteria for assessing the severity of the disease, recovery time, which is important for predicting the outcomes of the disease and treatment tactics.

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SECTION: PHILOLOGY AND LINGUISTICS

Berdiyev Aliboy
JSPI
(Jizzakh, Uzbekistan)

FORMING LINGUO-INFORMATION CULTURE IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE

***Annotation:** This article discusses the concept of linguistic and informational culture and pedagogical technology, its formation in technical university students in foreign language classes in order to develop the abilities of the future specialist to adequately organize professional activities for processing foreign language information and participate in professional and intercultural communication. The analysis of the state of the issue in question in pedagogical theory and practice has led to the conclusion about the relevance of research into the process of forming a linguistic information culture of a graduate of a technical college.*

***Keywords:** new knowledge, skills, pedagogical technologies, the actual practice of training.*

Modern professional culture requires from a specialist new knowledge, skills, thinking style that will provide the necessary social adaptation to change and guarantee its competitiveness in the labor market. Dynamics of changes occurring in the modern education system: informatization and intellectualization; humanization and the transition from the traditional to the competence-based approach, necessitated the need to update pedagogical technologies.

In pedagogical science with all the many studies on language training in the context of the competence approach, there remains a general contradiction between the declared social order for a professionally competent specialist and the actual practice of training such a specialist, as well as the insufficient scientific and theoretical substantiation of this process.

The analysis of the state of the issue in question in pedagogical theory and practice has led to the conclusion about the relevance of research into the process of forming a linguistic information culture of a graduate of a technical college.

The basic term for the definition of the concept of linguistic and informational culture should be the concept of culture, supplemented in accordance with the peculiarities of this specific field of activity.

There are a large number of definitions of culture and its values. In the "Encyclopedic Dictionary" [1], culture (from the Latin. Cultura - cultivation, education, education, development, worship) refers to "the historically defined level of development of society, the creative forces and abilities of man, expressed in the types and forms of organization people's lives and activities, in their relationships, as well as in the material and spiritual values they create." The concept of "culture" is used to characterize specific areas of activity or life (work culture, political culture,

artistic culture). In the same series are such concepts as professional, informational, linguistic culture.

Today, the professional culture of a graduate of a technical university determines not only the amount of knowledge, but also, to a greater extent than before, the level of proficiency in a foreign language sufficient for successful functioning in situations of professional foreign language communication. Social maturity of specialists is manifested in the fact that they become independent users of the knowledge and skills obtained in the course of training and at the same time are focused on continuing education. Therefore, the problem of learning a foreign language as a language of professional communication within the framework of higher education is very relevant, and the problem of forming students' professional culture as a whole and linguistic-information culture in particular is a reflection of the objective need of modern society in training specialists who are able to integrate into the world informational space.

A foreign language is used as a means of further professional development of students and acquires the status of professionally-oriented, i.e. for special purposes. The goal of vocational-oriented teaching of a foreign language is to develop professional foreign language readiness for professional intercultural communication, which provides the ability to generate and adequately interpret information in a foreign language in the process of professional activity.

The implementation of vocational-oriented teaching of a foreign language is carried out through the integration of the "foreign language" discipline into the general course of professional training of students of technical universities. This presupposes the use of both the experience gained in the course of studying special disciplines and the foreign language as a means of obtaining professional information. In this case, a foreign language acts as a means of professional training.

In connection with the need for future specialists to develop the ability to independently acquire new knowledge and improve their professional activities in the foreign language sphere, the cognitive activity and independence of students should be intensified in order to develop self-study skills and professional self-improvement in the future.

The content of education and the requirements for specialists are formed by the public-state order, which is formulated in the State Educational Standard of Higher Professional Education.

A graduate of a higher educational institution should be able to continue his studies and conduct professional activities in a foreign language environment, be able to organize his work on a scientific basis, own computer methods for collecting, storing and processing (editing) information used in his professional activity; be able to acquire new knowledge using modern information educational technologies.

Without owning the methods and techniques of independent cognitive activity, a specialist in the course of his activity will not be able to actively extract, assimilate, process and reproduce the necessary professional information. In this regard, the main tasks of introducing new pedagogical technologies in the system of higher professional education are the actualization of the content and teaching methods through the use in the educational process of the results and techniques of scientific research, increasing the effectiveness of students' independent work

through the choice of forms and teaching methods, as well as the formation of knowledge with the purpose of obtaining a new intellectual product and the creation of a psychologically comfortable learning environment.

New learning technologies should provide a creative level of education, create conditions for the creative self-expression of the individual and the development of adaptation abilities in the rapidly changing conditions of the modern information society.

Summarizing all the above, we can conclude that the professionally-oriented language training of students should be carried out on the basis of modeling the content of the professional professional's future technical profile in order to use the capabilities of a foreign language in the process of shaping its linguistic information culture as a component of professional culture.

Professionally-oriented foreign language teaching, based on modeling future professional activities, which is reflected in the content of the means and methods of technology of vocational-oriented language training as a means of forming a linguistic information culture, determines the motivation of students' learning activities.

Information competence means the ability to work purposefully with information and use computer and information technologies, modern technical means and methods for its receipt, processing and transfer; the ability to evaluate information and organize it for practical use, as well as integrate new information into an existing body of knowledge.

Professional competence is defined as the ability and willingness to carry out professional activities in a particular profession. It includes the independent creative activity of a specialist in professional activities, implying readiness and ability to act expediently in accordance with the requirements of the case, methodically organized and independently solve tasks and problems, as well as self-assess the results of their activities; mastering the knowledge, skills and abilities necessary to work on the specialty while simultaneously autonomy and flexibility in solving professional problems; developed collaboration with colleagues and professional interpersonal environment; informal and informal knowledge.

The concept of communicative competence includes such indicators as the degree of awareness in the field of communication, the ability to establish contact and interact with partners; possession of verbal and non-verbal means of communication; awareness of linguistic theory, awareness of it as a system of rules and general regulations governing the use of means of language in speech; knowledge of the theory of speech, possession of the main types of speech activity; the ability to analyze a speech situation and in accordance with it choose a program of speech behavior in relation to various fields and situations of communication, taking into account the addressee, goal.

Intercultural communicative competence implies readiness for professional intercultural communication, which ensures the ability to generate and adequately interpret information in a foreign language in the process of carrying out professional activity, to establish and maintain communicative contact with representatives of the other cultural community, taking into account their cultural characteristics.

The pedagogical technology of forming the linguistic-informational culture of future specialists in the process of professionally-oriented language training is a set of expedient forms, techniques and active methods, which, using linguistic-didactic and information-support tools, including study allows you to manage the work of students in the classroom in a foreign language in such a way as to form the ability to independently organize their foreign language activities adequate to the situation of professional communication, as well as a set of necessary knowledge and skills in the use of language and information tools in the production, processing and reproduction of professional foreign language information.

The technology of vocational-oriented language training of students as a means of forming a linguistic-informational culture is a system of interrelated actions of the teacher and trainees and is aimed at solving didactic tasks and planned, consistent implementation of the pre-designed pedagogical process into practice. Therefore, the implementation of specially designed pedagogical technology in the educational process of the university implies:

- 1) analysis of future professional activities;
- 2) determining the degree of basic training of students;
- 3) the development of targets, based on the analysis of the professional activities of the future specialist;
- 4) independent work planning;
- 5) control system and test scores for each level of study.

The target component of the technology includes the goals and objectives of professionally-oriented language training, and the main goal is the formation of the linguistic-information culture of future specialists by means of a foreign language using reference-information tools, including computer support.

The organization of learning a foreign language in student study groups in the process of implementing the developed technology of professionally-oriented language training contributes to the formation of the creative independence of the individual, stimulating the processes of its professional development and self-development.

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**Egamberganova Yulduz Toxirovna, Egamberganova Dilnura Ulugbek Qizi,
Otajonova Maftuna Arslanbek Qizi
(Urgench, Uzbekistan)**

TEACHING SPECIALIZED DISCOURSE THROUGH TRANSLATION

Uzbekistan, like any other countries, has implemented ESP instruction in her higher education should offer, for instance, English courses in the field of business and economics, science and technology, social sciences that correspondingly conforms the learners' academic or workplace requirements to develop better professionalization in their area of research and foster, at the same time, 'communication among specialists'.

Additionally, these accelerated developments have been accompanied by the appearance of a large number of new concepts and new ways of communications that did not previously exist, the entail the needs for maintaining a cross-country plethora of interaction, information and intercultural understanding between members of different discourse communities. It is therefore of great discernible to noticeably meet the new challenge and the demand of the world by adapting or adopting a new-fangled framework based on specialized English courses (henceforth ESP courses).

Due to the nature of ESP and its emphasis on discourse analysis from the early register to genre analysis, educationalists around the world were encouraged to think about different discourses and practices that have valued in different content fields. While disciplines are often distinguished by their specialized subject areas, the topics, terminology methodology and the way of seeing the world, they have different forms of language and different purposes of communication. In this line of thought, as Berkenkotter and Huckin (1995) state: 'a discourse community's norms, epistemology, ideology, and social ontology are not necessary same of other discourse community'. The concept of community draws attention that each field of study has its own norms, set of conventions and models of enquiry which characterized their specialized communication. Moreover, there is a general consensus among educationalists that each academic discourse contains certain language features that occur more frequently such as technical, sub-technical terms and some grammatical structures. Therefore, imparting ESP / EAP learners with appropriate content is, usually, believed to be of major significance. (Mc DONOUGH, 1984; BASTERKMAN, 2006) English for Specific Purposes World, ISSN 1682-3257, <http://www.esp-world.info>, Issue 37, vol. 13, 2013)

The language specialized communication of any subject field are believed to be one of the key for successful interaction required not only for scientists and technicians but also for:

- Communication professionals;
- Expert in lexicography and terminology;
- Language planners;
- Language teachers.

Diagram 1: The Need for Specialized Communication.

In this vein, preparing ESP learners for more specialized communication should be subjected to a planned and strategic instruction so that to be able to fit

the challenges of our global world, and at the same time, attaining a better professionalization. Being aware of the importance of English as a global language, the educational system of our country provides a compulsory business English course for both first and second year students. Moreover, it schedules these courses twice a specialized communication

Linguists ESP learners Technicians week with the objective of developing their speaking skill for better communication on the international sphere.

Despite the significant importance of such courses, no language curriculums, or even instructional materials is provided, except a guide stating the objectives. Accordingly, the short-term objective of these courses is to prepare learners for the professional test. In this latter, they are required to read and understand economic texts as well as writing an essay.

Moreover, there is only general agreement among ESP practitioners about the following themes illustrated in this table:

The first semester

1. Business and Company;
2. Production;
3. Distribution;
4. Advertising;
5. Market and Marketing;
6. Supply and demand;
7. Trade;
8. Economy.

The second semester

1. Economic systems;
2. Dealing with problems;
3. Basic forms of ownership;
4. Manufacturing;
5. Accounting and types of accounting;
6. Management;
7. People

While teaching this course translation technique can be used as a bridge between two courses. In this respect, the ESP teachers have to rely on themselves to design adequate activities. Consequently, most of these instructors, usually, focus on providing learners with texts on the above mentioned themes, followed by comprehension questions.

For the purpose of attaining the learners' academic and vocational aims, ESP courses should be taught in a way to prepare learners, at this school, to become communicatively competent in their target discourse community. This is based fundamentally on the following enquiry: how one- as an ESP teacher- may enhance the learners' specialized English for Specific Purposes communication in business context? The answer of this question lies at the heart of training their terminology usage through translation task.

Taking into account that these business learners come from different learning environment, have different English language proficiencies as well as instructed in both Arabic and French languages, lead them to acquire knowledge in

their first and second language. Being exposed to authentic materials in Business English courses, this calls the need to translate from the source to the target language and vice versa. The following diagram endeavors to summarize the role of translation in the acquisition of specialized discourse.

Translation
Terminology
Technical
Subtechnical
Specialized discourse
Business

In conclusion we dare to mention that the traditional approaches for foreign languages learning and the new strategies in teaching translation must go hand in hand in order to achieve an efficient a qualified translation. the traditional methods still remain on top, but in the same time we cannot imagine quality without e-learning that must be a complementary activity to the collaboration teacher-student. Speaking about foreign languages we must remember the well-known maxims: proceed from the known to the unknown, from simple to complex, from easy to difficult, from particular to general, from indefinite to definite, from empirical to relational, from analysis to synthesis. Speaking about translation we must take into consideration the fierce competition on labor market, the key elements of quality, the ability to work in a century of speed.

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Kavilova Tamara
JSPI
(Jizzakh, Uzbekistan)

INTERACTIVE FORMS AND METHODS IN TEACHING A FOREIGN LANGUAGE

Summary: *During the preparation of classes on the basis of interactive forms of education, the teacher is faced with the task of choosing the most effective form of education for studying a particular topic, it opens the possibility to combine several teaching methods to solve the problem, which contributes to a better understanding of the material by students. The purpose of this article is to draw the attention of teachers to more advanced and relevant methods of teaching a foreign language, to acquaint them with the forms and methods of work of this method in order to optimally achieve the communicative goal of learning.*

Keywords: *interactive methods, dialogue, discussion, communication*

Modern methods of teaching foreign languages offer us a wide choice of learning concepts, methods and technologies, both traditional and innovative.

The concept of the old school was dominated by the passive way of transferring data from teacher to student, i.e. the teacher most often expounded the finished information, demanding its reproduction later. In a more modern society, the active method of teaching a foreign language prevails. But the more advanced method is interactive. It maximally contributes to the development of communicative skills, which is the goal in itself of learning foreign languages. The article provides information about this method.

Interactive ("Inter" is mutual, "act" means to act) - means interacting, talking, and conducting a dialogue with someone. Interactive initiates a more multifaceted interaction of students with both the teacher and with each other, in contrast to active methods. The main function of a teacher in interactive classes is to direct the activities of students to the achievement of lesson objectives. The teacher, of course, develops a lesson plan (usually, these are interactive exercises and tasks during which the student studies the material). Consequently, the main components of interactive lessons are interactive exercises and tasks performed by students. The cardinal distinctive feature of interactive exercises and tasks is that, while performing them, students work on the basis of the material already studied, they are most focused on learning the new.

Interactive methods allow you to move away from a monologue system of learning to a dialogue or polylogue, when students not only can freely exchange their opinions, opinions and assessments of facts, but have the right to argue with the teacher, defending their point of view, position.

The interactive works when the teacher does not state the ready truths, but organizes the search and discussion by the students.

The interactive method involves the mutual learning of students, which creates a friendly atmosphere of tolerance, security, mutual support, mutual understanding. This allows us to develop the very cognitive activity through high forms of cooperation and cooperation in the process of obtaining new knowledge.

The essence of interactive learning is that the learning process involves all

students to the maximum in the learning process, so that each participant has the opportunity to understand and reflect on their knowledge and thoughts. Hence, a huge role is given to the individualization of the knowledge of each individual in the joint activity of students in the educational process. The interchange of knowledge, thoughts, ways of action is what interaction offers. During training sessions, the development of dialogue / polylog dialogue takes place, which leads to mutual understanding, interaction, and joint solution of common, but individually valuable tasks for each participant. Interactive eliminates the dominance of both one speaker and one opinion over another. As a result, students learn critical thinking, analyzing circumstances and solving complex problems, weighing alternative opinions, making thoughtful decisions, discussions, and communicating with other partners. For this purpose, individual, pair and group work are organized in the lessons, research projects, role-playing games are used, work is being carried out with various information sources, creative works are used. Along with the traditional (work in small groups, in couples-three, role-playing or business game) forms of work, the interactive method uses such techniques as work in rotational (replaceable) triples, carousel, unfinished offer, aquarium and others.

What are the forms of interactive learning? In modern society, methodologists and practicing teachers have developed many forms of group work for teaching foreign languages. The most widespread of them are "outer circle", "spinner", "aquarium", "brainstorming" and "debate" (the names can vary, the essence is important). These forms are effective only if the lesson discusses a problem in general, about which students have initial ideas based on previous lessons and daily life. In addition, the topics discussed should not be closed or too narrow. Now let's talk more about learning technologies.

"Dialogue" - the point is that the groups find an agreed solution. The result of the work is reflected in the form of a diagram or a final text, which is then recorded in notebooks. The methodology includes criticism of the position of another group and the search for its strong positions. Experts fix general views, and at the end of the work give a generalized response to the task, which is recorded by all.

Brainstorming is a group method of generating ideas. When conducting a brainstorming session, one must proceed from the fact that there are no absurd ideas. On the contrary, it is necessary to get as many such ideas as possible. At the same time, neither the ideas nor the authors can be evaluated.

"Brownian movement" - students, like molecules, randomly move around the office to gather information on this topic.

"Take a position" - a statement is declared. Students approach the poster with the words "YES" or "NO". Preferably, they can explain their position.

"Discussion" - educational group discussions are held on the selected problem in small groups (from 6 to 15 people) students. The educational discussion differs from other discussions in that the problem under discussion is new only for a group of people participating in the discussion, that is, the already known solution to the problem is to be found in the educational process. The search process should lead to objectively well-known, but new knowledge from the point of view of students.

Form of work in groups

"Interchangeable triple" - the composition of groups (triples) changes during

the lesson.

"Decision Tree" - the class is divided into several groups with the same number of students. Each group discusses the issue and makes notes on the "tree" (a piece of paper or a blackboard). Then the groups change places and write their thoughts on the trees of the neighbors.

"Common project" - groups receive various tasks that cover the issue from different angles. After work is completed, reports are prepared and notes are made on the board. From these records a general project is compiled, which is reviewed and supplemented by a group of experts.

"Synthesis of thoughts" - a copy of the previous method with the difference that the students make all the records on the sheets, which are then transferred to the next group. The sheet emphasizes the thoughts with which the group disagrees. The experts process the sheets and make a general report, which then discusses the class.

"Search for information" - a method used to revive the dry and uninteresting material. In this case, there is a team search for information that complements the already existing (teacher lecture or homework). Subsequently, students answer questions. Answers to questions should be found in textbooks or handouts. Limited time is given to analyze information and find answers to questions.

"Carousel" is a type of work that children like a lot. For this, two rings are formed: the inner and the outer. In the inner ring, the students sit still. In the external change every 30 seconds. In a few minutes, the students speak several topics and try to convince the interlocutor in their rightness.

"Aquarium" - the method consists in the fact that several students play the situation in a circle, while the others observe and analyze.

Thus, at the moment a large number of methods and forms of interactive learning have been developed. But each progressive teacher can come up with their own methods of working with the class. Most of the listed interactive methods relate to cooperative learning technologies, when students unite to complete assignments, master the material and develop communication skills during discussion and argumentation of their positions. The great advantage of this type of educational activity is that all students of the class are involved in the general work. The difficulty lies in the ability to organize the activity of students, to attach them to this type of work as permanent. The methods mentioned in the article can serve as a basis for creating all new forms. Interactive creativity of the teacher and the student is limitless, this is the main advantage of interactive learning.

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**Otadjonova Iroda, Atadjonova Nodira
Urgench State University
(Urgench, Uzbekistan)**

THE IMPORTANCE OF CHOOSING THE RIGHT TEXT IN ENGLISH CLASSROOM

When teachers have their heart set on bringing a text into the classroom, they should pay careful consideration to the text. Choosing the right text is very essential because that text may be motivating for the learners or demotivating. Teachers while choosing a text had better pay a great deal of attention to the following:

1. Age of learners
2. Language Level of learners
3. Interests of learners
4. Gender of learners
5. Cultural background of learners
6. Ethnic background of learners
7. Literarybackground
8. Objectives of lesson
9. Difficulty of texts
10. Types of text (literary or factual)

Scholars, Collie J and Slater S give their own views on selecting the literary texts as a teaching material and they say that "Factors such as culture, interest, motivation and language level of the students should be considered when a language instructor wants to select a literary text for a foreign language classroom. Reading literary texts has valuable effects on the learner's linguistic knowledge when it is interesting and meaningful. Selecting texts about the real-life experiences, desires and emotions of the learners is also significant. Furthermore, language difficulty should be regarded. Simple language of a literary work can facilitate the understanding of the literary text but it cannot be seen as the most crucial factor. Criteria such as appeal, interest, and relevance are of more significance. Other factors like enjoyment, pleasure and fun all help learners treat the linguistic problems that sometimes are serious in less interesting materials". (1; 80-105).

The text chosen should implement the following functions:

1. Broadening students' horizons
2. Informing about culture, tradition and values of other nations
3. Enhancing communicative skills
4. Enhancing social skills
5. Developing creative thinking
6. Developing critical thinking
7. Improving problem solving skills
8. Increasing imagination

If the chosen text can meet above mentioned criteria, it means this is the best text to apply in teaching.

PieraCarroli in his article: "Perceptions of literature: a comparison of

students' and educators' views" gives the results of questionnaire on preferred type of text of learners (The vast majority of learners prefer novels or poetry and only a few of them prefer magazines and anything in print) and why they feel that literature is enjoyable. He labeled the response as "literature as....."

- a trigger for reflection
- a source of stimulation
- a source of personal development
- a source of knowledge of the language
- a source of knowledge of the world
- a window on culture and society
- the literary canon
- a source of aesthetic pleasure
- a source of entertainment
- a trigger of affect
- an accessible sample of second language (L2)
- anything in print.

Teachers' role in choosing the right text: The teacher has a primary role. She/he should choose an appropriate text to use in class, and should help her/his students understand and comprehend the text with various strategies, techniques and activities.

Text selection is one of the most primary roles of teachers. Since the lengths of text quite vary, choose a text short enough to handle within course hours. The shortness of the text is significant for learners because they must feel confident enough in order to read, to understand and finish it in English, and it provides the students with a feeling of achievement and self-confidence.

In addition to the length of the text, Hill states three basic criteria of selecting the appropriate text:

- The needs and abilities of the students;
- The linguistic and stylistic level of the text;
- The amount of background information required for a true appreciation of the material; (2; 150-178)

The actuality of thinking about these criteria could be followed by recognizing that the vocabulary and sentence structure of the text to be studied must be eminently suitable to the level of learners. The texts with jargon, archaic, slang, foreign words, and allusions, having sentences imitating the speech of a particular locality or ignorant people or foreigners had better be avoided if the text is going to be used to teach learners whose language level is below intermediate. Likewise, very long sentences might be hard for students/pupils/learners to catch. As they do not grasp these sentences and words, they may get bored quickly and they are not willing to go on reading the text. That is why, before introducing any kinds of text to the class, teachers must be confident about the readability of the text. So as to meet that readability criterion, using the text simplified by the teacher might be the best solution.

- Ur points out that "... the use of 'authentic' text with less proficient learners is often frustrating and counter-productive". (5; 245-273). Thus, the use of simplified text with less proficient learners is deeply recommended because the chosen texts must be perfectly suited to the level of students.

• Spack suggests the aspect of interest to be considered. According to him, "it is important for the teacher to choose stories that would interest students that he/she most likes to read and teach, and that have been made into film to provide visual interpretation". (4; 703-725)

• McKay and Rivers state that students read and enjoy a text if the subject-matter of the text is relevant to their life experience and interests. (3; 115-146)

Nowadays, a variety of texts are available in the world of education for both teachers to use in class and for learners to apply independently at home.

They are divided into two large groups:

• Literary made up for entertainment and creativity

• Factual-real and provable, about facts or opinions

In their turn, they are also cut into several sub-groups;

Literary text types

Literary	TEXT TYPES EXAMPLES OF LITERARY TEXT FORMS
Narrative	novel, short story, myth, legend, science fiction, fantasy, fable, cartoon, stage play, film script, television script, radio script, role play
Poetry	sonnet, haiku, lyric verse, song, limerick, jingle, epic, ballad

Factual text types

Factual	TEXT TYPES EXAMPLES OF FACTUAL TEXT FORMS
Report	reference book, documentary, guidebook, experimental report, group presentation
Recount	journal, diary, newspaper article, historical recount, letter, log, timeline
Procedure	instruction, recipe, directions
Exposition	advertisement, lecture, editorial, letter to the editor, speech, newspaper article, magazine article
Explanation	scientific writing, spoken presentation
Description	observation, speech, analysis
Response	book review, film review, restaurant review, personal response
Discussion	debate, conversation, talkback radio

Briefly speaking, literary texts chosen to be taught in foreign language classes must be fascinating, intriguing, linguistically sufficient and of course, accessible for learners. Each literary text must carry linguistic, cultural, aesthetic, spiritual values and pragmatic approach.

To sum up, we would like to state that the literary text used appropriately

can be a motivational tool in class. As we aforementioned, they should implement various tasks. They must be a new world of knowledge and endless source of motivation and inspiration. Zada Kemelbekova and a few other scholars state that "It is a tool of access to reference, which gives power to understand the world, to get your own place in the world to develop the personal identity and creativity of learner. And namely the professor of FFL has to think about writers, about texts and about types of tasks to be worked out taking into account criteria of choice of the teachers of FFL to use the literary text in class". (6; 135-148)

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Turayeva Muborak
JSPI
(Jizzakh, Uzbekistan)

WAYS OF INDEPENDENT DEVELOPMENT OF SPEECH CULTURE

Annotation: *This article analyzes the characteristics of culture and the conditions for effective communication, as well as the basic concepts and problems of the culture of speech as the main component aspect of a high general culture of a person. Speech is one of the types of communication that people need in their joint activities, in social life, the exchange of information, in cognition, in education, it enriches a person spiritually, serves as an art object.*

Keywords: *level of culture, efficiency, speech activity, command of the language, the exchange of information.*

One of the most important indicators of the level of human culture, his thinking, intelligence is his speech. Well-developed speech is one of the most important means of human activity in modern society. Speech is a way of knowing reality. On the one hand, the richness of speech to a large extent depends on the enrichment of a person with new ideas and concepts; on the other hand, good command of the language, speech contributes to the successful knowledge of complex relationships in nature and in society. Speech is one of the types of communication that people need in their joint activities, in social life, the exchange of information, in cognition, in education, it enriches a person spiritually, serves as an art object. Speech activity occupies an especially important place in the life of a modern person, without which neither mastering of professional knowledge nor general cultural development is inconceivable. The ability to conduct a dialogue becomes one of the main characteristics of a person as a social phenomenon. In order to understand the ways and means of independent development of speech culture, it is necessary to clearly understand the content and scope of the concepts of this discipline.

The central concept of this discipline is the concept of language. Language is "a naturally evolving in human society and evolving system of sonicated units, capable of expressing the totality of concepts and thoughts of a person and intended primarily for the purposes of communication"

The ability to correlate sound and meaning is the main characteristic of a language. At the same time, language is a system of signs replacing objects and speeches and a set of meanings that concentrate the spiritual experience of people.

Language is closely related to the concept of speech. Speech is perceived, concrete and inimitable, deliberate and directed towards a specific goal, it is conditioned by the situation, subjective and arbitrary. In speech, language functions are manifested in various combinations with the predominance of one of them.

The result of speech activity, the speaker is the text. Text is a complete speech work (written or oral), the main properties of which are integrity and coherence. The correctness of the text is in accordance with the requirements of external connectivity, internal meaningfulness, the possibility of timely perception, the implementation of the necessary conditions for communication. The correctness

of the perception of the text is ensured not only by language units and their compounds, but also by the necessary general background of knowledge.

Important is the concept of speech quality. The qualities of speech are the properties of speech that ensure the effectiveness of communication and characterize the level of the speaker's speech culture.

The basic concepts of the culture of speech are also such concepts as literary language, norms of the language, style, language standard, language personality, types and forms of speech, speech etiquette.

Language norms (norms of a literary language, literary norms) are the rules for using language means in a certain period of development of a literary language, i.e. rules of pronunciation, spelling, word usage, grammar. Characteristic features of language norms are: relative stability; prevalence; general use; general commitment; correspondence to usage, custom and possibilities of the language system. Norms help the literary language to maintain its integrity and comprehensibility. They protect the literary language from the flow of dialect speech, social and professional jargon, colloquially. This allows the literary language to perform one of the most important functions - cultural.

The speech norm is the set of the most stable traditional implementations of the language system, selected and fixed in the process of social communication.

Thus, the language in the process of speech functioning develops, changes, and at each stage of this development the language system inevitably contains elements that have not completed the process of change. Therefore, various variations, variants are inevitable in any language. In the literary language, the following types of norms are distinguished:

- 1) norms of written and oral forms of speech;
- 2) norms of written language;
- 3) norms of oral speech.

The norms common to oral and written language include: lexical norms; grammatical norms; stylistic norms. Special norms of writing are: norms of spelling; norms of punctuation. Communication is necessary for people, both in the process of joint work, and to maintain interpersonal relationships, recreation, emotional relief, intellectual and artistic creativity.

The ability to communicate at the same time and the natural quality of every person, given by nature, and difficult art, involving continuous improvement. Sociologists explore forms of communication within different social groups and between groups, differences in types of communication caused by social causes.

Psychologists consider it as a form of human activity and behavior, consider individual psycho-typical features of communication, as well as a place of communication in the structure of individual consciousness.

Culturologists establish relationships between types of cultures and forms of communication.

Linguists explore the linguistic and verbal nature of social and interpersonal communication.

Professor U. V. Rojdestvenskiy writes about it this way: "The historical connection with social production, the ability to express social consciousness and being a carrier of culture constitute the social qualities of the language, which manifest themselves only in articulate speech." The articulation of speech,

according to the scientist, to build new statements from the material of the former and thereby satisfy the need for the growth of culture, changes in public consciousness and the organization of production.

Communication is not only a social, but also a psychological phenomenon, it is closely connected with the structure of the individual consciousness of a person. Considering the psychological nature of communication, it is necessary to consider that:

- 1) communication is a form of mental activity;
- 2) communication is a form of human behavior;
- 3) communication is an interpersonal interaction of individuals;
- 4) the personality of a person is formed in the process of communication.

And so the culture of speech is - the ability to correctly speak and write, as well as use language means in accordance with the goals and conditions of communication. Speech is correct, which is consistent with the norms of the literary language (pronunciation, grammar, vocabulary). Genuine culture of speech is achieved by the skillful and appropriate use of vocabulary of different styles, a variety of syntactic constructions; oral speech is especially valuable wealth of intonation.

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**Egamberganova Yulduz Toxirovna, Adamova Farangizbonu Jamolbek qizi,
Yuldasheva Barchinoy Gayrat qizi
Urgench State University
(Urgench, Uzbekistan)**

WHY PUPILS CAN NOT SPEAK ENGLISH ALTHOUGH THEY STUDY ENGLISH FROM 5TH TO 9TH FORM?

Today enough attention is paid to teaching and learning foreign languages, especially to the English language. Here, by this article, inform about an interesting fact which is connected with teaching and learning foreign languages at school. As you know, each of us learned a foreign language at school. Some of the people learned English, others French or German as a foreign language, but most of them cannot speak in that language. So, why they cannot speak in a foreign language although they have studied the language for five years in higher levels? What is the main cause of it? And how this problem should be solved?

The majority of people think that teachers of foreign languages lack profound knowledge of the subject and efficient methodology of teaching it. They often complain that teachers cannot teach children with interactive style and wake their interest on the subject. The pupil needs more motivation but teacher cannot give it to them. So, then we tried to know the teachers' opinion and asked their opinion on this problem. To my surprise, they told me that the problem was connected with textbooks. They think that the textbooks do not have interesting authentic material on conversational topics on the subject. We were not sure whether their point of view is reasonable. Then basing on our school years' experience we tried to make clear points on the question and why we ourselves could not speak English at school. We learned some new words and sentences at school but we did not know anything about English grammar because it was not on the school curriculum or even it was in school curriculum the teachers didn't teach us in correct way. And teachers had to follow the curriculum. Usually school textbooks didn't include authentic materials, useful language skill based tasks for classroom usage. In contrary the exercises were for translation from source language to target language or vice versa. Nowadays the same serious problem remains as it was at our times at some schools. Learning and teaching foreign languages with those textbooks were just only wasting time without learning anything. In our point of view enriching language materials in school textbooks as well as implementing new language skill based tasks to teaching process is the most effective approach to teaching and learning foreign languages.

Secondly, teachers should consider whether their pupils have inclination to study the language, if they do not have it, then teacher should make the children to study English by encouraging them. As it was said in English proverb 'If there is a will, there is a way'. While listening to teacher's speech the interest to language learning awakens in learner's mind. If the teacher has an excellent speech, his pupils want to speak like their teacher and work hard on developing speaking skills. Once we were also inspired by our English teacher because she had an impressive speech and she always tried to speak English. Then we got used to listening English more and more. At last we could understand spoken English but we were

still mute or afraid of speaking in English. Because there was barrier and no language atmosphere to breath in.

Moreover, family conditions also influence on children's mind. Most parents are never interested in their children's study. That is another reason for poor knowledge. Parents should pay attention to the study of their children. They must motivate their children to learn languages. They may do this by helping to their homework, checking their study, buying useful books for them or talking about their study with the teachers. But most parents seldom pay attention to their children's study. Even some parents find the study useless to their children. That's why children go to school just for the authority's demand or for learning to read, write and count by spending their valuable time.

All of these are the causes of the problem and what is the solution to it?

According to the first cause the solution to the problem is choosing appropriate course books for the learners language level, focused on developing all four language skills(reading, writing, listening and speaking) and language strategies(vocabulary, grammar and pronunciation) in harmony. Also all other skills and strategies should serve for developing speaking skills of learners because each of us learns language in order to be able to speak in it. In teaching process teachers should be aware of learners learning process, their learning styles, challenges they are facing to and facilitate learning process by authentic materials and useful tasks on them.

The solution to the problem from second point of view is using new innovative, informative and pedagogical technologies in teaching foreign languages as a main tool and language proficiency of the teacher which inspire learners with and opens the gate of opportunities and interest to learning foreign languages. In order to achieve all these, at first the teacher must be the lover of the language which s/he teaching, creative, ambitious, dedicated and feel responsibility for the teaching process sincerely. These features of the teacher are more useful for the learners than textbooks, curriculum or language material. We don't want to say that the textbooks, curriculum or language material less important items in language teaching or there is no need for them. We would like to point out that without teacher's professional skills and using them in language classroom, they will only remain in papers or in computers, in other words there is no use from them for learners in learning process. That is why a lot attention is paid to the preparation of highly qualified specialists and skillful teachers from early years of our independence. The teaching and learning foreign languages are taken under control f the state policy in order to give profound knowledge for learners and supply them with necessary language skills in order to express their thought in foreign language fluently.

Approach to the problem from third point of view is more complicated for the teachers. The family of the learner, the life conditions in it, parent and children relations in the family, social and economic background of the family influence on learners outlook more than we could imagine. In order to overcome this challenge the teacher should be a psychologist, friend and an ideal person for the learner. We know that when learners have problems they usually try to avoid from the conflicts at home by going away from home, spending a lot of time together with friends or

the most dangerous committing injuries for their life or etc. In these cases teachers must be friend or psychologist to help them.

Another situation is, when parents agree and the learner wants to study and learn languages at school but their family's financial state cannot support further studies. As a result of shortcomings in a family the learner loses hope for future and helps parents to earn money to keep body and soul together. In this case the teacher can help the learner with the knowledge s/he acquires by joining him to extra-curricular activities and setting him individual tasks to work at and shows the examples from life and hard work of famous people who came from ordinary families. Here teacher's role is instructor and facilitator.

In conclusion we would like to say that the time for teaching English through new effective ways has already come, we as future teachers from early years of studies at higher educational establishments should prepare ourselves for the future profession by enriching language knowledge and gaining professional skills of the teacher of foreign languages.

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**Egamberganova Yulduz Toxirovna, Egamberganova Dilnura Ulugbekovna
Urgench State University
(Urgench, Uzbekistan)**

EFFECTIVE WAYS TEACHING VOCABULARY

The English language becoming more and more popular all over the world and all spheres of life. Anyone who wants succeed in the business world has to be able to speak English. Knowledge of vocabulary has a serious influence on general language competence. The more words students know, the more secure they feel and the more willing they are to communicate. But how can they best process new words? And how can teachers make it easier for their students to learn new words and retain them in their long-term memories?

As far as we know, a group of sophisticated subjects has a foreign language. Because learning a new language understanding different grammatical rules and most importantly, learning new words can make learning difficult. Mainly to learners in 2 categories. The first one is adult learners and the other is school-age learners. The difference between adult learners and children is that they are familiar with grammar of their mother tongue. They are quick to master the grammatical rules, even they have difficulty memorizing. However, younger learners have the advantage of learning new words. The only problem with working with them is to concentrate their attention on and interest the subject. Especially in the process of teaching foreign language teachers should attract the attention of the students to different games. If teachers want to teach effectively they should create some new ways that make students learn easier and love what they learn.

During our study we make different styles of effective learning and we may use this kind of learning types when we teach. Here is a selection of them that you might like to try with your pupils at school.

1. ¹Organizing own dictionary

Students should organize a bilingual dictionary. This method of memorizing new words has its own effect. The students will have the ability to think in the same language at the same time as iodized with a new word in English:

²Contemporary (adjective)

1. *Belonging to the present time. SYN- modern. Contemporary music/art/dance etc.*

An exhibition of contemporary Japanese prints

2. *Happening or done in the same period of time contemporary with.*

The wall hangings are thought to be roughly contemporary with the tiled floors

¹ Stuard Redman "English vocabulary in use"(pre-intermediate and intermediate) Cambridge University press, p10

² Longman dictionary of contemporary English , fifth edition(LDOCE5).Pearson edition limited 2009

2. A dream card.

As we know, the imagine of children is wide. They can think and create of things and process that they like. It is necessary to use their imagination to teach children new words. Give them an assignment: draw a picture of one's own desires into one piece of paper. Let them paint with colored pencils. Painted card by category in order to wishes. Someone wants to be a military officer, or to have the modern mobile phone or travelling all over the world. In order to their wishes you give them some new words which they use them during speaking and writing. Because, after remembering they should make speech and write a short essay about their dream.

The new words related to traveling:

³*Abroad, camping, kayaking, barbecue, beach, marina, discount and etc.*

3. Making a story

One of the most effective ways to memorize words is based on topics. You will be writing a board with a translation of 10-15 words or more on some subject. Then give each student the task of creating a fairy tale about them. The next reader will continue the logical continuation of the story made by the first reader using the new word.

New words: *gifted, performance, to invite, journey, soothing, aid, wonderful, to set a goal, adventures.*

A story: *One day gifted students attended the event. They were victorious with their performance. Organizers invited them to travel to Europe as a prize. They started their journey. They bought many gifts. But, they did not like the food. Because the there was soothing in them. The doctor came to their aid. In spite of many worrying situations, their journey has been great. They returned home with wonderful gifts. Next year they also set a goal for themselves. Wanting to take part in new competitions and have fun adventures.*

4. Finding international words

Students can be told to look for international words, those which also occur in their native languages. There are plenty of examples nowadays. Sometimes we even do not realize that a word from our mother tongue is used in English or vice verse.

International words:

Boss, catastrophe, hooligan, tornado and etc.

5. To know how to use new words by listening

Mainly language learners are considered to be one of the effective ways to learn new words by listening. That's right. When we listen to English-language conversations, music and watch movies, we know where the words are used. That is, they are used in the situation, and their voicemail teaches us to translate this word into a free-flowing translation and memorize it.

And thus, we can create or use some scientists' methods which are related to our own methods. ⁴Such as Stern's method. There are seven steps of this program. According to this program, If we want to get effectively lessons and good

³ MyVocabulry.com

⁴ William stern, German psychologist, defines intelligence on the other hand as a general ability to adapt to new conditions and performing new tasks(Stern,1912)

results, we should use so many kinds of methods step by step. As we mentioned young children interested in some activities and games. The reason why, we try to organize our lesson which is connected with activities. Besides we should use actions when we are teaching new vocabularies. For example, the lesson is greetings and we should teach some new words. (Good morning, Good afternoon, Good evening, Good night and Good bye - formal). (Hello, Hi, Bye- Bye, See you soon or See you later - informal). We can describe these words with our actions. Good morning - we can describe that word our arm raise up more clearly, our action means in wake up time. Others should be continued as the same the first one. At first, we should pronounce new words and pupils should repeat after us. Furthermore, we also show actions of words and pupils can follow us. Actions should be showed and words should be repeated five or more than. Then their memory can be checked with activities and games. For example:

1. Mixed words with their actions:

(We say a word but its action is incorrect and pupils should answer correctly).

2. Translations of the words:

(We ask new vocabularies and they should answer. More clearly, we ask either English or their mother tongue).

3. Showing the actions:

(We say a word and pupils should show their actions).

Additionally, we protect pupils from any tedious time and exhaustion. It is a good idea if we teach new vocabularies with songs, poems or activities. Because, pupils can imagine in these methods and learning by heart can be easier than in ordinary lessons.

We can use more other activities: chain of words, earning much money with new words and etc.

4. Finding synonyms and antonyms of words:

(In this activity is divided three parts, each part also is divided two parts, firstly all pupil choose own new words and they should find synonym or antonym, then they should change their word with their partners and they should find synonym or antonym again, the same process should be done tree times and at least pupils should find both synonym and antonym with own words.) Some pupils can't find synonym or antonym in each part and they have to go out from the game.

5. Earning much money with new words:

(In this game, we should make some sheets of papers and we should write some amount of money. Such as [10, 50,100] Pupils should find translation of words and every found word should be bought by teacher. Then pupils can buy some things with their money from teacher, for instance sticker, mark and also such like something.)

These kinds of games help pupils to improve their memory, imagination and their speed. Nowadays, pupils can effectively learn when teacher use different types of methods and activities. When pupils are active in lessons, lessons are easy to learn. And thus, teacher should organize lessons as a competition. We can give some examples.

6. Chess dialogues:

(We need an apparatus of chess. In this game, pupils tell a sentence about a theme. And they should continue turn by turn. Each player should press button when they say a sentence. And next pupil also should continue such like. If who can't say a sentence, he or she can't press button and she or he fails)

7. Learning by heart new words with music:

(In this game, teacher can create music which is suitable for words. If Pupils should learn new words with this way, they can be active and they can interested in it.)

Everyone knows about that concentrating pupils' view is very difficult at the lesson during all time. But if we give more activities or creative, unusual information and ideas, pupils want to know or learn more than usual one.

We can divide into three parts of teaching methods. Such as traditional and none traditional methods. Our activity methods are none traditional.

In conclusion, it should be noted that the new methods in the lessons increase students' interest in language learning. Especially, schoolchildren are able to learn the language quickly without any difficulty.

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