

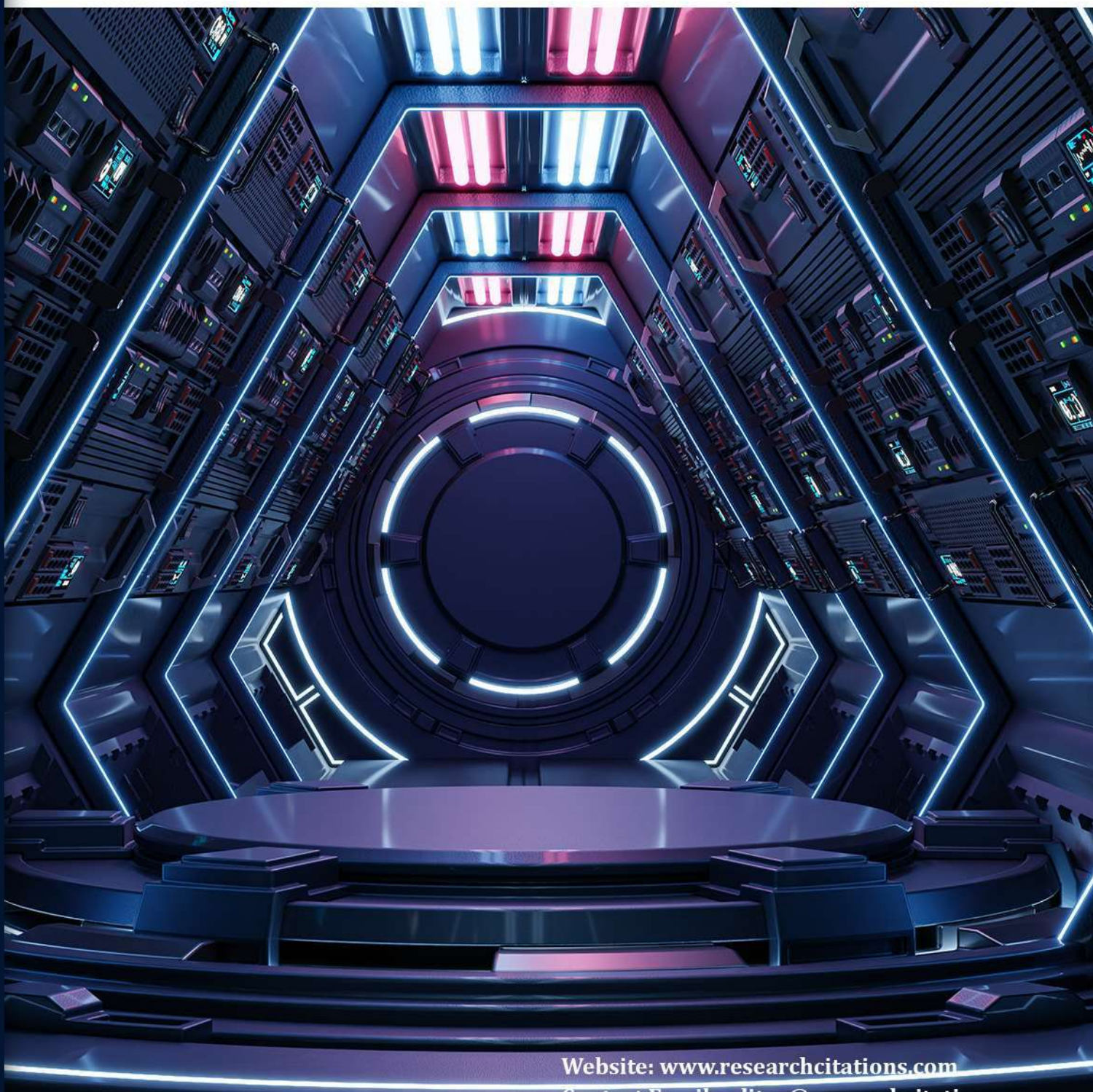
IBAST

International Bulletin of Applied Sciences and Technology

Open Access | Peer Reviewed | Monthly

Impact factor: 8.2

ISSN (E): 2750-3402





International Bulletin of Applied Science and Technology

Volume II, Issue VIII

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ВОПРОСЫ ПОВЫШЕНИЯ ПОЛИТИЧЕСКОЙ И ПРАВОВОЙ КУЛЬТУРЫ В ОБЩЕСТВЕ

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Аннотация: В статье рассмотрены вопросы повышения политической и правовой культуры. Связь политической культуры и развития демократии, общие черты политической культуры, сформировавшейся в Узбекистане. Место политической культуры гражданского общества в системе личность-общество-государство.

Ключевые слова: политическая и правовая культура, гражданское общество, демократическое государство, личность-общество-государство.

В любой стране, избравшей путь демократического развития, уровень политической и правовой культуры должен соответствовать критериям демократического государства. Конечно, уровень политической культуры в Узбекистане отличается от западных стран. Мировой опыт показывает что, демократический процесс в нашей стране должен воплощать в себе особенности национальной культуры народа, его характер. С другой стороны, западная модель часто опирается на философию индивидуализма и ведет к чрезмерной политизации масс.

Опыт развития демократических ценностей и перемен в азиатском регионе и на мусульманском Востоке имеет свои особенности, свои традиции. На Востоке концепция демократии формируется на основе идеи солидарности, приоритета общественного мнения. И здесь необходимо развивать демократические процессы в соответствии с такими качествами нашего народа, как уважение к закону, послушание закону. Моральные и духовные ценности должны преобладать и в политических отношениях. Обобщая идеи, высказанные в научной литературе, политическую культуру можно охарактеризовать следующим образом: ценности, политические идеи, как система верований и символов, используемые политическими партиями, ассоциациями, сообществами при регулировании политических отношений. Кроме того, политическая культура – это еще и совокупность представлений той или иной нации или социальной общности о политическом мире, правилах реализации политических процессов.

Можно выделить следующие общие черты политической культуры, сформировавшейся в Узбекистане:

- гармония интересов личности с интересами государства и общества;
- признание решающей роли государства и общества в решении социальных проблем;
- наличие аванса уважения к начальству, высокие требования к моральному облику руководителей;
- роль парламента и других представительных органов в общественной жизни;
- характерная черта почти всех политических партий - твердая вера в правильность своих идей и принципов.

Гармонизация интересов в системе личность-общество-государство вытекает не только из необходимости рационального управления для гармонизации политических процессов, но и из требований восточной этики и демократии. В условиях растущего

многообразия интересов демократического развития их уравнивание и гармонизация станет главной задачей политической деятельности. Гражданское общество и правовое демократическое государство невозможно построить, не найдя рационального пути синтеза и тем самым согласования интересов каждого человека и группы в отдельности.

Наличие и укрепление демократического строя в гражданском обществе является ключевым условием формирования и развития политической и правовой культуры граждан. Такая политическая система создает широкие возможности для развития политического правосознания и политической активности личности, стимулирует его. Чем демократичнее политическая система общества, тем активнее человек в политической жизни. Это аксиома.

В системе личность-общество-государство интересы каждого соединения кажутся необходимой реальностью, но на самом деле, как бы они ни были важны, они вытекают из самой природы соединения и определяют его содержательный характер. Поэтому, какими бы реалистичными ни были интересы, они существенно зависят от характера соединения. Интересы отдельных лиц, групп или субъектов, связанных с народным правительством, не могут быть абсолютно одинаковыми. Разница между ними видна не только в самих этих понятиях, но и в их проявлении, влиянии, масштабе и уровне.

Изучение научной литературы, высказанных в них взглядов на интересы показывает, что в условиях гражданского общества и правового государства интересы как фундаментальная реальность влияют на ход общественно-политических процессов, траекторию управления и характер борьбы за власть. Однако изучение интересов как социально-политической реальности, выявление особенностей ее проявления в контексте национально-демократического развития остается актуальной научной проблемой.

Это относится не только к человеческой деятельности, но и к общественным отношениям в системе личность-общество-государство, решению проблем, возникающих в демократическом обществе. От этой системы зависит и сущность политической деятельности, политическая культура, протекающие в ней общественно-политических процессов. В зависимости от того, кто (личность, общество, государство) обрабатывает эти процессы и какими способами (авторитарными, демократическими и т. д.), можно определить стратегическую цель общества, модель развития. Поэтому тот факт, что государство и общество в Узбекистане признаются силой для решения социальных проблем с точки зрения общих интересов, означает, что общественно-политическая жизнь нашей страны зависит от преобразования этих субъектов в устойчивые институты.

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MAIN UNITS OF HEAT EXCHANGERS

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<https://doi.org/10.5281/zenodo.7027338>

ABSTRACT

In this article, you will learn about the main units and features of heat exchangers. In addition, depending on the problem, you can get information about the most important quantities, such as construction design methods, flow types, logarithmic values, heat transfer coefficient, heat transfer surface.

Key words: heat exchanger, flow rate, temperature difference, temperature change, flow types, fouling.

The heat exchanger design process requires the following steps [1,2,3]:

1. Problem definition: Design features
2. Determining the type of construction
3. Thermo-hydraulic calculation
4. Mechanical design
5. Production, cost and process optimization issues.

Choosing a heat exchanger, its design and construction is carried out according to the following block scheme figure 1. In most cases, this block scheme is the basis. However, in some cases, additions and changes to this block scheme are not excluded [2,3]. The size and structure of heat exchangers depends on many factors. Currently, the dimensions of devices are calculated by computer. But before designing devices, the following units and sizes should be taken into account [4].

- Product flow rate
- Temperature chart
- Heat exchanger design
- Required time
- Physical properties of liquids
- Fixed pressure
- Cleanliness requirements

The required heat transfer surface area of the heat exchanger is calculated by the following general formula [5].

$$A = \frac{V * \rho * C_p * \Delta t}{\Delta t_m * k} \quad (1)$$

Here, A - required heat transfer surface, V - product flow rate, ρ - product density, C_p - specific heat of the product, Δt - temperature difference, Δt_m - average temperature difference, k - general heat transfer coefficient

Product flow rate. Product flow rate V is determined depending on the planned size of the milk processing plant. A larger flow rate requires a larger heat exchanger.

For example, if the flow rate of the enterprise is changed from 10,000 liters/hour to 20,000 liters/hour, the heat exchanger will be doubled. The remaining sizes are also doubled.

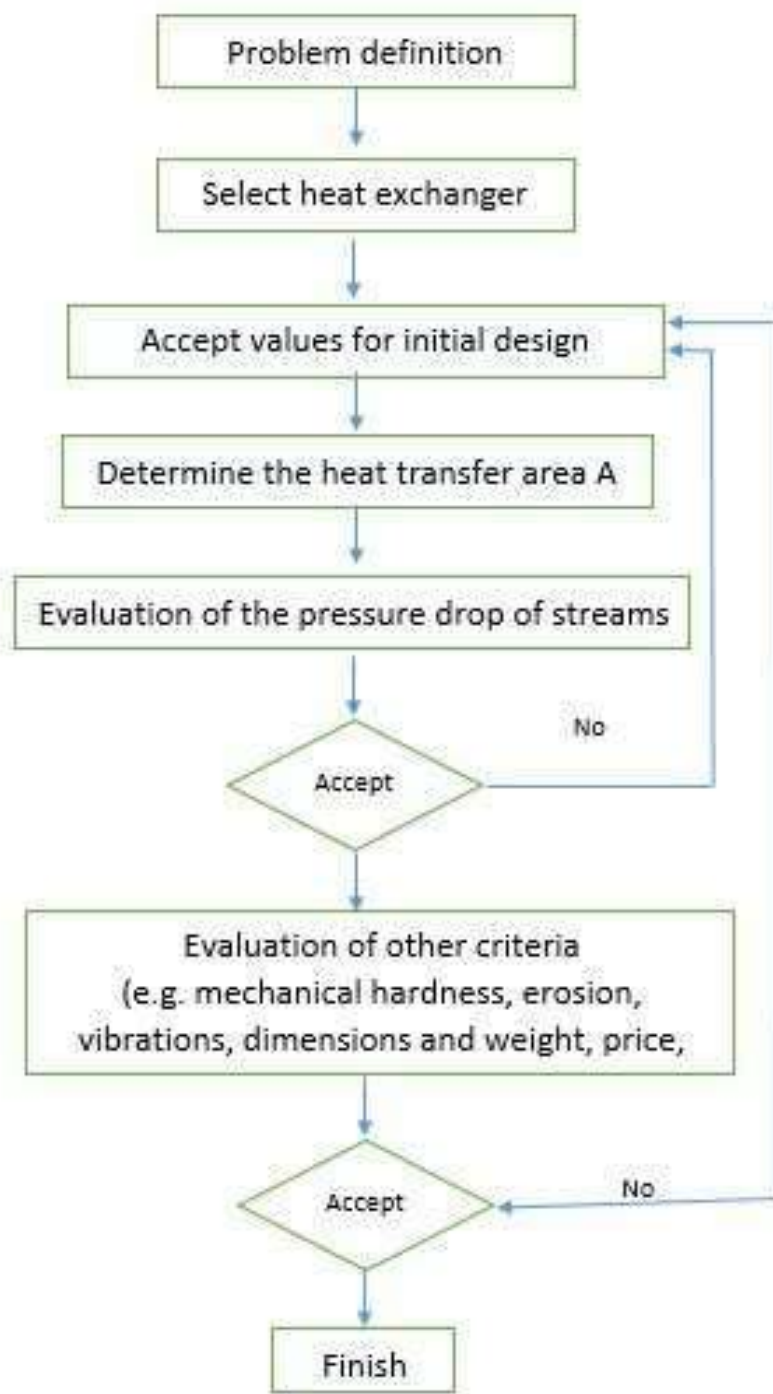


Figure 1. Block scheme of the heat exchanger design process [2,3].

Physical properties of liquids. Product density ρ is a physical unit. The specific heat value of the product is also a physical unit. It is the heat used to increase the product by 1 °C. Viscosity is also one of the main physical parameters of the product.

Temperature diagram. Let's see the temperature diagram in the example of milk. In a word, we use hot water as a heat transfer agent, so as a result of hot water transferring its heat to cold milk, temperatures change inversely proportionally, that is, as the temperature of water

decreases, that of milk increases. When the temperature equalizes, the heat transfer process stops.

Temperature change. In the process, the difference between the incoming and outgoing temperatures of the product and heat transfer agents represents the temperature change. The quantity representing the temperature difference is Dt , its general equation is expressed as follows:

$$\Delta t = t_{out1} - t_{in1} \quad (2)$$

Heat and energy balances of the process are calculated through temperature changes. In modern heat exchangers, the loss of energy to the environment is almost not taken into account, because it is very small and does not affect the process. So, the heat transferred by the heat transfer agent hot water is equal to the amount of heat received by the heated product cold milk, this can be called energy balance and it can be expressed by the following formula [4]:

$$V_1 \cdot \rho_1 \cdot C_{p1} \cdot \Delta t_1 = V_2 \cdot \rho_2 \cdot C_{p2} \cdot \Delta t_2 \quad (3)$$

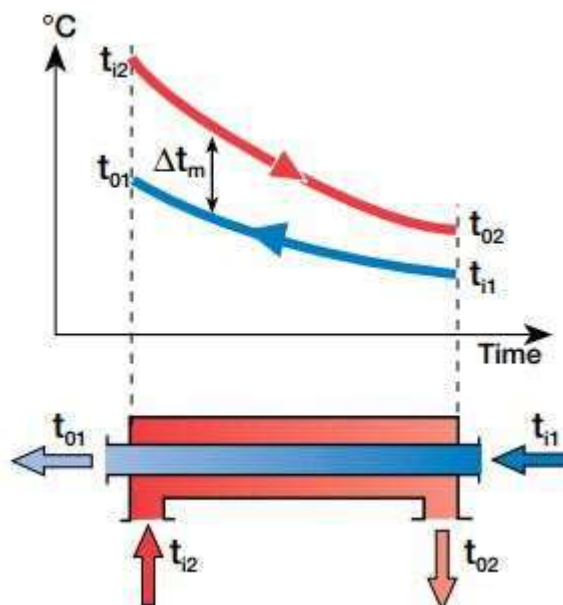
Average temperature difference. As we mentioned above, there must be a temperature difference between two surfaces for heat transfer. Average temperature difference is the driving force of the process. The higher the temperature difference, the more heat transfer occurs and the smaller the heat exchanger is required. The average temperature can be changed through a heat exchanger. The average temperature difference is expressed by the magnitude Δt_m

$$\Delta t_m = \frac{(t_{in2} - t_{out1}) - (t_{out2} - t_{in1})}{\ln \frac{(t_{in2} - t_{out1})}{(t_{out2} - t_{in1})}} \quad (4)$$

Another important parameter in determining the average temperature difference is the direction of liquid flow. Liquid flow can be of two types: opposite flow or parallel flow.

Opposite flow. A high result is achieved in the use of heat transfer when the flow of liquids is directed in the opposite direction during heat exchange, Figure 2. In this case, the cold product collides with the previously cold surface, and gradually freezes over time. As the process continues, cold and hot liquids collide with the surface of the plate through the channel and the product heats up to the desired temperature.

Figure 2.
opposite flow
Parallel flow. In flow of liquids is direction. In this



Temperature change in the parallel direction, the transmitted in a parallel case, the liquid or

product to be heated does not heat up to a temperature nearly equal to that of the heating agent. It is used to heat up to 3-4 °C. We can see the parallel flow process in Figure 3

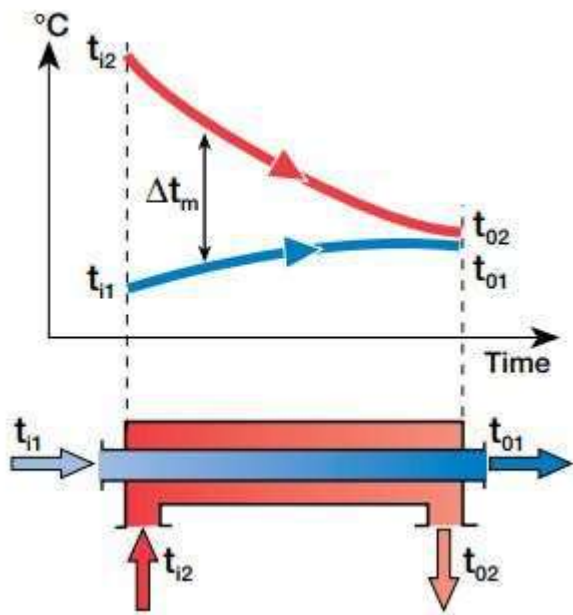


Figure 3. Temperature change in parallel flow

Overall heat transfer coefficient. This factor K , is a measure of how efficient heat transfer is. This quantity is a unit that indicates how much heat is released to change the temperature of 1 m² surface by 1 °C. This size depends on the following factors:

- Permissible fluid pressure
- Viscosity of liquids
- the shape and thickness of the surface (part).
- material of the surface (partition).
- the presence of impurities

Pressure drop. It is possible to increase the overall heat transfer coefficient K , reduce the size of the product flow channels to increase the heat transfer. In turn, this causes an increase in the flow rate of liquids in the channels. In this case, two different outcomes occur:

- *the speed of the flow in the channels increases*
- *flow turbulence increases*

The higher the product pressure, the faster the heat exchange and the smaller the heat exchanger required. Products that are sensitive to mechanical changes (milk fat) can change their properties if forced pressure is applied. Therefore, the permissible pressure of liquids is checked. If it is suitable for the required pressure, the product must be pressurized before entering the heat exchanger. For example, in most cases, liquids are introduced into the heat exchanger using pumps.

Viscosity. The viscosity of products and liquids affects the dimensions and properties of the heat exchanger. Fluids with high viscosity achieve less turbulence than fluids with low viscosity when moving through the channels of a heat exchanger. This in turn requires a larger heat exchanger. For example, cream requires a larger heat exchanger than milk. Because the viscosity of cream is higher than milk.

Shape and thickness of surfaces (parts). Plates are usually corrugated to increase turbulence. The thickness of the plates is a very important quantity that affects the efficiency of heat transfer. However, when choosing the thickness of the plate, it is necessary to pay special attention to the pressure of the product and liquid. In addition, the properties of liquids can cause the plate to crumble if it is thin. Figure 4 below shows several types of flow plates.

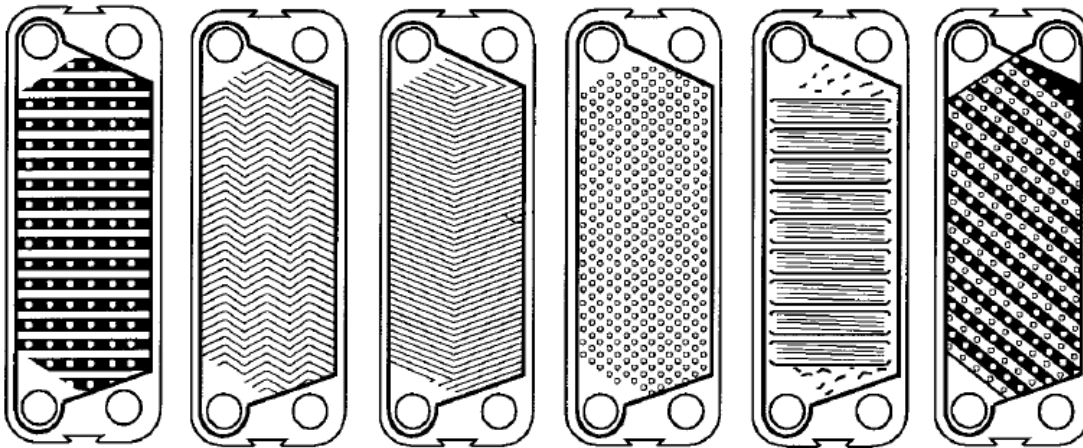


Figure 4. Types of partition (plates)

The material of the plates. In industry, stainless steel is always used in food production and heat exchange devices. Only, depending on the purpose and properties, stainless steel is selected from different types. A special material is used when choosing a material for the device [6], in general, the following 4 types of special materials can be used [7]:

1. Stainless steel and its following alloys: 304, 316, 316Ti, 254SMO, 904L, 317, 317LN, 6-XN
2. Nickel alloys: C-276, C-22, C-2000, G-30, D-205, 59, 31, 28, 3033, 825, 686, 625, 400, Nickel 200/201
3. Titanium and titanium alloys: ASTM GrL, GrLL
4. Other metals and metal alloys, non-metallic compounds such as graphite, copper and copper alloys, aluminum compounds.

Fouling. Milk product must be filtered before heating. Otherwise, when heating the product, the gap between the plates is too small, and there is a high probability of jamming. In addition, it is necessary to pay special attention to the pH environment of the product. If the pH environment of the milk is high in acidity, it may change in the plate under the influence of heat during the heating process. Opening and repairing the heat exchanger and then assembling it takes a lot of time and costs a lot of money.

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ADVANCED FOREIGN EXPERIENCE IN THE FORMATION OF A MOTIVATION SYSTEM THE PERSONNEL OF LAW ENFORCEMENT AGENCIES

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<https://doi.org/10.5281/zenodo.7027343>

Abstract: in this article, advanced foreign experience in the formation of a system of motivation for the activities of personnel of law enforcement agencies is studied, the structure of the professional motivation system has a multi-stage design, a number of proposals for improving this work are formulated in the power structures of the Republic of Uzbekistan.

Keywords: motivation system, professional activity, serviceman, employee, law enforcement agencies, incentives, level, professional development, material incentives, career growth, service and combat tasks, service and labor activity.

At the present stage of development of the Armed Forces of the Republic of Uzbekistan, the reform involves the solution of a number of new tasks that determine not only the subsequent significant increase in the quality of equipment, weapons, but also the motivation for the service and labor activities of personnel, the targeted formation of motives for social responsibility, initiative, and creativity. There should be a significant increase in the composition of servicemen and employees who are motivated and able to carry out orders and tasks in conditions of social and informational uncertainty, capable of analytical self-assessment and self-management activity, ready to independently optimize the resource for completing the task, specify ways to implement it in a constantly updated, and sometimes aggressive environment, regardless of the danger to their own lives.

On January 13, 2022, an expanded meeting of the Security Council chaired by the Supreme Commander-in-Chief of the Armed Forces, the President of Uzbekistan Shavkat Mirziyoyev was held at the National Center for Defense Control of the Republic of Uzbekistan on January 13, 2022, during the meeting, members of the Security Council, the command staff of the Armed Forces and the heads of the military administrative sectors were instructed, "Adopt a conceptual program for the development of the Armed Forces in 2022-2026 based on these goals and the nature of modern threats", and as one of the priority tasks was determined: "In the current environment of increasing threats in the world In the information space, the urgency of ensuring information security, protecting young people from alien ideas, psychological training of military personnel and strengthening morale is growing, it was emphasized at the meeting" [1].

In order to implement the tasks set by the President, it is considered appropriate to revise the existing approaches to the psychological preparation of military personnel and employees both the Armed Forces in general and in law enforcement structures in particular, the improvement of methods and approaches to work on the formation of motivation for the activities of personnel, both in the performance of everyday service and combat missions, and in the performance of combat missions in the event of a military conflict.

Thus, in modern conditions, it is necessary not only to modernize the system of motivation for service and labor activity, but also the formation of mechanisms to stimulate service and labor activity, initiative practices of military personnel and employees. Therefore, the theoretical and practical study of the problems of motivation of service and labor activity of military personnel is relevant. and employees of law enforcement agencies of the Republic of Uzbekistan, development of new comprehensive principles of external motivation, clarification of general and its specific parameters.

In order to study the system of motivation for service activities of personnel of law enforcement structures, it is necessary to consider three fundamental terms:

A motive is a material or ideal object that induces and directs the activity or deed towards itself and for the sake of which it is carried out.

Combat motivation is a system of motives and incentives that determine and direct the combat activity of a warrior.

Will is a conscious organization and self-regulation by a person of his activity and behavior, aimed at overcoming difficulties in achieving the set goals; a special form of personality activity, a special type of organization of its behavior, determined by its own goal [2].

All actions of military personnel and employees in the course of performing service and combat missions are due to a certain averaged vector their motivation. There are no unmotivated actions, there is an unconscious personal motivation of a person. Without motivation, neither feat nor cowardice is possible.

It should be noted that the service and combat activities of military personnel and employees of law enforcement agencies have their own specifics, and, consequently, the corresponding (specific) motivation for achieving the set goal by representatives of law enforcement agencies.

In the course of reviewing the experience of specialists from the Russian Federation in the study of the system of motivation for the activities of personnel of law enforcement agencies, Ulybin S.V., in his scientific work "The dynamics of the development of military professional motivation among cadets of military institutions" defined the military professional motive (motivation) as a conscious need of the subject mediated by a specific goal, its reflection, manifestation in the military-professional self-determination of the individual [3].

This judgment is of great importance for improving the work on the formation of a system of motivation for the activities of the personnel of the power structures of the Republic of Uzbekistan, since it is the specifics of military professional motivation among cadets of military institutions is largely identical to the specifics of the professional motivation of the activities of law enforcement officers. V.A. Suvorov, revealing the essence of the professional motivation of officers of the internal troops, defines it as a system of professionally significant motives formed as a result of an officer's awareness of the social value of his work, determining the semantic component of his service and combat activity, realizing his capabilities in it through the fulfillment of assigned service and combat tasks, public recognition their achievements and the availability of an adequate system of incentives [4].

In the scientific work of Dodonov B.I., four structural motivational components are identified:



1. Pleasure from the activity itself;
2. Significance for the individual of its immediate result;
3. The "motivating" power of performance rewards
4. Coercive pressure on a person [5].

Today, Russian military experts are asking questions, what should be the non-material and material motivation for the military? How to turn service in the army from service to a privilege? A number of questions may be answered in the victorious end of the Special Military Operation in Ukraine and rallying Russian society in the interests of the victory of its army.

When considering the process of improving performance on the formation of a system of motivation for the activities of personnel of law enforcement agencies, it is impossible not to take into account the rich experience of the United States of America (hereinafter referred to as the United States).

In the US Armed Forces, there is a whole series of motives of a tangible and intangible nature. Difficult to measure they are quantitative and proportional, because the decision is quite individual and the weight of the arguments varies depending on the situation.

Material advantages for many, of course, serve as a convincing argument. The salary of contractors in the United States is not impressive in size. The salary for new recruits in the army is currently \$ 854, for junior officers - \$ 1636-\$ 3449, but it is stable, while in civilian life unemployment and competition in the labor market don't guarantee anything. When entering the service and when renewing the contract, a contract soldier is entitled to bonuses from \$20,000 for a soldier [6].

In the process of service, you can get a profession, and after two years of service, the army will pay for college education. Social Security and health insurance is valid not only during the service, but also for some time after it, which in America that does not burden itself with social obligations is a big plus. The military family will also receive material support. The wife will be helped to find a job at her husband's place of service, and the children will be helped to find a school.

Among the intangible factors, the motivating element is patriotism and the desire to serve the country.

Despite the fact that in America, as in Russia, the concept of patriotism has been discredited by politicians, serving the nation and American ideals remains a powerful driving force. The army is mainly replenished by people from the conservative American hinterland, where traditional values are not contested, unlike the cosmopolitan liberal coasts. Many Americans truly believe in America's mission to serve as an example of democracy and spread democratic values around the world.

The level of patriotism rapidly - regardless of geography - rises when there is a threat to the security and ideals of the country.

Admiration for one's army is another reason to apply to the service. It must be said that since the time of the development of the West, Americans have been passionate about military affairs, and American militarism has very deep and powerful roots. There is another important point: in the American - as, indeed, any other - modern society, where there are no standards of masculinity, only the army is able to offer the ideal of a man.

The army is still attractive for its traditional values, which are the same for many cultures and have changed little over the centuries: belonging to a special group of people

guided by high principles, true male friendship, solidarity and mutual assistance, military romance, the desire to do something meaningful in life, to serve a noble purpose, to get away from banality, philistinism and mediocrity. The army allows you to become a real man.

Having served in the army, there is no longer any need to prove or justify something. The career military is completely supported by the state, and after his resignation he is guaranteed a decent life.

Their salaries are lower than what they could earn, *ceteris paribus*, in the private sector, but a military career is not made for material rewards. business gives money; politics gives power; a military career brings respect. The prestige of military service is crystallized in the US Marine Corps. Special units have a reputation as elite units: the United States, France, Israel, Great Britain, but the most striking and generally recognized example of an elite formation is the US Marine Corps. material rewards and higher education, the Marine Corps promises nothing. Instead of promises, she asks:

"Will you pull?" The material reward in the marines is less than in other troops. The highest honor she can offer is the right to call herself a Marine. Once deserving this title, a person remains a marine for life: there are no former marines. The Marine Corps is more than a corporation.

This is a brotherhood. "I" becomes "we"; Marines work as a team and are ready to sacrifice themselves to an idea. Their motto is "Honor, Courage, Duty". The marine, with all the most modern military equipment, remains a warrior, as warriors were two millennia ago. All Marines, no matter what functions they perform, first of all, fighters and shooters and can join the battle instantly. All without exception pass the same standardized basic training that creates a sense of unity and corporateness. Knowledge of the history of the Marine Corps, the most important battles, spirit and ethos strengthens unity, asserts exclusivity and prestige [6].

According to the American sociologist and political scientist Samuel Phillips Huntington, a military professional must meet three main criteria:

First, experience.

A professional is an expert who has a set of special knowledge and skills in an important area of human activity. In military affairs, professionalism, in addition to highly specialized knowledge and skills, requires an understanding of the general cultural tradition of society. Therefore, training for a profession should consist of two phases: a broad humanitarian base and specialized knowledge. The peculiarity of the competence of the military profession is the possession of one unique skill, which is not found in civilian professions. This is the ability to manage force (management of violence; the concept was introduced by the sociologist Harold Lasswell). The ability to control force appears in the process of forming an officer; it is not given by memorizing any methods. A conscript, unlike a professional, learns to use force (application of violence).

The second criterion of military professionalism is responsibility.

A professional is an expert who practices his craft in a certain social context, providing a service to society as a whole and to each of its members in particular. Responsibility is a key concept for professions providing public services. If, for example, a doctor who took the Hippocratic oath, instead of treating patients, begins to harm their health, he ceases to serve society. In the case of an officer, the very fact of possessing a special ability to control power gives him responsibility and obliges him to use this skill. for the benefit of society.

Third, corporatism.

An officer is a state corps, with its own strict hierarchy and delineation of tasks, the entrance to which is available only to holders of special knowledge and skills. Membership in the officer corps gives the legal right to practice the military profession. The officer works and lives separately from society; the circle of his "personal" contacts mainly includes, again, colleagues in the profession. Members of the officer corps are organically united and are aware of their group as a special group in society; belonging it is created by long-term preparation, discipline and awareness of social responsibility [7].

Thus, having considered the advanced Russian and American experience in the formation of a system of motivation for the activities of personnel of law enforcement agencies, in order to improve the process of motivating military personnel and employees of law enforcement agencies of the Republic of Uzbekistan, it is advisable to adapt the considered experience and reform the existing system of motivation for representatives of law enforcement agencies.

Taking into account the content of various approaches to the interpretation of the structure of the motivation system, the specifics of the development of the personality of a serviceman, an employee at various stages of professional development, it can be assumed that the structure of the professional motivation system has a multi-stage structure and can consist of the following main interrelated levels:

1. Becoming in office, at this level, a serviceman, an employee of the power structure learns the features of service and combat tasks assigned to the power structure, assigned functional duties based on the position held, traditions and rituals specific to this structure, the requirements of working time regulations and work ethics of conduct, as well as a system of moral and material incentives and guarantees legally enshrined in this structure at the state level. In turn, it should be noted that potential candidates for the service have a wide range of different value orientations: from pronounced consumer and selfish, to the presence of bearers of the ideals of selfless service to the Motherland and the readiness of personal participation in ensuring national security.

For this reason, a necessary requirement is the creation of the necessary conditions for the high-quality professional selection of candidates for this structure, with the determination of the true motives of candidates when applying for a job and the qualities and abilities that are in demand for this structure and a certain specialty.

This level is completed on the basis of the results of working out a plan for the commissioning of a serviceman, an employee.

2. Professional development, at the second level, a serviceman, an employee of the power structure "hones" his professional knowledge, skills and abilities, intensively applying them in the course of his service and combat activities, strives to increase career growth. The main motive at this level is the need for promotion and taking a more status position in the team. and society. This level moves to a higher stage, provided that a serviceman, an employee of a specialty, achieves such a level of development, when he, in the course of working in his position in the course of performing the assigned service and combat tasks, is capable of reasonable initiative, creativity, independence in choosing the most effective methods and means achieving the goal.

3. Professional excellence, upon reaching this level, motivation reaches its peak when a soldier, an employee along with with the constant improvement of his professional level

(passing advanced training courses, studying at the Academy, University, defending an academic degree, obtaining an academic title) transfers personal experience and knowledge to other military personnel, employees. It should be emphasized that the most important motivational result of the professional development of a serviceman, an employee of law enforcement agencies as a highly qualified specialist in his position is his ability, along with his direct professional activity, to be an educator and mentor.

As an improvement in the work on the formation of a system of motivation for the activities of the personnel of the power structures of the Republic of Uzbekistan, taking into account the best foreign experience, a number of proposals can be identified.

In the power structures of the Republic of Uzbekistan, I consider it expedient to create the necessary conditions for:

- ensuring organizational conditions and opportunities for active labor initiatives based on the abilities of military personnel and employees;
- modernization of the norms of service and labor interaction, expansion of the scope and possibilities for the manifestation of professional reasonable initiative;
- increasing the effectiveness of material factors motivating the real labor activity of military personnel, employees of law enforcement agencies of the Republic of Uzbekistan;
- formation of an open system of social assessment of the labor activity of servicemen and employees.

All the studies conducted in the article allow us to conclude that the improvement of work on the formation of a motivation system to the activities of the personnel of law enforcement agencies becomes a significant creative force in the system of ensuring the combat capability of the Armed Forces of the Republic of Uzbekistan, and her experience is worthy of careful and comprehensive study and implementation.

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USE OF TRANSBOUNDARY WATER RESOURCES

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Abstract.

The article provides information on the problem of river water depletion under the influence of climate change, as well as due to transboundary water use problems and its solutions.

Keywords: annual water consumption, water management, reserves, countries, needs, region, transboundary.

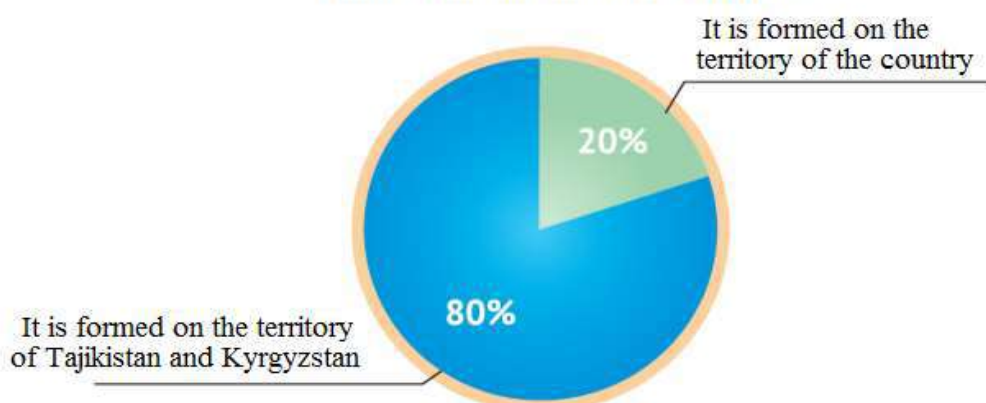
INTRODUCTION

Our people have revered water since time immemorial, even comparing its every drop to gold. Proverbs such as "Water is a priceless wealth" and "Water is a gem, water is a jeweler" that have not lost their meaning over the centuries testify to how precious a blessing nature is.

Water is the main source of life on earth. It is known that mankind, flora and fauna, in general, no creature can live without water. Although two-thirds of the Earth's surface is covered by water, 97.5% of it is salt water, which is unsuitable for use. The remaining 2.5% are fresh water resources, 79% of them are permafrost, 20% are groundwater, and 1% are rivers and lakes.

According to data, 4 out of 10 of the world's population live in areas where there is a lack of clean drinking water. UN experts predict that the population of the Earth will reach 8.6 billion by 2030, and 9.8 billion in 2050. Naturally, as the human population increases, the demand for water increases.

Water resources used in Uzbekistan



Picture 1. Formation of water resources used in Uzbekistan.

Water is extremely important for Uzbekistan, which is located in an arid region far from the ocean and large seas. About 80 percent of the water resources used in our country (about 41.5 km³/year) are formed due to glaciers in the territory of neighboring republics. Due to global climate changes, 30% of the existing more than 8,000 glaciers in Tajikistan and 16% of the 10,000 glaciers in Kyrgyzstan have melted. Another 15-20 percent of glaciers are predicted to disappear by 2030.

At the same time, the number of years of water scarcity in our region is increasing. If until the year 2000, the water shortage was repeated every 6-8 years, then this situation is observed every 3-4 years. It can be seen that rational and effective use of every drop of water is becoming one of the most urgent tasks not only in our country, but in the whole world.

According to estimates, in 2015 the total water deficit in Uzbekistan was 3 km³, by 2030 it may reach 7 km³, and by 2050 it may reach 11-13 km³.

The socio-economic development of Uzbekistan, which has the largest population among Central Asian countries, depends to a large extent on natural resources, especially water resources, as in other regions. In addition, the development of economic sectors of our country, including the agricultural sector, cannot be imagined without water resources.

Based on this, in the future, further acceleration of reforms in the water management system, rational use of existing water resources, and the wide application of economical irrigation technologies to the production of abundant crops from agricultural crops and scientific contribution to ensuring food security are the main criteria of the activity of our scientists. .

According to the Resolution of the President of the Republic of Uzbekistan "On measures to further improve the water resources management system" of October 9, 2019 No. introduction of market principles and mechanisms in the field of management, as well as implementation of priority tasks in the field of science development.

With climate change, the water supply of the territories and the cultivation of crops in the Aral Sea zone are deteriorating. Under such conditions, the state of water consumption increases partially, requires irrigation, and also requires an increase in the rate of water consumption of agricultural crops.

Water conservation is the best option to reduce increasing water stress, but in many cases it is not viable.

It is expected that global water supplies will be subject to increased stress due to increased demand driven by population growth, rising levels of prosperity, changing diets, urbanization and rising industrial demand. Most of the world's water resources are currently used for food production, which is likely to continue until 2050. However, agricultural water consumption is expected to decline over the next 30 years as demand from industry and households continues to grow.

Under these conditions, the tasks of water saving in the face of climate change, the issues of increasing water supply, the efficient use of water resources in case of shortage are priorities, primarily for agriculture, as the main consumer of water, which takes 91% of the total water consumers in the country. Even temporary imbalances between the availability of water resources in conditions of its scarcity and water needs, the deterioration of the quality of the surface and groundwater causes rivalry between water users, leads to regional interregional conflicts, and causes serious economic and social consequences.

The water saving program aimed at increasing water availability and overcoming water shortage in the face of climate change should be implemented in two directions.

- Water saving strategy for water resources and water supply management, which should include the following.

1. Increasing available water resources by increasing the capacity of existing sources and developing new sources of irrigation.

2. Improving the systems of storage, transportation and distribution of water for irrigation in order to provide high flexibility in water supply and reduce systemic water losses;

3. Modernization of the irrigation network of facilities.

4. Improving the ameliorative state of irrigated lands to ensure the reduction of water costs for land leaching.

5. Reducing the dependence of water consumption on the availability of water in water sources by introducing systemic and on-farm water circulation.

6. Improving water management and water supply associated with compliance with irrigation schedules and optimal timing.

The second direction is agronomic, in order to reduce the need for water it is necessary.

1. Creation of a crop variety with a low level of water consumption and changes in the farming system.

2. Reducing the need of cotton for water when cultivating it under a film, where water consumption is reduced by reducing evaporation from the soil, in addition, the sowing dates are shifted by two weeks, the number of re-sowing is significantly reduced.

3. Reduction of water consumption of agricultural crops and through the development of echelon strips.

4. Carrying out leaching, taking into account the degree of soil salinity and salt tolerance, crops, the use of special methods of agricultural technology and land reclamation on saline lands.

5. Carrying out field planning using a laser system and the introduction of water-saving technologies and irrigation techniques. Planning re-collector-drainage water, the use of film mulching the soil surface.

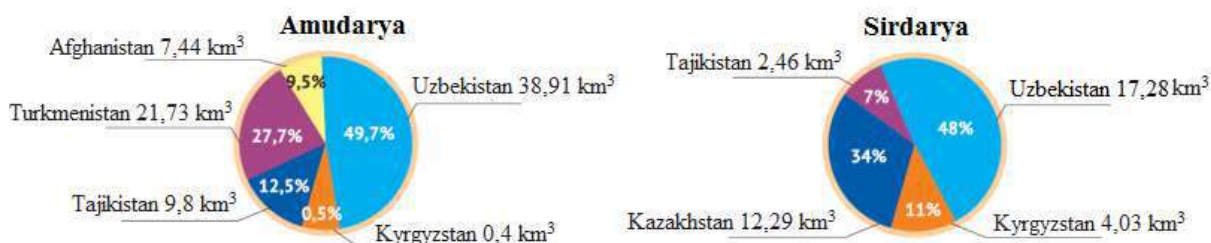
6. Planning of water use and placement of agricultural crops, taking into account the water supply of the territory. Since, the experiments conducted in Karakalpakstan showed that in order to mitigate the effects of water stress and maintain the existing level of crop production, it is advisable to place the main crops in years of low water supply on lands with high productive capacity (bonitet score). Lands with a relatively low bonitet score should be assigned to drought-salt-resistant crops and as natural plantations for the procurement of raw materials for the pharmaceutical industry.

Summarizing, the above measures for water saving in the face of climate change, the increase in air temperature by 1.5-2.0 C, the decrease in relative humidity and the decrease in precipitation by 22 mm, as well as the current market relations, require the improvement of organizational and economic methods of managing water use and especially water supply agriculture in the Aral Sea zone [5].

Amudarya is the largest river in Central Asia. Its length is 2,540 km from the main source of the Panj River, and the area of its basin is 309,000 m². Syrdarya is the longest river in Central Asia. Its length is 3019 km from the main source of the Norin River, and the area of its basin is 219,000 m².

The main sources of water resources used in Uzbekistan are Amudarya, Syrdarya and their tributaries. The average perennial water flow volume of all rivers in the Aral Sea basin is 116.02 km³ per year, of which 79.4 km³ is formed in the Amudarya basin (67.4%) and 36.6 km³ (32.6%) in the Syrdarya basin.

The share of water intake of Uzbekistan from the main rivers of the Aral Sea basin is 49% of the total water resources created in the region.



Picture 2. States receiving water from the Amudarya and Syrdarya rivers.

Almost all of these reserves have been used by countries for various needs. Each country in the river basin has an agreed share (limit) of water withdrawal for use.

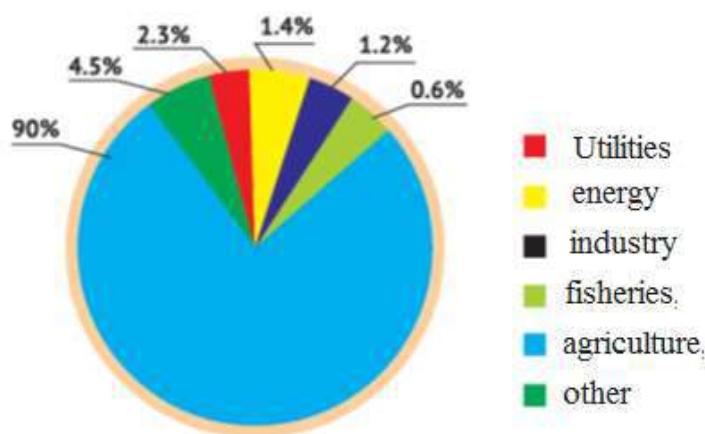
In the basin schemes of the Amudarya and Syrdarya rivers, developed in the 80s of the last century, the share of each country, the specified amount of water intake, is still recognized by all the republics of the region.

Surface water resources of the Aral Sea basin (average annual flow, km³)

Countries	Name of the basin		Total for the Aral Sea basin	
	Syrdarya	Amudarya	km ³	%
Kazakhstan	2,516	-	2,516	2,2
Kyrgyzstan	27,542	1,654	29,196	25,2
Tajikistan	1,005	58,732	59,737	51,5
Turkmenistan	-	1,405	1,405	1,2
Uzbekistan	5,562	6,791	12,353	10,6
Afghanistan and Iran	-	10,814	10,814	9,3
Total for the Aral Sea basin	36,625	79,396	116,021	100

There are more than 60 reservoirs with a total water volume of 64,8 km³ in the Aral Sea basin, and the usable volume of reservoirs is 46,8 km³. 20,2 km³ of it belongs to the Amudarya basin, 26,6 km³ to the Syrdarya basin.

In recent years, the annual volume of water resources used in Uzbekistan is on average 51-53 km³. This is evidence of a serious reduction in the total amount of water received (20%). This situation is related to the depletion of river waters under the influence of climate change, as well as due to problems of transboundary water use.



Picture 3. Water use by sectors in Uzbekistan.

From 1980 to the present, the population of Uzbekistan is 15 million. from 34 mln. as a result of the increase in the number of people, the per capita water consumption decreased (from 4403 cubic meters per person in 1980, it decreased to 1600 cubic meters in 2020).

The indicator of annual water consumption per capita in other countries is as follows (m3):

Kazakhstan - 2250, Kyrgyzstan - 1910, Tajikistan - 1830, Turkmenistan - 5100, USA - 1600, Switzerland - 1000, Turkey - 550, Germany - 460, Israel - 300, Singapore - 45.

Bilateral working groups are being formed and agreements are being reached on the development of cooperation in the field of water management with neighboring countries.

Also, cooperation is being implemented within the framework of the Interstate Water Management Coordinating Commission of Central Asia. The adoption of the regional program allows the development of cooperation between the countries of the region on the joint use of transboundary water resources, joint review and implementation of water and energy projects, and the adoption of new regional legal documents on the use of water resources of Amudarya and Syrdarya.

In conclusion, the following measures are planned to improve and further develop interstate cooperation in the field of transboundary water resource use of the region:

- To continue active cooperation of the Republic of Uzbekistan with the countries of the Aral Sea basin and regional interstate water management organizations in the issues of joint use of water resources and interstate water management facilities;

- Development of mutually acceptable mechanisms of joint management of transboundary water resources that ensure balance between the interests of Central Asian countries;

- promotion of norms and principles of UN conventions on transboundary waters;

- creation of a joint monitoring and open data exchange mechanism for the implementation of the existing legal agreements, including the program of improvement of water measurement on the scale of Syr Darya, Amudarya and other transboundary rivers;

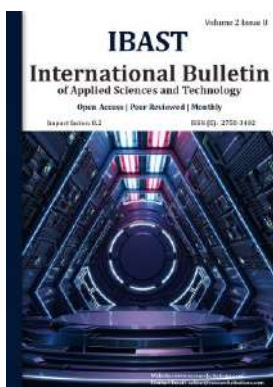
- To study the possibility of participating in the joint financing of water management projects implemented by the parties, taking into account the interests of Uzbekistan and regional partners;

- permanent establishment of information exchange between the countries of the region on water use;

- to advance the development of a unified position on the construction of large hydrotechnical structures by the countries of the region, taking into account common interests;
- development of joint plans for the management of regional water resources and determination of future tasks, including taking measures to adapt to climate change and sharing experience in areas of mutual interest.

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Разновидности и средства передачи внутреннего монолога в художественном тексте.

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АННОТАЦИЯ

Внутренний монолог играет важную роль в композиционном строе художественного произведения и образует особую и своеобразную по способу функционирования речевую сферу. В.В.Виноградов указывал на целесообразность исследования внутреннего монолога как самостоятельного типа речи, говоря о "новых углубленных формах литературного воспроизведения индивидуальной, не обращенной непосредственно к читателю, уединенной внутренней речи персонажа".

Немногие литературоведы считают внутренний монолог особым стилем изложения. По их мнению, несобственно-прямая речь является лишь формальным способом речеведения и не может определить в достаточной мере структурное многообразие новых развивающихся форм организации текста.

В данной статье внутренний монолог в художественном произведении рассматривается как особый художественно-языковой прием. Прием внутреннего монолога представляет собой чрезвычайно гибкую, изменчивую структуру, где соотношение голосов автора (повествователя) и персонажей может меняться в диапазоне от еле уловимого намека на интонацию персонажа в авторском повествовании до почти полного перевоплощения автора (повествователя) в героя, что сопровождается переходами одного способа передачи речи в другой.

ABSTRACT

The internal monologue plays an important role in the composition structure of a work of fiction, and forms a specific and peculiar sphere of speech by the way it functions. V. V. Vinogradov pointed out the advisability of studying the inner monologue as an independent type of speech, speaking of "new in-depth forms of literary reproduction of individual, not directly addressed to the reader, solitary inner speech of a character".

Few literary scholars consider internal monologue to be a special style of narration. According to them, non-personal, direct speech is only a formal mode of speech production and cannot sufficiently define the structural diversity of the new developing forms of text organization.

This paper considers the inner monologue in a work of fiction as a special artistic and linguistic device. The internal monologue technique is an extremely flexible, changeable structure, where the ratio of the author's (narrator's) and characters' voices can vary in the range from a subtle hint of the character's intonation in the author's narrative to an almost complete transformation of the author (narrator) into the hero, which is accompanied by transitions from one mode of speech transmission to another.

О существовании внутреннего тихого голоса было известно уже самым ранним греческим мыслителям. Платон, ученик греческого философа Сократа, в своих

"Диалогах" идеалистически описал мысль как диалог души с самой собой (Волошинов 1930, Фридман 1955).

Внутренняя речь как стиль создания художественных образов отражает особенности внутренней речи как формы мышления. Его физический аспект, в отличие от внешней речи, сведен к минимуму, смысл становится доминирующим, и начинается мышление. Внутренняя речь - это выражение эмоционального настроения персонажа, концентрация мысли на одном объекте.

Многие исследователи отмечают, что внутренний монолог является одним из наиболее продуктивных и стилистически легитимных средств психологизации. В то же время языковая реализация психологизации образов в художественной литературе остается недостаточно изученной.

Литературоведы выделяют три формы передачи внутреннего монолога: речь автора, речь персонажей и речь в сочетании с речью других людей. Внутренние монологи в авторском пересказе выражают обобщенную характеристику психического состояния персонажа, когда в одном монологе представлено несколько схожих состояний. Внутренние монологи, исходящие от персонажа, показывают внутренний процесс персонажа и в то же время содержат авторский комментарий.

В зависимости от содержания, способа подачи и цели внутренние монологи можно разделить на интроспективные монологи, монологи-воспоминания, монологи-мечты, монологи, передающие душевную жизнь персонажа в крайне напряженных ситуациях, и монологи, подчеркивающие внутренние мотивационные конфликты персонажа и принятие им решений. Монологи характеризуют поиск главным героем смысла жизни и моральное самосовершенствование. Первичные - прямая речь, вторичные - косвенная речь, логические и иррациональные, монологи "для себя" и "для других" и т.д. д.

Литературоведы считают, что внутренний монолог в художественной литературе выполняет различные функции, такие как признание и самопознание, конституирующая, идеологическая, характеристика и индивидуация. Во внутреннем монологе автор предлагает персонажам широкий спектр возможностей для непосредственного восприятия действительности и ее анализа. Однако вся история призвана дать читателю возможность увидеть его глазами других, то есть воссоздать его "внешнюю" перспективу и раскрыть его духовное величие или страдание. В этом случае описывается процесс, который в принципе нельзя наблюдать извне (но внешний наблюдатель может лишь сделать вывод, спроецировав внешние особенности поведения других на свой собственный субъективный опыт)". Изнутри "Действия, процессы и мотивации представлены в различных оценочных отношениях. В то же время читатель получает информацию об объективной реальности, которая обогащает его сенсорный и психологический опыт.

Одной из форм внутреннего монолога является интегральный монолог (диалог с самим собой), который структурно похож на драматический монолог. Такие внутренние монологи реализуются внешней речью. Внутренняя речь выносится наружу, сохраняя свои грамматические особенности, становится внешней речью и приобретает слуховую оболочку, но в своем психологическом значении она остается внутренней речью. Внутренний монолог частично выполняет функцию внешней речи и с психологической непосредственностью отражает интимное психологическое и душевное состояние

персонажей. Как литературный и художественный прием, внутренний монолог появился позже, чем внутренний монолог или поток сознания.

Наличие изображенного внутреннего голоса можно выделить как отдельный тип повествования, так как он имеет свои морфологические, лексические и синтаксические особенности; по мнению И.В. Артюшкова, художественный внутренний голос - это "воображаемый внутренний голос, образ естественного внутреннего голоса, выработанный на основе личного опыта писателя, его творческого определяемые воображением и воплощаемые специфическими средствами языка" [1].

Таким образом, каждый автор конструирует, так сказать, свою личную внутреннюю речевую структуру языка. Важную роль играют исторические условия, эстетические и философские взгляды автора. При выявлении речевой структуры внутренней речи анализируется авторская стратегия выбора языка, т.е. степень субъективизации авторского повествования. Внутренняя речь представляет собой форму опосредованного диалога между автором и читателем и считается методом психологического художественного повествования, а также способом передачи речевых и психологических характеристик персонажей [2].

Таким образом необходимо привести несколько классификаций внутренней речи. Н.И. Сакварелидзе различает внутреннюю речь в зависимости от характера реализуемого сообщения следующим образом:

1. Внутренняя речь - рассуждение, выражающее сложную систему понятий и желающее четко установить характер взаимодействия между ними. Преобладают длинные полные предложения. В данной статье представляется необходимым привести несколько классификаций внутренней речи: в зависимости от характера реализуемого сообщения Н.И. Сакварелидзе выделяет следующие виды внутренней речи

2. Внутренняя речь - самоанализ, который в основном происходит во время душевного смятения или логических затруднений персонажа и характеризуется использованием вопросительных конструкций. Эти самовопросы образуют семантическое ядро всего высказывания, собирая вокруг себя части, в которых выражаются причины неясности [3].

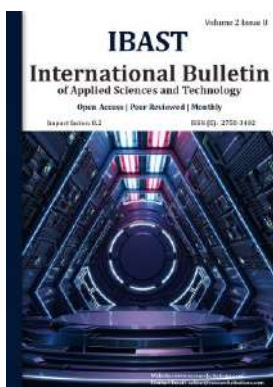
3. Повествовательная внутренняя речь, характеризующаяся временной последовательностью описываемых явлений. Внутренняя речь импульсивного характера, которая появляется в тот момент, когда протагонист осознает необходимость волевого воздействия на себя, этот тип характеризуется раздвоением "голоса" персонажа и введением другого "внешнего голоса", как будто он исходит извне. Этот эффект достигается путем введения обращения во втором лице.

4. Внутренний язык лирического характера, как бы зарисовывающий эмоциональное волнение, связанное с глубоким духовным переживанием. Богатая различными средствами выражения модальности и эмоциональности речи, Е.Ю. Худобина (Е.Ю. Худобина) представляет несколько иную классификацию. Она выделяет пять форм внутренней речи, в зависимости от того, под каким влиянием находится персонаж и с кем он ведет внутренний диалог (с друзьями, со взрослыми и т.д.).

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**"Тема детства в творчестве Л.Н. Толстого"****Фахрутдинов Рамиль Эрикович,
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<https://doi.org/10.5281/zenodo.7036489>**АННОТАЦИЯ**

Тема детского возраста актуальна в творчестве Толстого. Она выражает особенности его мысли о личности и обществе. Не случайно Толстой посвятил этой теме свое первое художественное произведение. Основным принципом духовной жизни Николеньки Иртеньева является стремление к доброму, правде, любви и красоте. Первоисточником его высокого духовного устремления является образ матери, который представляет собой все самое нежное и красивое для него. Простодушная русская женщина Наталья Савишна сыграла огромную роль в духовном развитии Николеньки.

Толстой в своем произведении назвал детство самой счастливой минутой в жизни человека. Что можно лучше, когда два самых лучших достоинства - невинные детские радости и бесконечное стремление к любви были лишь мотивами для жизни.

Мораль данной повести заключается в том, что каждый человек есть творец собственной судьбы и лишь он может решить как ею распоряжаться. Николай всегда искал для себя образец для подражания, бездумно копируя чужие поступки, а потом совершая ошибки. Важно помнить последствия своих поступков и действий, важно думать о своих шагах, строить планы, ставить цели уверенно, не остановиться на достигнутом, не бояться неудачи, ведь все ошибаются. Важно не только думать о будущем, но также жить настоящим - это центральная идея произведения «Детство».

ABSTRACT

The theme of childhood is topical in Tolstoy's work. It expresses the peculiarities of his thought about the individual and society. It is not by chance that Tolstoy devoted his first work of fiction to this theme. The basic principle of the spiritual life of Nikolya Irteniev is the striving for good, truth, love and beauty. The source of his high spiritual aspirations is the image of the mother, which represents all that is most tender and beautiful to him. The simple-hearted Russian woman Natalia Savishna played a huge role in the spiritual development of Nikolenka. Tolstoy in his work called childhood the happiest minute in a person's life. What could be better, when the two best virtues - the innocent joys of childhood and the endless longing for love - were only motives for life and the closest ones.

The moral of the story is that each man is the creator of his own destiny and only he can decide how to control it. Nicholas has always sought a role model for himself, thoughtlessly copying the actions of others, and then committing errors. It is important to remember the consequences of their actions and deeds, it is important to think about their steps, make plans, set goals confidently, do not stop on the achieved, do not be afraid of failure, because everyone makes mistakes. It is important to always think about the future, but also to live in the present - this is the central idea of Childhood.



Толстой считает детство самым счастливым периодом жизни человека, когда он находится в гармонии с природой, своим миром и всем окружающим. «Счастливое, счастливое, безвозвратное время детства!» Вы не можете не любить эти воспоминания. Эти воспоминания свежи, обогащают и доставляют огромное удовольствие. Эти моменты банальны, но, как и в любой жизни, они самые яркие. Прежде всего, это воспоминания о его покойной матери, которые он помнит смутно. Каждое воспоминание, каждый момент исключительно дороги для него.

Все вокруг него, кажется, счастливы, как дети. Единственным несчастным человеком, которого он знал в тот момент, был доктор Карл Иванович. Ребенок говорит: "Господи, дай ему счастья" [4,4]. Все мысли, все надежды направлены на будущее, на мечты: "Одни мечты движут другими, но каковы они? Взрослый Толстой, вспоминая свои детские впечатления, тоскует по тому беззаботному времени, когда ему не нужно было думать о будущем, когда за него все решали другие, а он мог наслаждаться незамутненной радостью неведения. Сила веры, которой дети обладают без тени или формы, безусловна, безгранична и недоступна взрослым. В "Детстве" писатель словно раскрыл перед читателем истинную душу главного героя. Толстой считал, что никто до него не писал так откровенно и честно о разных сторонах жизни.

Для ребенка того времени, живущего в патриархальной семье, все было естественным и прекрасным. Он был необыкновенно счастливым мальчиком, искренне любившим свое окружение. Его идеалистическое отношение к жизни было, безусловно, оправданным. Люди, окружавшие Николая, любили его, защищали и делали все возможное, чтобы он жил в мире и согласии с самим собой. Для автора это было особенно важно. Наталья Савицина и Карл Иванович, в частности, оказали ему теплый прием.

Толстой умел тонко чувствовать настроения, эмоции и переживания других людей. Автор мог заглянуть в душу своего главного героя и почувствовать, как порой меняется его настроение и отношение к происходящему вокруг. Поведение мальчика часто имеет аристократический привкус, с которым он пытается бороться. В эпизодах рассказа писатель переживает те же моменты рождения и узнавания окружающей среды, которые переживает сам главный герой.

Воплощение правды жизни через художественный язык - общая проблема творчества Толстого, которую он решал всю жизнь.

В детстве Николенька особенно стремился к добру, правде, любви и красоте. И в то время источником всего самого прекрасного и доброго для него была его мать. С какой нежностью он вспоминает ее "такую нежную и добрую", звук ее голоса, ее нежные прикосновения, ее "печально-очаровательную улыбку". Любовь Николеньки к матери и любовь к Богу "таинственным образом слились в одно чувство", которое сделало его "светлым, веселым и жизнерадостным" и заставило мечтать о том, что Бог даст всем счастье и все будут счастливы.

Важную роль в духовном развитии мальчика сыграла простая русская женщина Наталья Савишна. Вся ее жизнь была чистой, бескорыстной любовью. Она привила Николеньке мысль о том, что доброта - одно из главных качеств человеческой жизни. Детство Николеньки прошло в довольстве и роскоши за счет крепостного труда. Он был

воспитан в убеждении, что он - хозяин. Слуги и крестьяне почтительно называли его по имени и фамилии.

Николенька резко реагировал на ложь и фальшь и наказывал себя за то, что не признавал в себе таких качеств.

Изображение любви к другим занимает важное место в повести, и способность этого ребенка любить других была привлекательна для Толстого. Но в то же время автор показывает, как взрослый и взрослый мир разрушает это чувство. Николенька был привязан к мальчику Сереже Ивину, но он не смел говорить о своей привязанности, держать его за руку, говорить, что рад его видеть, и не смел называть его Сережа. Потому что всякая деликатность выражения подтверждалась его инфантильной натурой

«Детство» - автобиографическое произведение, в котором описываются личные мысли, чувства, переживания и настроения главного героя Николеньки, а также многие события его жизни (детские игры, охота, поездки в Москву, занятия, поэтические чтения). Многие лица в рассказе напоминают тех, кто окружал Толстого в детстве. Однако эта история - не просто автобиография писателя. На самом деле это вымышленный рассказ о том, что видел и слышал писатель, раскрывающий жизнь ребенка из старинной дворянской семьи в первой половине XIX века. Толстой передает эти детские, простые и искренние чувства по-настоящему честно, выражая мир ребенка, полный радостей и печалей, нежных чувств к матери и любви к окружающим его вещам. В рассказе Толстой подробно раскрывает мотивы поведения Николеньки. В повести "Детство" Л.Н. Толстой затрагивает целый ряд вопросов, включая отношения между людьми, проблему нравственного выбора, отношение человека к истине и проблему благодарности. Отношения между главным героем Николенькой и его отцом были непростыми. Николенька описывает своего отца как "человека прошлого века, который во многом не понимал современного человека, и который провел большую часть своей жизни в индустрии развлечений". Главными увлечениями его отца в жизни были игра в карты и женщины. Они слушались своего отца и боялись его. Он был человеком противоречивым. «Он говорил с большим удовольствием, и я думаю, что эта способность сделала его более гибким в своих правилах». К его матери относились совсем по-другому. Именно она создала в доме теплую и искреннюю атмосферу, которая была бы невозможна в обычной жизни: «Если вы видите эту улыбку, когда вам больно, вы не знаете печали». Добрая улыбка от всего сердца изменила лицо матери и сделала мир вокруг нее красивее и лучше. Как много может значить в жизни человека искренняя доброта и отзывчивость, умение слушать и понимать других.

Автор учит нас не только радоваться жизни, но и помнить о хрупкости времени, о том, что когда заканчивается детство и начинается взрослая жизнь, наступает самое серьезное и ответственное время, время, когда нам приходится принимать решения и брать на себя ответственность за собственную жизнь.

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MOTIVATION CHARACTERISTICS OF USING ARTISTIC LITERATURE SOURCES IN TEACHING ENGLISH LANGUAGE TO PHILOLOGICAL STUDENTS.

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[https://doi.org/ 10.5281/zenodo.7061512](https://doi.org/10.5281/zenodo.7061512)

Annotation: In this article, the motivational features of the use of literary sources in teaching English to students of the philological direction are discussed, as well as the reflections in various literatures.

Keywords: book reading, Educational Implications, RAI, national database.

Students' reading amount and breadth contribute substantially to several valued aspects of their achievement and performance, such as reading achievement, world knowledge, and participation in society. Anderson, Wilson, and Fielding (1988) found that the amount of independent out-of-school reading accounted for 16% of the variance in the reading comprehension of fifth graders, after general activity levels were controlled. Similarly, Stanovich and Cunningham (1992) found that amount and breadth of reading predicted reading achievement, as indicated by standardized vocabulary tests, even after previous general intelligence was controlled. Both Anderson et al. and Cipielewski and Stanovich (1992) found that the amount of reading predicted growth of reading achievement during elementary school on different measures of reading comprehension (Cipielewski & Stanovich, 1992). Children's reading amount and breadth contribute to their

knowledge of the world, including knowledge of information such as the size of the National Aeronautics and Space Administration budget, who were allies in World War II, and the distinctions among various religious beliefs (Stanovich & Cunningham, 1993). Individuals who read frequently also Allan Wigfield and John T. Guthrie, Department of Human Development, University of Maryland College Park. Portions of this paper were reported at the 1994 meeting of the

American Educational Research Association, New Orleans, Louisiana. The work reported herein is a National Reading Research Project of the University of Georgia and University of Maryland. It was supported under the Educational Research and Development Centers Program (PR/AWARD 117A2007) as administered by the

Office of Educational Research and Improvement, U. S. Department of Education. The findings and opinions expressed here do not necessarily reflect the position or policies of the National Reading Research Center, the Office of Educational Research and Improvement, or the U. S. Department of Education Correspondence concerning this article should be addressed to Allan Wigfield, Department of Human Development, University of Maryland, College Park, Maryland 20742. Electronic mail may be sent via Internet to participate more in their communities. Guthrie Schafer, and Hutchinson (1991), using a national database, found that amount of reading predicted participation in community organizations, after home background and level of schooling were controlled. We thus were interested in developing a theoretical and empirical account of amount and breadth of reading, and focused on

motivation for reading as an important contributor to amount and breadth of reading.

We took a motivational focus because motivation determines why individuals do (or do not) choose to do different activities (see Eccles, Wigfield, & Schiefele, in press). Because researchers still do not know a great deal about the nature of motivation specifically for reading, our first task was to conceptualize and then measure reading motivation. We began with the notion that there are a variety of motives relevant to engaging in reading activity (see Baker, Afflerbach, & Reinking, 1996; Guthrie, McGough, Bennett, & Rice, 1996; Oldfather & Wigfield, 1996).

The Reading Activity Inventory (RAI). The RAI (Guthrie, McGough, & Wigfield, 1994) is a measure of the breadth and frequency of students' reading. Questions on the RAI ask students whether they read during the last week different kinds of reading material both in and out of school (e.g., different kinds of books, newspapers, comics, as well as books in general). If the child says he or she read a given kind of book in the last week, he or she then is asked to give its title. The child then is asked to indicate how often he or she reads that kind of book, responding on a 1 to 4 scale from almost never to almost every day. The RAI was administered directly after the MRQ, by the same administrators. A shortened version was used in this study, asking children about the following kinds of reading materials: comics, magazines, newspapers, books, mystery books, sports books, adventure books, and nature books. The children were told that they were going to answer some questions about what they read and how often they read for fun. They did one practice question, and then completed the RAI. It took children 5 to 10 min to

complete the RAI. To gauge the breadth of children's book reading for fun, we created a composite scale of the five items asking about book reading (books, mystery books, sports books, adventure books, and nature books).² Although there is no traditional reliability for this measure, the fall and spring administrations of the measure correlated .54 ($p < .001$), suggesting a substantial level of stability in the measure. Out of School Reading Amount. We obtained the number of hours each child in the study read outside of school for the 1991-1992 and 1992-1993 school years. This information was provided by the media specialist in the school. Children at the school participated in a special reading program geared toward increasing how much they read outside of school. When students read 30 hours outside of school over the course of a year their names are placed on a large map displayed prominently in the school. All students reading between 30 and 100 hours get recognized at the end of the year at a school assembly. They also receive a free paperback book. Students reading 100 hours or more outside of school receive additional books and prizes. The 16 top students received a personalized tour of the White House, and the student reading the most received a hard back book valued up to \$20. Students at the participating school volunteered to participate in

the special reading program; during the year of the study approximately 85% of the students participated. All the students in this study were in the program. All participating students took home logs on which parents recorded the number of minutes (recorded in quarter hour increments) the student read each day outside of school, up to a maximum of 2 hours per day on school nights and 4 hours on Saturday and Sunday. All kinds of reading materials could be included in the reading logs, as could the time parents or siblings read to the child. However, homework time did not count as outside reading time, nor did reading at school. The parents signed the logs to ensure their accuracy. The times were recorded for all 7 days of the week,

beginning in the middle of September and ending in mid-May. Parents returned the logs to the school every 2 weeks, and the media specialist recorded them. A summary of this information provided our measure of the amount of children's reading (we were not given the individual biweekly logs). In the absence of other indicators of measurement reliability, we correlated the diary data from the 2 years. The correlation was .59 ($p < .001$), indicating substantial stability for this indicator.

The average number of hours children spent reading during the 1991-1992 school year (the year before the study) was 58.88 ($SD = 54.83$), and in the 1992-1993 school year the average was 73.59 ($SD = 84.14$). We converted the hours per school year figures into minutes per day, using the 8-month time period over which the special reading program occurred (and assuming 30 days per month). For 1991-1992, children's mean minutes read per day was 14.72 min per day ($SD = 13.71$); the median minutes per day was 11.12. For 1992-1993, children's mean minutes read per day was 18.40 ($SD = 21.03$); the median minutes read per day was.

Educational Implications

Because one central goal of educators is to optimize children's engagement in learning activities, the findings pertaining to predictors of child engagement are particularly relevant. Two tentative conclusions can be drawn from this study.

First, both teacher contingency and involvement seem to play a role in supporting children's engagement in learning activities. Contingency provides the structure within which children can learn "what it takes" to do well in school. The

experience of highly contingent teacher behavior is associated with positive control beliefs regarding academic outcomes. Teacher noncontingency is related to beliefs organized around powerful others, luck, or unknown strategies. At the same time, teacher involvement is associated with children's beliefs about effort as an effective strategy and about the child's capacity to enact the most important strategies.

Second, this study pointed out the limitations of trying to explain engagement in terms of only one variable, in this case, perceived control. Although predicted relations between perceived control and engagement were found, the amount of

variance in engagement explained remains relatively small. The small net effects of the promoting and undermining beliefs are due in part to their moderately negative correlation.

However, other self-system processes may be essential for a full understanding of the dynamics of engagement. Two other processes that have been suggested by the larger model guiding this study are children's perceived autonomy (Connell &

Ryan, 1984; Ryan & Connell, 1989) and their feelings of relatedness to others in the classroom, such as teachers (Connell, in press; Connell & Wellborn, in press). For example, one could postulate that all three sets of self-system processes

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