

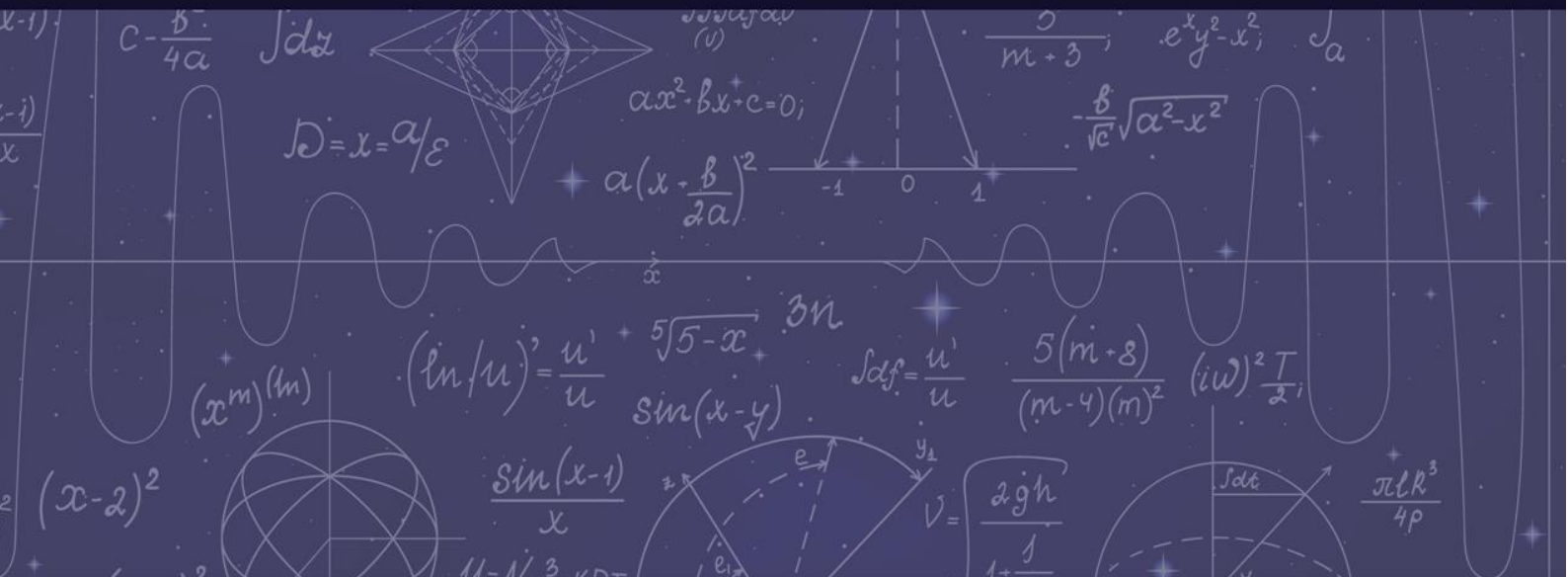
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The materials of the journal can be used by professors, teachers, independent researchers, doctoral students, undergraduates, students, teachers of lyceums and schools, scientists and everyone who is interested in science.

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CONCEPTUAL, GENRE-STYLE AND PRAGMALINGUISTIC CHARACTERISTICS OF MEDIA TEXTS

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Abstract. *In this scientific article, various mass communication texts, including mass communication texts, media texts, journalistic texts, newspaper texts, teletexts, advertising texts, PR-texts, Internet texts, etc., the conceptual, genre-methodical and pragmalinguistic features determined by the dependence on the technical means of information transmission are subjected to scientific analysis.*

Keywords: *cognitive analysis, cognitive-communicative phenomenon, critical analysis, discursive activity, discursive analysis, mediatext, multimodal analysis, sociolinguistic analysis.*

The term "media text" is widely used to refer to various mass communication texts, including mass communicative texts, media texts, journalistic texts, newspaper texts, teletexts, advertising texts, PR texts, Internet texts, etc. The term "media" has a broad meaning, which allows us to say that any information carrier, from stone carvings and traditional books to the most modern technical achievements, is related to media text. However, as a general term, "media text" was first used for mass communication texts. The size of the media text can be different, because all the texts related to the media field can be covered by this concept.

Since media discourse combines various communicative systems and discourses (political, economic, social, advertising, sports, etc.) forming the media space, it is difficult to define it precisely.

The methods of creating and distributing media texts depend on their linguistic volume features, functional-genre classification, phonological, syntagmatic and stylistic features, interpretation features, cultural-specific features, ideological modeling, and pragmalinguistic value. G.Kh.Bakieva and D.M.Teshabaeva state the following about the methodological foundations of the new direction: "Methodological apparatus of mediallynguistics combines the achievements of all directions that research mass media texts. These include discursive analysis, functional stylistics and linguoculturology (linguistic culture)" [3].

G.Ya.Solganik comes to the following conclusion: "the journalistic space is, first of all, the formal and substantive boundary where political, philosophical, economic, financial, cultural and all other possible ideas that make up the internal space work, influence, collide, that is, the external - the social space that forms the content closely interacting with" [12].

In the creation of media texts, a set of tools and methods is used, which allows to re-understand and reflect reality. For example, film and television use audiovisual language, which includes both visual and audio means, while the press uses verbal (printed text) and graphic (pictures, photographs) images. This set of tools and methods used in creating media texts is called media language [13]. It includes a set of codes and conventions used to convey information, feelings, and ideas through various media channels.

Mediatext can be studied in several aspects:

First, it can be considered as a text in the universal and classical sense of this concept [9];

Second, media text can be studied as a unique type of text that differs from texts in other communication fields, such as scientific and artistic texts [6];

Third, media text can be considered as a total product of mass communication, including journalism, advertising and PR texts, each of which has its own characteristics [11].

"Having an addressee, texts in mass media are not always complete, because they convey the same content, albeit in different combinations and methods" [5].

"... Constant and endless references to each other and constant quotations" make these texts only binding in the transmission of information [1]. Mass-communicative texts exist as hypertexts or intertexts, "like other texts, even if the latter are not cited" [6].

Culture has always been associated with communication, that is, with the exchange of information between people. At different stages of cultural development, there were different types of communication. At present, mass communication, that is, the transfer of information from one source to many recipients, has entered all spheres of human life and has become the main method of interaction on a global scale.

The analysis of linguistic literature shows that the main features of media texts are as follows:

1. **Multimodality:** using different modalities (example sound, image, text and video) to convey information.

2. **Interactivity:** the possibility of interaction between the user and the media text, for example, interaction using a mouse, touch screen or voice commands.

3. **Manipulation:** the ability of media texts to influence the perception and thinking of users, to shape their ideas about the world.

4. **Personalization:** the ability to customize and personalize media texts for a specific user or group of users.

5. **Accessibility:** the ability to access and use media texts through various devices and communication channels, for example, the Internet.

6. **Hypertextuality:** the ability to move from one part of the media text to another through hyperlinks.

7. **Dynamism:** rapid change and real-time updating of media texts.

In addition, the fact that they are multifaceted and multichannel is a characteristic of media texts, which can complicate their analysis.

The concept of media text is closely related to the concept of media discourse. A.V.Mikhailcheva's article "On some directions of studying media discourse in modern Russian linguistics" [10] provides general information about the current directions and trends of studying media discourse in modern linguistics.

According to professors G.Kh.Bakieva and D.M.Teshabaeva, "The special concept of media text can be considered as the main theoretical component of medialogistics. This is reflected in almost all studies devoted to the study of media discourse. The essence of this concept is that the text, which is considered the main one for traditional linguistics, is "a semantically connected sequence of symbolic units. Its main feature is coherence and integrity" [8], when it is transferred to the field of "mass media", it expands its boundaries a lot. In this case, the concept of media text goes beyond the limits of the sign system at the verbal level and approaches the semiotic interpretation of the concept of text, assuming the unity of not only verbal, but also any signs.

The text that appears in modern media culture helps to better understand the dynamic processes taking place in modern journalism as a specific element of development. The purpose of communication reflects not only technological goals, but also communicative, general cultural needs. It is in the media text that they manifest themselves most clearly [2].

The proposal to consider media discourse as any type of discourse used in the field of mass communication is substantiated. According to linguists, media discourse can be viewed as a special discursive space consisting of various interrelated and intersecting discourses. The implementation of media discourse is based on a stable set of social practices related to the development, transmission and interpretation of mass information. This means that the conceptual, genre-methodical and pragmalinguistic features of texts are largely determined by their belonging to the media, constant communication with the audience and dependence on technical means of information transmission.

Mediadiscourse is considered as a set of interrelated media texts that form a public debate in a certain area or on a certain topic. Media texts, in turn, are specific materials created within media discourse, such as articles, reviews, news, photographs, videos, radio broadcasts, etc. Within this framework, we would like to touch on the concept of journalistic discourse.

Journalistic discourse is a form of discourse that has a persuasive effect on the addressee and a significant perlocutionary effect. A journalistic text is a complex hierarchical structure, which combines two sides of the linguistic expression of trust: a clear - open effect on the reader's mind and an unclear - covert effect that directly affects the addressee's subconscious. N.I. Klushina stated that "... journalistic text belongs to the interrelated persuasive discourse of persuasion, persuasion and manipulation" [7].

Media texts, having different genres and formats, perform the function of forming and preserving people's thoughts and values through information transmission. Accordingly, the media discourse, in turn, can have both positive and negative coloring, and can also have a significant impact on the change of public opinion and cultural values. Therefore, it is very important to analyze media texts, understand their impact and critically react to the received information.

To date, several directions of studying media discourse have been formed in linguistics. Let's consider the main areas of media language learning:

1. Discursive analysis. This approach is aimed at analyzing the linguistic features of media discourse, such as the use of certain lexical units, syntactic constructions, grammatical forms, etc. Discursive analysis also includes analyzing the context and socio-cultural factors that influence the development and perception of media discourse.

2. Sociolinguistic analysis. This approach focuses on the analysis of social and cultural factors that influence media discourse, such as gender, age, social status, region, etc. Sociolinguistic analysis also includes the analysis of linguistic tools used to create social and cultural identity in media discourse.

3. Cognitive analysis. This approach aims to analyze the cognitive processes underlying the development and perception of media discourse. Cognitive analysis includes analysis of categorization, metaphorical concepts, precedent texts, etc.

4. Multimodal analysis. This approach focuses on the analysis of various media discourse methods, such as text, sound, image, video, etc. Multimodal analysis also includes the analysis of the interaction of different modalities and their impact on the perception of media discourse.

5. Critical analysis. This approach is aimed at analyzing the social and political significance of media discourse. Critical analysis involves the analysis of personal characteristics, power, control, resistance, etc. in media discourse.

In conclusion, these approaches are not the only way to study media discourse. There are many other approaches and methods that can also be used in mediatext research. A critical approach to the analysis of media texts helps to reveal their hidden meanings and interpretations. In general, the study of media discourse is a multidimensional task that requires the use of different approaches and research methods according to the specific goals and objectives of the research.

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HISTORICAL REFORMS IN THE FORMATION OF AN ENVIRONMENT OF RELIGIOUS TOLERANCE IN NEW UZBEKISTAN

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Abstract. *This article talks about the central role of the problem of tolerance in the scientific research of the system of historical reforms, democratic values and customs in the formation of an environment of religious tolerance in New Uzbekistan.*

Keywords: *tolerance, UN, religion, resolution, conceptualization.*

Uzbekistan ratified the UN Universal Declaration of Human Rights at the very first stage of the historic moments of independence. Article 18 of the Declaration states that "Everyone has the right to freedom of thought, conscience and religion" [1]. Another historical document states in Article 18 of the International Covenant on Civil and Political Rights, "This right includes freedom to adopt and practice one's own religion, also includes the freedom to pray together with others, in public or in private, to perform religious and other customs and rituals" [2].

In the main international legal documents of the UN, the development of human rights and freedoms for everyone, regardless of race, gender, language, nationality, religion or health status, ensuring human dignity and respect, and in this way, intolerance is prohibited. tasks and obligations to fight against the manifestations are described. International legal documents on human rights call on every member of the world community to strive with tolerance for the determination of human rights, freedoms and legitimate interests, democracy and the celebration of rights.

As stated in the "Declaration of Principles of Tolerance" published by UNESCO on November 16, 1995, "Exercising tolerance is consistent with respect for human rights, it includes a tolerant attitude towards social injustice, does not mean giving up one's faith or giving in to the faith of others. It means that everyone is free to practice their faith, and everyone should recognize that others have this right as well" [3].

These international legal models were first adopted on December 8, 1992, and were implemented in the Constitution of the Republic of Uzbekistan, which was adopted in a new version on the basis of the general vote of our people - referendum on April 30, 2023, and national laws developed on the basis of it in the following years. This is another unique confirmation that Uzbekistan is implementing its international obligations with consistency and determination. From the first years of independence, Uzbekistan declared itself a secular state and strengthened it through the Constitution.

At the heart of the concept of secularism is the principle of separating religious organizations from political organizations and not taking religiosity as a basis for everyone. At the same time, the state undertakes to guarantee the rights of religious people. According to Article 12 of our Basic Law, "Social life in the Republic of Uzbekistan develops on the basis of diversity of political institutions, ideologies and opinions. No ideology can be established as a state ideology" [4], the idea of creating an environment of tolerance based on pluralism in our society is reflected.

On the basis of this constitutional norm, the Law "On Freedom of Conscience and Religious Organizations" [5] was adopted in our country.

"Strategy of Actions on Five Priority Areas of Development of the Republic of Uzbekistan in 2017-2021" developed at the initiative of the Head of State and approved on February 7, 2017, and "New Uzbekistan for 2022-2026", which is considered its integral continuation within the framework of the development strategy" effective reforms are being consistently implemented in all spheres of our country's life, including ensuring freedom of religion and belief. These can be categorized as follows:

First of all, the effectiveness of the work aimed at creating the necessary conditions for the religious to visit the holy places has increased.

Secondly, a number of facilities have been created for Christians and Jews living in the territory of our country to visit holy places for them.

Thirdly, the number of members of the Council on Religious Affairs of the Committee on Religious Affairs under the Cabinet of Ministers of the Republic of Uzbekistan was increased from 9 to 17, and included representatives of all confessions registered in our country.

Fourthly, in order to reduce the impact of extremist ideas in the society, various preventive measures are being carried out in cooperation with state and non-state organizations. About 40,000 events were organized in 2018 alone, and more than 2.5 million people were involved.

Fifth, over the next five to six years, more than 20,000 citizens who were monitored for having connections with religious extremist groups were removed from "special accounts".

Sixth, in 2017, Imam Termizi and Imam Bukhari International Research Centers, Center of Islamic Civilization and International Islamic Academy of Uzbekistan were established in the country.

Seventh, according to the proposals made by the head of state at the conference on "Ensuring social stability, preserving the purity of our holy religion - the need of the times" held in Tashkent on June 15, 2017, the regions should develop the sciences of kalam, hadith, fiqh, aqeedah and mysticism. 5 scientific schools specialized in learning were opened. These centers of enlightenment now serve to study and promote our rich scientific and historical heritage. In this way, it is planned to prevent the religious radicalization of the population and create an atmosphere of mutual harmony.

Eighth, on April 16, 2018, the decree of the President of Uzbekistan "On measures to fundamentally improve the activities of the religious and educational sphere" was adopted.

Ninthly, on the basis of the Islamic Academy of Uzbekistan and Tashkent Islamic University under the Cabinet of Ministers of the Republic of Uzbekistan, the public foundation "Waqf" was established under the International Islamic Academy of Uzbekistan and the Office of Muslims of Uzbekistan.

Tenth, by the decision of the Cabinet of Ministers on May 31, 2018, the "Regulation on the procedure for state registration, re-registration and liquidation of religious organizations in the Republic of Uzbekistan" was approved.

Eleventh, the decision of the Cabinet of Ministers adopted on January 20, 2014 "On measures to improve the procedure for the implementation of activities in the field of preparation, import and distribution of religious materials" on April 19, 2019 additions have been made.

Twelfth, the official ministries of education of Uzbekistan studied the experience of Norway, Denmark, the Netherlands, Italy, Finland, Greece, Belgium and the USA in the matter of religious

education. Work is underway to prepare printed and video products explaining the state policy issues in the field of guaranteeing freedom of conscience and religion.

On December 12, 2018, the UN General Assembly adopted a special resolution entitled "Enlightenment and religious tolerance" [6]. As a result, the US State Department removed Uzbekistan from the list of countries of "special concern" in the field of religious freedom. This resolution is one of the international initiatives put forward by the President of the Republic of Uzbekistan on September 12, 2017 from the pulpit of the 72nd session of the United Nations. It is noted that the main purpose of this document is to help ensure everyone's right to education, to eliminate illiteracy and ignorance.

The resolution mentions the promotion of the idea of enlightenment and recognizes the importance of integration, mutual respect, protection of human rights, compromise and mutual understanding in order to strengthen security and peace on our planet. The document supports all international, regional and national initiatives aimed at promoting harmony in religions, cultures and inter-confessional relations and combating discrimination against certain individuals on the basis of religion and belief, as well as all a activation of efforts of member states to protect and promote freedom of thought, conscience, religion or belief.

In this regard, the Conference of Ministers on Ensuring Religious Freedom held on July 24-26, 2018 in Washington, the capital of the United States, is important. This event received the special attention of the American public and mass media. Because, firstly, the prestigious conference on this topic was organized for the first time in the history of the USA, and secondly, almost 600 representatives from more than 80 countries of the world took part in it - ministers of foreign affairs, heads of international organizations, religious leaders and civil society activists.

The delegation of our country, led by the Minister of Foreign Affairs of the Republic of Uzbekistan, Abdulaziz Kamilov, took part in the conference organized at the invitation of the US Secretary of State Michael Pompeo. The head of the delegation of the Republic of Uzbekistan told the participants of the conference, President Sh. M. Mirziyoev: "Education and enlightenment are the main factors of the well-being of mankind, they encourage people to be kind, generous, and patient" [7] , spoke in detail about the essence of his call and the importance of his initiatives in this regard.

Historical processes in our country fully meet all criteria of modern democracy. In short, the people of the world today are living in a historical stage of human development where sharp turns are taking place. In the age of globalization, one of the most important principles of establishing peace in the world is religious tolerance. This, in turn, requires each person to study other religions, other faiths and traditions while remaining firm in his faith.

As the President of the Republic of Uzbekistan Sh.M. Mirziyoev noted, "Today, when the world is changing rapidly, various new threats and dangers are emerging that undermine the stability and solid development of nations, spirituality and enlightenment, moral education , it is more important than ever to pay attention to the desire of young people to learn and mature" [8]. Drawing a relevant conclusion from this sentence, the civilizational changes taking place at the global and regional level are setting new tasks for our science in the historical period.

Today, youth occupy an important place in the modern historical processes of the society of Uzbekistan, and the state and public associations responsible for the field of youth are becoming more and more active. Modern youth are now involved in many social, political and cultural processes, and they are becoming the leading force of the general development of society. Along

with the full social and cultural integration of the young generation into the society, the strengthening of religious and spiritual values is also important in the historical thinking of this layer. At the same time, rapid penetration of factors such as globalization and westernization is creating a "next generation" with new values and norms of behavior in the society of Uzbekistan.

As it was mentioned above, the process of formation of values of the youth of modern Uzbekistan is very complex and requires mutual integration of the efforts of the components of the society and the state of the youth policy. Youth policy can be fully understood and implemented only within the framework of integrated strategic planning of national development, based on the integration of its main goals, tasks, directions and interactions. For the implementation and effectiveness of youth policy, we must rely on sacred religious factors in the formation of a certain ideological pluralism, spiritual-ethical, historical-philosophical value system. After all, it is religion that is the most effective spiritual basis, with the help of which it is possible to fight against ignorance with enlightenment.

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THE ROLE OF JUDICIAL PSYCHOLOGICAL EXAMINATION IN THE SOLUTION OF THE PROBLEM IN CASES OF CAUSE OF MORAL DAMAGE

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Abstract. *This article discusses topical issues of forensic psychological examination in resolving the issue of cases of causing moral harm. It also reveals the necessary research factors to determine the nature and severity of human suffering, as well as the essence of the psychological assessment of the severity of moral harm in criminal proceedings.*

Keywords: *forensic psychological examination, expert psychologist, suffering, harm, expert, law.*

It is known that in accordance with the tasks defined by the Action Strategy for the five priority areas of development of the Republic of Uzbekistan in 2017-2021, the judicial and legal system is in an era of transformation. To fulfill one of the tasks provided for in the Strategy, the Decree of the President of the Republic of Uzbekistan (dated January 17, 2019) “On measures to further improve forensic activities” [1] is timely and topical. According to the resolution, forensic activities are required to introduce the latest results of scientific research, improve methods for conducting forensic examinations. The noted tasks cannot be carried out without a research approach. This circumstance is also relevant to forensic psychological research.

Until today, in the Republic, forensic activities in the field of psychology had significant limitations. The lack of a unified methodological base, as well as the lack of a training and retraining base, significantly affected the quality of the examinations. The number of incompetent expert studies in this area has increased. As you know, in judicial practice, an expert opinion is extremely important for making the right judicial decisions. This statement is connected with the circumstance in which many mistakes and incidents were made, both in the parameters of law and in the parameters of the competence of conducting forensic psychological research with a biased interpretation of the conclusions, which sometimes have a crucial significance in making decisions and sentences.

Despite the growing demand for forensic psychological research and the increase in the number of their assignments, the qualitative aspects of forensic psychological examinations are far from perfect. Today, the influence of time suggests that it is necessary to move “from the point of stagnation” and clarify objective directions, taking into account the methodological positions adopted both in the CIS countries and in foreign countries [2].

One of the subject types of forensic psychological examinations is the examination of moral damage. To determine the degree and nature of the moral and physical suffering suffered by the victim as a result of the crime committed against him, as well as the individual psychophysical characteristics of the victim, it is advisable to conduct a forensic psychological examination. The logic of law enforcement actions is due to the fact that as a result of illegal actions committed against a person, he declares that he “deeply worries” in these circumstances,

and perhaps this is true. According to A.L. Yuzhaninova, “the presence in the statement of claim of information about the strength of a person’s suffering is the basis for checking them for reliability and accuracy, since emotional involvement reduces the level of realism in assessing what is happening” [3].

To determine the nature and severity of human suffering, it is necessary to examine factors that fall into the following categories:

1) factors associated with the characteristics of psychological trauma (the strength of the existing traumatic factor; the duration of the action and the time period that has elapsed from the moment of infliction of suffering to the consideration of the case in court);

2) factors associated with the properties of the person who suffered the injury: emotional stability, psychophysiological maturity, development of the psychological defenses of the individual, qualities that determine the level of claims and behavior of the individual during the consideration of the case;

3) factors related to the personality traits of the offender who caused moral suffering to the victim (consciousness or unawareness of his act and the consequences of his behavior, taking into account individual psychological characteristics).

The content of moral damage is given special attention in the decision of the Plenum of the Supreme Court No. 7 of April 28, 2000 “On some issues of application of legislation on compensation for moral damage” [4]. The resolution notes that “in order to ensure the correct and timely resolution of disputes that have arisen, the courts need to find out in each case the nature of the relationship between the parties and what legal norms they regulate, whether the legislation allows for the possibility of compensation for moral damage in this type of legal relationship and, if such liability is established, find out when a legislative act came into force providing for the conditions and procedure for compensation for harm in these cases, as well as when actions were committed that caused moral harm.

Moral harm is defined as "physical or moral suffering". Any illegal actions (or omissions) can cause moral suffering of varying degrees in a person or deprive him of his mental well-being. Moral harm may consist in experiences in connection with pain, a disease suffered as a result of moral suffering. It would be reasonable to call physical suffering (as one of the forms of moral harm) organic harm that brings any negative changes in the human body and prevents its prosperous biological existence. Moral damage is compensated regardless of the property damage subject to compensation.

Revealing the content of one of the types of moral harm - moral suffering, it should be noted that moral suffering can be associated with pain or a disease suffered as a result of moral humiliation of human dignity. It is also important to keep in mind that organic harm can be brought to the successful biological functioning of a person, contributing to negative changes in the human bodily organization. Negative changes in the state of mental well-being can be expressed in both kinds of suffering, defined as "moral damage", which must be functionally compensated through the material benefits of the defendant who committed the civil offense. In this case, compensation for non-pecuniary damage is aimed at eliminating or smoothing out the experiences and suffering associated with causing harm to the human body.

In accordance with the current legislation, one of the mandatory conditions for liability for causing moral harm is the fault of the inflictor, namely:

- harm caused to the life and health of a citizen by a source of increased danger;

- harm was caused to a citizen as a result of his unlawful conviction, unlawful criminal prosecution, unlawful use of detention or a signature on proper behavior as a preventive measure, unlawful application of an administrative penalty and unlawful detention;

- harm was caused by the dissemination of information discrediting honor, dignity and business reputation.

According to scientific data, for a psychological assessment of the severity of non-pecuniary damage in a criminal process, it is important to consider:

- the type of crime that caused the suffering of the victim;
- the nature of the crime committed (as a life event);
- the degree of objective significance (change in the social situation in which the plaintiff finds himself);
- the level of subjective significance of the event (intensity of experiences);
- forecast of the impact of this event on the subsequent course of life of the victim;
- psychological consequences for the restructuring of his image of "I" (loss or change of leading motives);
- personality structure;
- deformation of the picture of the life path.

According to V.F. Engalycheva and S.S. Shipshin, "in fact, only an expert psychologist can establish either the presence or absence of signs of moral harm caused to a person" [5]. It is the conduct of a psychological examination that will reliably establish the degree and nature of the moral and physical suffering of the victim.

Russian scientist E.N. Kholopova [6] defines the object, subject and competence of forensic psychological examination on the fact of non-pecuniary damage, namely:

Objects are subdivided:

1) on the main ones (the personality of the accused and his actions related to the fact of causing harm; the identity of the victim and his condition after causing the fact of harm);

2) auxiliary (the state of the victim before the criminal situation; the state of the victim during the period of the criminal situation; the situation in which the victim found himself; protocols of interrogations of witnesses about the identity of the victim and his condition; documentation confirming the fact of harm).

The subject of the examination are:

- 1) a set of changes in the mental activity of the victim;
- 2) a causal relationship between the actions of the accused and the mental state of the victim;
- 3) the depth, intensity and strength of the experiences of the victim.

So, taking into account the above factors, the competence of forensic psychological examinations includes:

- 1) determination of the physical and moral suffering of the victim;
- 2) establishing the personal, individual psychological characteristics of the victim, which could have a significant impact on the depth and intensity of subjective experiences from the actions and statements of the accused;
- 3) diagnosis of changes in the mental state of the victim, determination of damage to his values;

4) establishing the presence or absence of a causal relationship between the mental state of the victim and the actions of the accused.

Thus, the forecasting of individual consequences caused by psychotrauma is carried out. In the development of this provision, we can talk about a system of psychological measures to restore the violated rights of the victim as a form of compensation for moral harm. Forensic psychological examination can be the starting point in the process of rehabilitation of the victim, establishing the so-called diagnosis of the victim's post-stress state in an expert opinion.

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RELEVANCE OF JUDICIAL PSYCHOLOGICAL EXAMINATION IN UZBEKISTAN

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Abstract. *This article discusses topical issues of forensic psychological examination in the Republic of Uzbekistan. It also considers the historical prerequisites for the development of forensic psychology as an independent science related to jurisprudence. Particular attention is paid to the problem of the lack of a unified methodological framework for forensic psychology in the Republic of Uzbekistan.*

Keywords: *forensic psychological examination, expert psychologist, expert opinion, law.*

It is known that modern expertology in all branches of science is actively developing today, and, accordingly, the need for its application in legal practice is increasing. Without ignoring traditional methods and the very methodology of applying expert knowledge, it should be noted that in recent years, the interdisciplinary integration of sciences has been increasing. Legal psychology in general, and forensic psychology in particular, cover a wide range of issues, on the solution of which answers depend, which are important both for the investigative and judicial system, and for civil society, for the state as a whole.

In the Republic of Uzbekistan, the problem of training specialists in the field of legal psychology, and especially forensic psychologists, remains relevant and topical, requiring a specific solution.

The Decree of the President of the Republic of Uzbekistan (January 17, 2019, No. PD-4125) "On measures to further improve forensic activities" made experts responsible for introducing new scientific developments with their subsequent application in practice [1]. Also, in Appendix No. 3 to the Resolution, a "Roadmap" was developed for further improvement of forensic activities for 2019-2020 in the Republic of Uzbekistan. In order to introduce new innovative developments into forensic practice, expand the types of forensic examinations in the Republican Center for Forensic Examinations named after. Kh. Suleimanova for the first time in the republic, the direction of forensic psychological examination was introduced.

A forensic psychological examination is appointed by a motivated court ruling, an investigator's decision, and according to the new Decree of the President of the Republic of Uzbekistan No. DP 6236 dated 05.06.2021 "On measures to improve the forensic expert system in the Republic of Uzbekistan", lawyers are granted the right on a contractual basis and judicial stages of economic, civil and administrative proceedings, initiating an examination in state and non-state forensic organizations, and subsequently providing an expert opinion in a trial [2].

Thus, forensic psychology plays an important role in solving the problems noted. Consequently, this direction contributes to the formation of professional knowledge and practical skills of law enforcement officers to a higher level.

So, the 18th century was marked by the birth of psychology as a science. During the reign of the search process, psychology did not exert influence on criminal proceedings. Criminal proceedings were based on a secret, written process, on the desire to obtain a confession from the

accused at any cost, including the most sophisticated, brutal torture. Along with physical torture, psychological torture was used, associated with the use of everyday experience of influencing a person. Under the influence of specially created conditions, attempts were made to force a person to give out his feelings and true attitude to the event, which was the subject of the investigation.

In 1764, the Italian scientist Cesare Beccaria published his famous work *On Crime and Punishment*. This work became the source of the development of legal psychology. Subsequently, the works of German scientists began to be published, namely: K. Eckartshausen "On the need for a psychological analysis of certain criminal law concepts" (1792), I.Kh. Shaumann "Thoughts on criminal psychology", I. Hofbauer (1808) "Psychology and its main applications to judicial life", etc. [3, c. 20].

The particular interest of lawyers in forensic psychological examinations manifested itself in Russia in 1883, in the case of rape, in which the Moscow notary Nazarov was accused, and the actress Cheremnova was the victim. The subject of the examination was the mental state of the actress after her debut: the first performance in the play led her to such a breakdown that she was unable to provide any physical resistance to the rapist. When conducting this examination, in order to obtain information about the impact on the psyche of experiences associated with the first performance on stage, they turned to famous Russian actresses M.N. Ermolova, A.P. Glama-Meshcherskaya. The use of this kind of evidence was aimed at establishing objective criteria for assessing the mental states of participants in the process in criminal proceedings.

The works of I.N. Kholchev "Dreamy lie" (1903), G. Portugalov "About the testimonies" (1903), E.M. Kulisher "Psychology of testimonies and judicial investigation" (1904), A.I. Elistratova and A.V. Zavadsky "On the question of the reliability of testimonies" (1904), Ya.A. Kantorovich "Psychology of testimonies" (1925), M.M. Grodzinsky "Uniformity of errors in testimonies" (1927) and others [3, C. 24-30].

In the 20th century, experimental methods are included in forensic psychology. The work of V.M. Bekhterev "On the experimental psychological study of criminals" (1902). Under the direct supervision of L.L. Sheglov (on the initiative of B.M. Bekhterev), the first study of the "mental performance" of juvenile delinquents was carried out (1903). In 1929, the first monograph devoted to forensic psychological examination was published, the author of which was A.E. Brusilovsky. It was about the use of special psychological knowledge in the investigation of criminal cases against young children.

In the early 30s, on charges of "methodological errors" associated with the study of the identity of the criminal, criminology was declared "bourgeois pseudoscience", and for a long time (almost thirty years) expelled from the curricula of universities and research programs. The "psychologization" of social and legal problems began to be regarded as an unacceptable "sin", and therefore forensic psychology suffered the same fate. The recovery of criminology and forensic psychology in the early 1960s was slow. In 1964, the teaching of criminology and corrective labor law was introduced. But after the crushing defeat, criminology failed to restore its positions and turned into an insignificant appendage of the criminal law theory with a pronounced normative orientation [4, p. 5-6].

Forensic psychology, on the contrary, was reanimated as a "branch of psychological science", which was officially recognized in the decisions of the IV All-Union Congress of Psychologists in June 1971, which presented forensic psychology as a separate "section", the development of which included lawyers, specialists in areas of criminalistics (A.R. Ratinov, A.V.

Dulov, V.E. Konovalova, M.V. Kostitsky). Further development of the psychology of relations that arise in the process of preliminary investigation, judicial review of a criminal case in court and the execution of a sentence of imprisonment led to the formation of a new applied branch of psychological science - legal psychology.

The first among lawyers to recognize the need to use forensic psychological examination was G.M. Minkovsky (1959) in connection with cases of juvenile crimes, when psychology in legal practice reached a new qualitative level. The conclusion of an expert psychologist becomes a full-fledged evidential tool. A conceptual apparatus is being created, the foundations of the theory of forensic psychological examination, specific methods are being developed for use in subject types of examinations.

In post-Soviet times (1968), the Supreme Court confirmed the expediency of involving in the trial (in cases of juvenile crimes) a specialist in the field of psychology as an expert to determine the ability of minors with signs of mental retardation to be fully aware of the significance of their actions and manage them. In 1978, the report of A. R. Ratinov "On the state and prospects of forensic psychological examination" was discussed among prosecutors and scientists.

With the importance of the practice of using forensic psychology in the Forensic Psychiatric Examination system of the Ministry of Justice of Russia, progressive trends are observed, namely: in 2002, the scientists of the Council of the Russian Federal Center For Forensic Examination under the Ministry of Justice of Russia decided to include the SPE in the structure of forensic examinations. The following were created: the Forensic Psychiatric Examination section of the Scientific and Methodological Council of the Russian Federal Center For Forensic Examination, the Forensic Psychiatric Examination section of the Central Expert and Qualification Commission for Certification of Experts Forensic Psychiatric Examination of the Ministry of Justice of Russia. A training program for experts in the specialty 20.1 "Research of human psychology and psychophysiology" has been developed and is being implemented. To date, it is a psychological examination that is carried out in more than 27 out of 50 Forensic psychiatric examinations of the Ministry of Justice of Russia. On average, more than 700 forensic psychological examinations and investigations in criminal and civil cases are performed annually. Accordingly, scientific and practical conferences on general and particular issues of forensic psychological examination are regularly held.

Taking into account the practice of the United States, the judicial system in aspects of psychology acquired legal status in 1962. The US Court of Appeals, after the unfounded submissions of the judge in the case of Jenkins v. the United States, determined the actions of the judge, who allowed the fate of the convict to be decided, to be unlawful. The result of this high-profile process was the granting of the right to testify to psychologists as experts in the field of mental disorders. At this time, a number of professional organizations are being organized in the United States, which include: the American Association for Correctional Psychology, the American Association for the Society of Psychology and Law. In 1978, the American College of Forensic Psychology was established. The goal is to certify qualified professionals and promote forensic psychology as an independent, legitimate discipline. It is thanks to the activities of this association that the publication of journals and books in this field is carried out. The graduate category includes the following journals: Law and Human Behavior, Criminal Justice and Behavior. Among the books on research in this area are: "New directions in psycho-legal research" by Lipsitt and Sales (New directions in psycho legal research), "The role of the forensic

psychologist" J. Cook (The role of the forensic psychologist), and psychological practice" Schwitzgebel (Law and psychological practice) [5, p. 9].

Currently, in the United States, the status of an expert psychologist is regularly granted in almost every area of criminal, civil, family and administrative law. Today in the United States there are many programs that include a psychological trend in graduate schools and courses in legal content.

Despite the significant number of requests from law enforcement agencies and courts in the Republic of Uzbekistan for psychological knowledge in the field of forensic examination, the development of forensic psychological examination in the country is still far from optimal. In particular, an important direction in the development of this type of expertise is the development of a special system for training expert psychologists, the creation of a professional educational program for training experts, adapted to the needs and characteristics of the republic.

Thus, the need to use psychological knowledge in various areas of practice has caused the development of various applied branches of psychology, each of which studies the human psyche in the specific conditions of its activity. Taking into account the optimization of the use of psychological knowledge in forensic practice, as well as taking into account the understanding of theoretical, methodological and organizational legal problems, it is also necessary to understand the significance of psychological research in terms of the "human factor" manifested in legally significant situations.

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TECHNOLOGIES FOR TRAINING FUTURE VISUAL ARTS TEACHERS TO FORM ELEMENTS OF ARTISTIC THINKING IN SCHOOLCHILDREN

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Abstract. *This article provides information that aesthetic perception is a product of artistic thinking.*

Keywords: *perception, emotional and aesthetic, artistic and aesthetic, thinking, image, abstract, logical, perception, deduction.*

Lectures are the main form of training future art teachers for pedagogical activities. In addition, pedagogic practices, special seminars, practical trainings and independent work of students are organized to provide theoretical and practical training of future visual arts teachers.

In preparing future teachers of fine arts for the formation of artistic thinking in schoolchildren, along with specialized subjects, educational subjects of the general pedagogical category have special opportunities. General methodological and pedagogical rules, general pedagogical directions, measures of students' readiness for pedagogical activity, principles, factors, conditions, system, stages of the pedagogical process, its general content, "technology, form, methods and the formation of elements of artistic thinking in the process of assimilation in their activities" ways to expand their capabilities will also be shown."

In order for the process of teaching future art teachers to form the elements of artistic thinking in schoolchildren to be effective and to achieve positive results, it is appropriate to define a pedagogical work system that includes educational content, technologies, methods and methodology. Special attention is paid to the practical application of pedagogical knowledge.

It is necessary to rely on the following rules, that is, "future teachers of fine arts:

- development of a special methodology for preparing schoolchildren for the formation of elements of artistic thinking;
- formation of professional motivational need for formation of artistic thinking among schoolchildren;
- teaching schoolchildren professional skills that ensure a consistent approach to the process of forming elements of artistic thinking;
- introducing students to the possibilities of artistic perception of aesthetic views in the content of events;
- equipping with the features of the pedagogical process aimed at forming the elements of artistic thinking in schoolchildren and the technology of its organization;
- introducing the requirements for forming a well-rounded person, which is a priority in the educational policy of our country;
- preparation for ensuring the priority of national and universal values in the education of general education schools;
- arming schoolchildren with international experiences that serve to improve the process of forming elements of artistic thinking;

- teaching to ensure the harmony of the educational process;
- achieving that schoolchildren rely on the normative foundations of the problem in the process of forming elements of artistic thinking;
- such as instilling advanced experiences that serve to prepare schoolchildren for the formation of elements of artistic thinking.

In order to prepare future teachers of fine arts for pedagogical activities aimed at forming elements of artistic thinking in schoolchildren, it is necessary to ensure the priority of a number of directions in the process of higher education:

- Future art teachers should have the following professional competences.
- "to be able to clearly determine the purpose of the process of formation of elements of artistic thinking in schoolchildren";
- to be able to ensure consistency and expediency of means of formation of elements of artistic thinking among schoolchildren;
- "to have tendencies to develop professionally and personally;
- to be able to take into account their age characteristics and development opportunities in the formation of elements of artistic thinking among schoolchildren";
- to be able to implement the approach focused on the personality of the student in the process of pedagogical practice;
- adherence to the principle of the integrity of the educational process in forming the elements of artistic thinking in schoolchildren;
- to ensure the interdependence of emotional perception and practical activities in the formation of elements of artistic thinking of students;
- to be able to creatively approach the process of formation of elements of artistic thinking among schoolchildren, to know well the technologies of organizing this process;
- to acquire the skills of theoretical and practical preparation for extracurricular work on the formation of elements of artistic thinking in students;

The following criteria are used to determine the effectiveness of the process of preparing future visual arts teachers for the formation of elements of artistic thinking in schoolchildren:

- to know the principles of formation of elements of artistic thinking of students, which are a priority in educational policy;
- to know the professional and personal importance of preparing future visual arts teachers to form elements of artistic thinking in schoolchildren;
- to realize that visual art classes are an important means of forming elements of artistic thinking in schoolchildren.
- For this purpose, it is assumed that the future teachers of fine arts should master the following:
 - know the teaching methods, methods and tools that serve to form the elements of artistic thinking in students in fine art classes and be able to use them appropriately in pedagogical activity;
 - "psychological-pedagogical approach to educational situations that serve to form elements of artistic thinking in students in fine arts classes; to be able to reveal the mentality and personal qualities of students according to their individual characteristics;
 - to know the criteria for evaluating the level of formation of elements of artistic thinking among schoolchildren";

– future fine art teachers should know the content, theoretical and practical foundations, pedagogical system of the process, used technologies, tools of formation of elements of artistic thinking in schoolchildren in the conditions of education outside the classroom.

Indicators such as the ability of future fine art teachers to conduct pedagogical research on the formation of elements of artistic thinking in schoolchildren, to know how to improve their skills, to be able to plan methodological and pedagogical work in this field are also an important factor in assessing their level of readiness for professional and pedagogical activities. In this process, it is important that students feel the need for independent education and self-improvement. Therefore, the technological approaches used in the preparation of the future art teacher for school education should be in accordance with the qualities formed on the basis of the above-mentioned criteria.

A number of principles are followed in the preparation of future visual arts teachers for the formation of elements of artistic thinking in schoolchildren. They are:

- "to have a comprehensive content and methods of the process of preparing future teachers of fine arts to form elements of artistic thinking in students";
- compatibility;
- communicativeness;
- such as the correlation between theory and practice.

Ensuring the success of the process of preparing future teachers of fine arts to form elements of artistic thinking in schoolchildren depends on a number of interrelated factors. Among these factors, the composition of artistic thinking, feelings, emotions, personal views, the social and pedagogical situation encouraging artistic thinking, professional and personal knowledge and inclinations that serve to form artistic thinking, and the organization that serves to implement artistic education. - includes pedagogical conditions. At the same time, prospective plans made by students for the formation of artistic thinking in students, their knowledge of the education of artistic thinking, and the ability to organize a pedagogical process aimed at forming the elements of artistic thinking in students. The level of students' assimilation of technologies that serve to educate students artistically in the process of extracurricular education, their ability to choose and prepare demonstrative and illustrative tools that serve to form elements of artistic thinking, innovative methods, intellectual-creative, professional, methodical knowledge aimed at creating elements of artistic thinking, it is also possible to include such things as their communicative skills, their desire to learn independently, and their evaluations of activities aimed at forming elements of artistic thinking in students.

There are also a number of conditions for preparing future fine arts teachers to form artistic thinking in schoolchildren:

– preparing future teachers of fine arts for pedagogical activities aimed at forming elements of artistic thinking in students by providing them with a complex of special knowledge related to the formation of elements of artistic thinking in students as the main subjects of the higher education process;

– "to ensure that the future teachers of fine arts have sufficient knowledge and practical skills about the psychological and pedagogical features of the process as an important professional competence for preparing the elements of artistic thinking in schoolchildren";

– in the process of pedagogical practice, to achieve that the future teachers of fine arts can express themselves creatively, professionally and personally in the implementation of methodical works aimed at forming the elements of artistic thinking in schoolchildren;

– "encouraging the pedagogical work and innovative methods used by future fine art teachers during pedagogical practice aimed at forming the elements of artistic thinking in schoolchildren";

"Giving future fine arts teachers lectures on the issue of formation of elements of artistic thinking in schoolchildren", writing essays on the topic and organizing various events is one of the important indicators that determine professional readiness for pedagogical activities aimed at forming elements of artistic thinking in schoolchildren.

The process of preparing future teachers of fine arts to form elements of artistic thinking in schoolchildren should be manifested as a unique pedagogical system. This process is expressed in the following.

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THE HISTORY OF MINIATURE AND ITS SIGNIFICANCE IN HUMAN LIFE

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Abstract. *In this article, the history of miniature art and its importance in human life is discussed in the article about the history of the creation of miniature art in the territory of our Republic and its role in human life.*

Keywords: *miniature, art, image, tool, middle ages, literature, garb, fine art, writing, interior design, painting, miniature.*

Medieval art began in different countries at different times. In particular, when we study the art of eastern countries, we can witness that the medieval art in China, Japan, and Korea started a little earlier than in other countries and continued in the 19th century. The art of the Middle Ages is the main stage in the development of the national culture of the peoples of the world. From this period, the national specific arts of the peoples were formed, and many art schools began to appear. The beauty of life was depicted in the art of the Middle Ages, and the grace of nature was reflected through human feelings.

It is known that a renaissance in the field of fine arts took place in the Eastern countries of the Middle Ages. In particular, the wonderful painting type of visual arts has developed widely in connection with book graphics. As a result, Arab (Baghdad), Iranian (Tabriz), Isfahan, Shiraz, Turkish, Movarounnahr, Indian, Azerbaijan, Herat, Bukhara, Samarkand miraculous painting schools appeared. A number of artists such as Mirak Naqqosh, Kamoliddin Behzod, Kasim Ali Ustaz Gung, Abdullah ibn Fazil, Ota Mirok, Kesu, Ustad Shamsiddin, Abdul Baqi Tabrizi were at the head of these schools.

People's dreams about humanity were reflected in the works of visual art created during this period. It was important for the artist not only to depict reality, but also to express an idea through the image he worked on. When we study the works of Eastern painters and pedagogues of the Middle Ages, miniatures and memorabilia occupy the main place in these periods.

Miniature (French: miniature; Latin: minium - red paint) is a wonderful visual art work with very elegant artistic methods. The term miniature is used for elegant small-scale paintings created to decorate medieval manuscripts, as well as small-scale paintings made on bone, parchment, metal, porcelain, and sometimes household items, and is considered a lacquered miniature. In addition, there is also the field of artistic miniatures, and the fields of artistic miniatures such as book and portrait miniatures are widespread. In book miniatures, the pictures are made in color with tempera, gouache, glue, watercolor and other paints, directly on the pages of manuscript books, and the patterns on them are combined with the decorations of these books.

The miniature has been known since ancient times. Paintings on ancient Egyptian papyri were painted with pale colors on a flat surface. In the Middle Ages, the characteristics of folk art entered the miniature. In the Gothic miniatures of the 13th and 15th centuries, the desire to represent nature increased, the pictures were explained with text, the forms were revived, the landscape, interior, and architectural borders were given a lot of space. Among the great masters of miniatures in France, A.Boneyo, Jacquemar Eden and others created effectively.

Miniature manuscripts were widespread in the East in the 12th-19th centuries as illustrations of manuscript books and specially made paintings. First, scientific manuscripts (for example, the Arabic translation of Dioscorides' treatise "Medicines" on medicine, Abu Rayhan Beruni's "Osar Ulboqiya" - "Memorials from the Past", Qazvini's "Nujum" - "Stars", etc.), then artistic works. (Hariri's works such as "Maqamot", "Kalila and Dimna", "Tarihi Tabarii") were painted.

Fiction, mainly epic poetry - masnavi, epics (including Ferdavsi's "Shahnoma", "Hamsa" of Nizami, Khusrav Dekhdavi, Alisher Navoi, works of Jami, Sa'di, Hafiz Shirozi, etc.) are a separate category. In the East, after Moni, the names of Juna-id Baghdadi, Khoja Abdulhai, Mahmoud Siyokhaham, Ghiyosiddin Naqqosh, Mirak Naqqosh, Kamoliddin Behzod, Qasim Ali, Mahmud Muzahib, Abdulla Musavvir, Basavan, Rezayi Abbasi and others are famous in the East. It became a tradition to work on miniatures and create portraits of individuals, especially in India during the Babur period. At the beginning of the 8th century, a school of miniatures was formed in Bukhara. The miniature works of the Bukhara school of miniatures, made in the 8th-10th centuries, are now preserved in world museums, including the Louvre Museum of France and the Hermitage Museum of the American metropolitan Russia. Later, at the end of the 14th century, the Samarkand school of miniatures was formed in Samarkand, which later became Herat miniatures. influenced the formation of his school. The gardens in the gardens built by Amir Temur are also decorated with wall paintings. Separate libraries were established in the palaces of the Timurids, where skilled calligraphers and writers, including artists, worked there. During the period of Husayn Boygaro and Alisher Navoi, great attention was paid to the development of book art and miniatures. Miniature works of the Timurid, Shaibani, and Baburi eras are kept in the world's most prestigious museums, libraries, and private collections.

Portrait miniature as a special type of painting art was formed during the Renaissance, in terms of method and style, it is inextricably linked with book miniature, as well as with the general development of realistic art. In Germany, England, miniature works are distinguished by the accuracy and enrichment of the portrait and mental state (H. Holbein the Younger and his students). In the 16th century, enamel miniatures were developed in France. From the 18th century, it spread widely to Russia, the Italian R. Carriera introduced the method of painting with gouache on a colored ground on ivory, and the watercolor miniature rose to a high peak. In Europe, by the 17th and 18th centuries, miniatures were replaced by engraving, and lithography developed. From the 19th century, due to the spread of photography, the creation of portrait miniatures declined.

Istisna in Islam are fine and elegant miniatures created to decorate objects and books. Artistic miniature is a special type of fine art. Initially, this type of design was carried out by the order of the upper class and was considered an integral part of handwritten books, valuable manuscripts and chronicles. To create them, great skill and professionalism were required from the artist, the finer and brighter the drawing, the higher the value of the miniature, and it was considered an indicator of the author's high professional skill. In addition, miniatures were considered part of the decoration. Small, colorful paintings were used to decorate luxury items in the houses of rich merchants and in the palaces of khans. Historical chronicles, hunting and battle scenes, meeting and food details could be depicted in the miniatures. The process of creating a miniature is a very complicated and time-consuming process, which requires perseverance, great patience, a steady hand and a sharp eye, as well as the unlimited imagination of the author.

By the beginning of the 20th century, the development of miniature art stopped in the territory of Uzbekistan. Usta Momin, A. Siddiqi, G. Nikitin, Ch. The traditions of M. are observed in the work of artists such as Ahmarov and T. Muhamedov. In the 70s and 80s, there were attempts to restore miniature traditions. The real development of the miniature took place after the independence of Uzbekistan. Ch. Ahmarov continued the traditions of miniature art in his work, enriching it with new content and ideas. His students continued the work of their teacher and raised the miniature to a new level.

Miniature lacquer miniature has become a wide-ranging artistic style, covering miniatures on paper, cloth, leather, leather, and wall works. Currently, the development of miniatures is in 3 directions - namely manuscript (book) illustrations (T. Muhamedov, Sh. Muhamadjonov, M. Salimov, etc.), lokli M. (N. Kholmatov, A. Yoldoshev, Sh. Shoahmedov, etc.) and M. Creative research is being conducted on creating murals in the style of T. Boltaboyev, H. Nazirov, G. Kamolov - the first laureates of the State Prize of Uzbekistan named after Kamoliddin Behzod and others.

The skillful execution and completion of any work, thing, item, etc., by people means that the work of a person has been done artistically. Therefore, the pedagogue's careful, beautiful, impeccable execution of his work is considered an example of artistry.

The nature of the concept of fine art in education is a special scientific pedagogical analysis. That is why we should dwell on the existing theoretical concepts in this regard and their place in the science of pedagogy.

Fine art is an art in which the creator (sculptors and artists) depicts reality and existence through the use of shapes, lines, colors, paints in a certain space and etc. No matter how far the history of our ancestors is from us and no matter how unique their religious beliefs are, there are thin bridges that connect them with us. After all, it is the wonderful examples of art created by them, their spiritual values, their concepts and knowledge that have influenced the organic development of human thinking in general worldviews. Therefore, in the comprehensive training and formation of modern artist-teachers, we can refer to such examples of the heritage of the past, we can use them not only as examples of the past, but also as methodologically perfect tools in the educational process.

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GENDER AND ANTI-CORRUPTION STRATEGY: LEGAL ASPECTS AND CHALLENGES IN THE FIGHT AGAINST CORRUPTION

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Abstract. *This scientific article is devoted to the study of the role of women in the anti-corruption strategy and the analysis of legal aspects and challenges they face in the fight against corruption. The article discusses various aspects of the inclusion of women in anti-corruption efforts, such as their participation in decision-making, control over the implementation of anti-corruption measures, as well as their role in the detection and prevention of corruption crimes. In addition, the authors analyze the legal mechanisms and tools that support women in this field and discuss the challenges they face, such as discrimination, lack of access to resources and limitations in professional growth. The results of the study provide valuable information for the development of effective anti-corruption strategies, taking into account the gender aspect and ensuring equal opportunities and rights for women in this area.*

Keywords: *gender equality, anti-corruption efforts, equal opportunities, legal aspects.*

Currently, corruption is one of the main problems faced by many countries around the world. It has a negative impact on economic development, social justice and political stability. In light of this, more and more attention is being paid to the development of effective anti-corruption strategies. However, the issue of the role of women in the fight against corruption remains insufficiently investigated. In this scientific article, we will consider the legal aspects and challenges faced by women in their anti-corruption activities, as well as analyze the effectiveness of their participation in the fight against corruption. President of the Republic of Uzbekistan Shavkat Mirziyoyev noted, "The development strategy of the New Uzbekistan provides for building a country free from corruption. Today, this goal is becoming the unifying factor of our society" [1].

Corruption is one of the main problems faced by many countries, especially developing countries and those that have just thrown an authoritarian or totalitarian past behind them. According to the UN, corruption slows down economic development and forces governments to be less stable; in addition, the World Bank has named corruption as one of the main obstacles to economic development. Corruption is a problem that exists in all countries, therefore all countries should strengthen and improve policies, strategies, legal framework and concrete ongoing efforts to prevent and combat corruption [2].

There are four important anti-corruption conventions that many states have joined. In chronological order, these are:

- Convention on Combating Bribery of Foreign Officials in International Commercial Transactions (1997) [3];

- The Council of Europe Convention on Criminal Liability for Corruption (1999) and the Additional Protocol to the Convention on Criminal Liability for Corruption (2003) [4];
- Council of Europe Convention on Civil Liability for Corruption (1999) [5];
- *United Nations Convention against Corruption (2003)* [6].

Although society as a whole suffers from corruption, it is argued that its impact on different social groups is heterogeneous. In particular, it is believed that women tend to be more vulnerable to the effects of corruption than men [7].

Taking into account the fact that the issue of protecting human rights and interests is at the center of the fundamental reforms being implemented in Uzbekistan, the consistent fight against corruption, which leads to gross violations of human rights, has become one of the most important directions of state policy. By the Law of the Republic of Uzbekistan "On the accession of the Republic of Uzbekistan to the United Nations Convention against Corruption (New York, October 31, 2003)" dated July 7, 2008, Uzbekistan became a party to the UN Convention against Corruption, and in 2010 became a participant in the Istanbul Action Plan of the Anti-Corruption Network of the Organization for Economic Cooperation and Development [8].

Corruption is a factor complicating the implementation of the Constitution and laws of the Republic of Uzbekistan, international human rights standards that serve to ensure human rights and freedoms. The scale of corruption has a negative impact on economic development [9], and also has a negative impact on human rights, in particular:

Firstly, corruption deprives society of important resources that it could use to meet its needs [10] in healthcare, education, infrastructure improvement and security.

Secondly, corruption has a direct negative impact on the functioning of State bodies and organizations, in particular, the justice system. It undermines the credibility of public authorities [11, 12], including depriving the courts of the opportunity to guarantee the protection of human rights. However, it is believed that corruption significantly aggravates and hinders progress in ensuring women's rights.

Key challenges women face in the Digital economy.

1. The absence of a permanent connection between an employee and an employer in non-traditional types of employment is not protected by labor legislation. In a regulatory system where legal labor is the basis for protecting workers, informal workers remain invisible to the Government.

2. Employees who face such invisibility cannot benefit from the protection of their employees, including maternity leave, social security and the statutory minimum wage. However, many workers in the digital economy do not have access to labor protection. In addition, the incorrect classification of freelance or network workers often leads to their exclusion from government initiatives aimed at helping unorganized employees [13].

3. There will be a growing need for changes in the legislation of online platforms and digital businesses to ensure rights and equality. However, since this area has not yet been fully covered [14], online entrepreneurs can be found for a long time without any help and protection.

4. It is also worth noting that, although the Uzbek authorities have launched a number of programs to assist and empower women in the process of digital change, most of these projects [15] lack the necessary regulatory components for their effectiveness.

In particular, a) they do not provide a list of accountable performers;

b) they are not supplemented with road maps;

c) they were created with the infrequent participation of larger stakeholders, including civilized society and the commercial sector.

Therefore, it is very important to consider issues related to the electronic sphere. The UN stressed the importance of solving problems related to digital technologies. The UN held its sixty-seventh session dedicated to “Innovations and technologies for gender equality”. During the meeting, ministers and government representatives noted the importance of increasing the participation of girls and women in digital technologies and innovations, as well as their participation as students and specialists in the fields of technology, science, mathematics and engineering, which is crucial for the global economy, as well as for the global transition to sustainable development.

1. As for recommendations for Uzbekistan, large IT companies should be more transparent and provide more mentoring to women in the country's workforce in order to create a channel of capable leaders "women in technology". In this regard, business communities, donors and the Government should implement:

2. Launch coaching programs that connect successful women with young professionals;
3. The introduction of a school program that will allow successful women to share their experiences with girls and boys. Using this strategy, it will be possible to provide women with role models and to form an idea in boys about the active and fair role that women play in society;
4. Create and conduct a nationwide information campaign about female role models, which highlights the achievements of women through contests, conferences, events, telegram and podcasts;
5. Through trainings, education, information exchange and networking with international partners to help Uzbek women investors;
6. To inform the leaders of the public and business sectors, as well as civil society groups about gender inequality, its consequences for society and the economy and practical ways to eliminate this gap [16].

It is proposed to hold these events annually during the celebration of the International Day of Girls in the Field of ICT and International Women's Day.

The issue of bridging the digital gender gap and expanding the presence of women in the IT sector deserves attention from the point of view of empowering a woman, fulfilling her role as a mother, specialist, public figure, improving her quality of life and ensuring social protection of society and the state. The goal of eliminating the digital gender gap is to overcome sociocultural threats and risks associated with gender stereotypes and discrimination against women, as well as threats of socio-economic stagnation due to a shortage of specialized personnel [17].

Social institutions (family, education, science, culture, public organizations) and the IT community face the task of forming the image of a woman professionally oriented in the digital economy and the IT industry by developing and implementing appropriate social, educational and mentoring programs.

These programs should be aimed at overcoming the internal stereotype that this is not a female profession; the formation of social and digital competencies necessary for girls for successful professional adaptation and identification, as well as the creation and implementation of technological projects and startups.

Understanding corruption — characterizes the respondents' explanation of the concept of corruption, its causes, as well as the attitude of the population to this phenomenon.

* A sociological study covered the Tashkent City Center for Women's Entrepreneurship.

Assessment of the level of corruption is an indicator of the degree of corruption in various spheres of public life, which is estimated by respondents in points based on their ideas about the current situation in a particular area. In our study, to measure this indicator of subjective perception of the scale of corruption, we used a 5-point scale, in which 1 point of assessment corresponded to the respondent's idea of a low level of corruption manifestations (or their complete absence) in a particular area, and 5 points — about a high (constant, widespread) level.

Corruption coverage is the proportion of women who have been in a corruption situation at least once in their lives. To measure this component, we used a closed question: "Have you or your family members had to face such a situation at least once in your life when you had to pay a bribe?" This indicator reflects only the upper layer of such a complex and multidimensional phenomenon as bribery, indicates the presence (absence) of corruption experience among women, and not only in the current socio-economic conditions, but also in a long retrospective.

The risk of corruption is the proportion of cases of women getting into a corrupt situation, regardless of its outcome for both participating parties (i.e. whether a bribe was transferred or not). This indicator can also be considered as the level of intensity of corruption pressure of the authorities on citizens. With the help of a closed question: "Please remember, have you ever faced a situation where you were forced to pay a bribe?" - you can record the fact of extortion in various sectors of public life, because the component describes one of the sides of corrupt interaction — the authorities. We also considered it necessary to provide this indicator not only for the whole array, but also for each of the public spheres (by clarifying the question asked to the respondent) in order to rank them according to the degree of corruption.

The demand for corruption is the willingness of respondents to give bribes; the proportion of cases when the average citizen gives a bribe, finding himself in a corrupt situation. The indicator can be considered as an indicator of the willingness of citizens to solve their problem with a bribe or to succumb to corrupt pressure from a civil servant or official. He describes the second side of corrupt relationships — an ordinary citizen. To determine this parameter, respondents were asked to recall whether they had to pay a bribe last year. The indicator "demand for corruption" makes it possible to assess the real scale of bribery in a specific time period, to determine the market share of corrupt services in a particular sphere of public life, for which respondents were asked a clarifying question about a specific area in which the fact of their bribery was noted.

The intensity of corruption is the average number of bribes per year per potential bribe taker. To measure the indicator, we used the following questions: "How many times did you have to pay a bribe last year?" and "When was the last time you had to pay a bribe?" This indicator allows you to measure the number of corruption clashes between citizens and government agencies, in addition, it records the practice data in a specific time period, thus giving the opportunity to track the situation in dynamics.

Research results

The first task we set ourselves was to find out how women understand the term "corruption".

The results of the survey show that most women have a certain opinion about this term. The responses received can be summarized into four main groups.

The first group includes answers containing a simplified definition of corruption and understanding it as the process of transferring a bribe by a citizen to an official, public servant or

other official. The second category consists of judgments according to which corruption is an abuse of the official (official) position of an official, a civil servant for personal, selfish purposes, as a rule, to achieve a certain material benefit. The third group is represented by responses where corruption is understood as a process of interaction between the state and business, government and citizens, expressed in the shadow regulation of the existing relationships. The fourth group contains the definition of corruption not as an objective process or social phenomenon, but as a set of causes that generate it. Here, as explanations for the existence of bribery, respondents see the fusion of power with criminal structures, the lack of an effective legislative framework, the defeat of corruption at all levels of government and local authorities.

Respondents' opinions on the causes of corruption relations can be reduced to two main groups, having an objective and subjective nature. As objective reasons for corruption, which exist due to certain socio-economic conditions and, accordingly, can be regulated by the state, respondents named low salaries of civil servants, the lack of an effective legislative framework and, as a result, impunity of officials, as well as the low standard of living of the country's population. Subjective reasons, women associate with the personal qualities of civil servants: greed and greed, as well as with the mentality of the citizens themselves, the entrenched opinion that a bribe is a normal and habitual phenomenon.

The main conclusions.

The results of our research allow us to come to the following conclusions. First of all, women are more intolerant of corruption than men. They are more critical of the overall level of bribery in our region.

Women face manifestations of corruption when dealing with public utilities and officials in the field of education. Finally, compared to men, women are significantly less likely to pay bribes, which is in good agreement with the results of studies conducted in the United States and a number of European countries.

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INTERNET'S POTENTIAL AS A SOURCE OF LEGAL INFORMATION

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Abstract. *The article examines the role and importance of Internet sources in modern legal research. The main focus is on the steady growth of the place and the importance of Internet sources in modern research. The article reveals the features of the Internet as a source of legal information; the problem of authenticity of Internet sources of normative acts in a modern world through critical analysis of the current situation in the world. In conclusion, the article focuses on the importance of studying "information law" as a new scientific branch in legal studies.*

Keywords: *online source, internet, research, information, law and legal, network, document, "information law".*

INTRODUCTION

Today, information plays a fundamental role in the life of all mankind. If there is an exchange of information and experience, it becomes possible to disseminate new technologies and inventions. Therefore, throughout its existence, humanity has sought to exchange information, as it has always been the most important driving force of evolution.

Getting new information is essential for a person to live a full life. Today, there are many ways for individuals to receive information, including traditional channels like newspapers, magazines, and radio broadcasts, and modern channels like Internet news channels, social networks, and blogs.

This process is greatly influenced by the use of Internet resources.

The Internet has turned into a global information system, without which the individual and society are no longer able to carry out effective life activities, receiving the right information at the right time. According to W.F. Ahrens, the Internet is the backbone that is the fastest-growing medium in history.

Global Statshot analysis for July 2023 shows that the number of Internet users has more than doubled over the past 10 years, from 2.18 billion at the beginning of 2012 to 5.19 billion at the beginning of July 2023. This figure corresponds to 64.5 percent of the world's population, although reporting delays means that actual Internet penetration is likely higher than these figures suggest.

The latest GWI survey shows that "search for information" remains the main reason for using the Internet, with more than 6 out of 10 working-age Internet users (61.0%) citing it as the main motivation for using the Internet. And here it can be indicated that the search for information may include, among other things, the search for information for research, and the search for legal information.

Modern technical capabilities allow people to interact not only in real life but also through the use of new publicly available technologies (smartphones, portable and desktop computers, etc.), including through the use of social networks, instant messengers, which today have become one of the main sources of information.

The conducted research shows that the number of global Internet users and their network activity has a steady growth trend. At the same time, the global Internet audience currently accounts for more than half of the world's population. The exchange of information between people is increasingly carried out using social networks, instant messengers, e-mail resources, and various kinds of forums.

MATERIALS AND METHODS

The state has always taken care to inform the citizens of the adopted laws and, accordingly, the implementation of these laws. It is believed that the dissemination and accessibility of legal information contribute to the development of the need for broad segments of the population to constantly measure their actions with existing legislation, and this, in turn, leads to the strengthening of the legal foundations of statehood. The provisions or rules of publication are contained in various acts - special acts on publication, and laws on normative legal acts. Most often, the functions of ensuring the publication of regulatory legal acts are assigned to the government.

Given the development of the Internet, the organization of access to legal information has become an important means of disseminating legal information. One of the main factors that influenced the use of Internet technologies for the official publication of regulatory documents was the recognition of the legal force of electronic documents on par with documents recorded on paper. However, the publication of legal acts on the Internet is not always recognized as an official publication. The official form of publication in many countries remains the printed (paper) version of the document. The publication of acts on Internet sites, according to lawyers in many countries, is an additional tool used by the state to disseminate legal information and does not generate legal consequences.

RESULTS

The electronic form of official publication (promulgation) of regulatory legal acts has come to life due to several advantages that Internet technologies represent:

- High speed of information transmission over communication channels;
- Relative (compared to paper) low cost and convenience of storing documents in electronic form;
- Simplicity and ease of access to information resources using web technologies;
- Ease of searching for information in databases;
- The possibility of unlimited copying and replicating, etc.

With the development of information technologies, many States have resorted to publishing electronic versions of official printed publications. At the same time, the fundamental principles are the free use of an electronic publication, its availability at any time of the day, ensuring the rights of those who do not have access to the Internet (public libraries), and guaranteeing the identity of printed and electronic information.

DISCUSSION

At the same time, several States provide Internet access to documents adopted by public authorities, and often this means not just maintaining their websites by the authorities, but also their consolidated version of a special national website. Access to legislative acts is also duplicated on special sites dedicated exclusively to the publication of normative texts.

Typically, both the paper and electronic versions are official. At the same time, according to the Freedom of Information by Electronic Means Act of Hungary, it is the printed (paper) version that is considered true if they differ.

The co-existence of electronic and paper versions of regulatory acts creates the need to address the following issues:

- How to ensure the authenticity of the paper and electronic versions of the document;
- Which version has priority,
- In what order the publication should take place,
- The primacy of publication and the procedure for the act's entry into force.

The study of foreign experience allows us to state that at present the electronic method of publishing regulations on Internet sites complements the traditional – printed one. In case of doubts about their authenticity, in most cases, the priority of the paper version is recognized. An exclusively electronic publication procedure sufficient for the entry into force of the act exists only in a few countries and concerns a limited number of acts of a highly specialized or individual nature.

The Internet itself cannot be a source of legal information. The Internet is only a means for obtaining legal information that is formed by people. For law enforcement practice, official legal information originating from authorized state bodies, which has legal significance and is aimed at regulating public relations, is of particular importance. The problems of access to legal information in the narrow sense in which the task of collecting and presenting legal acts on the Internet was set is currently not relevant, although there are many other organizational and technical tasks.

The Internet is only a way of remote access to information and its visualization using computer technology and communication systems.

A special place should be given to online research. Online research is a research method that involves collecting information on the Internet. With the advent of the Internet, traditional pen-and-paper research methods have faded into the background and made way for online research.

Modern trends in the development of sciences show that the institutionalization of online research is taking place before our eyes and with our participation. Using the Internet to reach consumers is no longer a novelty; significantly increased confidence in the data collected online; there comes a stage when the quality of the work of providers of online research and panels, their compliance with international standards in this field, becomes more significant.

In online research, the Internet is primarily a means and environment for research, a tool for collecting data. The Internet appears in online research in connection with the methodology and technique of empirical research, while the research itself may be devoted to problems not related to the Internet itself.

CONCLUSIONS

The main conclusion of the study is that for the first time, human society is faced with the need to regulate relations in almost all areas of activity in connection with the use of the Internet. Never before have scientific and technological achievements had such a significant impact on the transformation of public life in such a short period by historical standards. The problems of informatization in the field of providing access to legal information are a reflection of the problems in building a modern information society.

The most important conclusion in the study of the presentation of legal information on the Internet is that both the official publication of regulatory acts and the wide presentation of various types of reference systems increase the level of legal culture that contributes to the "development of the individual, group or public legal awareness".

Taking into account the above-mentioned, the most interesting research about the Internet is the study of "information law", as a scientific branch in jurisprudence, which is based on a new paradigm of relations between individuals and legal entities using the global Internet, in the creation and improvement of which millions of people around the world are involved. Currently, most experts believe that information law is a sub-branch of civil or administrative law. The research results show the need to consider this scientific discipline as an independent branch of law due to the comprehensive penetration of Internet technologies into all spheres of human life. At the same time, it will be quite a time-consuming process not only to work on improving regulatory legal acts as sources of law but also to implement the law in all its forms and methods. Constant analysis of the actual circumstances of cases, developing in a multi-vector space, the choice and interpretation of legal norms, qualification works, etc. All these are necessary conditions for the legitimate and justified application of the law. From the point of view of automating the processes of providing legal information, the issues of automating law-making activities throughout the entire "life cycle" of legal documents and creating technical regulations that ensure this activity is considered relevant.

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LINGUISTIC CHARACTERISTICS OF DIPLOMATIC CORRESPONDENCE

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Abstract. *Linguistic features of diplomatic correspondence, their study in linguistics and their importance in formal style are highlighted in the structure of formal style.*

The methods of description, comparison, contrast, generalization, and integral analysis were used to illuminate the research topic.

Linguistic features of official working documents and diplomatic correspondence texts on official speech are proved by examples.

The scientific significance of the results of the work is determined by filling and expanding the scientific and theoretical views related to the research of the theoretical issues of methodology, in particular, the problems related to the linguistic features of diplomatic documentation and correspondence. The practical importance of the work is that it can be used as a theoretical resource in the preparation of educational textbooks, in passing such subjects as speech culture, linguistic analysis of the official text.

Keywords: *formal style, formal speech, diplomatic expressions, diplomatic document, linguistics, syntactic features, synonymous series, interrogative and exclamatory sentences.*

INTRODUCTION

Throughout our life, we use different styles, sometimes artistic style, sometimes scientific style, but the style we use most in communication is conversational style. In fact, every person should know not only the style of everyday conversation, but also the style of official business. Because everyone who is related to social life, whether it is a doctor, teacher, driver, has to write an application, a receipt or a biography, even an invitation has to be written properly. It shows respect and attention to the person or persons to whom writing is offered.

The historical naming of official documents also differed from today's official business documents: "In the early and middle ages, there were many types of documents used in court practice, diplomatic relations, notarial relations between people, and other legal fields. They are recorded in official documents from those times, historical and artistic works with terms such as yarliġ, niřān, bitim, bildirġülük, bitig, bař bitig, ata bitig, bodum bitig, ötug bitig, ay bitig, biřuġ, yumuř, bictas bitig, tutsuġ. done" [5; 12].

LITERATURE ANALYSIS AND METHODS

Another important type of official speech is diplomatic and commercial correspondence. It is necessary to correctly choose this type of document based on its content, to fully and precisely follow the rules of writing, and to take into account the traditions of the country sending the document. Any type of diplomatic documents sent must be answered with the same type. Diplomatic correspondence is conducted by foreign ministries in the official language of the country and a translation in an international language is attached. Embassies can also conduct correspondence in their national languages or in the language of the country where they are located.

Russian linguist M.N. Kozhina distinguishes diplomatic relations as a separate style: "Diplomatic relations and the sphere of communication are very controversial and not supported by many authors, so the diplomatic style can be distinguished"[2;275].

It is necessary to pay attention to words in diplomatic documents. Their language should be simple, fluent, free of idioms, and expressions like "half a cup at the bottom of the cup" should not be used. Words of praise are one of the necessary parts of notes and statements, which are the most basic type of diplomatic correspondence. The frequent use of respectful words such as "Dear Sir", "Your Excellency", "I assure you of my high regard for you" gives it a friendly tone, and its less use gives it a formal tone.

President of the Republic of Uzbekistan

To His Excellency Shavkat Mirziyoyev

His Excellency the President,

my dear brother,

On the occasion of the Independence Day of the Republic of Uzbekistan, I congratulate you, Your Excellency, and the entire Uzbek people with my most sincere feelings on behalf of my people and myself.

The friendly and fraternal Republic of Uzbekistan is contributing to the stability and peace of the region by increasing its prosperity and stability under the influence of the reforms carried out under the leadership of Your Excellency.

Turkey and the Turkish people will continue to stand shoulder-to-shoulder today and tomorrow in these efforts of Uzbekistan and its Uzbek brothers.

Together with Your Excellency, we have raised the strategic partnership based on strong brotherly ties between our countries to an unprecedented level in a short period of time. I am very pleased to see that there is a strong will to maintain this level and to raise it to greater heights.

Taking this opportunity, I wish you, Your Excellency, health and happiness, well-being and safety to our friend and brother Uzbek people.

Recep Tayyip Erdogan

The President of the Republic of Turkey ("People's Word" newspaper. September 1, 2021 issue).

President of the Republic of Uzbekistan

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Recep Tayyip Erdogan

The President of the Republic of Turkey ("People's Word" newspaper. September 1, 2021 issue).

Interrogative and exclamatory sentences are almost never used in official documents, mainly indicative and imperative sentences are used.

"Official-departmental speech style is a style that serves social-legal relations in society, state and inter-state official, political-economic, cultural relations. This method is distinguished by its documentary character. Accordingly, this type of written speech related to service is the style of state laws, decrees, statements, contracts, office documents, announcements and other official correspondence" [4; 119].

CONCLUSION

Today, while our government has opened wide opportunities for the development of the state language, a wide path has been opened for the development of perfect official documentation in Uzbek. In addition, it was established that the official working documents should be fully aware of the laws and regulations and that every enterprise, organization and institution, as well as persons related to the society in general, should keep them in the prescribed manner. Therefore, it is necessary for a modern leader to be able to easily express any necessary information in the appropriate forms of the language of official documents, and to have excellent skills in departmental work.

Documentary expert A.S. Golovach said: "One of the main reasons for the shortcomings in the field of management is the lack of theoretical and practical training in the majority of employees in the same field, they do not have enough guidelines, methods and ways of working with documents accepted in institutions, organizations and enterprises. they don't know enough".[3;3] This, of course, can cause various problematic situations. It is always beneficial for anyone to have complete information about official documents.

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BERDAK - A PHILANTHROPIC ARTIST

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Abstract. *There is very little information about Berdak's life and work. We can learn the most important information about the poet from his works. The article talks about Berdak's position on life philosophies in this regard, as well as his inspiration.*

Keywords: *Berdak's work, poetry, life, philosophy, patriotism, poet.*

INTRODUCTION

Despite the fact that Berdaq was an intellectual and knowledgeable person of his people, no one honored him or even respected him at that time. He wrote about this in his above-mentioned work "It Wasn't". So, the fate of the great poet was spent in confrontation with rich people, poets and mullahs. He spoke about his fate in the first part of the poet's epic "The Foolish Posh". He also wrote about his enemies in this epic. Thus, Berdaq showed his thoughts and difficulties in many of his works. In the last days of his life, Berdak lost his daughter. Despite his old age, the poet continues to write works. His best works, "Stupid Pasha", "It Wasn't", "Help Us" and others were written in these years. Many of Berdak's works show the true aspects of our life, the times of Khiva Khanate's rule and the country's struggle against the Russian Empire are also mentioned. Berdak's creative activity was against the opinions and worldviews of the beys, rich people, fathers, eshans, akhuns and other great administrators. They wanted to turn the poet to their side and were ready to make any effort for this. Because Berdaq's free and forbidden works could influence the people. But the poet did not turn back from his path, that's why his followers and the spies of Karakum Eshan informed about him. The poet wrote about this in his works "Consequence", "I don't know", "Give now".

MAIN PART

Berdag tries to be brave and understanding, knows what to say where and to whom. But those who wore it were able to put a pawn in his creativity. Against him, the leadership declared his works meaningless, and the poet himself was included in the list of Muslims who turned away from the path of Allah. Therefore, many of Berdaq's works have not survived to this day, but despite this, he created his poems in written form. The poet mentioned this in each of his works, and even indicated the year in which he wrote it.

For example: in the work "Ahmok Poshho" he said that he spent a year and twelve months on this work. In his work "My", the poet wrote about his unhappy life. In his work "My Life" the poet tells about his past life and the year in which the work was written. Berdak's poems were written and collected by another source, because his work "Kulen bois" has reached us to this day. It is known from here that Berdak's works were not completely destroyed, but some of them were written down with some changes and preserved. During Berdak's life, many events took place in the history of Karakalpakstan, and these events had a great impact on the future and destiny of the people. It was about the struggle of Karakalpak, Uzbek, Turkmen and Kazakh laborers in 1855-1856 under the leadership of the Ernazarbis [3]. In 1900, Berdak was invited to the city of Petro-Alexandrovsk to the head of the Amudarya department, the poet accepted this offer and went on a voluntary journey. But the poet falls ill on the way and has to return home. After a while, the poet

dies. That is why his hard, painful and unhappy life ends. But his life was spent in a struggle against oppression, suffering, against the arbitrariness of the feudal lords and the rich. He was stepping forward with a great dream, thinking about a happy future for the people. Berdak's death had a strong impact on the people, especially the hardworking people living in the poet's country. We can see the wonderful and boundless love of many peoples for Berdaq in the poem of the son of Otesh Aminbey, a 19th-century Karakalpak poet. These poems are dedicated to Berdak's death. Otesh's poem "Death of Berdak" is similar to Lermontov's poem "Death of a Poet", in which Lermontov wrote about the poet of Russian literature, A.S. Pushkin. According to Karakalpak poet Otesh, when Berdak died, not only Karakalpaks, but also Uzbeks, Kazakhs, Tatars and Russians accompanied him to his last journey. Until Berdak, the theme type of song in Karakalpak poetry consisted of 11-syllable-four-line, 9-syllable-four-line, and 6-syllable-four-line types. Berdaq used all three of these three species. He especially used the 9-syllable four-line song type a lot. He developed it again and brought it to adulthood. This quatrain was easy and understandable for most of the people to read and say. At the same time, he made many changes to the weight of these measurements. He is not only a master of Berdak's lyrical poems, but he is also a master of large poems. Berdak is a great poet of Karakalpak people. The themes of his works are very rich [4].

In his poetry, an open picture of the social and political life of the Karakalpak people for a whole century is embodied. The main theme of Berdak's works is devoted to singing the social life of the Karakalpak people, the pitiful hard life. He was a "nightingale of the desert" who shared the joys and sorrows of the people and sang about them. At the head of the Karakalpak people, Berdak lived in a period of political inequality, darkness, oppression and injustice on all sides, and called the people to fight for a free life, honored the good sons of the people, called the youth to be polite, educated, humble, and serve the people. He called on people to be loyal, patient, courageous, brave, and to love honest work. He wanted respectable mothers, precious brides and young girls to be free, and supported women's freedom. Berdak's language was rich and understandable to the people. The content of Berdaq's large works, starting with the beautiful lyrical songs, consists of the struggle for a free and happy life. That is why the Karakalpak people love him so much. In 1998, the 170th anniversary of Berdaq's birth was widely celebrated in our country. One of the avenues in Tashkent was named Berdaq and a bust was installed. A statue of Berdak was erected in Bozatov, the birthplace of the poet, and a statue of Berdak was erected in the city of Nukus. Nukus State University was named after him. Berdak Berdimurad Kargaboy, a democratic poet, a caring singer of the people, a sharp exposé of the ruling classes, a high talent, a progressive thinker, a learned editor, a chronicler of great people of his time, and an internationalist, a master of words. The great poet of the Karakalpak people will live forever in the hearts of the people.

Berdak believed that the whole purpose and meaning of his life and work was to serve the people, to ease their burden, to always be at one with them. It is this quality that defines Berdaq's eternity and makes his works modern for all times [5].

In addition, Berdaq studied Navoi's philosophical views well and knew that his own philosophical views were similar. Because Berdak, like Navoi, says that every person should act while realizing the high duty and career assigned by nature for him. His conduct, behavior, goals and intentions must be worthy of a high level of humanity. The poet says that while he puts human dignity and personal qualities above everything else, he especially emphasizes the glory of belonging to the human race.

CONCLUSION

Pay attention, not only because of his personal pain, personal interest, or his stomach, his family's worries, but the poet and his ideal lyrical hero make afghans from the era in the desire for bright and good days to come for his people. It is worth noting that the poet is not only forced by the current situation, but also embodies this situation artistically. In this sense, the artistry and imagery in Berdaq's poems are sometimes so deep that they remain imprinted in the reader's mind and heart with their beauty and impressiveness.

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IMPROVING LEGAL AWARENESS AND CULTURE IS THE NEED OF THE TIME

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Abstract. *In this article, it is highlighted that one of the main goals and objectives is to further improve the legal consciousness, legal culture, education, and legal literacy of citizens, to increase the interest of young people in the field of law, and to educate them as a legally mature and mature generation.*

Keywords: *state, law, legal consciousness, legal culture, share, person, decree, society, democracy, policy, norm.*

Based on the age-old traditions, customs, language, religion, and spirit of our people, legal culture serves to inculcate in our minds the feelings of enlightenment and truth, such as honesty and faith, justice and legality, high respect and attention to people, and patience. Therefore, it is a vital necessity to raise the opinion and worldview of people, the legal culture directed to selfless work for our independence. Raising the legal culture and legal awareness of the population, legal education and enlightenment, fundamentally improving the order of legal knowledge in society, deep respect and respect for human rights and freedoms, a sense of obedience to the law in people, knowledge of laws and strict adherence to them Determining the happiness of doing is a necessary requirement of today. [1]

In the process of building a legal democratic state and a just civil society, the main and important task is to form the legal consciousness and legal culture of every citizen. A necessary condition for building a legal state is the unconditional implementation of laws. Uniform and unconditional implementation of laws depends on the attitude of each person to his duty and feeling of responsibility [2]

First of all, it is appropriate to get acquainted with the various definitions of legal consciousness and legal culture given by scientists, among others, Professor Islamov gives the following definition of legal consciousness: , can be defined as a system of legal intuitions, ideas, evaluations, imaginations that express the attitude to obligations, to the desired right and to other legal events".[3]

"Legal consciousness is the sum of views, ideas, and imaginations of people and the whole society in relation to the actual law and legal reality." In his book, legal culture is defined as follows: "Legal culture is the level of the legal system established in society, the level of people's awareness of this legal system, the respect of citizens for the law, the level of enforcement of legal norms, intolerance to those who do not follow the law, obedience to the law. we understand the level" [5]

So, to conclude from the above, being fully aware of the adopted laws, any regulatory legal documents, changes in the field of law, legal awareness as a result of studying and understanding and following them is a legal forms culture. A high level of legal culture is a unique feature of a legal state. In the conditions of the formation of the market economy, increasing the legal culture is considered an important task.

High legal awareness and legal activity of citizens is the foundation of the rule of law and legal state in an enlightened society. Formation of legal awareness of citizens, prevention of violations, and fight against crime is a necessary requirement. In fact, foreign ideas, views, and illegal actions that enter a person with legal immunity from the outside will not have their effect. As a result of socialization, individuals understand the existence of laws such as goodness and justice, human dignity and its protection, and freedom and slavery. Legal literacy and legal maturity will help them to understand "what is good and what is bad for themselves".

After gaining independence in our country, great attention has been paid to increasing the legal consciousness and legal culture of the population. For example, on August 29, 1997, the Oliy Majlis of the Republic of Uzbekistan adopted the "National Program for Improving Legal Culture in Society". In it, the increase in the level of legal culture of the population depends in many ways on the knowledge of the legislative, executive and judicial authorities, the stimulation of the research of the scientific foundations of legal culture, the organization of socio-legal research [6] norm.uz and other issues. reflected. However, due to the change of times and the level of thinking of citizens, the task of updating this national program is being set. In addition, the Presidential decree of February 7, 2017 "On the strategy of actions for the further development of the Republic of Uzbekistan", adopted on September 7, 2017 "On the distribution of legal information and ensuring its use" on Law, April 13, 2018 Presidential Decree "On Measures to Fundamentally Improve the Activities of Justice Bodies and Institutions in the Implementation of State Legal Policy", January 9, 2019 "Legal Awareness in Society and it is possible to see the adoption of the Presidential Decree "On Fundamental Improvement of the Legal Culture Improvement System" and other regulatory and legal documents. [7]

Separate public opinion polls are also conducted to determine the level of awareness and participation of the population in legal processes. As an example, in 2017, a public opinion survey on the topic "25th anniversary of the Constitution of the Republic of Uzbekistan" was conducted by the Public Opinion Research Center. According to the survey data, the absolute majority of citizens, i.e. 90.5 percent, consider the Constitution of Uzbekistan to be "the main document regulating legal relations in the country", in which the formation of a sovereign state and a just society fundamental principles, commitment to the protection and strengthening of human rights, to the ideals of democracy and social justice, to ensuring the peace of citizens and inter-ethnic harmony. The absolute majority of citizens - 86.3 percent - expressed the opinion that the basic law not only meets the modern requirements of the time, but is also designed for the future. In this survey, the level of awareness of the population about their civil rights was determined. To the question "Do you know your civil rights?", the absolute majority of citizens - 92.6 percent - voted affirmatively. [8] the fact that such social polls are held frequently will greatly help to study the opinion of the population and to eliminate the shortcomings that exist in them.

President Shavkat Mirziyoev, in his speech entitled "Our Parliament should become a school of real democracy, be the initiator and main executor of reforms", critically analyzed the activities of political parties, their parliamentary factions and deputies, and stated the following points: "Improving the work style of deputies, increasing the legal culture of the population through political parties: "It would be a good idea to introduce a new system working in the order of "Center - region - district" [9], because the creation and development of all laws is carried out by deputies. It is necessary and necessary for them to create laws based on the interests of the people and the needs of the people, studying all suggestions and recommendations, deficiencies

among the people. Those who did not say that the system works in the order of "Center-Province-District" for nothing, the changes and additions in any policy will reach from the center to the region, then to the district and other remote areas. who mentioned that such a system should be created taking into account the need. Public participation and activity is important in consistently and widely informing the population about the changes and additions to every law, legal documents in force in our country. It is necessary to effectively use the opportunities of communication technologies, social partnership with state bodies. 10]

In 2019, in order to improve the legal awareness and legal culture of the population, the Presidential Decree "On fundamental improvement of the system of raising legal awareness and legal culture in society" was adopted. In this decree: it is considered one of the most important conditions for ensuring the rule of law and strengthening legality in order to improve legal consciousness and legal culture in the society [11].

In short, legal consciousness and legal culture is a gradual process. The rise of legal culture led to the development of the sense of obedience to the law. Currently, this issue is being raised to the level of state policy, for this purpose it is important to further improve the legal consciousness, legal culture, education, and legal literacy of citizens, to increase the interest of young people in the field of law, and to raise them as a legally mature and competent generation. is one of the goals and objectives. Citizens who know their rights in the society and obey the laws are the foundation of the legal state.

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HISTORY OF THE DEVELOPMENT OF THE EDUCATION SYSTEM AND THE SCIENCE OF PEDAGOGICS IN UZBEKISTAN BETWEEN 1917-1991

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Abstract. *In this article, between 1917-1991, the development of the education system and the science of pedagogy in Uzbekistan was under the pressure of the communist ideology, our national values were trampled, and despite this, many outstanding scientists from our country grew up and conducted scientific research in the field of pedagogy and It is stated that they have made great contributions to the field of education.*

Keywords: *October Night, Civil War, eavesdropping company, Stalin's repressions, Uzbek pedagogy, Marx-Lenin theory*

When talking about the period of 1917-1990, it is appropriate to mention the following thoughts of the first President:

"... 130 years ago, our people lost their national independence and historical statehood and fell into colonialism. During this period, our ancestors and our nation went through difficult trials and struggles. Our ancestors endured the tyranny of Russia. Our fathers directly experienced the events of the October Night, the Civil War, the eavesdropping company, Stalin's repressions, the sufferings of the Second World War, the dangerous fifties and finally the eighties, which were named "the tyranny of the paratroopers". "We also saw the period called, we lived under the dominant pressure of the communist ideology. We know very well that this ideology is based on oppression and violence, greed and fraud. That's why it fell" [1]

The oppression and complications of this colonial policy had an impact on our spheres of education and national identity.[2]

During the former Soviet regime, the science of pedagogy was formed on a completely different basis. It was an integral part of former Soviet pedagogy. Russian pedagogy textbooks written by Russian scientists were used. As a result, Uzbek pedagogy turned into a fake science formed within the Marxian-Leninist theory.

After the October uprising, instead of 3 khanates, the Turkestan Mukhtar Republic, Bukhara and Khiva People's Republics based on a new ideology were established. [3]

The content of educational work in schools has changed based on the purpose of the system. Attention to religion and the Holy Qur'an was completely forbidden. In 1918 - 20, based on the new policy, curricula and programs were created, lessons and events were held on this basis. Events were distorted in history classes. In literature classes, attention was paid to teaching Russian writers. The scale of teaching specific subjects has expanded. There have been changes in the teaching of social sciences.

First of all, the shortage of teachers in national schools was noticed. On January 20, 1918, on the basis of the decree of the former RSFSR Central Committee on "Separation of the Church from the State and the School from the Church", various mullahs and religious intellectuals were not allowed to teach in schools. [4]

In response to the government's new policy in the field of public education, many schools were opened in the country, and the number of students increased significantly. In 1918, in Tashkent, the consciousness of the country's educational workers was opened, and measures were set for the reconstruction of public education. The so-called "labor schools" were opened. New types of schools began to emerge. By the spring of 1918, the number of schools operating in the republic reached 330.

At the beginning of the 1919-20 academic year, 350 schools worked in Fergana region, 839 in Syrdarya region, and 216 in Samarkand region.

Girls' schools began to open. In 1917, Bashorat Jalilova opened a school in Zevak neighborhood of Beshyogoch and taught 22 Uzbek girls. Then the number of such schools will increase.

Secondary, special secondary and higher educational institutions have also started to open in the country. In 1918-1920, the Institute of Oriental Studies of Turkestan, Timiryazev Institute of Education, Khotin - Girls' Institute of Education, etc., in 1921, Institute of Chemistry - Pharmacology, Conservatory, 6 Agricultural Technical Colleges were opened. Among them, the People's University of Turkestan, opened in Toshket on April 21, 1918, was of special importance. Its branches will be established in the regions. The State University of Turkestan was established on the basis of this university by the decree of the former RSFSR Central Committee on September 7, 1920. [5]

Pedagogical educational institutions - pedagogical technical schools were opened. But the lack of teaching staff was a big problem. By 1920, 1200 teachers were trained.

In 1920, 7 educational institutes (inpros) were established and 1145 students were admitted to them. In the 1921-22 academic year, 2403 schools and other children's institutions worked in the country, and 170105 children studied in them.

In 1924, after the demarcation of the state and the formation of the former Soviet republics, in order to achieve economic, social and cultural superiority in the republics, it was necessary to involve children in general education and to end the new generation of illiteracy among adults. Therefore, on August 14, 1930, the decision "On general compulsory primary education" was adopted by the former USSR Ministry of Education and Culture. In it, 8-10-year-old children should be included in general compulsory education for at least a 4-year course of primary schools, 11-15-year-olds should be organized for accelerated 1-2-year courses for those who did not study in the 4-year course of the labor school, in industrial cities 1930-31 issues of attracting children to the 7-year compulsory school from the academic year were considered.

In 1929, the Latin alphabet was adopted instead of the Arabic alphabet in Uzbekistan.

On September 5, 1931, the decision "On Primary and Secondary Schools" pointed out the shortcomings, and paid attention to improving the method of organizing and conducting lessons. Issues of organizing cycle associations and pedagogical associations were discussed.

New educational programs were created. On August 25, 1932, the decision of the former Central Committee of the CPSU (b) "On the curriculum and regime of primary and secondary schools" was issued. [6]

In 1933, the decision on "Primary and secondary school textbooks" was issued, the creation of rapidly changing textbooks was condemned.

From 1933, tests of transfer from class to class were introduced.

Since 1934, the role of class leader was established in schools.

Pedagogical textbooks began to be created. In 1932-40, textbooks and manuals for higher and secondary educational institutions of pedagogy by A. Afrikanov, P. Gruzdev, I. Kairov, B. Yesipov were published.

In 1940, the 1st meeting of teachers of the republic was held in Tashkent. The issues of improving education, implementation of compulsory secondary education were discussed. In May 1940, at the 3rd session of the Supreme Soviet of the former USSR, the law "On transferring the Uzbek script from the Latinized alphabet to the new Uzbek alphabet based on Russian graphics" was adopted.

High and medium special pad. the number of educational institutions increased. In the years 1933-37, 26 pedagogic schools, 5 rabfaks, Central Asian State University, Samarkand DU named after Navoi, Tashkent, Fergana, and Bukhara pedagogic institutes operated in the republic. During these times, as a result of the government's policy in the field of education, the Uzbek people were deprived of the opportunity to learn and learn about their history, national customs, traditions, and universal human values. the righteous suffered in exile.

During the war, all material resources and moral forces of the people were drawn to the front. Uzbekistan also contributed to the defense.

Many production enterprises in the lands occupied by the enemy were moved to Uzbekistan. Uzbekistan provided them with a place and labor force. He contributed to providing the army with food and clothing. During the war, there were difficulties in the field of education as well as in all fields. [7]

Many teachers were drafted into the army, school buildings were turned into hospitals, and there was a shortage of school supplies.

Educational programs were adapted to the conditions. In 1943, a decision was made to take into account children aged 8 to 15 and take them to compulsory education. Separate education of boys and girls was also introduced this year. The number of girls attending school has increased.

The number of people evacuated to Uzbekistan increased. They reached 716 thousand in 1942. There were 154 orphanages in 1943 and 242 in 1945.

Due to the difficulties of the war period, studies were conducted in 3 shifts, the lessons were 40 minutes long, singing and painting lessons were not held. The number of teachers decreased, and great attention was paid to the training of teachers from women and girls. Another difficulty was transferred to Russian graphics before the war, but it had not yet been overcome, the books had not been published.

Since 1944, children's knowledge and behavior have been evaluated based on a 5-point system.

After the war, measures were taken to improve public education. In 1949, general compulsory 7-year education was introduced. The number of technical schools has been increased for the purpose of vocational training. Boarding schools were established in 1956.

The demand for teachers has increased. Since 1953, pedbilimyurtlari has been working on the basis of high school, the duration of study was 2 years. Since 1952, teachers' institutes have been transformed into pedagogic institutes.

From the 1962-63 academic year, 7-year schools were reorganized and turned into 8-year schools.

In 1962, for the first time under ToshSU, the United Soviet for granting scientific degrees in pedagogic sciences was established. In spite of all the obstacles in the government policy during

the recession years, within the existing possibilities, the research of the pedagogical ideas of the great thinkers of Central Asia, including Uzbek intellectuals, poets and scientists continued. [8]

In the 1960s and 1970s, the opinions of our scholars such as Furqat, Sadridin Ainiy, Alisher Navoi, Jami and Davani, Abdulla Avloni [9] were studied. "Kalila and Dimna", "Nightmare" were published. The well-known pedagogical scientist Z. Mirtursunov studied our folk pedagogy for the first time in his work "Uzbek folk pedagogy and its reflection in folk oral creativity" (1967).

In the 1970s and 1980s, general education schools, which occupied an important place in the education system, served the ideological and cultural tasks of the state. In 1972, by the government, "On completing the transfer of young people to general secondary education and further development of general education schools". The transfer of young people to general secondary education was completed by 1975.

In the 1975-76 academic year, there were 9,642 secondary schools in rural and urban areas of Uzbekistan, where 237,500 teachers taught 38,028,000 students.

In this academic year, 246,400 students were educated in 42 higher educational institutions, 400 doctors of science and more than 5,000 candidates of science worked in them.

More than 900,000 children are involved in pre-school educational institutions.

More than 440,000 children were taken to non-school educational institutions.

By the 1980s, the shortcomings of society in many areas were noticed, and large-scale reconstruction work was started.

In 1984, the Government's "Main Directions for General Education and Vocational School Reform" was approved.

Uzbek pedagogy did not stop growing completely. Many of our scientists worked tirelessly for its rise. Siddiq Rajabov (1910-1993) was especially devoted to the development of Uzbek pedagogy in the 1970s. Works in Scientific Research and Chartered TSPI. He defends his doctoral dissertation on the topic "History of Uzbekistan's schools". Dozens of works such as "Some issues of the development of the science of pedagogy", "Classical teaching in education and training", "Didactics of higher education" are published.

Malla Ochilov (1931) made a great contribution to the development of the science of pedagogy. His treatises such as "Ethics of a teacher", "Process of moral education of students", "Ethical formation of a future teacher", scientific research works of students" are famous. He published the work of the Czech pedagogue Ya. A. Komensky "Great didactics" in the 1st edition. and translated it into Uzbek.

In the 1980s, Muzaffar Abdullayev's (1931) comments about Farobi's views caused pedagogy to rise to a new level. O.Sharoffidinov, I.Husankhojayev, Z.Mirtursinov, R.Usmanov and other scientists wrote the books "Abu Nasr Farobi", "Farobi and his treatises", "Farobi on education" fought in

In short, despite the development of the education system and pedagogy in Uzbekistan, and the prevailing pressure of the communist ideology, many great scientists from our country grew up and created effectively between 1917-1991. They conducted scientific research in the field of pedagogy and made a great contribution to the field of education.

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FORMS AND METHODS OF ORGANIZING POTTERY COURSES

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Abstract. *The active forms of learning in this article are lecture-dialogue, problem lecture, consultation, conversation, summary, excursion, business game, discussion, round table, conference. Information is given about active methods of conducting classes: visual aids, self-education lessons, problem-based learning, practical assignment, problem assignment, analysis of specific situations, dialogue, discussions.*

Keywords: *training, visual aids, self-education lessons, problem-based learning, practical assignment, problem assignment, analysis of specific situations, dialogue, discussion, polemic.*

In modern pedagogy, the concept of problem-based teaching was formed, generalized for a group of teaching methods, i.e. - presenting a problem, partial search and research. The common feature of these methods is the independent activity of the student to solve the problem, in the process of which new knowledge is acquired, skills and abilities are formed, experience is accumulated, and a certain system of interests is formed. The active role of the student in the learning process stimulates all mental and cognitive operations, especially thinking and imagination.

The difference between the methods included in the problem-based teaching system is determined by the level of participation of the teacher and student in the formulation of problem tasks and solving problem situations:

- problematic presentation - in which the teacher himself creates a problem, creates a problematic situation, reveals the contradiction inherent in it, shows the course of solving it;
- partial search - in which the teacher poses a problem, creates a problematic situation, and students solve it independently or with the help of the teacher;
- research method - in which the teacher gives a creative task and the students solve it independently, identify the problem, identify the contradictions inherent in it, formulate the task and look for ways to solve it. The use of this method implies the highest level of creative competence of the student and is the main type of problem-based education.

Forms of education in pedagogy are types of training. They make it possible to organize the educational process in accordance with the needs of students and the tasks set within the educational and cognitive activity. It is necessary to pay special attention to the choice of the appropriate form to achieve the masad, because it mainly determines the efficiency of the process.

Forms and methods of training are the following ways and methods of stimulating influence:

- mental activity;
- show a creative approach to finding ways to improve the quality of education;
- putting the acquired knowledge into practice.

A necessary condition for effective use of the forms and methods of conducting classes is the high theoretical training and methodological skills of the teacher.

Forms and methods are related to each other. On the one hand, forms are filled with specific content using methods, and on the other hand, forms influence the choice of methods.

The methods of conducting classes are divided into the following:

According to the source of acquiring knowledge, skills, qualifications:

- oral;
- visual;
- practical.

According to the level of activity and independence of students:

- explanatory and illustrative;
- information;
- partial search systems;
- problematic;
- research.

The form of the training is the educational system of the educational institution, its internal structure, and a certain procedure for conducting it. Active forms of training are public discussion of problems aimed at correct understanding of the content of the subject, active interaction of the audience, organization of an educational process designed for the exchange of ideas between them.

Active forms of training: lecture-dialogue, problem lecture, consultation, conversation, report, excursion, business game, discussion, roundtable, conference.

Active methods of training: visual aids, self-education lessons, problem-based learning, practical assignment, problem assignment, analysis of specific situations, dialogue, debate, polemic.

Active forms of training include:

Lecture – it is a type of public speech during which the speaker communicates live with the audience, reveals the system of ideas about a certain topic, phenomenon, helps the audience to understand the problem and come to a certain conclusion.

The most used lecture types: lecture-dialogue, problem lecture.

The following are the most important requirements for the lecture: scientific, high theoretical level, relevance to life, clarity, comprehensibility, scientific evidence.

Consulting – this is the teacher's explanation of a complex and relevant theoretical question, problem; a necessary condition for effective independent study of the theory and problem.

Types of consultation: personal, group, commentary, on specific issues.

Talking – a specially organized conversation on this topic. Its purpose is to help by exchanging ideas for a better understanding of the problem under study.

The main tasks of the conversation: during training - help in self-education, getting acquainted with the methods of practical application of the acquired knowledge, during testing of knowledge - have you read the recommended literature? Did you complete the practical assignment? Does the student know how to apply the acquired knowledge in practice? questions are answered.

Conference is a form of collective study and discussion of current theoretical and scientific-practical problems.

The types of conferences and the issues discussed in them are as follows:

theoretical conference - current problems of the theory of teaching and upbringing;

scientific-methodical - psychological-pedagogical problems; issues of teaching and upbringing methodology, practical use of the most effective forms and methods of work; generalization of pedagogical experience and issues of education and training, latest achievements of pedagogic science;

scientific-practical - analysis of content, forms and methods of work; consideration of current issues of educational work in a particular educational institution.

At the conference, it is recommended to invite the authors of scientific works (projects), theses, lectures, which were considered the best during the class discussion, to give a speech.

Round table is a form of collective discussion of current issues of science, theory and practice. The participants should be introduced in advance to the composition of the invitations, the issues to be discussed, so that they can participate in the conversation.

Discussion – this is a public oral discussion of a controversial issue, in which reports on the issue and, as a rule, opponents' speeches are heard. The topic of discussion can be acute theoretical problems, current issues, ethical problems, acute articles in periodicals, etc. It is important to think carefully about the text of the issues to be discussed, to give them a problematic character and to familiarize the participants with them in advance.

In the final words, the participants should draw attention to the valuable and useful things that the discussion gave to its participants and summarize the results.

Business game – this is a form of activity that simulates certain practical situations, one of the means of activating the educational process. Types of business games and the goals they achieve: mastering certain skills and competencies; assessment of knowledge and skills acquired by students; development and improvement of new or certain methods of a certain activity.

Elements of preparing and holding a business game:

1. Imitation object or game object.
2. Purpose, tasks.
3. Scope of results.
4. Roles and functions of players.
5. Rules, game conditions.
6. Games and role-playing are the result of cooperation.
7. Documentary support.
8. Ratings.

Excursion – visual learning is one of the most effective forms of educational work. Excursions are recommended after studying the course and topic.

Excursions can be conducted before studying the subject. They guide students to issues that need to be addressed in the classroom. Before going on an excursion, students should set specific educational tasks, familiarize them with the excursion plan.

Visual aids – Visual aids and technical training manuals used in the educational process can significantly increase the effectiveness of perception.

Types of visual aids:

Natural production objects.

Visual: 1) figurative - photo, picture, poster; 2) conditional-schematic - map, diagram, scheme, table.

Technical means of teaching: 1) mass media - television, film; 2) local technical means of teaching: screen, sound, screen-sound. Visual aids should be used correctly as follows: reduce the

time of studying the problem by 20-25%; improve the understanding of the problem by 25%; increase the level of memorization of educational material by 35%.

Visual aids for training are selected in advance. At the same time, the teacher not only demonstrates visualization tools, but also explains their content and pays attention to details.

Visual aids do not replace the teacher, but only complement his speech. It is necessary to observe a sense of proportion in relation to the number of visual aids used, excessive interest in them can have a negative effect on the perception of new material.

Problem solving – this is a system of methods by which students acquire knowledge not in a ready form, but as a result of independent activity, as a result of solving educational problems. It helps to train the system of actions to independently solve cognitive tasks.

Levels of problematic education:

1. The teacher sets and formulates a problem, directs students to independently search for its solution.

2. The teacher only names the problem, and the students themselves formulate it and find a solution.

3. Students independently understand and formulate a problem, learn ways to solve it.

Methods of organizing problem-based education:

1. Problematic presentation of educational material.

2. Research interview, during which students solve educational problems under the guidance of the teacher.

3. Independent work of the search character.

An indispensable condition of problem-based education is the application of acquired knowledge to practical activities; learning to apply the acquired knowledge in certain conditions. The purpose of problem tasks should be to understand real problems theoretically, to search for ways to solve them in practice.

Dialog – it is a conversation, interview, exchange of ideas between two or more people in order to prove a certain idea or system of views. Dialogue is a non-dogmatic way of expressing ideas; debate, debate form; form of joint reflection.

The characteristics of dialogue as a method of training are as follows: unplanned communication; a lot of interrogative sentences; contextuality (semantic connection of dialogue parts with each other); undefined, free form of presentation of opinions, evidence; copies of interlocutors; situationality (relation to the situation under consideration).

Debate – this is one of the effective ways to discuss various issues and develop cognitive activity. Tasks of discussion: to determine the truth by comparing different points of view; justification and defense of one's ideas, views, positions; resolving conflicts in the dispute process; development of scientific views.

Discussion - collective discussion of controversial issues, finding ways to solve them; one of the ways to activate the educational process.

The topic of discussion: problems that arise as a reflection of the contrast between knowledge and ignorance, complete and incomplete knowledge, scientific and everyday knowledge, the ability and inability to apply knowledge in practice.

Rules of discussion: formulating one's thoughts clearly; dispute on the merits; the desire to establish the truth; respect the opponent's point of view; humility and self-criticism; behave. The

topic for discussion should be chosen keeping in mind the interests and requirements of the students.

Analysis of specific situations is one of the active methods of studying current problems and strengthening the connection between theory and practice. Types of situations: situations-illustrations; situations-exercises; situations-evaluation; problematic situations.

Content of situations: events or processes at the stage of development, change; emergence, sources and causes of development, deviation from the norm of any facts, events; actions or actions of certain persons involved in the situations under consideration.

A practical task is a type of independent work aimed at developing the skills and abilities to apply the acquired knowledge in practical activities. Forms of tasks: individual and collective.

The traditions of folk art should be the basis for the formation of the student's aesthetic ideas, as well as the development of his special abilities. One of the tasks of the teacher is to recognize these abilities, in particular, creativity, to direct them in the right direction, to give the basis of knowledge and skills for processing the selected material - clay. In order to effectively develop the creative competence of students, it is necessary to study in detail the specific characteristics of this material (clay) and its processing methods.

The modern technology of industrial production of ceramic products involves the use of complex equipment. One of the tasks of our experimental work is the development of clay processing techniques using mass materials, equipment and tools, as well as simple methods of making pottery products in the educational process.

Raw materials. One of the most important points in the production of pottery products is the preparation of raw material - clay. The success of the artist's idea and the quality of the product depend on how carefully the clay is prepared. Therefore, the demand for the selection and preparation of raw materials and materials increases. The selection of raw materials consists of several stages.

In conclusion, it should be noted that the characteristics of natural raw materials and technology of their processing, reliable ownership of equipment and equipment helps to effectively implement ideas and, as a result, is related to the development of creative competence.

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HAFIZ KHORAZMI'S APPLICATION SKILL BY USING TAJNIS

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Abstract. The article talks about the use of Tajnis art in the ghazals of Hafiz Khorezmi's library. Analyzing the examples revealed that the skill of using tajnis in Hafiz's lyrics is at an advanced level.

Keywords: skill, tajnis, advanced level, Khorezmi's library, Hafiz's lyrics.

Tajnis is an art widely used in our classical literature. Despite the fact that this art has been used since our oldest written monuments, the theoretical issues related to it are mainly written in the XIII-XV centuries by Rashididdin Vatwat's "Hadoyiq as-sehr", Shamsiddin Muhammad ibn Qays Razi's "Al-mu'jam fi ma'oir". al-ash'or al-Ajam" (1233), Sharafaddin Hasan ibn Muhammad Rami Tabrizi's "Hadoiq al-khaq" (1392), Ali ibn Muhammad Taj al-Khalavi's "Daqaq ash-she'r" (XIV century), Vahid Tabrizi's "Risolai jam'i mukhtasar" (1417), Husayn Vaiz Koshifi's "Badoe' al-afkor fi sanoe' al-ash'or" (1489), Atullah Husayni's "Badoye' as-sanoe'" (1465 year) are described in his works. A number of articles and dictionaries on this issue in Uzbek literary studies There is no need to repeat them since enough information has been provided. Special attention is also paid to the issue of Tajnis in "Funun ul-baloga", the work dedicated to the first theory of literature in the Uzbek language.

In the lyrics of Hafiz Khorezmi, tajnis appears as an auxiliary tool for the artistic expression of the poet's feelings. Therefore, they are formed very naturally, in connection with other poetic arts. For example, the poet skillfully uses trade homonyms in many places:

Qila bilmak tilar bo'lsang qaro zulfi bila savdo,

Boshingdin ketmasun bir dam havo-yi ishq ila savdo¹. (11-g'.)

First-come (savdo) trade is a word that is still actively used today. It is based on the word court - profit. The second is an Arabic word that means worry. In Arabic dictionaries savdaا سَوْدَاءُ this meaning of the word is not recorded. So, the Arabic meaning of the word blackness, melancholy has expanded. Savdo savada سود The corresponding form of the verb to darken is a quality. Its muzakkar form is aswad (meaning black stone Hajar al-asvadda ham bor) it will look like. Savod word is derived from this root and its original meaning qoralikdir. At the same time in the verse qaro (black) With the use of the word, the art of proportion was created. In the verse, "if you want to trade with the black hair of the yor (if there is a buyer for it), go ahead." The moral issue of love is expressed in a beautiful way.

In other places, Hafiz also demonstrates his artistic skills through commercial and literary words. For example,

Qaro zulfung savodini ko'rali

¹ Хамид Сулаймон нашрида ҳам, Режап Тўпарли табдилида ҳамда факсимиледа шеърлар рақамлангани боис фойдаланишда қулайлик учун биз ҳам ҳаволани шу тарзда беришни лозим топдик. Масалан, 11-ғ. “Девон”даги 11-ғазални билдиради.

Tushdi boshimg'a yuz tuman *savdo*. (57-g'.)

In this verse, black is used as a metaphor for the words of *savod* (literacy) and *savdo* (trade).

Savdoyi (*crazy*) which is also used in modern Uzbek; someone, something lost consciousness in pain. The word *savdo* (*trade*) is related to this root. Due to the excess of black color in the human body, it damages his mental health. That is why such a person is called a salesman. Alisher Navoi writes in one of his ghazals using the harmony of the words trade and trade:

Sotmangiz olamg'a savdoyi esam, ey dardu g'am

Kim, menga ishq ichra doim siz xaridor erdingiz.

Another meaning of the word *savdo* is the word "trader". The indistinguishable hairs on the lips of the beloved are called *khat(t)*. In the following Hafiz uses *savod* the combination of the letter *khat(t)* in two meanings - feathers on the beloved's lips; It creates inspiration by using it in the meanings of the writings in the letter. As a result, we can understand the verse "The letter on your lips drives me crazy" or "The finished letter drives me crazy":

Savdozada qilg'ali savodi xatti meni,

Bordur ko'ngulu jonda hamisha siri *savdo*. (64-g'.)

On publication *sari savdo* in our view, the combination given in the form, *siri savdo* (secret of trade). As clever linguists, our classic writers had deep knowledge of the meanings and origins of the words they used. Including Hafiz Khorezmi *sud* (judge) va *savdo* (*trade*) so'zlari referring to the kinship, he writes:

Zulfini ko'rub chu bo'ldum muftalo *savdo* bila,

Sudu sarmoya borur, oh emdi bu *savdo* bila. (14-g'.)

Proportionality are brought to light through the combination of capitals in *Bayt sud*.

Or:

Ohki, kechdi umr borisi *savdo* bila,

Sud qachon bo'lg'usi bizga bu *savdo* bila. (20-g'.)

Hafiz Khorezmi Turki *qaraq* He created verses that are even more beautiful than the shape of his words:

Qaroqchi ko'zi jon mulkin qilur g'orat *qaraq* birla,

Solar har go'shaga yuz ming balo ul ko'z *qaraq* birla. (37-g'.)

The word *Qaraq* in the "Old Turkish Dictionary" it is interpreted as eye, eye socket, and is not given as a noun even though, word *qaraq* is recorded *qaraqchi* in "Abushkha" that "it means looting and spoiling at the same time *qaraqchi*" explained in the style. At the same time "G'aroyib us-sig'ar" citing as a source the following example (in terms of classical philology, *dol(l)* – proof) is made:

Ko'ngullar naqdini toroj etarga yopmog'ing burqa'

Aningdekdurki, yuz bog'lar *qaraqchi* korvon ko'rgach.

So, *qaraq* also means a robber. Alisher Navoi does not occur the word *qaroq* // *qaraq* and *qaroq qarogused in the form*. In language Hafiz Khorezm *qaraqchi* // *qaroqchi* there is also the word in "Devonu lugot it-turk" *bulnadi meni qaraq* III in song 29 *qaraq* even though it is interpreted in the meaning of an eyeball, in fact it uses an allusion, in our view, that is, "I was captured by an eye (referring to the physical state of the eye)" and "I was captured by a robber - a thief.". *Qaraq* if the word means an eyeball *köz qaraq* the compound word means the eye itself.

So, poem's content: "Qaroqchi ko'zi jon o'lkasini toroj va qaraq qilgach, ul ko'z qaraq (ko'z; ko'z tashlash; nigoh) with a hundred thousand calamities."

Hofiz boshqa bir o'rinda ham qaraq so'zi vositasida tajnis hosil qiladi:

Ul sho'x qaroqchikim, erur ko'z qaraq ichra,
Bir fitna balo qani aningtak qaraq ichra. (27-g'.)

Content: "The great king, who is a robber in terms of looking, will cause trouble with such a look." Pay attention to the 27th and 37th ghazals of "Devon". qaraq comes as a rhyme. The rhyming words of both ghazals are almost the same – as qalaq, sabaq, taraq, varaq.... But the poet was able to create completely different original ghazals.

In the poet's lyrics, many verses rich in artistic arts were created through the Turkish word *al*. For example,

Olinig'a tush bo'lursam ko'nglumni aldab olur,
Yuz oli birla ul jon ham yuzi oli birla. (35-g'.)

Content: "If I come face to face, he will cheat my soul and heart with a red face and a trick on his face." In the verse, tajnis is formed by means of two words – ol and face. There were several words in the form of al (ol) in the old Uzbek language.

Al I. A lie, a trick, a trick. Mahmoud Koshgari is an example of this word *alin arslan tutar kuchi in siçyan tutmas* (version *alin arslan tutar, ko'cho'n ko'chno'k tutmas* – If you can catch a lion by trickery, you can't catch a puppet by force), *awchi necha al bilca, azig' ancha jol bilir* – A bear knows as many ways to escape as a hunter knows hunting tricks (proverb *awchi necha tef bilca, azig' ancha jol bilir* used this form) gives examples like that. So, in the old Turkic language, it means trick again *tef* word is used. From *tawlik* word too made In this sense Mahmud Koshgari *anası tawlik japap, og'li tatik qosha qapar* – When the mother sneaks a piece of thin bread, the child cleverly puts it in his mouth in pairs (two by two) quotes the proverb. Trick means a trick *tef* now is the basis of the words *extortion*. (This word is not given in the "Etymological dictionary of the Uzbek language").

Based on this word *âl* – the meaning of a trick has been formed. This word is shown as Arabic in some sources not true. Later, its meaning was formed as a red silk fabric used to decorate the flag and the horse's saddle. In the old Uzbek language *ol* from the form words, only the meaning of house, dynasty *ol* ﻻ arabic word. Word *Ol* trick; red cloth; Based on the meaning of reddish color, its mirage meaning appeared. *al* In acquiring the meaning of "miracle", the themes of "tovlanish" and "shining" were leading. The reason is the phenomenon of incorrect refraction of light in the mirage atmosphere. Hafiz in the following verses *ol* a few words in the form: 1) red; 2) surprise; 3) take- (order); 4) collects mirages.

Ey yuzi olkim, erur ishing hamisha ol,
Solma, bu oshiqing ko'ngulin lutf birla ol.
Yuz turlu ol birla ko'ngulumni olkim,
Serob lolatak ko'runur yuzung uzra ol. (602-g'.)

One of the meaning the word *Ol* another meaning is the name of a fairy, which is related to the way of life of our ancestors and is believed to endanger the lives of new-born women. This word is also actively used in Persian. In the language of Persian classical writers *as Ol – Ol* as the combination is used for quarrelsome and bad women.

Hofiz Xorazmiy xattiy tajnisdan ham mohirona foydalangan.

O'zbek mumtoz adabiyoti muhoblari Atoyining

Qoshlaring yosin Atoyi ko'rgali husn ichra toq

Kechalar mehroblarda surayi "yosin" uqur –

they know the verse well. In this poem *yosin* (yoyini – qoshlari kamonini) and "Yasin" his words created tajnis. In the same way, Hafiz Khorezmi, by using these two words, equally uses the arts such as *irsoli masal* and *simil* along with *tajnis*:

Qoshi yosin ko'rgali yosin o'qurmen doimo,

Chun qurumishdur o'shul bu xasta oshiq boshina.

Content: "As long as this work is done for this sick lover, I will always read "Yasin" to see the arch of his eyebrows - bow eyebrows." In the verse, a hint is created by using folk expressions, i.e. "yosin o'qurmen doimo" "the illness is so severe that it requires healing or faith "I'm reading Yasin" or "it doesn't matter what I told him" (to read Yasin) with a view to leaving.

The spelling used here is *lafz(iy)*. "A type of gender that does not differ much in pronunciation, but differs in writing *tajnisi lafz* we say". Firstly the word *yasin* in origin ياسين has written, the name sura "Yasin" is *hurufi muqattaot*" or "hurufi hijoiya" because it's from يس has written. Atullah Hosseini writes about the written *tajnis*: "G'ayri lafziy *tajnis* esa uch turdur. Avvalgisi *tajnis-i xattiydur* va ani muzorata, mushokala va tashif ham derlar. Bu talaffuzda turlicha lafzlarning yozuvda bir-biriga o'xshash bo'lmog'idur".

One of the *tajnis* in is "Devon" *maskin* مسكين and *maskan* مسكن told through the words:

Man bo'lubman ushbu maskan ichra bas miskin, vale

Kelmadi *miskin* so'rab shohim bu maskan yonina. (7-g'.)

Content: "I am extremely poor in this place, but my king did not come to this place to ask for a poor person." Used in the byte *miskin* shari'i istilah is considered and we know its meaning *maskan* clarifies the origin of the word. In "Quran" the word *miskin* is repeated 33 times in plural and singular. Our Prophet, may God's prayers and peace be upon him, said, "A poor person is not a beggar who goes from door to door, carrying a couple of dates and a couple of bites of food, the real poor person is the one who does not care for himself, does not go around asking for alms, and people do not know about his condition, so give him alms." He is the one who does not give" (Imam Bukhari, Imam Muslim's narration) - they said. Imam Abu Hanifa says that the poor person is more needy than the poor person based on the verse 16 of Balad Surah and this hadith. It means to calm down *sakana* سَكَن – considering that it is the destination of the poor or needy *miskin* the word is used enthusiastically. Considering this shari'i difference (this in the verse *zakot* it can also be known from the use of the word twice) the poet says in another ghazal:

Gar zakoti husn uchun izdar esang *miskin* gado,

Hofizi *miskin* gadoyingdur anga bergil zakot. (101-g'.)

The cited examples are just some examples of the poet's skill in using *tajnis*. Examining other examples in "Devon" gives us the basis to conclude that he was one of the most skilled creators of Uzbek classic literature.

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